

Starfall

Pre

K

Teacher's Guide

How Things Grow



Unit **7**

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

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

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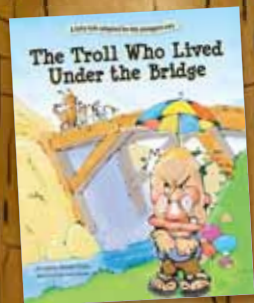
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Week 22: How Things Grow

This week you will teach the children about how living things grow and change, and the four distinguishing characteristics of living things. The children will also:

- learn /g/ and identify initial /g/ words
- compare and contrast themselves to trees
- be introduced to symmetry
- learn about rulers and measuring charts and how to measure objects
- distinguish between things that are living and those that are nonliving
- compare and contrast baby, school-aged, and adult photos of you
- discover things they can do now that they couldn't do as babies
- practice using pennies and nickels



Starfall Books & Other Media

The Green Grass Grew All Around by William Jerome

The Green Grass Grew All Around Audio CD

The Green Grass Grew All Around Sequence Cards

The Troll Who Lived Under the Bridge as told by Brandi Chase

Handprint Poems Blackline

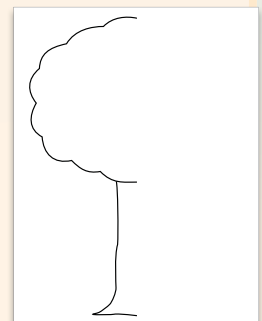
Tree Symmetry Blackline

ABC for Gingerbread Boy and Me

Starfall American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 1



Preparation

Prior to **Day 1**, locate a photos of yourself as a baby, a school-aged child, and an adult.

Day One

Morning Meeting — Prepare a sheet of chart paper with the sentence stem, *I can* (blank).

Small Group — Duplicate and cut apart a Handprint Poem for each child.



Day Two

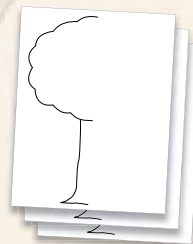
Small Group — Have a measuring chart and a ruler available. You may create a measuring chart that resembles a tree or use an existing one. Children will glue their names to the chart. If several children are the same height, attach a sheet of paper for their names.

Day Three

Morning Meeting — Place a variety of seeds in a small plastic bag. The seeds will be used again on **Day 4** and **Week 23, Day 1**.

Day Four

Morning Meeting — Prepare an index card with a picture or drawing of a tree to represent living, and one with a picture or drawing of a book to represent nonliving.



Story Time — Duplicate a Tree Symmetry blackline for each child.

Day Five

Morning Meeting — Have five pennies and one nickel for each child available.

Story Time — Choose a book about living/nonliving things to share. Suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Living and Nonliving (Nature Basics)* by Carol K. Lindeen
- *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons
- *The Giving Tree* by Shel Silverstein
- *What's Alive?* by Kathleen Weidner Zoehfeld

Snack Suggestion

Serve bite-sized pieces of veggies and ranch dip.

**Gross Motor Skills**

Moves with balance and control

Phonics

Recites the alphabet in sequence

Outside Activities**Alphabet Toss**

Children stand in a large circle and toss a ball to the child on their right. Each time the ball is tossed, children chant the next letter of the alphabet. When they have gone through the alphabet, they toss the ball to the left and begin the alphabet again.

Ball Toss /g/

Draw simple pictures of words that begin with /g/ on pieces of masking tape (*girl, guitar, grape, game, gate, goat, gift*). Place the masking tape pieces randomly on a large beach ball.

Children stand in a circle. A child tosses the ball. The child who catches the ball looks at the masking tape closest to one of his or her hands and announces the initial /g/ word. Children repeat the word. The child tosses the ball and the game continues.

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?

Your pal,
Gingerbread Boy

Day 2

I love the handprints you made for your parents. They will be so surprised!

Love,
Gingerbread Boy

Day 3

I wonder how tall I am. Will you measure me?

Your friend,
Gingerbread Boy

Day 4

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?

Your pal,
Gingerbread Boy

Day 5

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting


Gingerbread Boy's Message
 Compare and contrast baby/child/adult photos
 List things children can do now
Vocabulary: acorn

Gingerbread Boy's Message
 Play "Concentration" with immature/mature Picture Cards

LEARNING CENTERS

Circle Time

Phonemic Awareness:
 Blend sounds
 Introduce /g/
 Identify initial /g/ words
 "Guitar" riddle

Phonological Awareness:
 Blend Onset and Rime
 Introduce Gg 
 ABC for Gingerbread Boy and Me
 Identify initial /g/ pictures

Story Time

"Mistress Mary"
The Green Grass Grew All Around
 What would you grow in a garden?



The Green Grass Grew All Around
The Green Grass Grew All Around Sequence Cards



Small Group & Exploration

Handprint Poems



Use measuring charts to measure heights
Vocabulary: measure

Day Three

Day Four

Day Five

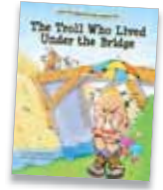
GATHERING ROUTINE

Gingerbread Boy's Message
Characteristics of Living Things

Gingerbread Boy's Message
"Head Shoulders Knees
and Toes"
Categorize Picture Cards into
living/nonliving

Gingerbread Boy's Message

*The Troll Who Lived
Under the Bridge*



Introduce pennies
and nickel

Vocabulary: nickel

Review: pennies

LEARNING CENTERS

Phonological Awareness:
Compound Words

ABC for Gingerbread Boy and Me

List initial /g/ words

Introduce ASL sign
for Gg



"Where Is /g/?"

Phonological Awareness:
Syllables in Words

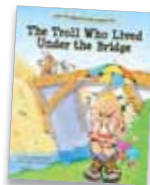
Introduce final /g/

Phonological Awareness:
Rhyming Words

"What's Missing?"

"Where Is /g/?"

*The Troll Who Lived
Under the Bridge*



Bigger/smaller

*The Green Grass
Grew All Around*



*The Green Grass
Grew All Around*
Audio CD

Compare children to trees

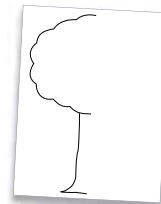
Teacher's literature choice living/
nonliving book

Use connecting cubes to solve
story problems



Introduce symmetry

Tree Symmetry
blacklines



Complete projects or conduct
observations and individual
assessments

WEEK 22

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *Holidays: Garden Shop*, *Historical Folk Songs: "The Boll Weevil Song," I'm Reading: Nonfiction, "Come Play with Me," It's Fun to Read: "All About Me."* They review /y/ and /h/ and reinforce /g/ and /v/ at ABCs: Y, H, G, and V.

Materials

- Computers set up for use with more.Starfall.com
- Headsets

Interaction & Observation

- Children learn much more from using computer technology than simply how to use the equipment. They increase their language and literacy skills, spatial and mathematical reasoning, and subject knowledge in a way that feels effortless to them.
- Notice the language children use while working at computers. Converse with them about what they are doing and how they make decisions.

Art Center

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Compares, contrasts, and classifies objects and data

Preparation — Label a poster board "Living Things" and label another "Nonliving Things."

Activity — Children locate pictures of living or nonliving things in recycled magazines. They cut out pictures and glue them onto the appropriate poster boards to create collages of living and a nonliving things.

Materials

- Recycled magazines
- Two poster boards

Interaction & Observation

- Encourage open-ended or process-oriented art activities so children may independently explore different materials and express themselves freely.
- Each child should be allowed to work at his or her own level and pace.

Library Center

Preparation — Book suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Living and Nonliving* by Carol K. Lindeen
- *What's Alive?* by Kathleen Weidner Zoehfeld

Materials

- The Green Grass Grew All Around* (Book & Audio CD)
- Other books about living and nonliving things

Activity — Children read and listen to *The Green Grass Grew All Around* after the book is introduced on **Day 1**. They also enjoy other books from your classroom or school library about living and nonliving things.

Interaction & Observation

- Read regularly to children in individualized ways such as one-to-one or in small groups, as well as to the entire class.
- Engage in conversations with children in the Library Center that help them understand the content of books, and link books to other aspects of the curriculum.

Motivation for Reading

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

Dramatic Play Center

Preparation — Book suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *From the Garden: A Counting Book About Growing Food* by Michael Dahl
- *Growing Vegetable Soup* by Lois Ehlert
- *Planting a Rainbow* by Lois Ehlert

Activity — Children use a balance scale to weigh toy vegetables and fruits, and run a garden shop, keeping baskets of toy fruits and vegetables neat, taking orders, making sales, and bagging items that have been sold.

Interaction & Observation

- Children are able to develop cognitively, physically, socially and emotionally as they interact with each other in the Dramatic Play Center.
- Choose developmentally appropriate materials and props thoughtfully to enhance children's natural abilities toward exploration, active learning and role-playing.

Materials

- Toy cash register, play money
- Toy fruits and vegetables
- Balance scale
- Reusable shopping bags
- Paper, pencils
- Books about gardening

Motivation for Reading

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

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Creative Arts

Engages in cooperative pretend play with other children

Construction Center

Preparation — Make a book of buildings (barns, schools, skyscrapers, malls, houses, apartments, etc) by gluing recycled magazine pictures to construction paper, and place it in the Construction Center for reference.

Activity — Children make buildings with the available materials, and use carpet squares for fields, parking lots, towns, airplane hangars, etc. They measure and record information about what they have built using rulers and measuring tapes.

Interaction & Observation

- Observe how building with blocks helps children develop motor skills, balance, fantasy play, social skills, eye-hand coordination, organizational skills, and more.
- Increasing standards, accountability, and standardized testing, may make it difficult for early childhood teachers to defend the importance of block building to those who expect mathematics to be about numbers, counting, and worksheets.
- Research on block building reveals that preschool children who are able to build complex structures with blocks have a better chance of mathematical success in middle and high school, even taking into account student's IQ levels, social class, and gender. (Wolfgang, Stannard, and Jones, 2001)

Materials

- Blocks
- Books about building
- Rulers, measuring tapes
- Recycled building materials
- Paper, pencils

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Math

Becomes familiar with standard and nonstandard measuring tools and their uses



Writing Center

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

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

Activity — Children use stamps and stencils to form letters and words.

Interaction & Observation

- Ask children to identify some of the letters and words they create.
- When needed, assist children with writing letters, words, and messages they wish to convey.
- Give children the support they need to write on their own, including access to the alphabet, available at eye level or on laminated cards.
- Model functional uses of writing and discuss the many ways in which writing is used in daily life.

Materials

- Various sizes and types of paper
- Alphabet stamps and stamp pads
- Letter stencils

Discovery Center

Science

Compares, contrasts, and classifies objects and data

Activity — Place various living and nonliving objects in an empty water table. Children sort objects into living and nonliving categories. Converse with them and discuss their reasons for determining the categories.

Interaction & Observation

Provide varied materials and opportunities for children to learn the basic principles of living and nonliving things, such as:

- differences between living and nonliving things (e.g., plants versus rocks)
- changes in living things over time
- life cycles of plants and animals
- similar needs for water, food, and air of living things
- ways offspring are like their parents

Materials

- Empty water table
- Various living and nonliving objects (popcorn kernels, small rocks or stones, various dried beans, acorns, packing peanuts, crayons, etc.)
- One container labeled "Living" and another labeled "Nonliving"

Math Center

Math

Sorts objects into categories

Counts sets of objects

Preparation — Mix four types of seeds and place them in bowls. You will need one bowl of seeds, four cups, and one pair of tweezers or tongs for each child at the Math Center.

Activity — Using tweezers or tongs, children practice fine motor skills as they identify and sort mixed seeds from a bowl into four separate cups. After the sorting process, the children count how many seeds they have of each type.

Interaction & Observation

- Build number awareness using natural objects found in the environment.
- Read books which include counting and sorting.
- Plan activities that provide opportunities and materials to categorize by several attributes such as size, shape, color, and living/nonliving.
- Integrate mathematical terms into everyday conversation.

Materials

- Four types of seeds
- Bowls and cups
- Tweezers or small tongs

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

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

Materials

- Starfall Sing-Along* Volume 1
- Teacher photos (baby, school, adult)
- Prepared chart paper
- Markers

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?
Your pal,
Gingerbread Boy

Things We Can Do

Read and discuss Gingerbread Boy’s message. Volunteers share their baby stories.

Indicate your baby photo. Ask: **Can you guess who this baby is?** (Volunteers respond.) If the children do not guess it is you, tell them. Indicate your school photo and continue: **This is me when I grew up and went to school.** Indicate the adult photo. Ask: **Do I look older now?** (Volunteers respond.)

Compare and contrast the baby photo and the school-aged child photo. Ask: **How are the photos different? How are the photos the same?** (They both have eyes, ears, etc. They are the same people.)

Compare the baby and the adult photos. Ask: **How are the baby and adult in these photos the same?**

Ask: **What are some things babies can do?** (discuss) **You were a baby once, but now you are in preschool. You can do a lot more now than you could do when you were a baby. Let’s make a list of things you can do now that you have grown.**

Indicate the chart paper. Read the sentence stem, *I can* (blank). List responses with the volunteers’ names next to them.

Read the responses and children shout “hooray” to celebrate all that they can do now that they have grown.

Science

Notifies changes in living things over time

Listening & Speaking

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

LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Blend Sounds

Say: **Listen to these sounds. Blend them together to form a word, then find the picture that matches it.**

Use /v/ /a/ /n/ (van), /h/ /a/ /t/ (hat), /n/ /e/ /t/ (net), /r/ /a/ /t/ (rat), and /f/ /o/ /x/ (fox).



Materials

- Grandmother
- Picture Cards: fox, hat, net, rat, van
- Picture Cards: game, girl, goat, guitar
- Pocket chart

Phonological Awareness

Blends three phonemes

Listens for beginning sound



Introduce /g/

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

Display the Picture Cards *game, girl, goat, and guitar.*

Say: **Here is a picture of a guitar. Say, guitar. Guitar begins with /g/. Say /g/, guitar.** Continue:

- **Game begins with /g/. Say, game. Say /g/, game.**
- **Girl begins with /g/. Say, girl. Say /g/, girl.**
- **Say, goat. What sound do you hear at the beginning of goat? Right, /g/.**

Indicate the Picture Card *guitar*. Explain: **This is a guitar. What is a guitar used for? Right, it is a musical instrument. Raise your hand if you have ever seen or heard someone play a guitar.**

Say: **Guitar begins with /g/. Listen to these two words. Which one begins with /g/, piano or guitar?** (guitar) **Guitar begins with /g/. Say /g/.** (Children repeat, /g/.) **Listen again: goat or fox. Which one begins with /g/?** (goat)

Say: **Let's pretend to play a guitar.** (demonstrate) **If you hear a word that begins with /g/, pretend you are playing your guitar. If the word doesn't begin with /g/ put your arms behind your back. Ready?**

Ask: **Do you hear /g/ at the beginning of goose? Say it with me, goose, /g/.** (Children repeat, goose, /g/.) **Good, play your guitar! Let's try some more.** Continue for *girl, yarn, web, garden, go, ham, and gum.*

Encourage children to listen for /g/ today.

Guitar

I am a musical instrument.

I usually have six strings.

When you strum my strings I make music.

People play me in bands.

My name begins with /g/.

What am I?

Story Time

Introduce *The Green Grass Grew All Around*

Indicate *Nursery Rhymes* page 28, "Mistress Mary." Children discuss the illustrations. Ask: **What is Mistress Mary doing to help her plants grow?** (watering them)

Read the rhyme. Ask: **What do you think silver bells and cockle shells are?** (Volunteers respond.) **If you had a garden what would you like to grow?** (Volunteers respond.)

Indicate *The Green Grass Grew All Around*. Explain: ***The Green Grass Grew All Around* is a song which Starfall made into a book.** Picture-walk through the book as children describe the illustrations.

Materials

- Starfall's Selected Nursery Rhymes*
- The Green Grass Grew All Around* by William Jerome

Comprehension

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



Small Group & Exploration

Create Handprint Poem Gifts

Say: **Hold up your hands. Are your hands bigger or smaller now than they were when you were a baby? What will happen to your hands as you get older?** (They will grow/get bigger.)

Say: **Let's use our hands to make a surprise for your parents. Here is a poem to help us get started.**

Read the poem "My Growing Hands." Discuss the poem and explain what it will mean to parents.

Distribute a large sheet of white paper and a copy of "My Growing Hands" to each child. The children write their ages in the blank space in the poem, glue the poem to the center of their paper sheet, and write their names at the bottom.

Children use washable ink pads or finger paint to coat their hands, then press their hands down on both sides of the poem to create handprints.

After the handprints dry, the children add drawings to decorate their papers.

Laminate the handprints and poems as keepsakes for parents.

Materials

- Handprint poem for each child
- Large washable ink pads or finger paint
- Large sheet of white paper for each child
- Glue
- Crayons, pencils

Creative Arts

Creates original work



"My Growing Hands"

*Here is a gift
So you can recall
How my hands looked
When I was small.*

*I'm _____ years old
And growing so fast
I wanted to give you
Something that would last.*

*You taught me to use
My hands for good
To hug, to love, and
Do things I should.*

*So this is to thank you
And to say
I love you more
And more each day.*

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play "Open Them, Shut Them." Children open and close their hands and cross their arms in front of themselves as they sing "Open Them, Shut Them."

Materials

- Picture Cards: *acorn, baby, butterfly, caterpillar, dog, frog, man, plant, puppies, seeds, tadpole, tree*
- Pocket chart

I love the handprints you made for your parents. They will be so surprised!
Love,
Gingerbread Boy

Learn About Life Cycles

Read and discuss Gingerbread Boy's message.

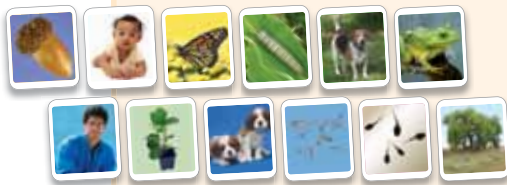
Indicate the *acorn* Picture Card. Say: **This is an acorn. It is a seed that will grow into a tree.** (Indicate the *tree* Picture Card.)

Continue: **Here are some more.** Indicate the remaining Picture Cards in mature/immature pairs as children name them: *baby/man, tadpole/frog, caterpillar/butterfly, puppies/dog, and seed/plant*. Ask: **What do you notice about these pictures?**

Discuss the process of growth from immature to mature for each picture pair.

Place the Picture Cards face down in random order in a pocket chart. Children play "Concentration" as they match the immature and mature animal Picture Cards. As matches are made, children give the Picture Cards to Gingerbread Boy to hold.

Discuss the matches as they are revealed.



LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.** Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

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

Materials

- Letter Card Gg
- Star
- ABC for Gingerbread Boy and Me* by Starfall



Introduce Gg

Indicate Letter Card Gg.

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

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

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

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

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

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

Phonological Awareness

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

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Story Time

Sequence *The Green Grass Grew All Around*

Indicate *The Green Grass Grew All Around*.

Ask: **What do you remember about this book?**
(Children respond.) **Yesterday we took a picture-walk through this book. Today I will read the story but I need your help.**

Identify and distribute Sequence Cards to volunteers. Designate an area where the children will line up in order as their Sequence Cards are indicated. They will raise their cards each time they are named.

Read the story.

Comprehension

Identifies sequence of events



Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Sequence Cards

Small Group & Exploration

How Tall Are You?

Two volunteers stand side-by-side. Ask: **Are these children the same height or is one taller than the other?** (Repeat with several pairs of volunteers.)

Ask: **How do we know how tall people are?** (Volunteers respond.) **Right, we measure them. Who has been measured before?** (Volunteers respond.) **Indicate a ruler. Here is a ruler that has the numbers from one to twelve on it.** Indicate the number one above the bottom of the ruler and explain how we measure starting at zero.

Say: **Let's measure how tall this table is.** Measure the height of the table using the ruler. Count as you measure. Ask: **How many rulers tall is this table?**

Choose a volunteer. Ask: **How many rulers tall do you think (volunteer's name) is.** (Children estimate.) **Let's measure to find out.**

Say: **There is another way to measure how tall you are. You can use a measuring chart.** Indicate the chart and demonstrate how it is used.

Continue: **Let's measure how tall you are.** Each child writes his or her name on an index card. Measure children using the chart. Children glue their name cards next to their heights. Discuss the results.

Materials

- Measuring chart
- Ruler
- Index cards
- Pencils, crayons
- Glue

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

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

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children follow your directions to perform these actions:

- Pretend you are a chick inside an egg.
- Hatch out of the egg.
- Pretend you are an acorn on the ground.
- Grow up to be a tree and stretch your branches.
- Pretend you are a caterpillar.
- Now you are a butterfly flying in the sky.

Materials

- Ball, spoon, cup, and ruler
- Variety of seeds in a small plastic bag

I wonder how tall
I am. Will you
measure me?
Your friend,
Gingerbread Boy

Characteristics of Living Things

Read and discuss Gingerbread Boy's message. Measure Gingerbread Boy and add his name to the measuring chart.

Indicate the ball. Ask: **Will this ball ever grow bigger?** (Volunteers respond.) **No, it will always be the same size.** (Choose a volunteer to come forward.) **Do you think** (volunteer's name) **will grow bigger?** (Volunteers respond.) **Right!** (He or She) **will grow bigger.**

Explain: **People are living. Living things grow and change. The ball is nonliving. Nonliving things do not grow. Let's find out how we can tell if something is living or nonliving.**

Indicate the spoon and the cup. Say: **All living things need to eat and drink. Some living things use spoons and cups to eat and drink. Some living things get their food and water from nature. The spoon and cup will remind us that living things need to eat and drink.** (Hand the spoon and cup to one volunteer.)

Indicate the ruler. Say: **All living things grow and change. We used a ruler to measure how tall you have grown. The ruler will remind us that all living things grow and change.** (Hand the ruler to a volunteer.)

Indicate the bag of seeds. Say: **Living things can produce babies, or more of themselves, because they have seeds inside. For example, there are seeds inside apples. If you plant those seeds new apples trees will grow. The seeds will remind us that living things can produce more of themselves.** (Hand the seeds to a volunteer.)

Run in place. Say: **All living things can move. I am running in place. You can see me move. Some living things like plants move, but they move on the inside and you can't see the movement. Running in place will remind us that all living things can move.** Select a volunteer to run in place.

Science

Notifies changes in living things over time

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

Compares, contrasts, and classifies objects and data

Keep the bag of seeds. You will use it again on Day 4 and Week 23, Day 1.

Volunteers hold up their props as you review the four characteristics of living things. Remind children that in order to be living, an object has to have all four of these characteristics: movement, reproduction, growth, and requirement of water/nutrients.

Indicate the ball. Review the four characteristics to determine whether the ball is a living or nonliving thing.

LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Say: **Listen to these two words, then put them together to make a new word. Ready? gold, fish** (goldfish)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say grandmother.** (Children repeat, *grandmother*.) **Do you hear two words in grandmother? Let's take the word apart: grand** (Children hold up one of their cubes/chips.) **mother** (Children hold up the other cube/chip.) Say: **Grandmother.** Ask: **What should you do with your cubes now?** (Volunteers respond.) **Right, put them back together.**

Children place their cubes/chips in front of them. Say: **Now, say grasshopper. If we take grass away** (Demonstrate removing a cube to represent the word *grass*.), **what is left?** (Volunteers respond.) **Right, hopper.** Repeat for *grapevine*, *grapefruit* and *grandfather*.

Materials

- 2 cubes or chips per child
- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother



Phonological Awareness

Combines words to make a compound word

Deletes a word from a compound word

Listens for beginning sound

Phonics

Focuses on letter names and shapes

List Gg Words, ASL Gg

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

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

Indicate the chart paper.

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

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

Grandmother asks: **Will you help me sing my song to remember /g/?**

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

Where Is /g/?

(Melody: "Where Is Thumbkin?")

Where is /g/? Where is /g/?

Here I am. Here I am.

/g/ in guitar, /g/ in giggle

/g/ /g/ /g/, Gg, Gg, Gg.



Observe & Modify

The letter Gg can stand for more than one sound. If a child's name begins with G such as Geraldine, explain that Gg can stand for /g/ or /j/ and is silent in words such as night. It is important for children to recognize that letters may stand for sounds other than the target sound.

Story Time

Compare Sizes

Indicate *The Troll Who Lived Under the Bridge*.

Ask: **Who remembers the story *The Troll Who Lived Under the Bridge*?** A volunteer begins the story in his or her own words. Choose additional volunteers to continue the story until it is complete.

Read the story. Say: **Stand and look around to find something smaller than you are.** (Children do this.) **What did you find?** (Volunteers respond.) **Look around the room again and find something that is bigger than you are.** (Children do this.) **What did you find?** (Volunteers respond.) Children sit.

Say: **In the story, the Gruff brothers were all different sizes. One was tiny, one was big, and one was great big.**

Indicate the chart paper. Say: **There are two sentence starters on the chart paper. One says *I am bigger than*. The other says *I am smaller than*. How would you finish one of these sentences? I'll start.** (Indicate the words as you read.) **I am bigger than a book. I'll write *book* in this column. Now, it's your turn.**

Record each child's response in the appropriate column. Write the children's names next to their responses or the children may write their own names.

Read the responses.

Materials

- Prepared chart paper
- Markers
- The Troll Who Lived Under the Bridge* as told by Brandi Chase

Math

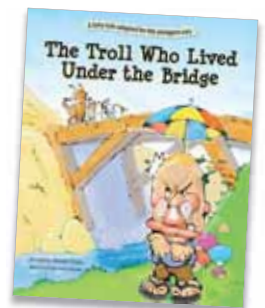
Describes relative position from different perspectives

Print/Book Awareness

Connects oral language and print

Emergent Writing

Writes own name



Small Group & Exploration

Materials

- 10 connecting cubes per child
and teacher

Math

Counts sets of objects

Uses concrete objects to solve complex problems

Indicates there are more when combining sets of objects

Indicates there are less when removing objects from a set

Solve Story Problem Equations

Distribute a set of ten connecting cubes to each child.

Say: **Let's pretend these cubes are goats. Count your goats. How many do you have?** (ten) **Right, you each have ten goats. Listen to these stories and use your goats to figure out how each story ends. Let's do the first one together.**

Say: **Here are five goats. Move five cubes toward you.** (Children move five cubes.) **One of the goats left to eat some grass, so take one cube away.** (Children take one cube away.) **How many goats are left?** (Children count the remaining cubes. Volunteers respond.)

Read the following stories. Children use their cubes to answer. Assist as necessary.

- **Two goats are eating grass. Another goat joins them. How many goats are now eating grass?**
- **There are six goats. Two more goats join them from the other field. How many goats are there now?**
- **Ten goats are walking toward the bridge. One stops to eat grass. How many goats are now walking toward the bridge?**
- **Four goats were playing in a garden. Two goats left to climb rocks. How many goats are still playing in the garden?**



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Read Gingerbread Boy's message. Play *Sing-Along* Volume 1 Track 12. Children sing "Head, Shoulders, Knees and Toes" and do the appropriate motions.

Materials

- Starfall Sing-Along* Volume 1
- Ball, spoon, cup, and ruler
- Bag of seeds from **Day 3**
- Picture Cards : *alligator, boy, car, dog, flag, guitar, plant, rock, toothbrush, tree*
- Pocket chart
- Prepared index cards

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?
Your pal,
Gingerbread Boy

Determine Living and Nonliving

Distribute the ruler and bag of seeds to two volunteers, and the spoon and cup to a third volunteer. A fourth volunteer runs in place. Refer to the volunteers as you review the four characteristics of living things.

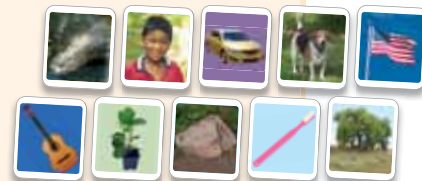
Indicate the Picture Cards. Say: **Let's divide these pictures into a living group and a nonliving group.** Place the index cards with the pictures of the tree and the book in the top row of a pocket chart. Explain that living things will be placed under the tree because a tree is a living thing, and nonliving things will be placed under the book because a book is a nonliving thing.

Individually identify each Picture Card. Volunteers with props stand if appropriate when you ask the following questions to determine if the items are living or nonliving.

- **Does a** (pictured animal/object) **need food and water?**
- **Does a** (pictured animal/object) **grow and change?**
- **Does a** (pictured animal/object) **move?**
- **Can** (pictured animal/object) **make more of themselves?**

Remind the children the answer to all four questions must be "yes" for the item to be placed in the living group. A volunteer places the Picture Card in the pocket chart.

Choose new volunteers after several Picture Cards have been placed.



Science

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

Compares, contrasts, and classifies objects and data

LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *gui-tar*. Now put them together to form a word: *guitar*. This time clap for the parts. Ready? *Gui-tar*** (clap, clap) Children say, *guitar*. Repeat with *good*, *gal-lop*, *gas-o-line*, *gift*, and *gar-den*.

Materials

- Grandmother
- List of Gg words from **Day 3**
- Pocket chart

Phonological Awareness

Counts syllables

Listens for beginning sounds

Isolates ending sound

Introduce Final /g/

Indicate the list of Gg words.

Say: **Look at these words that begin with Gg.** (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 Gg. Say: **Here is Gg in sign language. Now you make it.**

Grandmother asks: **Did you know Gg can be at the beginning of a word OR at the end of a word? Listen for /g/ in this word: *pig*.** (Emphasize /g/ at the end.) **Now you say it: *pig*. Where do you hear /g/ in *pig*?** (the end) **Say, *pig*.**

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

Say: **Listen to these words. If you hear /g/ at the end, gently clap your partner's hands.** Overemphasize /g/ in the following words: *rug*, *puff*, *leg*, *off*, *tag*, *frog*.

Story Time

Compare and Contrast

Indicate *The Green Grass Grew All Around*.

Say: **Listen carefully to this story and think about how you are like this tree.** Play *The Green Grass Grew All Around* Audio CD.

Children stand. Say: **Let's talk about how you are like the tree.**

- **A tree has roots that go down in the hole in the ground; you have feet! Touch your feet.**
- **A tree has limbs and branches; you have legs and arms. Move your legs and arms.**
- **A tree has leaves. You have fingers. Move your fingers.**
- **A tree has a trunk. You have a body. Your body is your trunk. Touch your trunk.**
- **A tree has bark. You have skin. Touch your skin.**
- **A tree needs food and water. You need food and water. Pretend you are eating and drinking.**
- **A tree was once a little seed. You were like a little seed before you were born. Make yourself small like a seed.**

Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Audio CD

Science

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

Compares, contrasts, and classifies objects and data

Gross Motor Skills

Moves with balance and control

- **A tree grows and changes. You are growing and changing all the time. You were once a little baby, and now you are in school. Pretend you are a baby, show how you grew.**
- **A tree moves inside. You move outside. Move your body.**

Say: **One way you are different from a tree is that you can do things a tree cannot do. What are some things you can do that make you different from a tree?** (Volunteers respond.)

Small Group & Exploration

Symmetry

Draw a circle on the lower portion of a whiteboard.

Say: **This is a whole circle.** Erase the right half of the circle. **Here is half of the circle. What happened to the other half?** (Volunteers respond.) **Right, I erased it. Who can draw the other half of the circle on the whiteboard so we have a whole circle again?** A volunteer completes the circle.

Using the Tree Symmetry blackline as a guide, draw a whole tree on the whiteboard.

Say: **This is a whole tree.** (Cover the right half of the tree with a piece of paper.)

This is half of the tree. Who can show us the whole tree again? (A volunteer removes the paper.) **What do you notice about the right side and the left side of the paper?** (Children respond.) **Right, the sides match.**

Distribute the Tree Symmetry blacklines. Ask: **What do you notice about this tree?** (Only half of the tree is there.) **Your job is to draw the other half of the tree.** Children complete the tree.

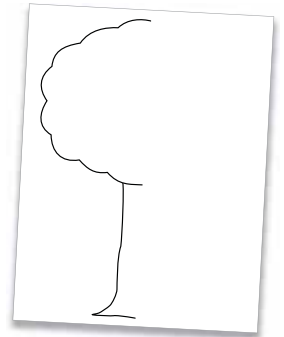
Optional: To further demonstrate symmetry, have the children paint the half tree. Then while the paint is still wet, they fold the paper and press down to transfer paint to the other half.

Materials

- Whiteboard, marker
- Tree Symmetry blackline for each child
- Pencils, crayons

Math

Constructs examples of simple symmetry and non-symmetry using concrete objects



Morning Meeting

Materials

- The Troll Who Lived Under the Bridge* as told by Brandi Chase
- Five pennies and one nickel for each child

Warm Up Your Brain

Play "Cross and Touch." Give children the following directions as you demonstrate the movements:

- **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 as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Continue this back and forth pattern for a minute or so, as though walking rhythmically.**

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,
Gingerbread Boy

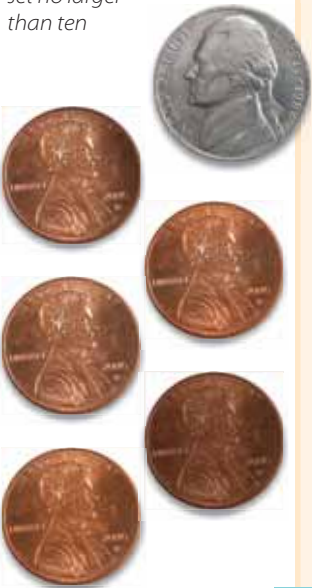
Social Studies

Demonstrates an awareness of the uses of money

Math

Explores the use and meaning of currency and coins

Combines sets of objects to equal a set no larger than ten



Learn About Pennies and Nickels

Read and discuss Gingerbread Boy's message.

Indicate *The Troll Who Lived Under the Bridge*. Read the last page. Say: **The troll decided to grow new grass. What will he need to do that? Where could the troll get the grass seed and watering can?**

Ask: **Have you ever gone shopping with your mom or dad? Why do you go to stores?** (to buy things) **Do you just pick up the things you want and take them home?** (no) **That's right, you have to pay for them. We use money to buy what we want or need.**

Indicate a penny. Ask: **What is the name of this coin?** (a penny) **A penny is worth one cent.** Indicate a nickel. Ask: **What is the name of this coin?** (a nickel) **A nickel is worth five cents. Having a nickel is the same as having five pennies.**

Spread the pennies and nickels out randomly on a table or the floor. Children work together to sort the coins into a group of pennies and a group of nickels. Children compare and contrast the groups of coins.

Distribute five pennies and one nickel to each child. Say: **Pretend you are going to the store to buy grass seed for three cents. How many pennies would you need to buy the grass seed?** (three) **Right, you would need three pennies or three cents. Show me three of your pennies.** (Children do this.)

Say: **Pretend you need to buy a watering can and it costs five cents. How many pennies would you need?** (five) **You could pay for the watering can with five pennies or you could pay with one nickel. Show me your nickel.** (Children do this.)

Create word problems for additional practice.



Observe & Modify

If the children are developmentally ready, create word problems that require up to ten pennies per child.

LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Listen to these words: goat, coat, boat.**

Now you say them. (Children repeat: *goat, coat, boat.*)

What do you notice about these three words? (They rhyme.) **Listen to these words: frog, log, dog.** **Now you say them.** (Children repeat: *frog, log, dog.*)

What do you notice about these three words? (They rhyme.) **Listen again. This time one of the words does NOT rhyme: frog, dog, monkey.**

Now you say them. (Children repeat: *frog, dog, monkey.*) **Which one does not rhyme?** (monkey) **Let's try one more. Which word does not rhyme, snake, goat, or boat?**

Materials

- Picture Cards: *game, garden, girl, goat, goose, grapes, guitar*
- Grandmother



Play "What's Missing?"

Indicate the Picture Cards *game, garden, girl, goat, goose, grapes, and guitar.*

Grandmother says: **Let's play "What's Missing?"**

Gather children in a semi-circle. Display the Picture Cards on the floor. Volunteers name the pictures.

Say: **Look closely at these pictures that begin with /g/. I will take one away. You say which one is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children name the missing card. Repeat with other Picture Cards.

Optional: To extend this activity, each child finds one small object in the classroom and places it on the floor. Children close their eyes as you remove one object. They open their eyes, guess the missing object, and identify its beginning sound.

Phonological Awareness

Discriminates rhyming words

Listens for beginning sounds

Phonics

Recognizes/names some letter sounds

Story Time

Teacher's Literature Choice: Living and Nonliving

Indicate your choice of book and discuss the author and illustrator. Read the book pausing to briefly discuss new vocabulary as it is encountered. Encourage children to ask questions about the book.

Materials

- Teacher's choice of book about living and nonliving things

Vocabulary

Acquires new vocabulary

Asks questions about unknown objects and words

Comprehension

Recalls important facts of information text

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 23: Plant It!

This week you will teach the children about seeds and plants and how they grow, in part through a study of fruits and vegetables. The children will also:

- learn *Uu* /u/ and *Qq* /kw/ and identify initial /u/ and /kw/ words
- plant and care for their own grass seeds
- discover what seeds and plants need to grow
- observe how water and food travel through the roots to other parts of a plant
- learn that fruits and vegetables play an important role in keeping people healthy
- compare and contrast two-dimensional and three-dimensional shapes
- categorize fruits and vegetables by color
- dramatize “The Turnip”



Uu



Qq

Starfall Books & Other Media

The Green Grass Grew All Around by William Jerome

The Little Red Hen and other Folk Tales by Starfall

Carrot Growth Sequence Cards

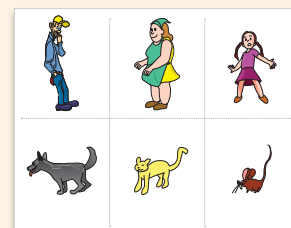
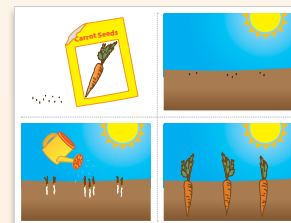
“The Turnip” Character Cards

Star Writer Melodies

Starfall American Sign Language Poster

Starfall Sing-Along Volume 1

Starfall's Selected Nursery Rhymes



Preparation

Day One

Morning Meeting — Have the bag of seeds from **Week 22** available. You will also need a small bag of grass seed for each child.

Circle Time — Have an umbrella available.

Story Time — Have the list of children’s responses and bag of grass seeds from today’s *Morning Meeting* available.

Small Group — You will need the children’s individual bags of grass seed, a labeled plastic cup or container for each child, potting soil, a watering can or pitcher, a spray bottle, newspaper, and spoons for children to plant and water their own grass seeds.

Day Two

Morning Meeting — Familiarize yourself with the lyrics to “Miss MacDonald” (page 540). Have a carrot and a turnip (real or pictured) available to compare and contrast.

Story Time — You will need a carrot, a clear glass, measuring spoons, water, green food coloring, and a table knife for an experiment.

Day Three

Morning Meeting — Cut apart the Carrot Growth Sequence Cards. You will also need the glass with the carrot from **Day 2**, a container of water, and a table knife.

Story Time — Have a quilt available, or use the *quilt* Picture Card.

Day Four

Morning Meeting — Real fruits and vegetables may be used in place of, or in conjunction with Picture Cards for this activity.

Story Time — Cut out and punch two holes in each “The Turnip” Character Card. Attach yarn to create character necklaces.

Small Group — Have used gardening magazines and seed catalogs available. The children will cut out pictures of fruits and vegetables to create collages.

Day Five

Morning Meeting — Prepare a chart paper with the title “My Favorite Fruit or Vegetable.”

Circle Time — Have the list of *Qq* words from **Day 4** available, as well as shaving cream for children to use for writing letters.

Story Time — Choose a book about fruits and/or vegetables to share. Suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *A Fruit is a Suitcase for Seeds* by Jean Richards
- *Tops & Bottoms* by Janet Stevens
- *The Enormous Potato* by Aubrey Davis
- *The Carrot Seed* by Ruth Krauss

Snack Suggestions

Serve raw mini carrots with ranch dressing.

Provide a variety of seeds such as sunflower seeds and pumpkin seeds.

Provide a selection of seasonal fruits and raw vegetables for children to sample in preparation for the discussion of fruits and vegetables on **Day 4**.

Outside Activity**Quarter Spoon Relay**

Divide the children into four groups. Designate a starting line and a finish line. The first child in each group places a quarter on a spoon. At your signal, the child walks to the finish line then returns to the group while balancing the quarter on the spoon. If the quarter falls off, the child retrieves it and places it back on the spoon and continues. When the child reaches the group, he or she hands the quarter and spoon to the next child in line and the race continues.

Gross Motor Skills

Moves with balance and control

I didn't know plants grow from little seeds. What do seeds need to help them grow?

Your pal,
Gingerbread Boy

Day 2

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Day 3

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Day 4

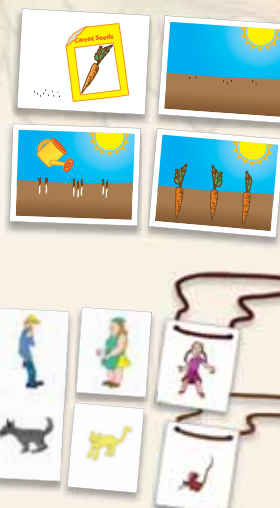
I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,
Gingerbread Boy

Day 5

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,
Gingerbread Boy



GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
 Introduce seeds
 Review characteristics of living things

Gingerbread Boy's Message
 "Miss MacDonald"
 Compare and contrast a carrot and a turnip
 What seeds need to grow

LEARNING CENTERS

Circle Time

Phonological Awareness:
 Blend Onset and Rime
 Introduce /u/
 Identify initial /u/ words
 "Umbrella" riddle

Phonemic Awareness:
 Sign That Sound
 List initial /u/ words
 Introduce Uu
 Introduce ASL sign for Uu
 "Where Is /u/?"



Story Time

Review seed predictions
The Green Grass Grew All Around



"Mr. Bunny's Carrot Soup"
 Carrot experiment



Small Group & Exploration

Plant grass seeds

Compare and contrast two-dimensional and three-dimensional shapes
 Make shapes with play dough

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Star Writer Melodies

Examine how food and water travel through a carrot

Carrot Growth Sequence Cards



Gingerbread Boy's Message

Categorize fruits and vegetables by color and discuss results

Gingerbread Boy's Message

Favorite fruits and vegetables

LEARNING CENTERS

Phonological Awareness:
Syllables in Words

"Quilt" riddle

Introduce /kw/

Identify initial /kw/ words

Phonemic Awareness:
Sign That Sound

List initial /kw/ words

Introduce Qq

Introduce ASL sign for Qq

"Where Is /kw/?"



Phonological Awareness:
Words in a Sentence

Where there's a q there's a u

Write qu in shaving cream

"The Farmer in the Dell"

Characters and setting

"The Turnip"

Answer questions



Dramatize "The Turnip"

Retell "The Turnip" in a different order



Teacher's Literature Choice:
Fruits and Vegetables

Observe and illustrate
grass plants

Dictate sentences

Fruit and vegetable collages



Complete projects or conduct
observations and individual
assessments

WEEK 23

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *Talking Library*: “Who Likes the Rain?” *I’m Reading*: Nonfiction, “Pumpkin, Pumpkin,” and *Colors*: “Green.” They review /g/, /v/ and reinforce /kw/ and /u/ at ABCs: G, V, U, and Q.

Interaction & Observation

- At this point in the year, children should be able to maneuver confidently through *more.Starfall.com*, manage the mouse, and complete the assigned activities with ease.
- Observe children and offer assistance as they interact with letters, stories, math activities, and songs.
- Pair children who are having difficulty with those more advanced in technology skills.

Materials

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

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

Art Center

Activity — Children paint pictures of their favorite fruits and vegetables using illustrations for reference. After the artwork has dried, children share their paintings with the class. Display them in the classroom or hallway.

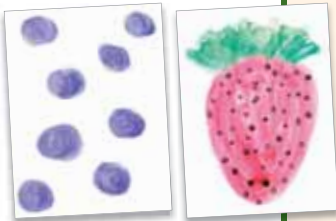
On **Day 4**, children draw pictures of additional fruits and vegetables and add them to the pocket chart.

Interaction & Observation

- Most children love to paint. Each painting is truly a work of art to them. Keep in mind that painting is more about the process and learning than it is about the product.
- Teach children to think creatively and to use items they wouldn’t normally think about using to create their artwork. Instead of brushes, suggest other materials such as cotton swabs, cotton balls, twigs or sticks, toothbrushes, feathers, or other objects from nature.
- Encourage children to experiment to learn cause and effect, and how to mix colors.

Materials

- Art easel, paper, paintbrushes
- Various colors of tempera paints or watercolors
- Illustrations of fruits and/or vegetables from seed catalogs and cooking magazines
- Paper and crayons for **Day 4**



Library Center

Preparation — Book suggestions include *Jack and the Beanstalk* by Steven Kellogg and *The Tiny Seed* by Eric Carle.

Activity — Children read and listen to *The Green Grass Grew All Around* and *Little Red Hen and other Folk Tales*, “Mr. Bunny’s Carrot Soup” after **Day 2**, and “The Turnip” after **Day 3**. They also enjoy other books about seeds and planting.

Interaction & Observation

- Converse with children in the Library Center about new vocabulary in books introduced each week, and model use of new vocabulary throughout the week.
- Discuss unfamiliar words as you talk about the books and help children learn to use the illustrations in books to determine meaning.

Materials

- The Green Grass Grew All Around* (Book & Audio CD)
- Little Red Hen and other Folk Tales*
- Books about seeds and planting

Motivation for Reading

Enjoys reading and reading-related activities

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

Dramatic Play Center

Preparation — Create a vegetable and fruit stand by adding a variety of plastic fruits and vegetables, toy carts, and a cash register with play money. Include a balance scale to weigh the produce and a supply of reusable shopping bags for customers.

Activity — Children run a fruit and vegetable stand and pretend to buy and sell produce. They use the balance scale to weigh toy fruits and vegetables, ring up sales on the cash register and bag items for their customers.

Interaction & Observation

- Visit the vegetable and fruit stand as a customer, and model the language used when purchasing produce. Ask about the flavor, freshness, and price.
- Discuss where the vegetables and fruits were grown (above ground, underground, on vines, bushes, or trees).
- Talk about the importance of reusable grocery bags due to the effect of plastic bags on the environment.
- Encourage children to speak in complete sentences.

Materials

- Plastic fruits and vegetables
- Toy shopping carts
- Cash register with play money
- Balance scale
- Reusable shopping bags

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Preparation — Book suggestions include:

- *From the Garden* by Michael Dahl
- *My Garden* by Kevin Henkes
- *The Curious Garden* by Peter Brown

Activity — Children build farms and farm buildings using blocks. They create walled gardens where they plow and pretend to plant vegetable, fruit, and flower gardens. They reference books about gardens as they construct.

Interaction & Observation

- Provide children with the materials they need to expand their knowledge and understanding of the current theme in the lesson plans, and then engage them in conversation as they construct.
- Ask children to explain what they are doing and respond using vocabulary words from books read aloud during the week and activities related to the theme.
- As they develop motor, social, and math skills, they will also enrich their vocabularies and oral language skills.

Materials

- Blocks of various sizes and shapes
- Toy farm vehicles, animals, and people
- Books about gardens

Creative Arts

Engages in cooperative pretend play with other children

Demonstrates increased flexibility, imagination and inventiveness



Writing Center

Emergent Writing

Uses drawing to convey meaning

Uses scribbles/writing to convey meaning

Activity — Children draw the enormous turnip along with any story characters they wish, and dictate or write a sentence or two about their illustrations. Compile the completed drawings into a class book and place it in the Library Center.

Interaction & Observation

- Illustrating read aloud books enables children to recall characters and setting. Talk with them as they draw and dictate sentences, and discuss the beginning, middle, and end by asking them to retell the story as they work.
- Engage children in conversation about how they felt when they heard the story (happy, sad, scared, excited) or how they might change the ending.

Materials

- Drawing paper, pencils, crayons
- Turnip (or picture of a turnip)
- The Little Red Hen and other Folk Tales*, "The Turnip"

Discovery Center

Science

Participates in scientific investigations

Social/Emotional Development

Works with others to solve problems

Activity — The sand table becomes a potting shed. Children enjoy creating potted plants and flowers in the potting shed.

Interaction & Observation

- Observe as children develop and improve their hand-eye coordination and fine motor skills through sand play. They learn to explore the changes sand undergoes when it becomes slightly wet, dripping wet, and then dry again. Sand nurtures the imagination as children build developmental concepts.
- Allow much freedom of choice in the Discovery Center.
- Concepts about how the world works are built gradually as children enter a rich learning environment and exercise their freedom to play.

Materials

- Sand table
- Plastic flowers and greenery
- Small flower pots
- Hand gardening spades or shovels
- Spray bottles of water

Math Center

Math

Sorts objects into categories

Verbally counts in sequence

Activity — Children practice fine motor skills by gripping various items from containers using tweezers or tongs, and placing them on the balance scale. They check and compare weights of the various items.

Interaction & Observation

- Provide varied learning experiences for children in the Math Center by allowing them to use nonstandard and standard units to weigh and measure familiar objects.
- Encourage children to estimate and then verify the accuracy of their estimations by asking questions such as: How many shells might you need to balance the marbles? How is the weight of the corks different from the stones? How is the weight of the corks similar to the feathers?
- Converse with children as they experiment to verify whether or not their estimates were accurate.

Materials

- Balance scales
- Containers of buttons, beads, small stones, corks, plastic figures, counting chips, marbles, shells, bottle caps, etc.
- Large tweezers
- Small kitchen tongs

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Ask: **How would you like to be a plant?**

Play *Sing-Along* Volume 1 Track 18. Children close their eyes and visualize what is happening as they listen to "Little Plant." Repeat the song several times. Children pretend they are little seeds as they act out the song.

Materials

- Starfall Sing-Along* Volume 1
- Bag of seeds from **Week 22**
- Small plastic bag of grass seed
for each child
- Chart paper
- Marker

I didn't know plants
grow from little seeds.
What do seeds need
to help them grow?

Your pal,
Gingerbread Boy

Seeds

Read and discuss Gingerbread Boy's message. Tell Gingerbread Boy that this week he and the class will learn all about seeds and plants.

Say: **We talked about the difference between living and nonliving things. Let's review what we learned. There are four things that a living thing must have in order to be a living thing. Let's see if we can name them. Who remembers one?**

Choose volunteers to name characteristics. Assist to name all four if necessary.

Living things:

- need food and water
- grow
- can make more of themselves
- move

Indicate the bag of seeds. Say: **All living things begin as seeds. A seed is like a lunch box. It is hard on the outside. On the inside is all the food the seed needs to grow. But the seed needs a little help. What do you think it needs?** Lead volunteers to mention water, sunlight, and soil. Continue: **Seeds need all of those things in order to grow.**

Distribute individual bags of grass seed to each child. Say: **Gingerbread Boy bought some seeds for us. What do you think your seeds will grow into?** Write responses on the chart paper and review the list with the help of the children.

Collect the bags of grass seed. Gingerbread Boy whispers that the children will find out what the seeds will grow into during *Story Time*.

Science

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

Notices changes in living things over time

Shows curiosity by asking questions and seeking information

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.** Use: /g/ /ot/ (got), /h/ /ot/ (hot), /d/ /irt/ (dirt), /v/ /an/ (van).



Phonological Awareness

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

Listens for beginning sounds

Materials

- Grandmother
- Umbrella
- Picture Cards: *umbrella, umpire, under, upstairs*
- Pocket chart

Introduce /u/

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

Children identify, *umbrella*.

Display the Picture Cards *umbrella, umpire, under, and upstairs*.

Say: **Here is a picture of an umbrella. Say, umbrella. Umbrella begins with /u/. Say /u/.** Continue:

- **Umpire begins with /u/. Say, umpire. Say /u/, umpire.**
- **Under begins with /u/. Say, under. Say /u/, under.**
- **Upstairs begins with /u/. What sound do you hear at the beginning of upstairs? Right, /u/.**

Indicate the umbrella. Explain: **This is an umbrella. Stand if you have ever used an umbrella.**

Say: **Umbrella begins with /u/. Listen to these two words. Which one begins with /u/, umbrella or hat? Right, umbrella begins with /u/. Say /u/. (Children repeat, /u/.) Listen again, under or box. Which one begins with /u/? Right, under!**

Say: **Pretend to open an umbrella.** (demonstrate) **If you hear a word that begins with /u/, open your umbrella and hold it over your head. If the word doesn't begin with /u/, close your umbrella and hold it down. Ready?**

Ask: **Do you hear /u/ at the beginning of uncle? Say it with me: uncle, /u/. (Children repeat, uncle, /u/.) Good, open your umbrella. Let's try some more.** Continue for *girl, wagon, up, down, us, train, and understand*.

Encourage children to listen for /u/ today.

Umbrella

You use me to keep you dry when it rains.

You have to open me up so I can work.

You hold me over your head so raindrops hit me, not your head!

My name begins with /u/.

What am I?

Story Time

Gingerbread Boy's Surprise

Indicate and review the predictions from today's *Morning Meeting*.

Indicate the bag of grass seed. Ask Gingerbread Boy if he is ready to tell what kind of seeds are in the bag. Gingerbread Boy whispers that he will give the children a clue.

Gingerbread Boy presents *The Green Grass Grew All Around*. Say: **Let's read this story together, and see if we can guess what kind of seeds are in the bag. Gingerbread Boy will tell us if we are right.**

Read *The Green Grass Grew All Around*. Children guess what kind of seeds are in the bag.

Gingerbread Boy reveals that the seeds are grass seeds, and he thinks the children should plant them to grow their own grass. They will do this during *Small Group*.

Materials

- Gingerbread Boy
- Bag of grass seed
- Chart paper list from *Morning Meeting*
- The Green Grass Grew All Around* by William Jerome

Comprehension

Uses illustration clues to predict

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



Small Group & Exploration

Plant Seeds

Children plant grass seeds in containers that have been labeled with their names.

Children may use a spray bottle to water their seeds daily.

Optional activities:

- Children fill containers three-quarters full with potting soil, then use craft sticks to scratch the first letters of their names in the soil. Assist children to sprinkle grass seed into the indentations and gently cover them with more soil. The grass will grow in the shapes of the letters.
- Children plant grass seeds in clear plastic cups. They create faces by gluing wiggly eyes to the cups, and use permanent markers to draw noses and mouths. The grass will be the hair!

Materials

- Individual bags of grass seed
- Labeled plastic cup or container for each child
- Potting soil
- Watering can
- Newspaper
- Spoons

Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Morning Meeting

Materials

- Starfall's Selected Nursery Rhymes Audio CD
- Carrot and turnip (or carrot and turnip Picture Cards)
- Spray bottle

Warm Up Your Brain

Children gather in a circle and hold hands. Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald." The children walk around in the circle until they hear an animal name, then they stop and pretend to be that animal.

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Creative Arts

Expresses self through movement

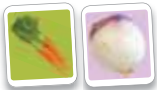
Science

Notifies changes in living things over time

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

Comprehension

Compares and contrasts



Miss MacDonald

Read and discuss Gingerbread Boy's message.

Say: **Old MacDonald had a daughter who planted a garden on his farm. What do you think she planted? Listen to this song to find out.**

Children join in singing "Miss MacDonald" (a variation of "Old MacDonald") and create appropriate actions to accompany the song.

Ask: **What did Miss MacDonald plant in her garden?** (carrots and turnips)

Indicate the carrot and turnip. Say: **Here are a carrot and a turnip. Both of these foods grow under the ground. Do a carrot and turnip look the same or do they look different? How are they different?** Repeat the song. Children join in singing.

Ask: **What do the carrot and turnip seeds need to grow?** (soil, water, and

sunlight) **What might happen**

if it never rained or if Miss MacDonald forgot to water the plants in her garden? What should we remember to do to the grass seed we planted? Let's check our grass seed.

Children use a spray bottle to water their grass seed plants.

Miss MacDonald

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some seeds, E I E I O.
With a plant-a-seed here,
and a plant-a-seed there.
Here a seed, there a seed,
everywhere a seed, seed.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some water, E I E I O.
With a sprinkle, sprinkle here,
and a sprinkle, sprinkle there.
Here a sprinkle, there a sprinkle,
everywhere a sprinkle, sprinkle.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some plants, E I E I O.
With a pick-a-carrot here,
and a pick-a-turnip there.
Here a carrot, there a turnip,
everywhere a garden plant.
Miss MacDonald had a garden, E I E I O.*

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.



Circle Time

Phonemic Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." I'll say a sound and you sign the letter that stands for the sound. Let's practice: /b/. (Children make the Bb hand sign.) Ready for the game?** Continue with /w/, /h/, /v/, /u/, /i/, and /x/.

Materials

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



Introduce *Uu*, List *Uu* Words, ASL *Uu*

Indicate Letter Card *Uu*.

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

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

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

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

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

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

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

Start with children's names that begin with *Uu* then accept suggestions. Children circle *Uu* in their words after you write them.

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

Sing "Where Is /u/?" Each time /u/ is used children make the *Uu* hand sign.

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

Where Is /u/?

(Melody: "Where Is Thumbkin?")

Where is /u/? Where is /u/?

Here I am. Here I am.

/u/ in umbrella, /u/ in uncle.

/u/ /u/ /u/, Uu, Uu, Uu.

Phonological Awareness

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales*, page 41 “Mr. Bunny’s Carrot Soup.”

Read “Mr. Bunny’s Carrot Soup.” Ask: **Where did Mr. Bunny get his carrots?** (Accept responses.) **What else could Mr. Bunny make with his carrots?** (Volunteers respond.)

Say: **Water goes from the soil to a plant’s roots and then to other parts of the plant to help the plant grow. Let’s do an experiment to learn how.**

- Put two tablespoons of water in a glass.
- Add 20-30 drops of green food coloring and stir well.
- Cut about one-half inch from the bottom of the carrot and discard it.
- Place the carrot, cut side down, in the colored water.

Ask: **What might happen to the carrot? We’ll have to wait to see. We’ll check tomorrow.**



Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Carrot
- Clear glass
- Measuring spoons
- Water
- Green food coloring
- Table knife

Comprehension

Recalls information from stories

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

Science

Participates in scientific investigations

Small Group & Exploration

Play Dough Shapes

Indicate the Picture Cards. Compare and contrast the two-dimensional and three-dimensional shapes.

Distribute play dough. Ask:

- **Which shapes remind you of a seed? Make a seed with your play dough.**
- **Which shape reminds you of a tree trunk? Make a tree trunk with your play dough.**
- **Which shapes could you use to make a flower? Make a flower with your play dough.**

Encourage children to reproduce additional three-dimensional forms with their play dough. Discuss the shapes as children produce them.

Materials

- Play dough
- Place mats or newspaper
- Picture Cards: *circle, sphere, oval, cylinder, rectangle, rectangular prism, square, cube, triangle, pyramid*

Math

Identifies three-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play *Star Writer Melodies* (any track). Direct children as follows:

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

Materials

- Star Writer Melodies*
- Glass with carrot from **Day 2**
- Container of water
- Cloth
- Table knife
- Carrot Growth Sequence Cards
- Pocket chart

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Carrot Experiment

Read and discuss Gingerbread Boy's message.

Indicate the glass with the carrot. Ask: **Does the outside of the carrot look the same as it did yesterday, or does it look different? Let's look at the inside.**

- Remove the carrot from the colored water and rinse it in clear water.
- Cut across the carrot about one-half inch above the first cut and examine the center. Volunteers describe what they see.

Say: **Now look at your arm. Do you see little lines under your skin? They are your veins. Your veins carry blood through your body so you can live. This carrot has veins like your body, but they carry food and water. The green food coloring shows us how the water traveled up the carrot through its veins.**

Cut the carrot in half lengthwise and indicate the vein.

Ask: **Can you see the vein? The water and food travel through the vein so the plant can grow.**

Place the Carrot Growth Sequence Cards in a pocket chart in order. Indicate each card and children describe what is happening. Mix up the cards and children work together to reorder them.



Comprehension

Identifies sequence of events

Recognizes cause and effect

Science

Participates in scientific investigations



LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

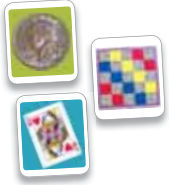
Say: **Listen to these word parts: *um-brel-la*. Now put them together to form a word: *umbrella*. This time hold up one finger for each word part.**

Ready? *um-brel-la* (Children say, *umbrella*.) Repeat for *un-der* (under), *up, un-der-stand* (understand), and *hill*.

Say: **Now let's take one part of the word away. Listen: *sister*. If we take *sis* away from *sister*, what is left? Listen again: *sis-ter*.** Repeat for *paper*, *really*, and *happy*.

Materials

- Grandmother
- Picture Cards: *quarter, queen, quilt*
- Pocket chart



Phonological Awareness

Counts syllables

Deletes a syllable from a word

Listens for beginning sounds

Introduce /kw/

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

Display the Picture Cards *quarter, queen, and quilt*.

Say: **Here is a picture of a quilt. Say, quilt. Quilt begins with /kw/. Say /kw/.** Continue:

- **Queen begins with /kw/. Say, queen. Say /kw/, queen.**
- **Quarter begins with /kw/. What do you hear at the beginning of quarter? Right /kw/.**

Say: **Quilt begins with /kw/. Listen to these two words. Which one begins with /kw/, blanket or quilt? Right, quilt begins with /kw/. Say /kw/.** (Children repeat, /kw/.) **Listen again: queen or mat. Which one begins with /kw/?** (queen)

Say: **If you hear a word that begins with /kw/, give a thumbs up. If the word doesn't begin with /kw/ give a thumbs down.** Ready?

Ask: **Do you hear /kw/ at the beginning of queen? Say it with me: queen, /kw/.** (Children repeat, *queen, /kw/*.) **Good, give a thumbs up. Let's try some more.** Continue with *fun, quarter, hop, quiet, bat, ball, and question*.

Encourage children to listen for /kw/ today.

Quilt

I keep you warm on a cold night.

I am not a sheet or a blanket.

Many squares are sewn together to make me.

My name begins with /kw/.

What am I?

Story Time

Introduce “The Turnip”

Play *Nursery Rhymes* Audio CD Track 7. Children sing “The Farmer in the Dell” as you indicate the pictures on pages 10 and 11.

Say: **The people or animals in a story are called characters. Who were the characters in this song?** (farmer, wife, child, dog, cat, rat, cheese) **The setting is where the story takes place. Where does this story take place?**

Indicate the turnip (or *turnip* Picture Card).

Say: **A turnip is a vegetable that grows under the ground like a carrot. This story is about a giant, enormous turnip. Enormous means the turnip is very, very big!**

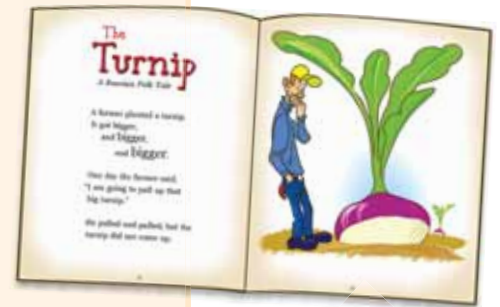
Indicate *The Little Red Hen and other Folk Tales* page 78, “The Turnip.”

Read “The Turnip,” then discuss the following questions:

- **Could the farmer have pulled the turnip out of the ground by himself? Why not?**
- **What could the farmer have done to get the turnip out by himself?**
- **Who helped the farmer?** (wife, child, dog, cat, mouse)
- **How do you think the characters felt when they finally pulled the turnip out of the ground?** (proud, relieved, tired)
- **What do you think they did with the turnip?** (Answers will vary.)
- **What did you notice about the song, “The Farmer in the Dell” and this story?** Right, many of the characters were the same.
- **Which characters were different?** (no cheese)

Materials

- Starfall’s Selected Nursery Rhymes* (Book & Audio CD)
- The Little Red Hen and other Folk Tales* by Starfall
- Turnip (or turnip Picture Card)



Comprehension

Identifies story characters

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

Recalls information from stories

Compares and contrasts

Small Group & Exploration

Write About Grass Plants

Children observe and illustrate their grass plants. They write or dictate one or more sentences to describe their plants. As children finish, they share their writings with each other.

Materials

- Writing journals or drawing paper
- Crayons, pencils
- Individual grass plants

Emergent Writing

Uses drawing to convey meaning

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

Creative Arts

Uses oral language to describe or explain art

Morning Meeting

Warm Up Your Brain

Direct the children to do the following:

- Clap your hands.
- Stomp your feet.
- Stand up; sit down.
- Crawl around.
- Pretend you're a seed.
- Pretend someone is watering you.
- Grow up straight and tall.

Materials

- Color Picture Cards: blue, green, orange, purple, red, white, yellow
- Fruit and vegetable Picture Cards in a paper bag: apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip
- Pocket chart

I want to eat healthy foods. Do you think fruits and vegetables are good choices?
Your pal,
Gingerbread Boy

Health & Safety

Demonstrates awareness of good nutritional practices

Science

Compares, contrasts, and classifies objects and data

Math

Uses graphs and charts to answer questions

Fruits and Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Fruits and vegetables are some of the healthiest foods. They come from plants. People and animals need fruits and vegetables to be healthy and strong.**

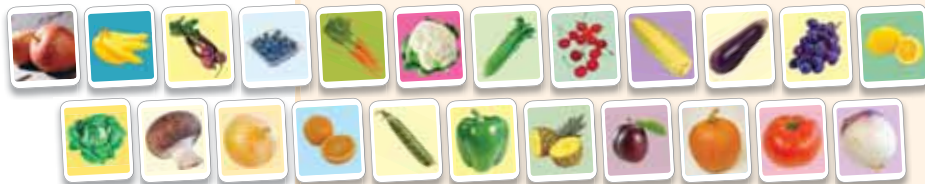


Indicate the bag of fruits and vegetables. Say: **Fruits and vegetables come in many colors. Let's group these fruits and vegetables according to their colors.**

Volunteers take turns drawing Picture Cards from the bag. Identify the fruits or vegetables and children repeat their names. Volunteers place the Picture Cards in the pocket chart to create columns by color. Children name additional fruits or vegetables to add to each column.

Provide paper and crayons at Learning Center time for children to draw pictures of the additional fruits and vegetables. Add them to the pocket chart.

Discuss which colors have the most and the least number of fruits and vegetables.



Differentiating between fruits and vegetables is confusing for young children. For the purpose of this lesson, no distinction is made between the two.

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." You sign the letter that stands for the sound I say. Let's practice: /g/. (Children make the Gg hand sign.) Ready for the game?** Continue with /k/, /o/, /d/, /f/, /e/, and /p/.

Materials

- Grandmother
- Letter Card Qq
- Star
- ABC for Gingerbread Boy and Me by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Print/Book Awareness

Connects oral language and print

Introduce Qq, List Qq Words, ASL Qq

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

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

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

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

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

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

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

Grandmother asks: **Did you notice that wherever there is a q there is a u? Let's check our list of words.** Review the list and indicate each time the letter u follows q.

Sing "Where Is /kw/?" Each time /kw/ is used children make the Qq hand sign.

You will use the list of Qq words again on **Day 5.**

Where Is /kw/?

(Melody: "Where Is Thumbkin?")

Where is /kw/? Where is /kw/?
Here I am. Here I am.

/kw/ in quilt, /kw/ in quarter.
/kw/ /kw/ /kw/, Qq, Qq, Qq.

Story Time

Comprehension

Identifies story characters

Identifies sequence of events

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

Creative Arts

Participates in teacher-guided dramatic activities



Dramatize "The Turnip"

Indicate *The Little Red Hen and other Folk Tales* page 78, "The Turnip" and the prepared character necklaces.

Say: **Let's dramatize "The Turnip." First we will read it again and choose volunteers to play each of the characters.**

As each character is identified, choose a volunteer to wear the character necklace and stand in the front of the class.

Reread the story as children dramatize it. Characters place their hands on the waists of the children in front of them as they are introduced. Repeat with new volunteers.

Say: **Let's play "Mix up the Story."** Arrange the characters in a different order and retell the story. Characters rearrange themselves to follow the story order.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Prepared character necklaces from "The Turnip"

Small Group & Exploration

Make Fruit and Vegetable Collages

Children cut pictures of fruits and vegetables from magazines or catalogs. They glue them to paper to create collages.



Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Materials

- Recycled gardening magazines or seed catalogs
- Drawing paper
- Scissors
- Glue
- Pencils, crayons



Observe & Modify

If children are developmentally ready, they label the pictures using inventive spelling.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children follow your directions and pretend to be plants reaching toward the sun. Say:

- **Stand up straight like a flower stem.**
- **The sun is on your right. Stretch your right arm toward the ceiling.**
- **Now the sun is on your left. Bend toward the sun and stretch your left arm up.**
- **Stand up straight.**
- **Put your arms down at your sides.**
- **The sun is straight over your head. Stretch your left arm up.**
- **Now the sun is on your right. Bend toward the sun.**
- **The sun is over your head now. Stand up straight. Put your left arm down.**
- **Stretch both arms up and cross them.**

Materials

- Fruit and Vegetable Picture
- Cards: *apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip*
- Pocket chart
- Prepared chart paper
- Marker

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,
Gingerbread Boy

Graph Favorite Fruits & Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Let's review the fruits and vegetables. As we review the list, think about which is your favorite. Then we will take turns telling Gingerbread Boy which fruits and vegetables are our favorites.**

Identify the fruit and vegetable Picture Cards as you place them in a pocket chart.

Indicate the chart paper and read the title, "My Favorite Fruit or Vegetable." Children tell the class and Gingerbread Boy the names of their favorite fruits or vegetables. Write their names in a column on the left side of the chart paper and their favorite fruits or vegetables in a column on the right.

Review the responses. Identify the fruit and/or vegetable that received the most responses, and the one that received the least responses.

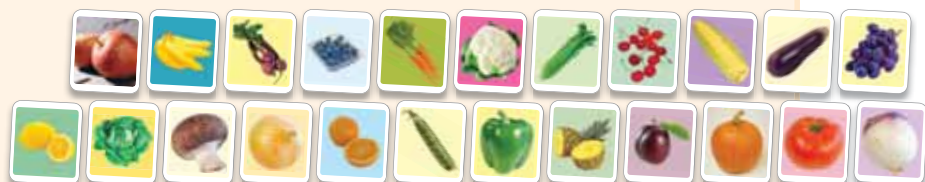
Science

Compares, contrasts, and classifies objects and data

Math

Uses graphs and charts to answer questions

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



LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534–536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The queen made a quilt.*** (Children repeat.) **Listen again.** (Repeat the sentence.)

Ask: **How many words did you hear? Let's check.**

A volunteer stands to represent each word. The children join you to count the volunteers as you repeat the sentence.

Repeat for *The quilt is under the bed.* and *The umbrella helps keep me dry.*

Materials

- Grandmother
- List of Qq words from **Day 4**
- Shaving cream
- Moist wipes

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Phonics

Focuses on letter names and shapes

Review Qq Words

Indicate the Qq word list. Say: **Listen to this rhyme. Wherever there's a q there's always a u. Say it with me.** Repeat the sentence as children join you. **Let's look at the list of Qq words to see if it's true.** Volunteers circle or underline *qu* in each word.

Distribute a small amount of shaving cream on the table in front of each child. Direct children to form uppercase *QU* with the shaving cream. Repeat for lowercase *qu*. Provide additional shaving cream if necessary. When the activity is finished, children rub the remaining shaving cream and it will evaporate. Distribute moist wipes for children to clean their hands.

Story Time

Teacher's Literature Choice: Fruits & Vegetables

Indicate your choice of fruit and/or vegetable book.

Introduce the title, author, and illustrator. Picture-walk through the book identifying the fruits and/or vegetables with help from the children. Read the book, pausing to discuss what was read and to introduce new vocabulary as it is encountered.

Materials

- Teacher's choice of book about fruits and/or vegetables

Comprehension

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

Vocabulary

Acquires new vocabulary

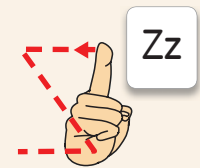
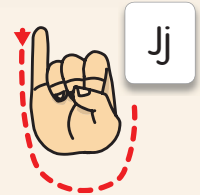
Small Group & Exploration

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.

Week 24: Things Change

This week you will teach the children about how living things change and grow. They will discover some of the many ways in which they have grown and changed this year. The children will also:

- learn /j/ and /z/ and identify initial /j/ and /z/ words
- discuss how babies grow and change and become adults
- become familiar with the life cycle of a butterfly
- practice creating and finding patterns in the classroom
- reflect on and make a list of things they have learned this year
- match uppercase and lowercase letters



Starfall Books & Other Media

The Ant and the Chrysalis as told by Myrna Estes

The Ant and the Chrysalis Sequence Cards

Butterfly Life Cycle Cards

Riddle Cards (blackline)

ABC for Gingerbread Boy and Me

Starfall American Sign Language Poster

Starfall Sing-Along Volumes 1 & 2

Starfall's Selected Nursery Rhymes

Preparation

Prepare your choice of music for this week's Warm Up Your Brain Exercises.

Day One

Story Time — Choose a book about growing up and changing to share. Suggestions include:

- *I'm Growing* by Alikei
- *The Growing-Up Feet* by Beverly Cleary

Small Group — Prepare several construction paper triangles and rectangles in varying sizes and orientations. You will also need shaving cream or play dough for each child.



Day Two

Morning Meeting — Cut apart the Butterfly Life Cycle Picture Cards.

You will also need four types of pasta: ditalini, fusilli (spiral), conchiglie rigate (shell), and farfalle (bow tie). Prepare a small plastic bag containing one of each type of pasta for yourself and each child. These will also be used on **Day 3**.



You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,
Gingerbread Boy

Day 2**Day Three**

Story Time — You will need the drawings/writings from **Day 3** and the Share Chair.

Small Group — Use a dark-colored marker to divide a paper plate or paper strip for each child into four sections.

Day Four

Small Group — You will need a coffee filter and a clothespin for each child, a spray bottle filled with water, and washable markers.

Day Five

Morning Meeting — Cut apart the Riddle Cards and place them in a bag or basket. Prepare your choice of music and two crepe paper streamers for each child.

Circle Time — Children will match upper and lowercase Letter Cards. Be sure to distribute the Letter Cards appropriately.

Story Time — Choose a caterpillar and/or butterfly book to read to the children. Suggestions include:

- *Leo the Late Bloomer* by Robert Kraus
- *The Very Hungry Caterpillar* by Eric Carle
- *Waiting for Wings* by Lois Ehlert
- *Peter's Chair* by Ezra Jack Keats
- *The Caterpillar and the Polliwog* by Jack Kent



I didn't know butterflies start out as caterpillars. I love learning new things! Do you?

Love,
Gingerbread Boy

Day 3

I always wondered how caterpillars became butterflies. Did you know?

Your friend,
Gingerbread Boy

Day 4

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,
Gingerbread Boy

Day 5

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,
Gingerbread Boy

Snack Suggestions**Butterfly Snacks**

Children construct their own butterfly snacks by spreading cheese on celery or crackers. They add pretzels for wings and raisins for eyes.

**Ants on a Log**

Spread peanut butter or cream cheese on celery and sprinkle raisins on top. Be sure to check for food allergies.

Outside Activity**Caterpillars**

Children lie inside sleeping bags and pretend to be caterpillars inside their chrysalises. They try to move across the grass inside the sleeping bags.

Gross Motor Skills

Moves with balance and control

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Match baby and adult

Gingerbread Boy's Message

Butterfly Life Cycle Cards



Life Cycle Pasta

Vocabulary:
chrysalis, emerge, pasta

LEARNING CENTERS

Circle Time

Phonemic Awareness: Blend Consonant/Vowel/Consonant
Introduce /j/
Identify initial *Jj* words
"Jellybeans" riddle
"Jack and Jill"

Phonemic Awareness: Blending onset and rime
Introduce *Jj*
List initial *Jj* words
Introduce ASL sign for *Jj*
"Where Is /j/?"



Story Time

Teacher's Literature Choice: Growing Up

"The Ants Go Marching"
The Ant and the Chrysalis



Small Group & Exploration

Shape Orientation

The Ant and the Chrysalis: write and illustrate what happened next

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
"Head, Shoulders, Knees
and Toes"
Form and identify patterns

Gingerbread Boy's Message
List things learned this year

Gingerbread Boy's Message
Choose Picture Cards to match
riddles



LEARNING CENTERS

Phonological Awareness:
Syllables in words
"Zipper" riddle
Introduce /z/
Identify initial /Zz/ words
"Zipper Coat"

Phonological Awareness:
Rhyming Words
Introduce Zz
List initial /Zz/ words
Introduce ASL sign for Zz
"Where Is /z/?"



Phonemic Awareness:
"The Alphabet Song"
Match upper and lowercase
Letter Cards

*The Ant and
the Chrysalis*
Share writings/
illustrations



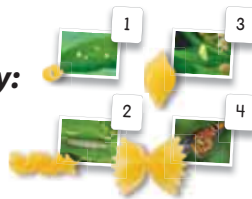
The Ant and the Chrysalis
Sequence Cards



Teacher's Literature Choice:
Caterpillars and Butterflies

Sequence Butterfly Life
Cycle Cards

Vocabulary:
cycle



Create coffee filter butterflies



Complete projects or conduct
observations and individual
assessments

WEEK 24

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Computer Center

Activity — Children enjoy *It's Fun to Read: "All About Me," "I'm Reading: Fiction," "I Can Do It"* and *"Come Play With Me."* They review shapes at *Geometry and Measurement, "Triangles"* and review /q/, /u/ and reinforce /j/, and /z/ at ABCs: U, Q, J and Z.

Interaction & Observation

- Review the Starfall Media and Technology Standards and assess your children as they work in the Computer Center. Notice if they enjoy using electronic forms of storybooks and information texts, and use technology to explore and review information.

Materials

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

Art Center

Preparation — Book suggestions include:

- *Are You an Ant?* by Judy Allen
- *The Ants* by Brian D. McClure
- *Very First Things to Know About Ants* by Patricia Grossman

Activity — Children create ants using pictures and books for reference. They roll play dough into three small balls and stick them together to form the body. They use pipe cleaner pieces to form legs and antennae, and tiny balls of play dough for the eyes.

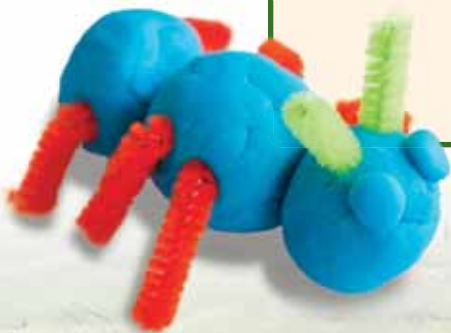
Place the completed ants on small squares of colored construction paper and display them in various places in the classroom. Children write their names and the word *ant* on their papers (e.g. *Melissa's ant, Michael's ant*).

Interaction & Observation

- Compliment children on their completed artwork. For prekindergarten children, art is an exciting means of self-expression. When it is appreciated by others, they feel truly special.
- Displaying children's artwork around the classroom builds self-esteem and helps children learn to appreciate art as they become aware of it in their everyday lives.

Materials

- Play dough
- Pipe cleaner pieces
- Enlarged pictures and several picture books about ants



Library Center

Preparation — Include *The Ant and the Chrysalis* after it is introduced on **Day 2** and other books about growing and changing. Suggestions include:

- *I'm Growing!* by Aiki
- *My, Oh My--A Butterfly!* by Tish Rabe
- *The Very Hungry Caterpillar* by Eric Carle
- *When I Grow Up...* by Peter Horn

Activity — Children read and listen to *The Ant and the Chrysalis*. They also enjoy other books about growing and changing.

Interaction & Observation

- Interact with children at the Library Center by asking questions about their print and book awareness such as: Where are the author and illustrator's names? Where is the front cover? Back cover? Can you point to the title? Where is the first page of the book? Will you show me the last page in the book?

Materials

- The Ant and the Chrysalis*
(Book & Audio CD)
- Books about growing and changing

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 — Book suggestions include:

- *Camping Out* by Mercer Mayer
- *Curious George Goes Camping* by Margaret & H. A. Rey
- *Fred and Ted Go Camping* by Peter Eastman

Activity — Children pretend to go camping. They cook meals, dine, and sleep outdoors. They also enjoy books about camping.

Interaction & Observation

- Stimulate dramatic play and extend ideas by conversing with the children as you join them on a camping trip. Ask what children are cooking, how they slept last night in their sleeping bags, what their plans are for the day, and where they might be going for a walk.
- Read a book about camping to them as they snuggle in their sleeping bags.

Materials

- Small freestanding tent
(if room size permits)
- Sleeping bags
- Plastic foods, utensils, and dishes
- Small cooler
- Additional camping gear
- Books about camping

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — The children use the available materials with their block structures in open-ended creative play. They may make tents, houses, rivers, mountains, cushions for cars or airplanes they build, etc.

Interaction & Observation

- The inclusion of drawing paper, pencils, and crayons encourages children to draw pictures and write or dictate sentences about their structures.
- Labels and simple drawings of the structures, how they were built, or future plans for expanding the structures naturally bring print into the Construction Center.

Materials

- Various sizes and shapes of blocks
- Fabric remnants, carpet squares
- Construction paper scraps
- Paper, pencils

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Demonstrates willingness to choose a variety of familiar and new experiences



Writing Center

Emergent Writing

Uses drawing to convey meaning

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

Activity — Children draw pictures of themselves in their favorite Learning Centers, and dictate or write sentences about what they like to do there.

Interaction & Observation

- Interact with children in the Writing Center reminiscing about prekindergarten memories and activities they have participated in this year (special celebrations, holiday activities, field trips, classroom speakers, games, etc.).
- Discuss how the children have grown and changed. Encourage them to think of ways they are different than they were at the beginning of the school year.

Materials

- Drawing paper
- Pencils, crayons

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Works with others to solve problems

Science

Uses tools and equipment to explore objects

Preparation — Book suggestions include:

- *Magnets* by Anne Schreiber
- *Magnets: Pulling Together, Pushing Apart* by Natalie M. Rosinsky
- *What Magnets Can Do* by Allan Fowler

Activity — Place the listed items in an empty water table. Children use magnets to determine whether the objects are magnetic or not magnetic, and sort the objects into separate tubs accordingly. Add additional objects as the week progresses.

Interaction & Observation

Interact with children as they experiment, and help them learn more about magnets by sharing books about magnets.

Materials

- Empty water table
- Various types and sizes of magnets
- Two small tubs for sorting
- Container filled with plastic and metal bottle caps, coins, thumb tacks, paper clips, counting chips, plastic beads, pencils, seashells, marbles, metal and plastic buttons, bread ties, pebbles, keys, cotton balls, etc.
- Books about magnets

Math Center

Math

Categorizes (sorts) examples of two-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes

Activity — Children sort two- and three-dimensional shapes, and use available materials to draw and color two- and three-dimensional shapes of their own.

Interaction & Observation

- As you interact with the children, assess their understanding and recognition of shapes and dimensions.
- Ask them to describe how the three-dimensional shapes are different from the two-dimensional shapes (a picture of an ice cream cone versus a three-dimensional cone).
- How is artwork they draw different from something they make with play dough?
- Does it look different? Feel different?
- Can they look at both sides of a drawing of a butterfly? A play dough ant?

Materials

- Three-dimensional geometric shapes (cube, rectangle, pyramid, cylinder, sphere, and cone)
- Pictures of the two-dimensional geometric shapes above
- Drawing paper
- Pencils, crayons

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Instruct the children to move in one direction when the music plays, freeze when the music stops, and change directions when they hear the bell. Ask:

What should you do when the music plays? (move)

What should you do when the music stops? (freeze)

What should you do when the bell rings?

(change directions)

Remind the children they may move in a variety of ways (walk, tiptoe, slide, gallop, or jump to the beat). Alternate between playing and stopping the music, and ringing a bell. Change the timing and order frequently to determine if the children can follow your directions.

Materials

- Teacher's choice of music
- Picture Cards: *acorn, baby, baker, butterfly, caterpillar, dog, frog, plant, puppies, seeds, tadpole, tree*
- Pocket chart
- A bell

You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,
Gingerbread Boy

Growing and Changing

Read and discuss Gingerbread Boy's message.



Indicate the Picture Cards *baby* and *baker* as you place them side by side in a pocket chart.

Say: **Here is a picture of a baby. A baby starts out very small and grows bigger and bigger every day until it becomes a child. You are children. Will you always be children?** (Volunteers respond.) **No, you are growing all the time. One day you will be an adult.**

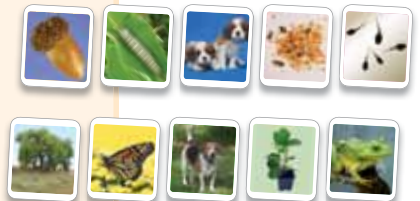
Indicate the *baker* Picture Card. Ask: **Does the adult look like the baby? What kind of work does this adult do?** (baker) **How are the baby and the adult the same? How are they different? A baby changes as it grows, just like you did.**

Identify the following Picture Cards as you place them in the pocket chart: *acorn, baby, caterpillar, puppies, seed, and tadpole.*

Identify and distribute the remaining Picture Cards: *butterfly, dog, frog, plant, and tree.* Say: **Let's play a matching game.** (Indicate the *tadpole* Picture Card.)

This is a tadpole. Who has the Picture Card that shows what this tadpole will be when it grows up? The child with the *frog* Picture Card places it next to the *tadpole* Picture Card. Continue for the remaining cards.

Mix the Picture Cards and children again match the immature and adult pairs.



Comprehension

Compares and contrasts

Science

Notifies changes in living things over time

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

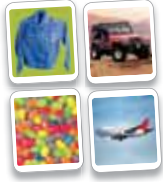
Materials

- Grandmother
- Starfall's Selected Nursery Rhymes (Book & Audio CD)
- Picture Cards: *jacket, jeep, jellybeans, jet*

Phonemic Awareness: Blend Consonant/Vowel/Consonant

Say: **Listen to these sounds: /j/ /e/ /t/. Now you say them: /j/ /e/ /t/. Blend those sounds together to make a word. /j/ /e/ /t/, jet. Let's try some more.**

Use: /j/ /a/ /m/ jam, /j/ /a/ /k/ Jack, /j/ /i/ /l/ Jill.



Phonological Awareness

Blends three phonemes

Listens for beginning sounds

Introduce /j/

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

Display the Picture Cards *jacket, jeep, jellybeans* and *jet*.

Say: **Here is a picture of jellybeans. Say, jellybeans. Jellybeans begins with /j/. Say /j/.** Continue:

- **Jacket begins with /j/. Say, jacket. Say /j/, jacket.**
- **Jeep begins with /j/. Say, jeep. Say /j/, jeep.**
- **Say, jet. What sound do you hear at the beginning of jet? Right, /j/.**

Say: **Jellybeans begins with /j/. Listen to these two words. Which one begins with /j/, jellybeans or eggs? (jellybeans) Jellybeans begins with /j/. Say /j/.** (Children repeat, /j/.) **Listen again, basket or Jack. Which one begins with /j/? (Jack)**

Say: **Let's pretend we are eating jellybeans.** (demonstrate) **If you hear a word that begins with /j/, pretend you are eating a jellybean. If the word doesn't begin with /j/ sit on your hands. Ready?**

Ask: **Do you hear /j/ at the beginning of jump? Say it with me, jump, /j/!** (Children repeat, *jump, /j/*.) **Good, eat a jellybean. Let's try some more.** Continue for *juice, up, finger, jam, key, and January*.

Indicate *Nursery Rhymes* page 22, "Jack and Jill." Grandmother says: **This is a nursery rhyme called "Jack and Jill." What sound do you hear at the beginning of Jack and Jill? (/j/) Listen to this rhyme.**

Read and discuss "Jack and Jill."

Encourage children to listen for /j/ today.

Jellybeans

I am often found in Easter baskets, but I'm not an egg.

I can be any color and I taste very sweet.

My shape is oval and I'm usually small.

My name begins with /j/.

What am I?

Story Time

Teacher's Literature Choice: Growing Up

Indicate your choice of book about growing up. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the illustrations. Read the book, pausing to briefly introduce new vocabulary as it is encountered, and to ask and answer questions about what was read.

Materials

- Teacher's choice of book about growing up

Small Group & Exploration

Shape Orientation

Indicate a triangle. Say: **We learned that a triangle has three sides and three corners or angles. Let's count the sides and corners of this shape.** (Do this.) **Is this a triangle?** (Volunteers respond.) **How do we know this is a triangle?** The children should be able to state that they know it is a triangle because it has three sides and three corners.

Indicate other triangles. Say: **I wonder what shape this is. How can we tell?** (Volunteers respond.) **Right, we can count the number of sides and corners.** Repeat this for other triangles. Explain: **These triangles are all different, but they are all triangles because they have three sides and three corners.**

Repeat this procedure for the rectangles. The children should be able to state that they know they are rectangles because they have four straight sides and four corners.

Provide shaving cream or play dough and children create a variety of triangles and rectangles.

Materials

- Prepared construction paper triangles and rectangles
- Shaving cream or play dough

Vocabulary

Discusses words and word meanings

Comprehension

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

Math

Recognizes basic two-dimensional geometric shapes

Understands that two-dimensional shapes are equivalent in different orientations

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Bell
- Butterfly Life Cycle Picture Cards
- Pocket chart
- Life cycle pasta bag for each child

Warm Up Your Brain

Give children the following directions:

- **Pretend you are a caterpillar wiggling around on the floor.**
- **At the sound of the bell, freeze.** (Explain that the caterpillar is changing into something very special.)
- **This time at the sound of the bell, sit on the floor and place the bottoms of your feet together in front of you. Hold onto your feet, and let your knees drop toward the floor. Sit tall and flap your legs up and down like a butterfly.**
- **This time at the sound of the bell, fly around the room like a butterfly!**

I didn't know
butterflies start out
as caterpillars. I love
learning new things!
Do you?

Love,
Gingerbread Boy

Science

Notifies changes in
living things over time

Describes characteristics
in the appearance and
behavior of animals



Introduce the Butterfly Life Cycle

Read and discuss Gingerbread Boy's message.

Say: **Let's help Gingerbread Boy learn how a caterpillar changes into a butterfly.**

Place the Butterfly Life Cycle Cards in a pocket chart as you indicate and explain each one:

- **Here is an egg. The egg looks very still on the outside, but it is busy on the inside. Soon a tiny caterpillar will hatch out of the egg. How would you describe a caterpillar? How do you think they feel? Are they furry? Are they slimy?**
- **The caterpillar eats and eats and eats and eats! When it's ready, it climbs a branch and hangs upside down.**
- **Soon it changes into something called a *chrysalis*.** (Children repeat, *chrysalis*.) **A *chrysalis* looks very still on the outside, but inside the caterpillar is growing and changing.**
- **All of a sudden the chrysalis begins to wiggle and the caterpillar *emerges*, or comes out, but it isn't a caterpillar anymore. It has changed into a butterfly.**

Distribute a life cycle bag to each child. Say: **This is *pasta*.** (Children repeat, *pasta*.)**We can use these *pasta* shapes to remind us of a butterfly's life cycle. Find and hold up the pasta that looks like a little egg.** (Children do this.) Repeat for *caterpillar*, *chrysalis*, and *butterfly*.Children place their pasta pieces in the correct order on top of their bags. After they have done this correctly, direct them to place the pasta back in the plastic bags. Collect the bags for use on **Day 3**.

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

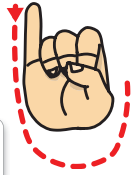
Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.** Use: /j/ /am/ (jam), /j/ /ug/ (jug), /j/ /ar/ (jar), /j/ /ack/ (Jack), /j/ /ill/ (Jill).

Materials

- Grandmother
- Star
- Letter Card Jj
- Chart paper, marker
- Starfall American Sign Language Poster
- ABC for Gingerbread Boy and Me by Starfall



Jj

Phonological Awareness

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

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Introduce Jj, List Jj Words, ASL Jj

Indicate Letter Card Jj.

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

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

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

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

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

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

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

Sing "Where Is /j/?" Each time /j/ is used, children make the Jj hand sign.

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

Where Is /j/?

(Melody: "Where Is Thumbkin?")

Where is /j/? Where is /j/?

Here I am. Here I am.

/j/ in jellybeans, /j/ in jacket

/j/ /j/ /j/, Jj, Jj, Jj.

Story Time

Comprehension

Uses illustration clues to predict

Vocabulary

Discusses words and word meanings



Introduce *The Ant and the Chrysalis*

Play *Sing-Along* Volume 2 Track 40. Children sing “The Ants Go Marching.”

Indicate *The Ant and the Chrysalis*. Say: **Here is a book about an ant that meets a chrysalis. Raise your hand if you remember what a chrysalis is.** (Volunteers respond.) **Let’s read to find out what happens. If you hear a word you don’t understand, raise your hand so we can talk about it.**

Read pages one through sixteen. Ask: **What do you think will happen next?** (Volunteers respond and explain reasons for their predictions.) **Let’s read to discover how the story ends.**

Finish reading the book. Briefly recall the children’s predictions to determine their accuracy.

Materials

- Starfall Sing-Along* Volume 2
- The Ant and the Chrysalis*
as told by Myrna Estes

Small Group & Exploration

Creative Writing

Say: **At the end of the story the ant climbed onto the butterfly’s back and away they flew. Where do you think they went?** (Volunteers respond.) **Let’s write what may have happened next.**

Each child writes about and illustrates what happened next.

Encourage the children to use kid writing. They may also dictate sentences for you to write beneath their drawings.

Children will share their sentences and drawings on **Day 3**.

Materials

- The Ant and the Chrysalis*
as told by Myrna Estes
- Journal or drawing paper
- Pencils, crayons

Emergent Writing

Uses drawing to convey meaning

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

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

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

Starfall Sing-Along Volume 1

Warm Up Your Brain

Play *Sing-Along* Volume 1, Track 12. Children sing “Head, Shoulders, Knees, and Toes” and do accompanying movements.

Say: **This song is sung in a pattern. First comes the head, then come the shoulders. What comes next?** (knees and toes) Repeat “Head, Shoulders, Knees, and Toes.”

I always wondered
how caterpillars
became butterflies.
Did you know?
Your friend,
Gingerbread Boy

Create Patterns

Read and discuss Gingerbread Boy’s message.

Say: **The life cycle of a butterfly creates a pattern.** Select a volunteer to represent each stage:

- **First there is an egg.**
- **Second is a caterpillar.**
- **Third is a chrysalis.**
- **Fourth is a butterfly.**

Continue: **Then the butterfly lays an egg and the pattern begins all over again. Let’s repeat this pattern: egg, caterpillar, chrysalis, butterfly.**

Say: **Let’s make patterns.** Arrange children in different patterns, such as:

- Children with short sleeves and children with long sleeves (AB pattern)
- Boys and girls (AB pattern)
- Children with blonde hair, children with black hair, and children with brown hair (ABC pattern)
- Children with short hair, children with medium length hair and children with long hair (ABC pattern)

Say: **Let’s find patterns in the classroom.**

Indicate several obvious patterns such as the floor or rug pattern, heating vents, windows, and window blinds (line, open space, line, etc.).

Children identify other patterns and explain how the patterns would continue. Ask: **What would come next? What part repeats?**

Science

Notices changes in living things over time

Math

Duplicates identical patterns with at least two elements

Uses rules to create and extend repeating patterns

Uses ordinal numbers from first to fifth

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

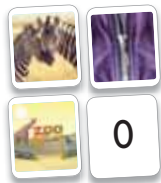
Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: jac-ket. Now put them together to form a word: jacket. This time hold up one finger for each part. Ready? jac-ket**

Children say *jacket* and hold up a finger as they say each syllable. Repeat for *Jan-u-ar-y* (January), *jel-ly* (jelly), *jump* (jump) and *joy-ful* (joyful).

Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *zebra, zipper, zoo, zero*
- Pocket chart



Phonological Awareness

Counts syllables

Listens for beginning sound

Introduce /z/

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

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

Display the Picture Cards *zebra, zipper, zoo*, and *zero*. Say: **Here is a picture of a zipper. Say, zipper. Zipper begins with /z/. Say /z/.** Continue:

- **Zebra begins with /z/. Say, zebra. Say /z/, zebra.**
- **Zoo begins with /z/. Say, zoo. Say /z/, zoo.**
- **Say, zero. What sound do you hear at the beginning of zero? Right, /z/.**

Say: **Zipper begins with /z/. Listen to these two words. Which one begins with /z/, zipper or coat? Right, zipper begins with /z/. Say /z/.** (Children repeat, /z/.) **Listen again: plant or zoo. Which one begins with /z/?** (zoo)

Grandmother says: **Let's listen to a song about a coat with a zipper.**
Play *Sing-Along* Volume 1 Track 49, "Zipper Coat."

Say: **Now let's sing together. If you hear a word that begins with /z/, pretend you are zipping up your coat. Ready?** Children sing "Zipper Coat."

Ask: **Do you hear /z/ at the beginning of zoo? Say it with me, zoo, /z/.** (Children repeat, zoo, /z/.) **Good, zip up your coat. Let's try some more.** Continue with *baby, zero, hop, quack, zebra, ball*, and *zigzag*.

Encourage children to listen for /z/ today.

Zipper

*It is used to keep a jacket or coat closed.
Sometimes you need help lining it up to make it work.
It has many little teeth.
These teeth don't bite.
It's name begins with /z/.*

What is it?

"Zipper Coat"

*Oh, do you have a zipper coat
A zipper coat
A zipper coat
Oh do you have a zipper coat
That goes zzzzip?*

*Oh, yes I have a zipper coat
A zipper coat
A zipper coat
Oh, yes I have a zipper coat
That goes zzzzip!*

Story Time

Share Chair

Indicate *The Ant and the Chrysalis*.

Say: **Let's read *The Ant and the Chrysalis*. Then you will share your writings and illustrations and share what you think happened next.**

Read *The Ant and the Chrysalis*.

Children sit in the Share Chair to share their writings and illustrations. Children do a class cheer after each sharing.

Materials

- The Ant and the Chrysalis*
as told by Myrna Estes
- Illustrations/writings from **Day 3**
- Share Chair

Listening & Speaking

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

Small Group & Exploration

Create the Butterfly Life Cycle

Place Butterfly Life Cycle Picture Cards in random order in a pocket chart.

Ask: **Are these pictures in the order of the life of a butterfly?** (Volunteers respond.) **No, they aren't. Let's put them in order.** (Children assist to do this.) **This is called a butterfly life cycle. A cycle is like a pattern. The butterfly lays an egg on a leaf and the cycle begins.** (Indicate and name the stages in the cycle so children understand that it repeats.)

Distribute the pasta bags. Assist children in putting their pasta pieces in order to represent the butterfly life cycle.

Distribute paper plates. Children write their names on the back. Indicate Number Cards 1 through 4. Assist the children to:

- count the sections on the paper plate
- copy the numbers into the sections
- glue the pasta pieces in the appropriate order

Children illustrate their plate sections if time allows.

Materials

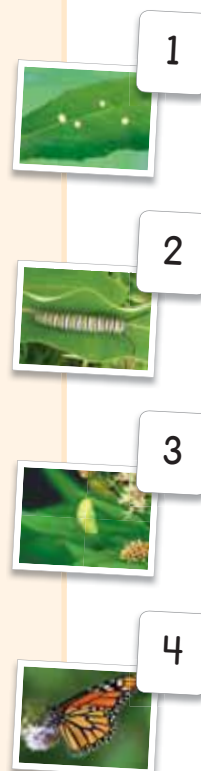
- Butterfly Life Cycle Picture Cards
- Number Cards 1 through 4
- Prepared pasta bags
- Paper plates or strips of heavy stock paper
- Glue, crayons, pencils

Science

Notices changes in living things over time

Creative Arts

Explores visual materials and activities



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Chart paper
- Marker

Warm Up Your Brain

Play "Let's Make a Pattern." Explain to children they will make patterns with their movements.

Lead the children in an AB movement pattern. Demonstrate the pattern by clapping three times. Pause and then stomp your feet three times. Then ask the children to repeat the pattern. Repeat several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an AB pattern because there are two different movements.

Lead the children in an ABC movement pattern:

- **Clap your hands.** (Clap three times.)
- **Stomp your feet.** (Stomp three times.)
- **Hop up and down.** (Hop three times.)

Repeat this several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an ABC pattern because there are three different movements.

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,
Gingerbread Boy

Science

Notices changes in living things over time

Emergent Writing

Contributes to a shared writing experience or topic of interest

Look What We've Learned!

Read and discuss Gingerbread Boy's message.

Say: **Like the caterpillar, you have grown and changed this year. You have learned so much since the first day of school. Let's make a list of all the things we have learned this year.**

Gingerbread Boy whispers he learned how to be a good listener. Commend Gingerbread Boy for being a great listener this year and write his response on the chart paper.

Add volunteers' responses to the list. Gingerbread Boy adds to the list as necessary to remind the children of what they have learned this year.

Review the list. Say: **Caterpillars grow and change into butterflies. You have grown into very smart and loving children!**

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Zero and hero rhyme. Listen to these words: zoo/you.** (Children repeat, zoo/you.) **Do they rhyme?** (yes) **Zoo, and you rhyme. Listen to these words: jug/mug.** (Children repeat, jug/mug.) **Do they rhyme?** (Volunteers respond.)

Materials

- Grandmother
- Letter Card Zz
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag



Zz

Phonological Awareness

Identifies rhyming words
Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Introduce Zz, List Zz Words, ASL Zz

Indicate Letter Card Zz. Say: **This is the letter Zz.**

(Children repeat, z.) **One Z is uppercase and one is lowercase, but both letters are Zz. The letter Zz stands for /z/ (z sound). Each time I touch the letter Zz, say /z/.**

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

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

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

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

Grandmother helps the volunteer locate Zz and review the other letters with stars.

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

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

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

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

Children circle Zz in their words after you write them.

Sing "Where Is /z/?" Each time /z/ is used, children make the Zz hand sign.

Where Is /z/?

(Melody: "Where Is Thumbkin?")

Where is /z/? Where is /z/?

Here I am. Here I am.

/z/ in zipper, /z/ in zebra.

/z/ /z/ /z/, Zz, Zz, Zz.

Story Time

Sequence *The Ant and the Chrysalis*

Indicate *The Ant and the Chrysalis*.

Place the *The Ant and the Chrysalis* Sequence Cards in random order in a pocket chart. Children discuss whether or not the story makes sense in this order.

They work together to reorder the Sequence Cards correctly. Volunteers take turns to retell the story.

Comprehension

Identifies sequence of events



Materials

- The Ant and the Chrysalis* as told by Myrna Estes
- The Ant and the Chrysalis* Sequence Cards
- Pocket chart



Observe & Modify

If the children have difficulty ordering the Sequence Cards, read the story, and allow volunteers to order the cards as you read.

Small Group & Exploration

Create Butterflies

Children use markers to color coffee filters, then they spray the filters with water. Assist the children to twist the coffee filters and clip them in the center with

clothespins to create butterfly bodies and wings. Children add faces and antennae to the clothespins to complete their butterflies.

Materials

- Coffee filter for each child
- Spray bottle with water
- Washable markers
- Clothespins

Creative Arts

Explores visual materials and activities

Shows care and persistence in a variety of art projects



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Distribute two streamers to each child. Play your choice of music. Children pretend they are dancing butterflies as you give directions to fly like a butterfly, land on a flower, flutter from flower to flower, and fly in a circle.

Materials

- Two crepe paper streamers per child
- Teacher's choice of music
- Picture Cards: *acorn, baby, baker, bird, butterfly, caterpillar, dog, eggs, frog, plant, puppies, seeds, tadpole, tree*
- Prepared riddles
- Bag or basket
- Pocket chart

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,
Gingerbread Boy

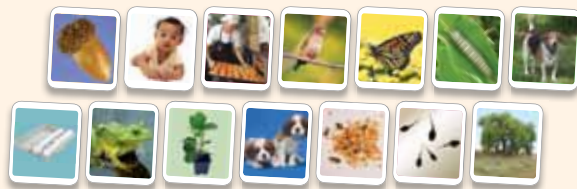
Riddles: What Am I?

Read and discuss Gingerbread Boy's message.

Display the Picture Cards in a pocket chart. A volunteer selects a riddle from the bag or basket. Read the riddle. Another volunteer locates the Picture Card that answers the riddle and turns it face down in the pocket chart.

Comprehension

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



LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: “The Alphabet Song”

Say: **We have learned all the letters of the alphabet.**

Let’s sing “The Alphabet Song.” Play *Sing-Along* Volume 1 Track 2. Children sing “The Alphabet Song.”

Say: **Now let’s sing “The Alphabet Song” slowly and add the sign language hand signs for each letter. Ready?** (Do this.)

Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Starfall American Sign Language Poster
- All upper and lowercase Letter Cards
- Letter Cards *Jj* and *Zz*

Match Alphabet Letters

Say: **We have learned all the letters and sounds. Who would like to play a matching game?** (Children respond.) **Here are some upper and lowercase letters. Your job is to find the child who has the card that matches yours. Let’s practice!**

Distribute Letter Cards *Z, z, J, and j* to four children. Ask: **Who has uppercase Z?** The child who has the uppercase *Z* Letter Card finds the child with the matching letter, lowercase *z*. Repeat for *J*.

Distribute one card to each child. Children find their matches and pairs stand next to each other. Check the results and make any necessary adjustments. Redistribute the Letter Cards and repeat.

Phonics

Recites the alphabet in sequence

Recognizes most letters when named

Names most letters

Organize the matching upper and lowercase Letter Cards in sets to match the number of children. Substitute pairs in subsequent games to provide practice with all of the letters.

Story Time

Teacher's Literature Choice: Caterpillars & Butterflies

Indicate your choice of caterpillar and/or butterfly book. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the pictures. Read the book pausing to discuss what was read and introduce new vocabulary as it is encountered.

Materials

- Teacher's choice of book about caterpillars and/or butterflies

Vocabulary

Acquires new 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.

K

Pre

Starfall

Week 25: Look At Us Now

This week, the children take a look back on the school year to recognize and celebrate all they have learned and how much they have grown. The children will also:

- graph Learning Centers to decide the class favorite
- discuss the qualities of good friends
- create a class book about Gingerbread Boy
- duplicate two and three-dimensional shapes
- choose their class favorite book of the year
- review the alphabet

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Little Red Hen and other Folk Tales by Starfall

"The Four Friends" Character Cards

Learning Center Icons

Star Writer Melodies

Starfall Sing-Along Volumes 1 & 2

Starfall's Selected Nursery Rhymes

Preparation

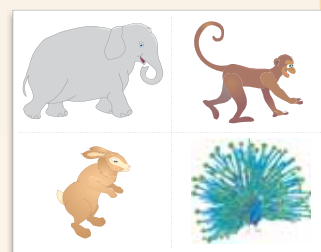
Prepare your choice of music for this week's Warm Up Your Brain Exercises.

Day One

Morning Meeting — Prepare a Learning Center graph by attaching the Learning Center Icons in columnar fashion down the left side of a sheet of chart paper.

Circle Time — Use masking tape to designate where children will stand for today's activity and place a trash can about four feet away. Prepare upper and lowercase letters A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j on individual sheets of paper, and place them in a bag or basket.

Small Group — Have materials available to create gingerbread play dough. After making the dough, you will divide it into individual portions and place it in plastic bags for children to take home. Include a play dough recipe card with each bag.



Ingredients

- 2 cups flour
- 1 cup salt
- 5 teaspoons ginger
- 2 teaspoons vegetable oil
- 1 cup warm water
- Food coloring



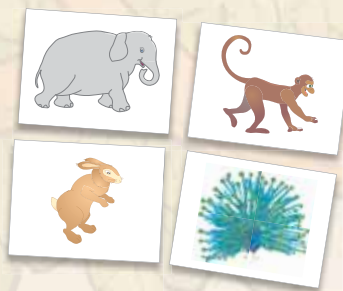
Day 1

Day Two

Circle Time — Place upper and lowercase Letter Cards K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r in a bag or basket.

Story Time — Cut apart the “Four Friends” Character Cards.

Small Group — Have a digital camera available to take a picture of each child. Prepare a white construction paper picture frame with at least 1" to 1½" border for each child. Draw a rectangle or square the size of the photo in the center.



We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

Day 2

Day Three

No additional preparation is needed.

Day Four

Morning Meeting — Have enough clay or play dough available for each child to form a ball, and a paper plate for each child. You will also need a variety of two- and three-dimensional shapes.

Small Group — Provide a variety of math manipulatives to use for creating patterns.

Day Five

Morning Meeting — Prior to **Day 5**, assemble children’s drawings and writings from **Day 3** and add a cover to create a class book to present to Gingerbread Boy.

Story Time — Select several books that you have read to the children this year.

Snack Suggestion

Gobbledy Gook

Mix together crispy rice or oat cereal, peanuts (unless there are allergies), raisins or chopped prunes or apricots, sunflower seeds and mini pretzels. Serve in individual snack bags.

Outside Activity

Volunteers recall outside games played this year. Children choose a favorite to play each day this week.

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?
Love,
Gingerbread Boy

Day 3

I loved learning about numbers this year. What’s your favorite number?
Your friend,
Gingerbread Boy

Day 4

I’m so happy! We have learned about letters, sounds, numbers and my favorite, shapes.
Your pal,
Gingerbread Boy

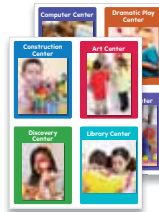
Day 5

I enjoy remembering all the fun things we’ve done this year. I love school!
Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Graph favorite Learning Centers



Gingerbread Boy's Message
Nursery Rhymes
Identify rhymes with
Gingerbread Boy's picture

LEARNING CENTERS

Circle Time

Phonemic Awareness:
Alphabet Basketball
"The Alphabet Song"
Upper and lowercase letters

Phonological Awareness:
Adding Initial Sounds
Beginning sounds
Match upper and lowercase
letters (Kk-Rr)



Story Time

Review *The Little Red Hen and Other Folk Tales*:
"The Little Red Hen"
Being a good
friend



The Little Red Hen and Other Folk Tales: "The Four Friends"
"The Four Friends"
Character Cards
Vocabulary:
peacock



Small Group & Exploration

Gingerbread play dough

Decorate construction paper
picture frames



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Numbers 1 through 10



"I Spy"

Number order

"Ten Bears in a Bed"

Gingerbread Boy's Message

Create two- and three-dimensional shapes



Gingerbread Boy's Message

Star Writer Melodies

Gingerbread Boy's Class Book

LEARNING CENTERS

Phonological Awareness:
Rhyming Words

Beginning sounds

Match upper and lowercase
letters (Ss-Zz)



Phonemic Awareness: Blend
Consonant/Vowel/Consonant

Sound out and spell words

Phonological Awareness:
Substitute Initial Sound

Alphabet Hunt

ABC for Gingerbread Boy and Me

ABC Order

The Gingerbread Boy

Children choose
their favorite part
of the story



Dramatize *The Little Red Hen
and Other Folk Tales*:
"The Four Friends"



Children vote for their favorite
books of the year

Draw pictures with Gingerbread
Boy and dictate sentences for
class book

Patterns



Complete projects or conduct
observations and individual
assessments

WEEK 25

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Motivation for Reading

Enjoys reading and reading-related activities

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

Computer Center

Activity — Children enjoy *I'm Reading: "Folk Tales,"* "The Little Red Hen" and "The Four Friends."

Interaction & Observation

- Children choose any activities on *more.Starfall.com* they wish to review.

Materials

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

Art Center

Activity — Children choose and create from various art media.

Interaction & Observation

- Engage children in conversations about their favorite art activities of the year as you visit the Art Center this week.

Materials

- Art easel, brushes
- Various sizes of paper
- Tempera paint, watercolors
- Crayons, markers, pencils
- Glue, scissors
- Recycled magazines

Library Center

Preparation — Include *The Little Red Hen and Other Folk Tales: "The Four Friends"* after **Day 2**, and other books that have been introduced throughout the year, including *Nursery Rhymes*.

Activity — Children revisit and enjoy books that have been read aloud during the school year, as well as books they have created as a class.

Interaction & Observation

- Discuss the children's choices and the reasons for them as you visit the Library Center.

Materials

- The Little Red Hen and Other Folk Tales: "The Four Friends"*
- Class books
- A variety of story books



Dramatic Play Center

Preparation — Return the Dramatic Play Center to a home (as it was at the beginning of the year).

Activity — Children wash the dolls, doll clothes and dishes to be sorted and packed away at the end of the week. Use the classroom water table with a small amount of detergent, and add another small tub for rinsing. Include a small drying rack for doll clothes.

As the week draws to a close, children can also use the water table (with clean water) to wipe down tables, chairs, cubbies, etc.

Interaction & Observation

- Recall with the children some of the many transformations of the Dramatic Play Center this school year.

Materials

- Dolls and doll clothes
- Play furniture
- Cooking utensils
- Cans and empty food packages
- Dress-up clothes
- Recycled telephone
- Play money

Creative Arts

Engages in cooperative pretend play with other children

Construction Center

Activity — Children use a variety of open-ended construction materials to create as they choose. They might use the materials with their block creations to make tents and houses, as blankets, or to form rivers, mountains, cushions for cars or airplanes they build with blocks, and other imaginative ideas.

Interaction & Observation

- Engage children in conversations about their constructions as you visit this center.

Materials

- Various sizes and shapes of blocks
- Building logs, toys, and blocks
- Sets of farm and zoo animals
- Small cars, trucks, trains
- Set of community people
- 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

Activity — Children choose from a variety of materials in the Writing Center to practice letter writing.

Late in the week they help sort and pack away materials.

Interaction & Observation

- Affirm children's attempts at letter writing and/or demonstrate correct letter formation as you visit this center.

Materials

- Drawing paper in various colors and shapes
- Lined and unlined writing paper
- Copies of lower and uppercase letters
- Pencils, crayons, markers

Emergent Writing

Uses drawing to convey meaning

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



Science

Uses tools and equipment to explore objects

Discovery Center

Activity — Children choose materials they wish to use in the sand table.

Late in the week they help clean and sort the materials to pack away.

Interaction & Observation

- Children explain their choices of materials and their discovery process as you engage them in discussions about this center.

Materials

- Sand table
- Small cars and trucks
- Set of highway signs
- Measuring utensils, cups, spoons
- Sieves, plastic buckets, shovels

Social/Emotional Development

Uses materials appropriately and puts them away

Math Center

Activity — Children choose from the wide variety of materials available in the Math Center this week.

They help sort and pack away materials later in the week.

Interaction & Observation

- Encourage children to teach you math concepts as they explore materials in this center.



Materials

- Balance scale
- Variety of materials for balancing and weighing, counting, sorting, matching (shells, beans, buttons, small stones, washers)
- Connect cubes
- Colored wooden cubes
- Counters



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2* Track 46, "The More We Get Together."

- Children stand in a circle.
- They cross their arms right over left and hold the hands of the children on either side.
- The class sings "The More We Get Together" and sways while continuing to hold hands in the circle.

Materials

- Starfall Sing-Along Volume 2*
- Prepared Learning Center Graph
- Marker or sticky notes

We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

Graph Favorite Learning Centers

Read and discuss Gingerbread Boy's message.

Indicate the Learning Center Graph. Say: **Here is a graph of our Learning Centers. We've learned this year that we can use graphs to help us determine the class favorite book or spice, the most and least (color of eyes), or who is the tallest or the shortest. Let's use this graph to find out which Learning Center was our class favorite.** (Briefly discuss each Learning Center.) **Think about the center you liked most this year.**

Each child chooses his or her favorite Learning Center. Children write their names or place sticky notes with their names on them next to their choices.

Evaluate the responses by discussing the centers receiving the most, least, and/or the same number of votes.

Math

Uses graphs and charts to answer questions

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



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Alphabet Basketball

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

Materials

- Starfall Sing-Along Volume 1*
- Prepared letters
- Trash can
- Masking tape

Phonics

Recites the alphabet in sequence

Recognizes most letters when named

Play Alphabet Toss

Create a line on the floor with masking tape to designate where children will stand. Place a trash can about four feet away and all letters on the floor face up.

To play:

- Say a letter name.
- A volunteer finds the letter and crumples it.
- The volunteer stands behind the masking tape and tosses the crumpled letter until it goes into the trash can. (Children may move closer if necessary.)
- Continue until all children have had a turn.

Story Time

Review *The Little Red Hen*

Indicate *The Little Red Hen and other Folk Tales*.

Ask: **Do you remember the story "The Little Red Hen?" What is this story about?** Volunteers briefly retell the story.

Say: **Let's read the story to remember all the things the little red hen did without her friends' help.**

Read "The Little Red Hen."

Ask: **Why didn't the little red hen's friends help her when she needed them? Were they good friends? What makes someone a good friend?**

Say: **Pretend that after all her friends decided not to help the little red hen, she asked you if you would help her make the muffins. What would you say?**

(Volunteers respond.) **Do you think helping someone is being a good friend? What do you think might have happened if the little red hen's friends had helped her?** (Volunteers respond.)

Materials

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

Comprehension

Asks and answers appropriate questions about the story

Makes inferences



Small Group & Exploration

Make Play Dough

Say: **Raise your hand if you remember the day you first met Gingerbread Boy and made play dough.** (Children do this.) **Today we will make play dough for each of you to take home to help you remember your year with Gingerbread Boy.**

Combine the dry ingredients in one bowl and the wet ingredients in another. Pour the wet ingredients into the dry ingredients and mix them until dough forms. Add more water or flour as needed. Knead the mixture on a lightly-floured surface until the dough is pliable. Refrigerate the dough in an airtight container until you are ready to use it.

Divide the dough and place individual portions in small plastic bags for the children to take home to share with their families.

Include a play dough recipe card in each bag.

Materials

- Two bowls
- Measuring cup
- Teaspoon
- Spoon
- Play dough ingredients (See preparation notes for **Day 1**.)
- Plastic bag and prepared recipe card for each child

Comprehension

Asks and answers appropriate questions about the story

Makes inferences

Morning Meeting

Materials

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

Warm Up Your Brain

Children follow your directions. Say:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to 10.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to 10.
- Cross both arms and touch your opposite shoulders.
- Hold your chin up.
- Count to 10.
- Clap, clap, clap!

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?

Love,
Gingerbread Boy

Creative Arts

Explores visual materials and activities

Review Nursery Rhymes

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes*. Children help you find nursery rhymes that include Gingerbread Boy's picture. (See list below.)

- Cover
- "Here We Go Round the Mulberry Bush" pages 14 -15, Track 11
- "Rain, Rain" page 20, Track 16
- "There's a Neat Little Clock" page 23, Track 19
- "London Bridge" page 29, Track 26
- "Pease Porridge Hot" page 31, Track 28

Read the above nursery rhymes and play the Audio CD.

Children choose their favorite.

LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Adding Initial Sounds

Say: **Listen to this word: at.** (Children repeat *at*.)
Add /b/ to the beginning of at. What is the new word? Listen: /b/, /at/, bat. Let's try some more. Say, *at*. (Children repeat, *at*.) **Add /m/ to at. Listen: /m/ /at/, mat.**

Repeat for /k/ /at/, /s/ /at/, /f/ /at/, /h/ /at/, and /p/ /at/.

Materials

- Picture Cards: *kittens, ladybug, monkey, net, octopus, puppies, quilt, rabbit*
- Letter Cards: *Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr*
- Upper and lowercase Letter Cards: *K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r*
- Pocket chart
- Bag or basket

Match Letter and Picture Cards

Name each Picture Card as you place them in random order in columnar fashion in a pocket chart.

Indicate the bag of Alphabet Letter Cards *Kk, Ll, Mm, Nn, Oo, Pp, Qq*, and *Rr*. Say: **Here's a bag of Letter Cards. Raise your hand if you think we can match the Letter Cards to the Picture Cards.** Volunteers select Letter Cards and place them next to the Picture Cards with the corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns naming them and matching them to the Alphabet Letter Cards in the pocket chart.

Phonological Awareness

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

Listens for beginning sounds

Phonics

Matches some letters to their sounds



Story Time

Comprehension

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

Asks and answers appropriate questions about the story

Identifies story characters

Makes inferences

Introduce “The Four Friends”

Indicate *The Little Red Hen and other Folk Tales*.

Ask: **Who remembers the name of the folk tale we read yesterday?** (Volunteers respond.) **Right, “The Little Red Hen.” What was the little red hen’s problem?** (Volunteers respond.) **Right, the little red hen’s friends did not help her make muffins. Today we’ll listen to another folk tale about a character that also needed help from friends. Listen to hear if the friends helped this time.**

Indicate *The Little Red Hen and other Folk Tales* page 49, “The Four Friends.” Say: **The title of this folk tale is “The Four Friends.”**

Read “The Four Friends.” Introduce the *peacock* and discuss how a male peacock is a bird known for having colorful tail feathers. Ask:

- **What was the peacock planting?**
- **How did his friends help after he planted the apple seed?**
- **When the elephant wanted an apple, could he reach it?**
- **How did the other animals help the elephant?**

Indicate “The Four Friends” Character Cards. Say: **These are the characters from the story.** Indicate and place the *peacock* Character Card in a pocket chart. Volunteers place the remaining Character Cards in the pocket chart to answer the following questions:

- **Who helped the peacock water the seed?** (rabbit)
- **Who fed the seed?** (monkey)
- **Who watched the seed?** (elephant)
- **What did the seed grow to be?** (apple tree)

Indicate pages 62 through 67 to assist in answering the following questions:

- **Who offered to help the elephant get the apple first?** (monkey)
- **Who helped the monkey?** (rabbit)
- **Who helped the rabbit?** (peacock)
- **How do you think the peacock felt when all his friends helped him?**
- **What can we learn from this story?**

Small Group & Exploration

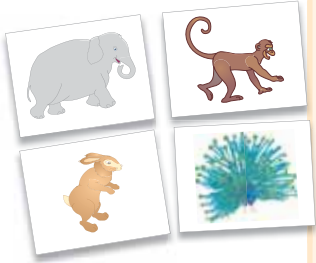
Look At Us Now!

Take a picture of each child. Distribute the picture frames. Children use a variety of materials to decorate the frames.

Before the end of the week, mount the photos in the picture frames and display them on a bulletin board titled “Look At Us Now!”

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- “The Four Friends” Character Cards
- Pocket chart



Creative Arts

Creates original work

Materials

- Digital camera
- Construction paper picture frame for each child
- Markers, crayons, small pieces of colored paper, glitter, glue, etc.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Give children 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, touching your left hand to your right knee.**

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

Materials

- Starfall Sing-Along* Volume 2
- Number Cards 1 through 10
- Pocket chart

I loved learning about numbers this year. What's your favorite number?

Your friend,
Gingerbread Boy

Play "I Spy"

Read and discuss *Gingerbread Boy's* message.

Indicate Number Cards 1 through 10 as you place them in a pocket chart.

Say: **Here are the numbers 1 to 10. Let's play "I Spy." I'll say a number. Raise your hand if you can find it.** Play "I Spy." The volunteer who identifies each number takes the Number Card to his or her place.

Ask: **Do you think we can put the numbers back in order? If you have the number we say, bring it to the front. What number should come first?** Elicit the numbers 1 through 10 in order by choosing volunteers to name what comes next. Pause between numbers to allow time for the children to line up side-by-side in number order holding the Number Cards.

Play *Sing-Along* Volume 2 Track 38. As each verse of "Ten Bears in a Bed" is sung, the child holding the corresponding number returns to his or her seat until only Number Card 1 is left.

Repeat the song so all children have an opportunity to participate.

Math

Recognizes numerals

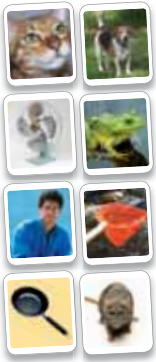
Verbally counts in sequence



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time



Phonological Awareness: Rhyming Words

Indicate the Picture Cards *cat* and *rat*. (Children repeat, *cat/rat*.) Say: **Cat and rat rhyme.**

Indicate the Picture Cards *cat*, *dog*, and *frog*. (Children repeat, *cat/dog/frog*.) Say: **Two of these words rhyme and one word does not. Which two rhyme? Is it cat and dog? (no) Is it cat and frog? (no) Is it dog and frog? (yes) Dog and frog rhyme.**

Indicate and name the Picture Cards *fan*, *man*, *net*, and *pan*. Repeat the above procedure and children determine which word does not rhyme.

Materials

- Picture Cards: *cat, dog, fan, frog, man, net, pan, rat, skateboard, tent, umbrella, volcano, web, fox, yarn, zipper*
- Letter Cards: *Ss, Tt, Uu, Vv, Ww, Xx, Yy, and Zz* placed in a bag or basket
- Upper and lowercase Letter Cards: *S, s, T, t, U, u, V, v, W, w, X, x, Y, y, and Z, z*
- Pocket chart

Phonological Awareness

Discriminates rhyming words

Phonics

Names most letters

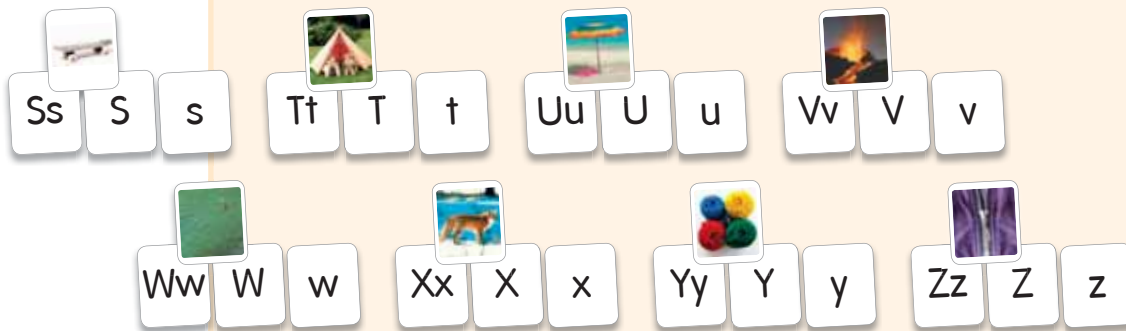
Matches some letters to their sounds

Identify Upper and Lowercase Letters

Identify the Picture Cards *skateboard, tent, umbrella, volcano, web, fox, yarn, and zipper* as you randomly place them in columnar fashion in a pocket chart.

Indicate the bag of Letter Cards. Say: **Here's a bag of Letters Cards. Let's match them to the Picture Cards.** Volunteers select Letter Cards and place them next to the Picture Cards with corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns naming, then matching their Letter Cards to the Letter Cards in the pocket chart.



Story Time

Review *The Gingerbread Boy*

Gingerbread Boy whispers that he would love to hear his story again. Read *The Gingerbread Boy*.

Ask Gingerbread Boy what part of the story is his favorite. Gingerbread Boy whispers that his favorite part of the story is when the old woman saved him.

Ask: **What is your favorite part of the story? Why?** (Volunteers respond.)

Materials

- The Gingerbread Boy* as told by Brandi Chase

Comprehension

Recalls information from stories



Small Group & Exploration

Create a Class Book for Gingerbread Boy

Say: **Let's surprise Gingerbread Boy. Pretend Gingerbread Boy is coming to your house to play. What would you like to play?** (Volunteers respond.) **Draw a picture of you and Gingerbread Boy playing. You can use kid writing to write about your picture, or you can tell me your sentence and I'll write it for you. We'll put all of our pictures together to make a special book for Gingerbread Boy.**

Assemble the finished pages to create a class book. Add a cover and present the book to Gingerbread Boy on **Day 5**.

Materials

- Drawing paper
- Crayons, pencils, markers

Emergent Writing

Uses drawing to convey meaning

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

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

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Starfall Sing-Along Volume 2

Warm Up Your Brain

Say: **In the beginning of the year we made a friendship circle. Let's make a friendship circle again.**

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

I'm so happy! We have learned about letters, sounds, numbers and my favorite, shapes. Your pal, Gingerbread Boy

Math

Recognizes basic two-dimensional geometric shapes

Identifies three-dimensional shapes

Review Shapes

Read and discuss Gingerbread Boy's message.

Say: **Let's make some shapes for Gingerbread Boy.**

Distribute a paper plate and some clay or play dough to each child. Display and identify each shape individually while the children duplicate them. Children raise their shapes for you to see as they complete them. When all are finished with each shape, say the name of the shape and children repeat it.



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- Picture Cards: *map, pan, pig, rat, red, sun, van*
- Letter Cards: *a, d, e, g, i, m, n, p, r, s, t, u, v*
- Pocket chart

Phonemic Awareness: Consonant/Vowel/Consonant

Say: **Listen to these sounds: /f/ /i/ /x/. Now you say them: /f/ /i/ /x/. (Children repeat, /f/ /i/ /x/.) Blend those sounds together to make a word: /f/ /i/ /x/, fix. Let's try some more.** Repeat with /j/ /a/ /m/ *jam*, /m/ /o/ /m/ *mom*, and /d/ /o/ /g/, *dog*.

Blend Phonemes

Ask: **How would you like to learn how to spell? Words are made up of letters. Here are some letters. Let's name them together: a, d, e, g, i, m, n, p, r, s, t, u, v.** Place the Letter Cards across the top row of a pocket chart as children identify them.

Indicate the Picture Card *pan*. Say: **This is a pan. Say pan, /p/ /a/ /n/.** (Children repeat, *pan*, /p/ /a/ /n/.) **What do you hear at the beginning of pan?** (Volunteers respond.) **Right, /p/. Which letter stands for /p/? Who can find p?** (A volunteer places Letter Card *p* next to the Picture Card *pan*.)

Ask: **What sound comes next? Listen: /p/ /a/.** (Volunteers respond.) **Right, /a/ comes next. What letter stands for /a/?** (Volunteers respond.) **Right, a. Who can find a?** (A volunteer places Letter Card *a* next to *p*.)

Ask: **What sound in pan comes last? Listen /p/ /a/ /n/. What letter stands for /n/?** (Volunteers respond.) **Right, n. Who can find n?** (A volunteer places *n* next to *p* and *a*.) **Let's blend these sounds together: /p/ /a/ /n/, pan.**

Repeat with *map*, *pig*, *rat*, *red*, *sun*, and *van*.

Phonological Awareness

Blends three phonemes



Story Time

Dramatize "The Four Friends"

Indicate *The Little Red Hen and other Folk Tales* page 49, "The Four Friends."

Ask: **Who will help me read "The Four Friends?"** (Volunteers respond.) **Let's name the characters in this story.** (Volunteers do this.) Distribute Character Cards to volunteers who respond. They hold them and face the class. As you read the story, omit key words for the children to supply. Those holding the Character Cards raise them when their parts are read.

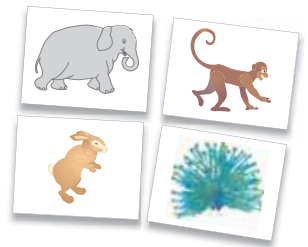
Materials

- The Little Red Hen and other Folk Tales* by Starfall
- "The Four Friends" Character Cards

Comprehension

Retells or reenacts a story after it is read aloud

Identifies story characters



Small Group & Exploration

Create Patterns

Use a variety of math manipulatives to create a pattern and show it to the children. Ask: **If we wanted to continue this pattern, what would come next?** Volunteers help extend the pattern adding one manipulative each time.

Say: **Look carefully at the pattern. Now close your eyes. (Remove one of the pieces.) Who can tell what is missing?**

Remove an item from the middle of the pattern, leaving an empty space. When children have guessed, show the object you removed. A volunteer replaces it to confirm the pattern. After children have done this several times, choose volunteers to remove the objects.

Create a new pattern with the children's help and repeat the activity.



Materials

- Various math manipulatives

Math

Duplicates identical patterns with at least two elements

Uses rules to create and extend repeating patterns

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children follow your directions. Say:

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

Materials

- Star Writer Melodies*
- Gingerbread Boy Class Book
- Share Chair

I enjoy remembering
all the fun things
we've done this year.
I love school!

Love,
Gingerbread Boy

Creative Arts

Uses oral language to describe or explain art

Conversation

Provides appropriate information for the setting

Share Gingerbread Boy's Class Book

Read and discuss Gingerbread Boy's message.

Indicate Gingerbread Boy's Class Book. Each child sits in the Share Chair and shares his or her page with Gingerbread Boy.



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Substitute Initial Sound

Say: **Listen to this word: pan. If we change /p/ in pan to /m/, what is the new word?** (man) **Let's try another. Say, sun. (Children repeat, sun.) If we change /s/ in sun to /f/ what is the new word?** (fun)

Materials

- Letter Cards Aa through Zz
- Pocket chart
- ABC for Gingerbread Boy and Me* by Starfall

Alphabet Hunt

Say: **Let's go on an alphabet hunt! Gingerbread Boy will hide the alphabet letters and he wants you to find them. Lie down on your stomach. Close your eyes, and no peeking!**

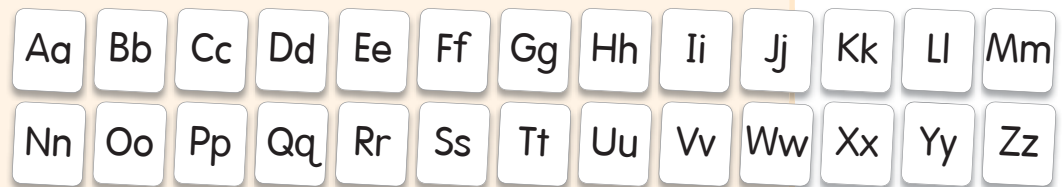
Your assistant hides the Aa through Zz Letter Cards around the classroom while you monitor the children. Say: **Open your eyes and sit up. Go on an alphabet hunt. When you find a letter, bring it back to our meeting place.** Children search for the Letter Cards.

When several Letter Cards have been found say: **There are 26 letters in the alphabet. Let's count the letters we have already found.** (Do this.) Ask: **Do we have all of the letters?** (Volunteers respond.) If the children have not found all the letters, tell them how many of the 26 letters are still missing. Children then continue to search for the remaining Letter Cards.

When all of the Letter Cards have been found say: **Let's put the letters in ABC order. If you have Aa place it in the pocket chart.** (The child does this.) **What letter is next?** (Children respond, Bb.) **Who has Bb?** Continue until all the Letter Cards are displayed.

Indicate ABC for Gingerbread Boy and Me. Grandmother says: **Let's see if we put all the letters in the correct order.**

Children use the book as a reference to check the order of the letters.



Story Time

Children's Literature Choice

Identify several of the books you read during the year. Children vote for their favorites and discuss the reasons for their choices.

Read the favorite book(s).

Materials

Selected books read during
the year

Motivation for Reading

Enjoys reading and reading-related activities

Comprehension

Recalls information from stories

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.

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

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

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

Email: helpdesk@starfall.com

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The Green Grass Grew All Around



Story Sequence Cards



The Green Grass Grew All Around



The Green Grass Grew All Around



The Green Grass Grew All Around



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



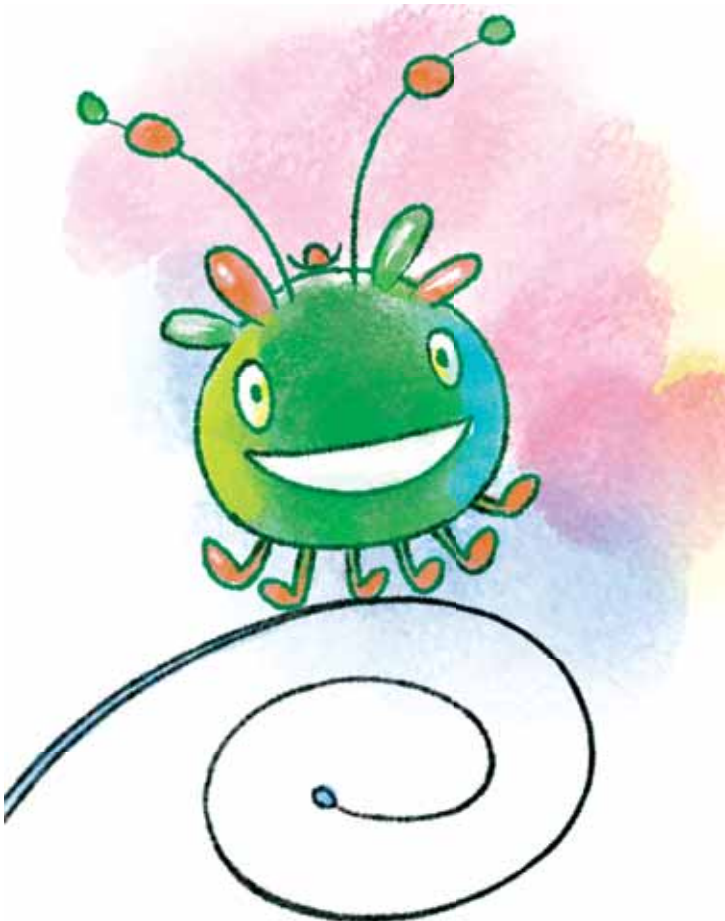
The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K

The Ant and the Chrysalis

Story Sequence Cards



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Unit 7 Week 24



The Ant and the Chrysalis

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The Ant and the Chrysalis

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The Ant and the Chrysalis

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The Ant and the Chrysalis

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Handprint Poem



Here is a gift
So you can recall,
How my hands looked
When I was small.

I'm _____ years old

And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say,
I love you more
And more each day.

Here is a gift
So you can recall,
How my hands looked
When I was small.

I'm _____ years old

And growing so fast
I wanted to give you
Something that would last.

You taught me to use
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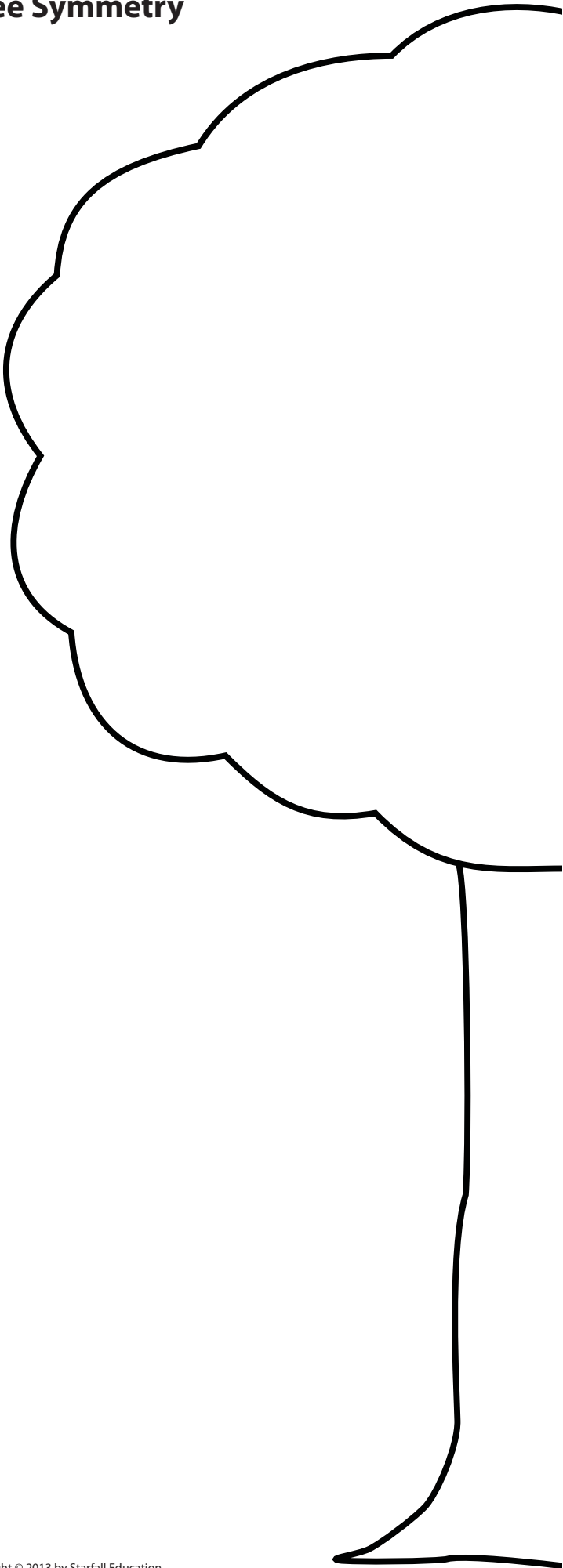
I'm _____ years old

And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say,
I love you more
And more each day.

Tree Symmetry



Riddle

I am hard on the outside and something is growing on the inside. I protect a little bird while it is growing.

What am I?

egg

Riddle

You plant me in the ground. I am very little but I will grow into a big plant.

What am I?

seed

Riddle

I am little and cannot talk or walk yet. When I want something I usually cry!

What am I?

baby

Riddle

I hatch out of an egg. I have wings and love to eat worms.

What am I?

bird

Riddle

I am little and cute. I have a wet nose and floppy ears. Someday, I'll be a grown-up dog!

What am I?

puppy

Riddle

You can climb me or sit under me. I grew from a little seed but can grow very tall!

What am I?

tree

Riddle

I am a hard seed. I will grow into a big oak tree. Squirrels love to eat me.

What am I?

acorn

Riddle

I love to play fetch, and I love treats! I was a puppy before I grew up.

What am I?

dog

Riddle

When I hatch out of my egg I have a tail and no legs. I will grow my legs and become a frog.

What am I?

tadpole

Riddle

When I was born I was a baby but now I have grown up. I can read and do lots of things that babies can't do.

What am I?

adult

Riddle

I hop and love to catch bugs. I love to swim in the water and croak.

What am I?

frog

Riddle

I started out as a seed. When I sprouted out of the ground you could see my stem.

What am I?

plant

Riddle

When I hatch out of my egg I look like a furry worm. But I'm not a worm. I will grow and change into a butterfly.

What am I?

caterpillar

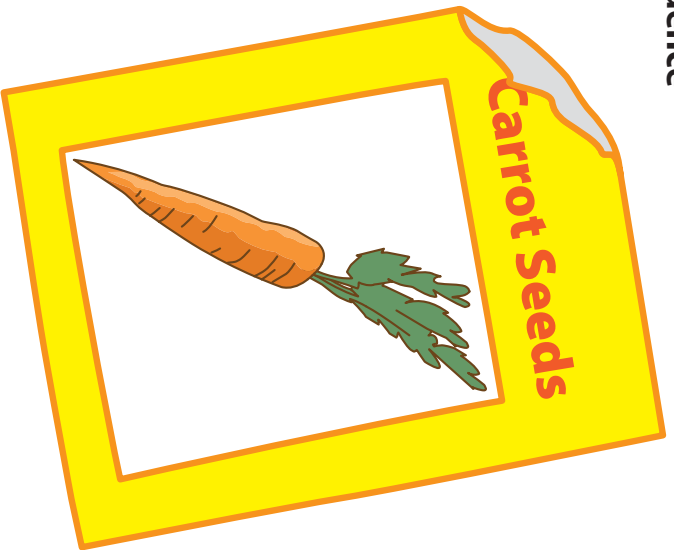
Riddle

I used to be a caterpillar. I make a chrysalis and when I was finished growing and changing I looked very different.

What am I?

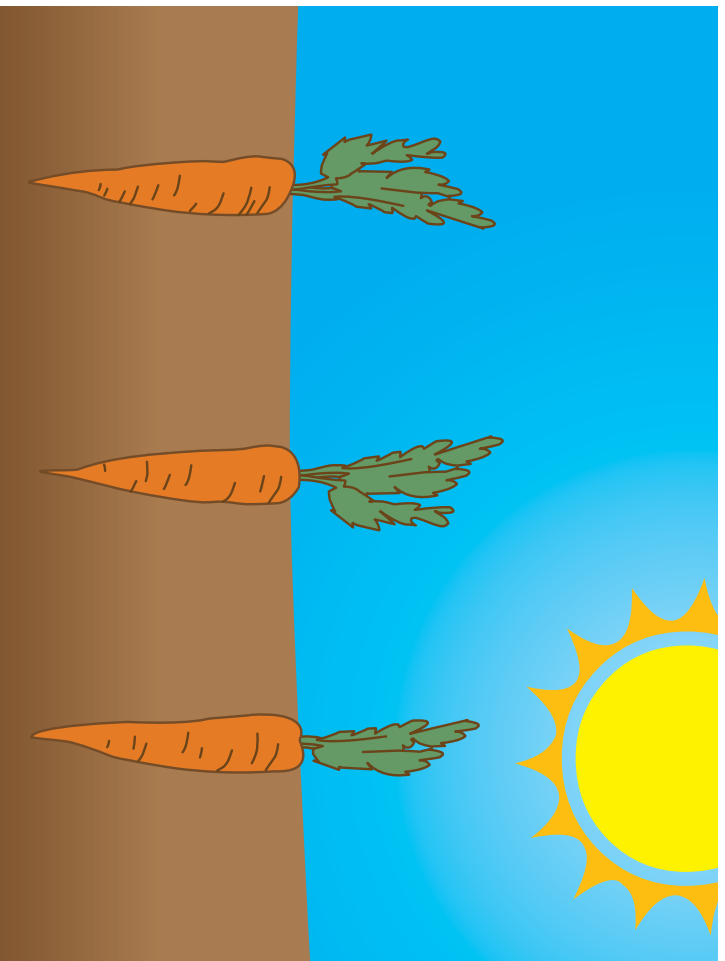
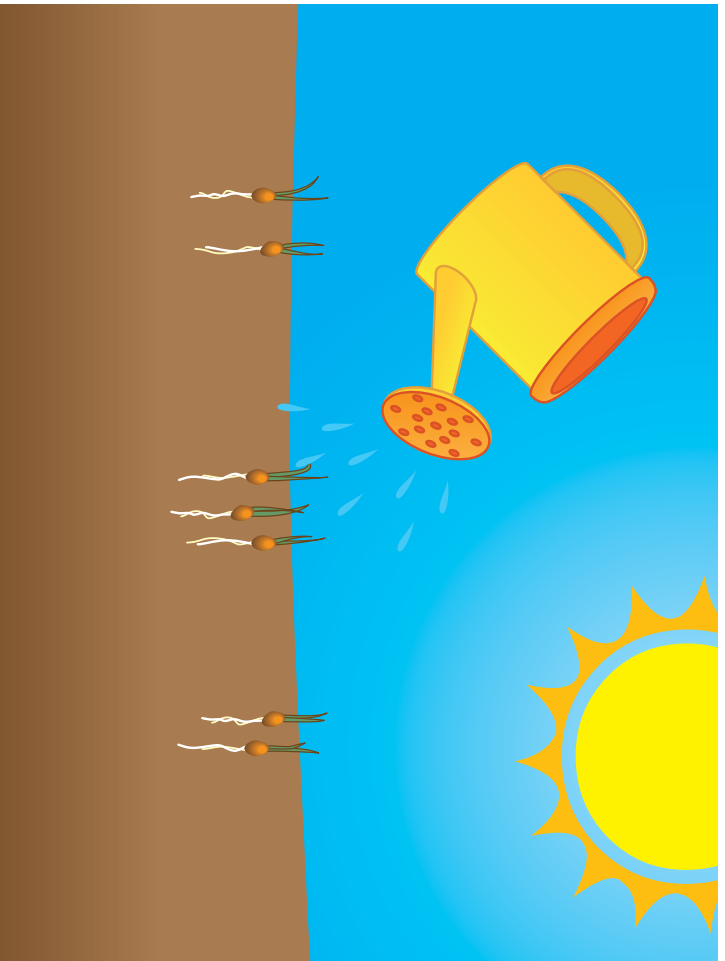
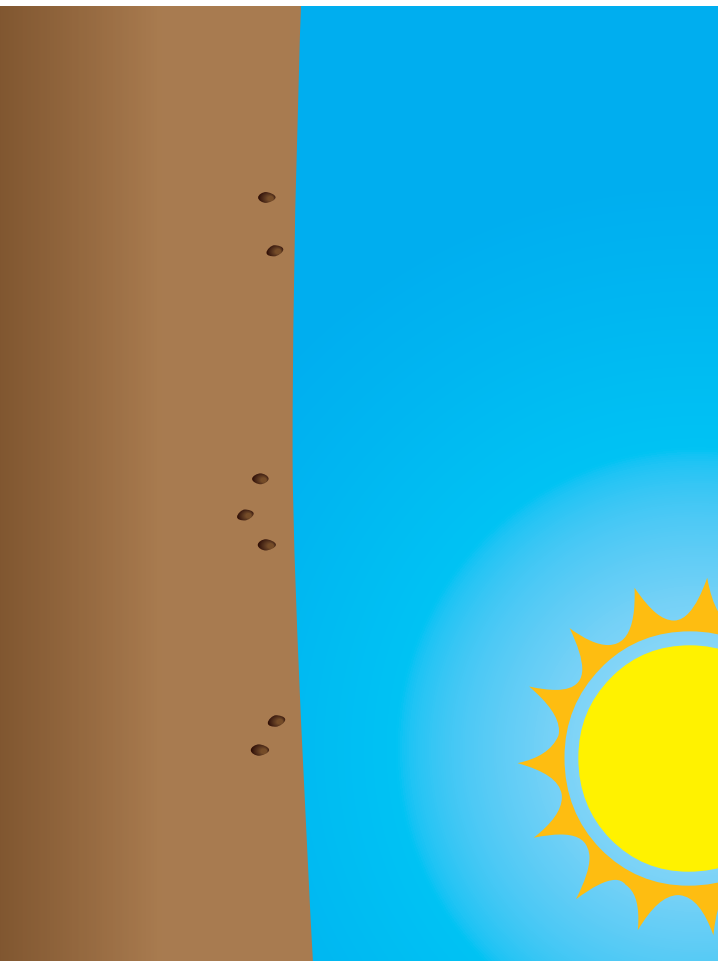
butterfly

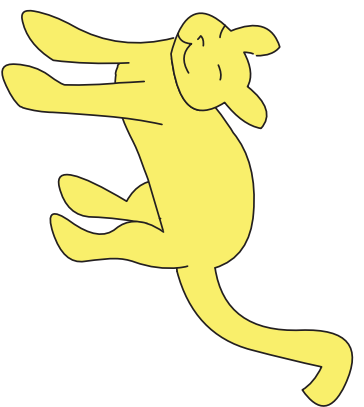
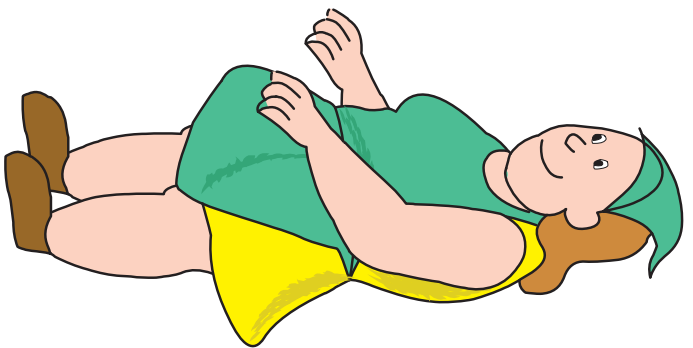
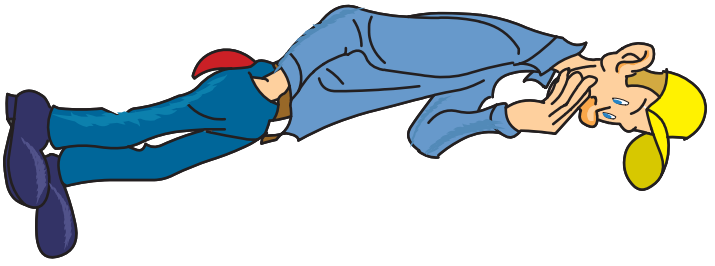
Carrot Growth Sequence



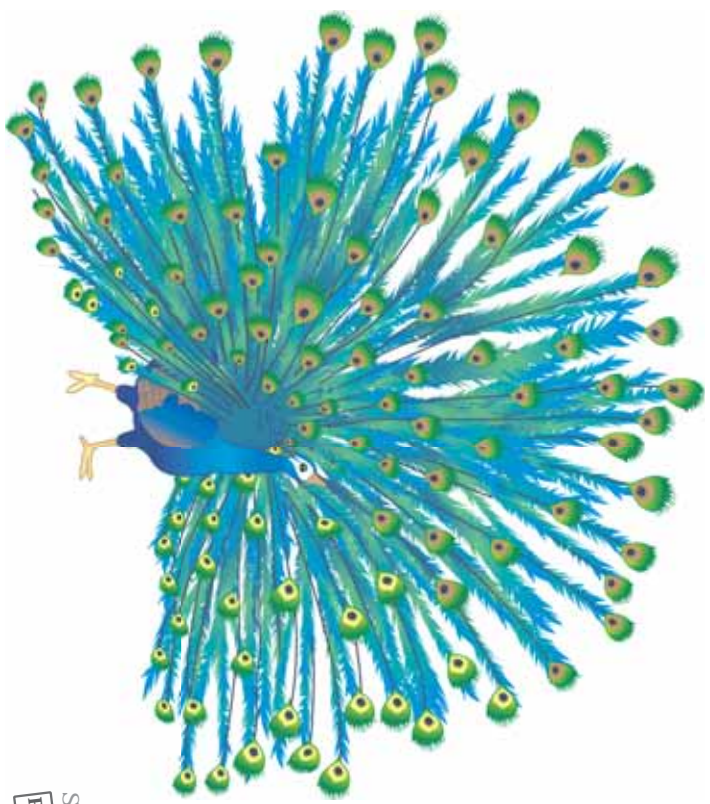
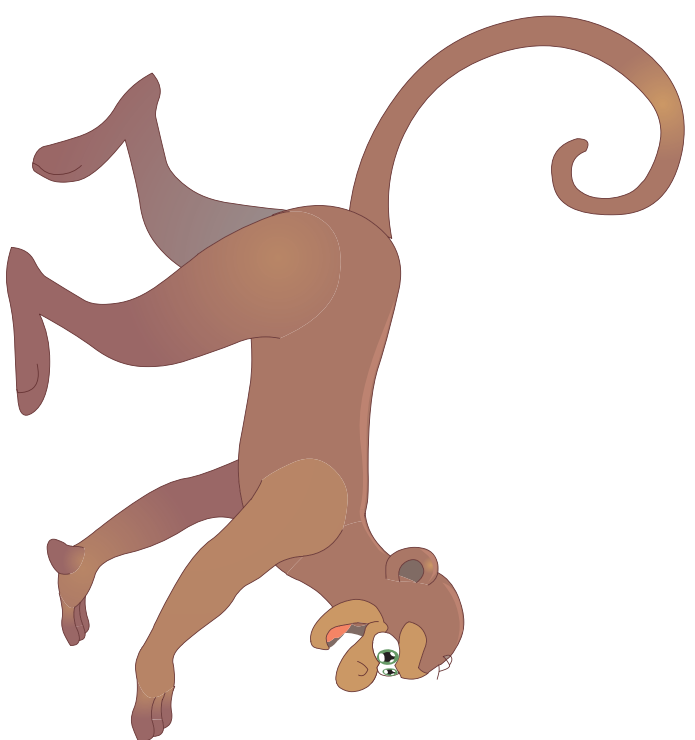
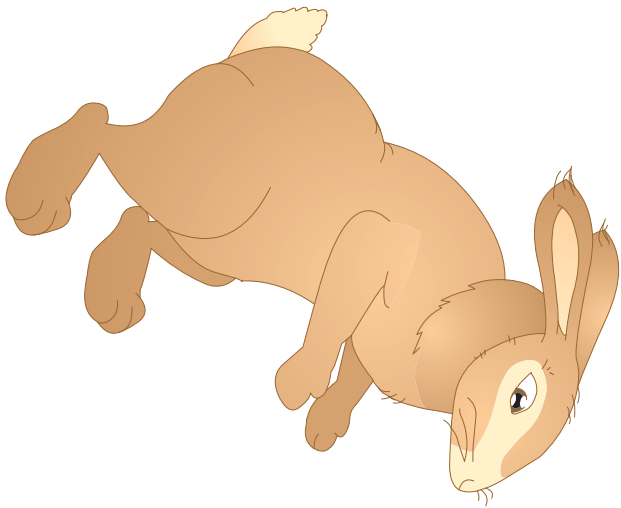
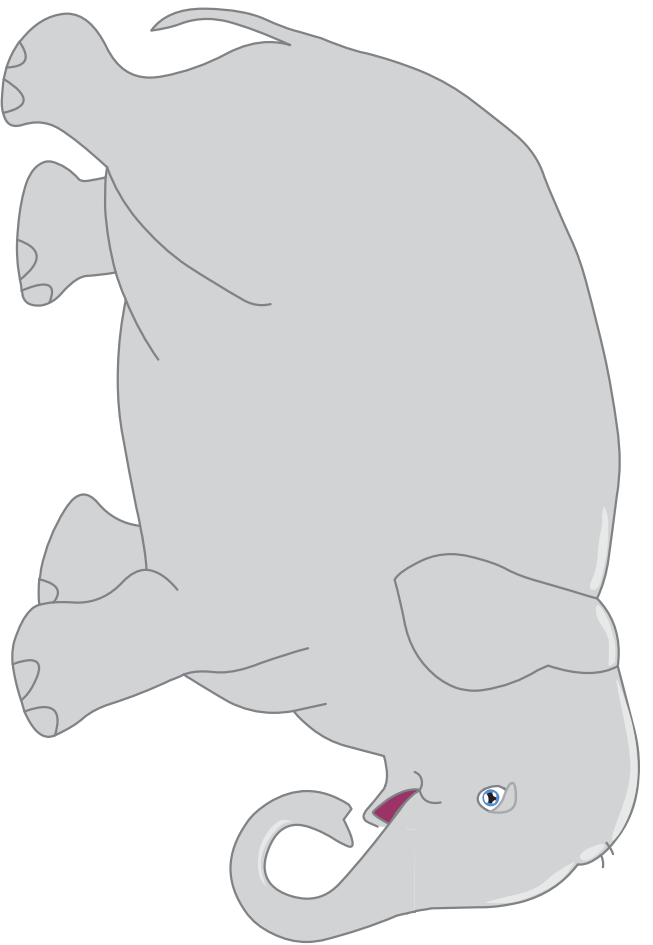
Unit 7 • Week 23

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Construction Center



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Art Center



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Discovery Center



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Library Center



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Computer Center



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Dramatic Play Center



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Writing Center



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Math Center



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