

**This is a one-week excerpt from the Starfall Pre-K Teacher's Guide.**

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# ***In the Wild***

***Unit 5 • Week 16***





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# Unit 5: Animals Everywhere

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# Week 16: In the Wild

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

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



Ff

## Starfall Books & Other Media

*Over in the Meadow* by Olive A. Wadsworth

*Over in the Meadow* Audio CD

*Over in the Meadow* Sequence Cards

*The Gingerbread Boy* as told by Brandi Chase

*The Gingerbread Boy* Audio CD

*The Gingerbread Boy* Sequence Cards

Animal Poster

*ABC for Gingerbread Boy and Me* by Starfall

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along* Volumes 1 and 2



## Preparation

### Day One

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

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

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

### Day Two

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

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



### Day Three

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

Name	Estimate	Actual

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

### Day Four

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

### Day Five

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

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

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

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

### Looking Ahead

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

## Snack Suggestion

Serve animal crackers. Children identify the animals.

Serve small teddy bear-shaped cookies.

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



## Outside Activity

Play "Run, Hop and Slither."

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

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

#### Gross Motor Skills

Moves with balance and control

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

Your pal,  
Gingerbread Boy

Day 2

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

Love,  
Gingerbread Boy

Day 3

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

Your friend,  
Gingerbread Boy

Day 4

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

Your pal,  
Gingerbread Boy

Day 5

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

Love,  
Gingerbread Boy

### GATHERING ROUTINE

#### Morning Meeting

Gingerbread Boy's Message

Animal Poster

"Going on a Forest Walk"



Introduce wild animals

Gingerbread Boy's Message

Comfortable environments

**Vocabulary:** environment

### LEARNING CENTERS

#### Circle Time

Phonological Awareness:  
Words in a Sentence

Introduce and listen for /f/

"Feathers" riddle

Phonological Awareness:  
Compound Words

Introduce Ff

*ABC for Gingerbread Boy and Me*

Identify pictures of initial /f/  
objects

#### Story Time

*The Gingerbread Boy*

*The Gingerbread Boy*  
Sequence Cards

Complete sentence  
stem



Teacher's Literature Choice:  
The Forest

#### Small Group & Exploration

Use animal cards to create sets

Draw animals in the  
appropriate habitats

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

Estimate jumps from start to finish

Compare estimates to actual jumps

Gingerbread Boy's Message

"One Little Elephant Went Out to Play"

"Five Little Bears"

Number Cards 1 - 10

Gingerbread Boy's Message

Animal Categories (Pets, Farm, Wild)

Large and Small

### LEARNING CENTERS

Phonological Awareness:  
Blend Phonemes

"Put Your Fingers in the Air"

ABC for *Gingerbread Boy and Me*

List initial /f/ words

Introduce ASL sign for Ff

"Where Is /f/?"



Phonological Awareness:  
Syllables in Words

Review ASL sign for Ff

Introduce final /f/

Phonological Awareness:  
Isolating Beginning Sounds

Rhyming words

"Where Is /f/?"

*Over in the Meadow*

**Vocabulary:**  
meadow, nocturnal



*Over in the Meadow*  
Sequence Cards



Teacher's Literature Choice:  
Wild Animals

Create hand-print trees  
(habitats)



Use cubes and Sequence Cards  
to create sets

Complete projects or conduct  
observations and individual  
assessments

# WEEK 16

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

## Computer Center

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

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

### Interaction & Observation

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

### Materials

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

## Art Center

### Creative Arts

Creates original work

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses eye-hand coordination to perform tasks

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

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

### Interaction & Observation

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

### Materials

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

## Library Center

### Listening & Speaking

Listens responsively

### Print/Book Awareness

Connects oral language and print

### Comprehension

Retells a story in sequence

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

### Interaction & Observation

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

### Materials

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



## Dramatic Play Center

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

### Interaction & Observation

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

### Materials

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

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

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

### Interaction & Observation

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

### Materials

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

### Creative Arts

*Explores visual materials and activities*

### Fine Motor Skills

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

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

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

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

### Interaction & Observation

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

### Materials

- Clipboards
- Blank paper
- Pencils

### Emergent Writing

*Explores letter sound associations while writing*

### Fine Motor Skills

*Uses writing and drawing tools with control and intention*



## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Creative Arts

Explores visual materials and activities

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

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

### Interaction & Observation

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

### Materials

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

## Math Center

### Math

Understands that numbers always represent the same quantity

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

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

### Interaction & Observation

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

### Materials

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



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

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

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

## Wild Animals

Read and discuss Gingerbread Boy's message.

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

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

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

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

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

## Materials

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

## Going on a Forest Walk

*(Melody: Going on a Bear Hunt)*

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

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

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

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

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

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

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

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

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

## Comprehension

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

## Emergent Writing

Contributes to a shared writing experience or topic of interest



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

# LEARNING CENTERS

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

## Circle Time

### Phonological Awareness: Words in a Sentence

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

Ask volunteers to make up sentences and repeat the process.

### Materials

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

## Introduce /f/

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

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

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

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

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

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

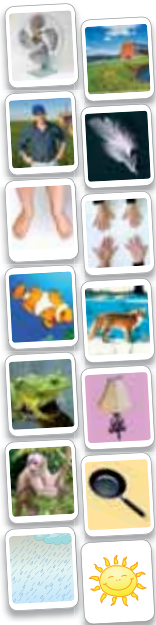
Place the Picture Cards *fan, farmer, fish, fox, frog, lamp, monkey, pan, rain, and sun* in the pocket chart in random order, face up, and name each card. Children locate pictures that begin with /f/.

Encourage children to listen for /f/ today!

### Phonological Awareness

*Listens for beginning sounds*

*Recognizes individual words in sentences*



### Feathers

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

  
**Observe & Modify**

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



**Story Time**

**Read *The Gingerbread Boy***

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

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

Read *The Gingerbread Boy*.

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

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

Indicate the chart paper and read the sentence stem, "He will see a \_\_\_\_\_."

Ask: **What is missing?** (the end of the sentence) Rewrite the sentence stem as volunteers name forest animals. Read the completed sentences.

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

**Comprehension**

*Makes inferences*

*Recalls information from stories*

*Identifies sequence of events*

**Emergent Writing**

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

**Small Group & Exploration**

**Make Animal Sets**

Indicate the animal Picture Cards and identify each as you place them side by side in a pocket chart. Count the animals with the children. Say: **There are ten animals in this group, or set.** Indicate the Number Card *three*. Ask:

**Who can make a set of three animals?** A volunteer places three Picture Cards next to the Number Card. Together the class counts the Picture Cards to verify.

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

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

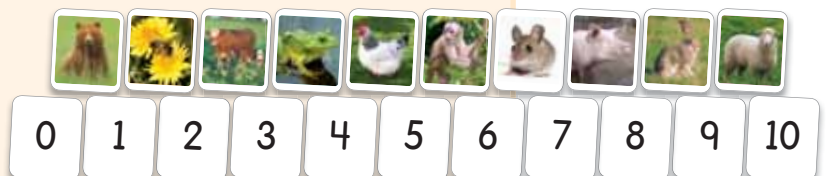
Materials	
<input type="checkbox"/>	Number Cards: 0-10
<input type="checkbox"/>	Picture Cards: bear, bee, cow, frog, hen, monkey, mouse, pig, rabbit, sheep
<input type="checkbox"/>	Pocket chart

**Math**

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

*Verbally counts in sequence*

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



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Morning Meeting

Warm Up Your Brain

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

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

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

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

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

Materials

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

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

Listening & Speaking

Follows simple and multiple-step directions

Comprehension

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

Oral Language & Vocabulary

Discusses words and word meanings

Compare and Contrast Habitats

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

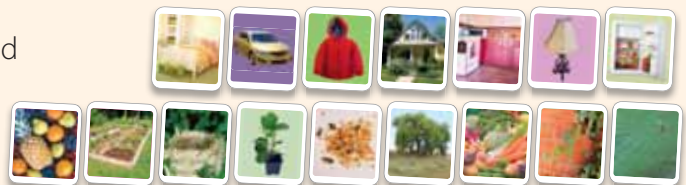
Read and discuss Gingerbread Boy’s message.

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

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

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

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



# LEARNING CENTERS

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

## Circle Time

### Phonological Awareness: Compound Words

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

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



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

### Materials

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

Ff

### Phonological Awareness

*Deletes a word from a compound word*

### Phonics

*Connects speech sounds to printed letters*

### Print/Book Awareness

*Distinguishes the relationship between print and illustrations*

## Introduce Ff

Indicate Letter Card *Ff*.

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

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

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

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

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

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

## Story Time

### Teacher's Literature Choice: The Forest

Indicate a favorite informational book about the forest.

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

#### Materials

- Teacher's choice of book about the forest

#### Oral Language & Vocabulary

*Discusses words and word meanings*

*Use illustrations to find meaning of unknown words*

#### Comprehension

*Retells important facts from an informational text*

#### Comprehension

*Recalls information from stories*

#### Emergent Writing

*Explores letter-sound associations while writing*

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

## Small Group & Exploration

### Draw Animals In Their Habitats

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

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

#### Materials

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



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

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

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

## Materials

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

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

## Estimate Frog Hops

Read and discuss Gingerbread Boy's message.

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

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

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

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

## Math

*Uses graphs and charts to answer questions*

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

## LEARNING CENTERS

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

## Circle Time

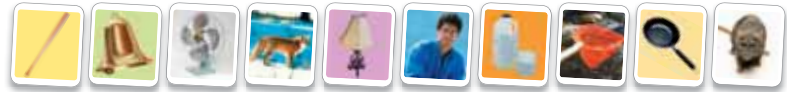
### Phonological Awareness: Blend Phonemes

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

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

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

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



### Materials

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



#### Phonological Awareness

*Listens for beginning sounds*

#### Print/Book Awareness

*Makes connections between oral language and print*

### List Ff Words, ASL Ff

Sing "Put Your Fingers in the Air."

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

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

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

Indicate the chart paper.

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

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

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

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

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

#### Put Your Fingers in the Air

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

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

#### Where Is /f/?

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

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

## Story Time

### Introduce *Over in the Meadow*

Indicate *Over in the Meadow*.

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

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

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

#### Materials

- Over in The Meadow* by Olive A. Wadsworth

#### Oral Language & Vocabulary

Acquires new vocabulary

#### Comprehension

Listens to and discusses literary texts

#### Print/Book Awareness

Identifies role of author and illustrator



## Small Group & Exploration

### Make Hand-Print Trees

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

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

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

#### Materials

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

#### Creative Arts

Creates original work

#### Fine Motor Skills

Coordinates hand and eye movements



Morning Meeting

Materials

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

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

Warm Up Your Brain

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

Listening & Speaking

Listens to and sings songs

Math

Recognizes numerals



Count Wild Animals

Read and discuss Gingerbread Boy's message.

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

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

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

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

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

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

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

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

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

One Little Elephant Went Out to Play

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

*Two elephants went out to play...*

*Three elephants went out to play...*

*Four elephants went out to play...*

*Five elephants went out to play...*

Five Little Bears

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

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

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

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

# LEARNING CENTERS

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

## Circle Time

### Phonological Awareness: Syllables in Words

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

### Materials

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

### Introduce Final /f/

Indicate the list of *Ff* words.

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

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

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

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

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

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

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

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

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

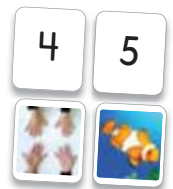
Say: **Listen to these words. If you hear /f/ at the end, gently clap your partner's hands.** Overemphasize /f/ in the following words: *ham, puff, take, off, on, half*.

### Phonological Awareness

*Listens for beginning sound*

*Isolates ending sound*

*Blends, segments or counts syllables*



## Story Time

### Sequence *Over in the Meadow*

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

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

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

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

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

#### Materials

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

#### Comprehension

Identifies sequence of events

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

#### Math

Recognizes numerals



## Small Group & Exploration

### Count Animal Sets

Indicate the fish Sequence Card.

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

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

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

#### Materials

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

#### Math

Combines and separates sets of objects to create new sets

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

Explores and solves orally-presented problems

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

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

Say: **Pretend you are:**

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

### Materials

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

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

## Review Pets, Farm Animals, and Wild Animals

Read and discuss Gingerbread Boy's message.

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

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

Distribute the remaining Picture Cards.

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

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

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

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

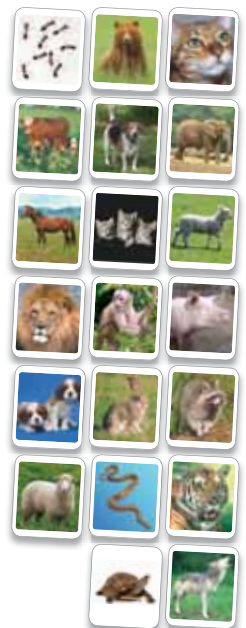
### Listening & Speaking

Participates in group discussions

### Math

Sorts objects and explains how the sorting was done

Combines and separates sets of objects to create a new set



## LEARNING CENTERS

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

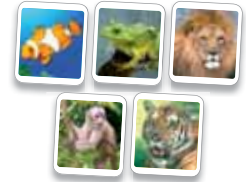
## Circle Time

### Phonological Awareness: Isolating Beginning Sounds

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

### Materials

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



### Initial and Final /f/

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

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

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

Sing "Where Is /f/?"

#### Where Is /f/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

/f/ in feather, /f/ in fingers

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

#### Phonological Awareness

Discriminates rhyming words

Isolates ending sound

Listens for beginning sounds



## Story Time

### Teacher's Literature Choice: Wild Animals

Indicate your choice of book about wild animals.

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

#### Materials

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

#### Listening & Speaking

*Listens responsively*

#### Comprehension

*Retells important facts from an informational text*

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

#### Oral Language & Vocabulary

*Acquires new vocabulary*

## Small Group & Exploration

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