

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

If you have questions or comments, please contact us.

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Starfall®






Staying Healthy

Unit 3 • Week 9





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Unit 3: Your Body

Week 9: Staying Healthy

Overview & Preparation 198

Learning Centers 202

Day 1

Let's Stay Healthy.....	205
Introduce /a/	206
"One Rice Thousand Gold"	207
Solve Story Problems	208

Day 2

Categorizing Healthy and Unhealthy	209
Introduce <i>Aa</i>	210
Teacher's Literature Choice: Healthy Foods.....	211
My Healthy Food Classroom Book.....	211

Day 3

Let's Stay Healthy: Germs	213
List <i>Aa</i> Words, ASL <i>Aa</i>	213
Say "Thank You"	214
Play "Concentration"	214

Day 4

Let's Stay Healthy: Sleep and Water	215
Identify <i>Aa</i> , <i>Bb</i> , <i>Nn</i> , <i>Ss</i> , and <i>Tt</i>	216
Teacher's Literature Choice: Healthy Habits	217
How Tall are You?.....	217

Day 5

Order and Compare Short to Tall	218
Play "Say It Fast" with <i>Aa</i> , <i>Bb</i> , <i>Nn</i> , <i>Ss</i> , and <i>Tt</i>	219
Dramatize "One Rice Thousand Gold"	220

Week 9: Staying Healthy

This week you will introduce the children to five ways to keep their bodies healthy. They will become familiar with a Chinese fable and learn that many people eat with chopsticks. The children will also:

- practice discriminating rhyming and nonrhyming words
- learn /a/ and identify initial /a/ words
- classify foods as healthy and unhealthy
- learn exercises for staying healthy
- retell and dramatize a Chinese fable
- discover how easily germs are spread
- practice thanking others for their kindness
- discuss characters and settings in a story
- compare and contrast their heights



Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Draw Dragon Dot Eyes and other Chinese Fables
(Book and Audio CD)

Five Senses Poster

Let's Stay Healthy Poster

Star Writer Melodies

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

Starfall Sing-Along, Volumes 1 and 2



Preparation

You will need several sets of chopsticks, which may be purchased, donated from a local restaurant, or found online.

Optional: On **Day 3** of this week, the children will discuss being hungry and being given something to eat. They will also discuss ways to be nice and show kindness to others. The children may put their words into action by bringing canned and nonperishable food items to school for donation to a local soup kitchen.

Day One

Circle Time — Cut an apple in half horizontally and place it in a small paper bag.

Story Time — You will need a bag of uncooked rice, a fork and a spoon, and several sets of chopsticks.

Small Group — Have six apples available for use in answering story problems.

Day Two

Morning Meeting — Prepare a chart paper with two columns titled “Healthy” and “Unhealthy.”

Story Time — Choose your favorite book about healthy foods to share. Suggestions:

- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *Growing Vegetable Soup* by Lois Ehlert
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

Small Group — Have several magazines, newspaper ads and grocery store food circulars available for children to use to cut pictures of foods.

Day Three

Morning Meeting — Have glitter, paper plates, a pan of water (or a sink), a damp cloth, soap, and paper towels available.

Day Four

Morning Meeting — You will need a full-sized bed sheet.

Story Time — Choose your favorite story about healthy habits to share. Suggestions:

- *Germs! Germs! Germs!* by Bobbi Katz
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *Oh the Things You Can Do That Are Good for You!* by Tish Rabe

Small Group — Have a measuring chart that can be easily attached to the wall, a measuring tape, yardstick, ruler, double-sided tape or reusable adhesive and prepare individual strips of paper for each child.

The measuring chart will also be used in **Week 10**.

Day Five

Circle Time — If you have more than ten children in your class, you will need to use index cards to create an extra set of Letter Cards: *A, a, B, b, N, n, S, s, T, and t*.

Story Time — Have props (fishing pole, bowl and chopsticks, clothes, crown, and a bowl of coins) for use to dramatize “One Rice Thousand Gold.”

Snack Suggestion

Throughout this week serve samples of healthy foods such as fruits and vegetables for snack.

Outside Activity

Discuss safety rules before outside free play.



I love to run and exercise. Do you?
Your pal,
Gingerbread Boy

Day 2

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!
Love,
Gingerbread Boy

Day 3

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!
Your friend,
Gingerbread Boy

Day 4

I took a long walk and then ate a healthy dinner last night. Did you eat healthy food for dinner too?
Your pal,
Gingerbread Boy



Day 5

It was fun to see how tall you are on the measuring chart. I am the shortest one in our class!
Love,
Gingerbread Boy



WEEK 9

Day One

Day Two

<p>Gathering</p>	<p>Predict and forecast weather</p> <p>Calendar Routine: Introduce Days of the Week</p>	<p>Predict and forecast weather</p> <p>Calendar Routine</p>
<p>Morning Meeting</p>	<p>Gingerbread Boy's Message</p> <p>"Where is My Head?"</p> <p>Five Senses Poster</p> <p>Exercise</p> 	<p>Gingerbread Boy's Message</p> <p><i>Star Writer Melodies</i></p> <p>"Let's Stay Healthy"</p> <p>Let's Stay Healthy Poster</p> <p>Classify foods as healthy or unhealthy</p> 

LEARNING CENTERS

<p>Circle Time</p>	<p>Phonological Awareness: Blend Onset and Rime</p> <p>Introduce and listen for /a/</p> <p>"Apple" riddle</p> <p>Discriminate initial /a/</p>	<p>Phonological Awareness: Segment Compound Words</p> <p>Introduce Aa</p> <p>Identify pictures of initial /a/ words</p> <p>"The Ants Go Marching"</p> <p><i>ABC for Gingerbread Boy and Me</i></p> 
<p>Story Time</p>	<p><i>Draw Dragon Dot Eyes and other Chinese Fables: "One Rice Thousand Gold"</i></p>  <p>Vocabulary: fable, rice, chopsticks</p>	<p>Teacher's choice of book about healthy foods</p>
<p>Small Group & Exploration</p>	<p>Number Cards 0 – 6</p> <p>Story problems</p>	<p>My Favorite Healthy Food Class Book</p>

Day Three

Day Four

Day Five

Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
Gingerbread Boy's Message Let's Stay Healthy Poster How germs spread Vocabulary: germs	Gingerbread Boy's Message "Ten Bears in a Bed" Let's Stay Healthy Poster Discuss ways to stay healthy Getting enough sleep and drinking water	Gingerbread Boy's Message "Here We Go Round the Mulberry Bush" Let's Stay Healthy Poster Review ways to stay healthy Compare/contrast heights



LEARNING CENTERS

Phonological Awareness: Blend Onset and Rime Show and tell initial /a/ items and pictures List initial /a/ words Introduce ASL sign for Aa Sing "Where Is /a/?"	Phonological Awareness: The Alphabet "The Alphabet Song" Review/add words to initial /a/ list Review initial Aa, Bb, Nn, Ss, Tt	Phonological Awareness: Discriminate Rhyming Words Review Aa, Bb, Nn, Ss and Tt Sing "Where Is /a/?"
Draw pictures and dictate sentences to thank someone for being kind	Teacher's choice of book about healthy habits	"One Rice Thousand Gold" Identify characters and settings Dramatize story Vocabulary: setting, palace
"Concentration" (Match upper and lowercase letters) Vocabulary: concentration	Measure and discuss heights	Complete projects or conduct observations and individual assessments

WEEK 9

LEARNING CENTERS

Media & Technology

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children use the listening ear to hear and follow along with “One Rice Thousand Gold” in *I’m Reading: Chinese Fables*. They review /b/, /t/, /n/, and /s/, and reinforce /a/ at ABCs: S, B, T, N, A. They also explore *It’s Fun to Read: All About Me*.

Materials

- Computers set up to access Starfall.com
- Headsets

Interaction & Observation

- Notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve any problems that arise.
- Some children may find excelling at computer use affords them a leadership role they might not have otherwise experienced.

Art Center

Creative Arts

Creates original work

Explores visual materials and activities

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Preparation — Prepare colored rice by mixing a few drops of food coloring with 1/4 cup of white vinegar in a clean glass jar. Add 1/2 cup of uncooked white rice. Seal the jar and shake vigorously until the rice is evenly coated. Place the jar on a flat surface and let it sit for about five minutes. Drain the rice over a sink and pour it onto newspaper to dry for about 30 minutes (preferably in a sunny location). Repeat for other colors. Store the dry dyed rice in resealable plastic bags. Draw or trace the outline of a bowl or another shape for the children to use in the center.

Materials

- Small or half-sheet of art paper with the outline of a bowl or other simple object for each child
- Glue
- Dyed rice in your choice of color(s) in small cups or plastic containers

Activity — Children create rice mosaics by gluing rice to fill the area within the outline of the simple object. This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry. Display the finished products on the classroom wall or in the hall for others to enjoy.

Interaction & Observation

- The choices children make in the Art Center reflect their thoughts and feelings, and express their individuality and originality.
- Refrain from imposing biases on children’s art projects.



Library Center

Preparation — Books suggestions:

- *Eating the Alphabet* by Lois Ehlert
- *The Very Hungry Caterpillar* by Eric Carle
- *Everybody Cooks Rice* by Norah Dooley
- *Blueberries for Sal* by Robert McCloskey
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff

Activity — Children enjoy the books and audio books and draw pictures to represent their favorites. Hang their drawings near the center.

Interaction & Observation

- As children share books, they develop social skills. They also learn about people who are like them and those who are different. It is comforting for children to discover that their fears and experiences are often similar to those of other children.

Materials

- Draw Dragon Dot Eyes*
(Book and Audio CD)
- Paper, pencils, crayons
- Picture books (including audio versions) relating to nutrition and healthy living

Print/Book Awareness

Connects oral language and print

Demonstrates directionality in print

Dramatic Play Center

Preparation — Change the Dramatic Play Center into a grocery store, and display grocery store ads.

Activity — Children browse bookshelf displays and grocery store ads as they shop for groceries, while others pretend to be grocery store employees.

Interaction & Observation

- Dramatic play allows children to assume roles and act out situations that cause them fear or worry, providing an opportunity to take control rather than feel powerless.
- Dramatic play also helps children become more empathetic toward others because they have experienced a glimpse of life from their perspective.

Materials

- Several packaged food boxes (empty or full)
- Empty yogurt cups with lids, oatmeal boxes, toy fruits and vegetables, milk cartons, etc.
- Toy cash register with play money
- Small bookshelf to display groceries
- Toy shopping cart
- Grocery store ads

Creative Arts

Represents fantasy and real-life experiences through pretend play

Economics

Demonstrates knowledge about community workers and their roles

Demonstrates an awareness of the uses of money

Construction Center

Activity — Children use a variety of blocks of different colors, shapes and sizes to build a grocery store with shelves, freezers and other displays. They refer to the book and/or illustrations as models. Take pictures of the children's creations to hang near this center.

Interaction & Observation

- As children play, they discover that their ideas may differ from those of their classmates. This expands their knowledge and teaches them to exchange ideas and also to respect the viewpoints of others.

Materials

- Picture book and/or illustrations of a grocery store
- Wooden blocks in a variety of colors, shapes and sizes
- Camera

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Coordinates hand and eye movements



Writing Center

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Uses scribbles/writing to convey meaning

Activity — Assist the children to draw and label healthy foods on half of the paper, and unhealthy (junk) foods on the other.

Interaction & Observation

- Praise the children's attempts at drawing and writing.
- Although their writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.

Materials

- 8½"x11" paper (folded in half) for each child
- Pencils, crayons, markers

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates states of matter

Activity — Children use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through a funnel and pour it from one container to another.

As the week progresses add chopsticks for children to use to practice picking up grains of rice.

Interaction & Observation

- Ask questions to help focus the children's thinking, encourage problem solving, and nurture their curiosity.
- Wonder aloud to promote the children's exploration.

Materials

- Uncooked rice in a container large enough for two children to use simultaneously, or an empty water bottle
 - Small plastic containers and spoons of varying sizes
 - Funnels, scoops, strainers
 - Chopsticks
- Optional:**
- Corn kernels

Math Center

Math

Recognizes numerals

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

Sorts objects into categories

Preparation — Mix beans together in a large container.

Activity — Children sort beans into a muffin tin or small containers into groups by similarity. They choose Number Cards and count out beans to match the numerals.

Interaction & Observation

- Notice whether children understand one-to-one correspondence, or connecting one number with each item. Model this technique if necessary.

Materials

- Number Cards 1 through 10
- Several types and colors of uncooked beans (black, lima, kidney, navy)
- Muffin tin or several small containers

Gathering

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

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

Post or display the linear week calendar graph. Add the days of the week above the columns beginning with Monday.

Introduce the days of the week. Indicate and say the name of each day. Children repeat the names after you.

Say: **Today is Monday. It is the first day of our school week. Say Monday.** (Children repeat, *Monday*.) **If today is Monday, what is the name of tomorrow?** (Children respond.) **Monday, Tuesday, Wednesday, Thursday, and Friday are the names of the days we come to school. What do you notice about Saturday and Sunday? Right! They are a different color. That's because they are the days we don't come to school. We stay home.**

Materials

- Attendance, Weather, and Calendar Routine materials

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2* Track 49. Children echo "Where Is My Head?" and perform the actions indicated in the song.

Materials

- Starfall Sing-Along Volume 2*
- Five Senses Poster
- Let's Stay Healthy Poster
- Number Cards: 1-10

I love to run and exercise. Do you?
Your pal,
Gingerbread Boy

Let's Stay Healthy

Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster. Say: **Last week we talked about five different ways we learn about the world around us. Let's see if we remember the five senses.** Review the five senses, using the poster.

Indicate the Let's Stay Healthy Poster. Say: **Here's another poster. It says Let's Stay Healthy. Let's look at the five things we need to do to stay healthy.** Name and discuss the following:

- Eat healthy food
- Drink lots of water
- Exercise
- Wash and brush
- Rest and sleep

Gingerbread Boy whispers that he can't wait to learn how to stay healthy!

Where Is My Head?

Where is my head? (Where is my head?)

Here it is! (Here it is!)

Make a smile and not a frown.

(We can look both up and down.)

(nod, nod, nod, nod, nod, nod)

Where are my hands? (Where are my hands?)

Here they are! (Here they are!)

Clap your hands and make some noise.

(We are clever girls and boys.)

(clap, clap, clap, clap, clap, clap)

Where are my feet? (Where are my feet?)

Here they are! (Here they are!)

Use your feet to move around.

(We jump up and then sit down.)

(stomp, stomp, stomp, stomp, stomp, stomp)

Health & Safety

Discusses appropriate health procedures

Math

Verbally counts in sequence

Recognizes numerals



Say: **Every morning we exercise to get our bodies ready for the day. What other times of the day do we get exercise?** (Children respond.) **Playing outside helps our muscles grow strong and healthy.**

Place the Number Cards face down on the floor or in a pocket chart. A volunteer turns over a card. Assist children in reading the number. Children perform the exercise the corresponding number of times. Volunteers offer ideas for types of exercises. If necessary, offer suggestions such as jumping jacks, hopping, running in place and bending to touch toes.



Observe & Modify

Roll a large die and children count the number of dots to determine the number of repetitions to perform.

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Onset and Rime

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

Continue with *ba-t*, *ta-pe*, *ten-t*, *su-n*, and *fa-n*.

Materials

- Grandmother
- One apple cut in half (horizontally) to reveal the star of seeds, placed in a paper bag
- Picture Cards: *alligator*, *ambulance*, *ant*, *apple*, *astronaut*
- Pocket chart



Phonological Awareness

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

Listens for beginning sounds

Introduce /a/

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

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

Indicate the apple, while holding hold both halves together. Grandmother says: **Here is a little house that is red and round. It has no windows or doors. The stem is its chimney. Could it have a star inside?** (Separate the halves of the apple to reveal the star.)

Place the Picture Cards in the pocket chart one at a time as they are introduced, beginning with the apple. Say: **Here is a picture of an apple. Say, apple. Apple begins with /a/. Say /a/.**

Apple

*I am a red fruit that grows on a tree.
I am like a little house.
I am red and round.
I have no windows or doors.
I have a chimney on top.
You will find a star inside me.
I'm a house you can eat!
My name begins with /a/*

What am I?

- **Astronaut** begins with /a/. Say, *astronaut*. Say /a/, *astronaut*.
- **Alligator** begins with /a/. Say, *alligator*. Say /a/, *alligator*.
- **Ambulance** begins with /a/. Say, *ambulance*. Say /a/, *ambulance*.
- Say, *ant*. What sound do you hear at the beginning of *ant*? Right, /a/.

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

Say: **Let's pretend we are eating apples. If you hear a word that begins with /a/, eat your apple. If the word doesn't begin with /a/ put your pretend apple behind your back. Ready?**

Say: ***Alligator*. Do you hear /a/ at the beginning of alligator? Say it with me, *alligator*, /a/. Good! Eat your apple! Let's try some more.** Continue with *tent*, *bear*, *ants*, *sun*, *am*, *nest*, *after*, *ambulance*, *bed*, and *at*.

Encourage children to listen for /a/ today.

Due to the nature of vowels, the routine for introducing Aa /a/ will differ slightly. Only the short sound will be addressed. Since short vowel sounds are not used at the ends of words, several lessons will deal with reviewing previously learned letters and sounds.

Story Time

"One Rice Thousand Gold"

Indicate the fork and spoon. Say: **Here is a fork and a spoon. What do you do with a fork?** (Children respond.) **What kinds of food could you eat with a fork? Repeat with the spoon.**

Indicate the bag of uncooked rice. Say: **This is a bag of rice. Would you use a fork or a spoon to eat it?** (discuss)

Explain: **Rice was the first grain grown in China thousands of years ago! People cooked rice by boiling it in water the same way they do today. But people from China do not eat rice with a fork or a spoon. Do you know what they use?**

Indicate the chopsticks. Say: **People in China use *chopsticks* to eat rice and other foods. Chinese people prepare their food by cutting vegetables and other foods very small.** Children share their chopstick experiences.

Indicate "One Rice Thousand Gold." Say: **The title of this story is "One Rice Thousand Gold."** (Children repeat, "One Rice Thousand Gold.") **It is a Chinese fable about a poor, hungry boy. A *fable* is a story that teaches a lesson. This fable was told many years ago in China. Then someone wrote it down so people wouldn't forget it. Let's listen to what happens and what lesson we learn.**

Read the story or play the Audio CD.

Say: **The old woman was kind to the boy. Han-Shin never forgot how kind she was, and he did something kind for the old woman. How can you be kind to your friends?** Volunteers respond.

Materials

- Draw Dragon Dot Eyes
(Book and Audio CD)
- Chopsticks
- Fork and spoon
- Bowl
- Bag of uncooked rice

Vocabulary

Discusses words and word meanings

Comprehension

Makes connections using prior knowledge and real-life experiences

Recalls information from stories



Small Group & Exploration

Math

Recognizes numerals

Combines sets of objects to create new sets



Solve Story Problems

Indicate and identify Number Cards 0 through 6.

Engage children in the following story problems. Volunteers manipulate the apples as you relate the scenarios. Children identify the Number Card that solves the problem then write the number on their whiteboards or on paper.

- **Cindy had three apples. Her friend gave her one more. How many apples did Cindy have?**
- **Katy went to the store with her mommy to buy some apples. Her mommy bought one apple and Katy bought one apple. How many apples did Katy and her mommy buy?**
- **Jeffrey, Sam, and Mike went on a picnic. Each had an apple in their lunch bag. How many apples did they have altogether?**
- **Marc had five apples. He ate one. How many apples did he have left?**
- **Cassie was having a party. She invited six friends. How many apples will she need for each friend to have one?**
- **Molly brought five apples to school. She gave three of them to friends. How many apples did she have left?**

Materials

- Number Cards: 0 - 6
- Six apples
- Whiteboards and dry erase markers, or paper and pencils

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Practice relaxation. Children sit on the floor with their legs crossed. Play any track of *Star Writer Melodies*. Say:

- **Put your palms together in front of your chest.**
- **Take a deep breath.**
- **Let the breath out slowly and relax.**
- **Close your eyes and listen to the music.**

Materials

- Star Writer Melodies*
- Starfall Sing-Along Volume 2*
- Let's Stay Healthy Poster
- Prepared chart paper, markers

Categorizing Healthy and Unhealthy

Read and discuss Gingerbread Boy's message.

Indicate and review the Let's Stay Healthy Poster. Say: **Here's a great song to remind us what we need to do to stay healthy.**

Play *Sing-Along Volume 2* Track 21. Children sing "Let's Stay Healthy" and add actions. They recall previously suggested ways to stay healthy.

Ask: **Do you know that some foods are healthy and some are unhealthy? Foods that are healthy help our bodies grow strong. Some foods do not help our bodies at all. They might taste good but they don't help us stay healthy.**

Indicate the chart paper. Introduce the columns Healthy and Unhealthy.

Say: **Pretend you are in the grocery store with your mom or dad to buy food. What foods might you put in your shopping cart?** Children offer suggestions and indicate in which column the food belongs.

Let's Stay Healthy

*We stay healthy, yes we do
yes we do, yes we do*

*We stay healthy, yes we do
all year long.*

We eat lots of healthy food...

*We brush our teeth and comb
our hair...*

We like all kinds of exercise...

*So healthy kids we'll
always be...*

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Recognizes own first and last name

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!
Love,
Gingerbread Boy

Health & Safety

Demonstrates awareness of good nutritional practices

Math

Sorts objects into categories

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Say: **Take *pan* away from *pancake*, what is left?** (cake) **Let's try another one. Take *ginger* away from *gingerbread*. What's left?** (bread) Repeat for *buttermilk* and *chopsticks*. If children need a visual clue, place both hands together as you say the compound word and move your first hand away as you say the first word.

Aa

Materials

- Grandmother
- Letter Card Aa
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall Sing-Along Volume 2*
- Basket or bag

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Phonological Awareness

Deletes a word from a compound word

Print/Book Awareness

Distinguishes relationship between print and illustrations

Introduce Aa

Indicate Letter Card Aa.

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

Say: **Grandmother found a song about ants that she would like us to learn.**

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

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

Story Time

Teacher's Literature Choice: Healthy Foods

Indicate your choice of book about healthy foods. Discuss the author and illustrator. Picture-walk through the book as children discuss what is happening on each page. Pause briefly to discuss new vocabulary as it is encountered. Ask and answer questions about the book.

Materials

- Teacher's choice of book about healthy foods

Comprehension

Identifies sequence of events

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

Small Group & Exploration

My Healthy Food Classroom Book

Children cut out pictures of their favorite healthy foods and glue them onto drawing paper to create pages for a *My Favorite Healthy Food* classroom book. Be sure they write their names on their papers.

Assemble the classroom book and place it in the Library or Dramatic Play Center.

Materials

- Magazines, newspaper ads, and/or grocery store ads
- Drawing paper
- Scissors
- Glue sticks

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health & Safety

Demonstrates awareness of good nutritional practices

Emergent Writing

Writes own name



Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Makes and verifies predictions

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

Children:

- Jump with feet apart, and stretch their arms straight out to their sides
- Lean to the left, bending one leg and stretch
- Take the hand (on the side of the bended knee) down and across their bodies to touch their opposite ankles
- Stand straight
- Repeat the exercise leaning to the right side

Materials

- Let's Stay Healthy Poster
- Pan of water or classroom sink
- Soap
- Paper towels
- Glitter
- Paper plate
- Damp cloth

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!
Your friend,
Gingerbread Boy

Health & Safety

Discusses and utilizes appropriate health and safety procedures

Vocabulary

Discusses words and word meanings

Let's Stay Healthy: Germs

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We exercise every morning in the classroom and when we go outside to play. We have been learning about healthy food. Today we will learn why it is important to wash our bodies and brush our teeth.**

Pour some brightly colored glitter onto a paper plate. A volunteer dampens his or her hands with a wet cloth and places them in the glitter. Indicate how much of the glitter sticks to the child's hands. The child shakes hands with each of the other children. Children examine their hands and notice that glitter has spread from the first child's hands.

Say: **Glitter is much like germs. Germs spread when we touch others, and sometimes that is how we catch colds and get sick. The good news is that we can keep germs from spreading, like the glitter, by washing our hands. Now, let's wash our hands to get rid of the glitter.**

Explain that the best way to avoid spreading germs is to keep our hands clean through hand washing. Go to the sink, wet your hands, and apply soap. Explain that soap removes germs better than washing with water alone. Rub your hands together for fifteen seconds as the children count with you. Then rinse and dry.

Each child washes his or her hands while the class counts to fifteen together. Point out that the glittery “germs” are gone after hand washing.

Say: **There’s another way to help keep germs away. When you sneeze, germs can spread to other people. Instead of giving our germs to others, we’re going to give them to our shirts! Germs can’t live long on clothes. So let’s all say, “Give your sneeze a shoulder.”** (Children repeat.) **Pretend to sneeze into your shoulder!**

Explain that when we take a bath or shower, we wash germs off our bodies. When we brush our teeth, we keep our teeth and gums clean and healthy.



Observe & Modify

If your school or district does not allow glitter, substitute shaving cream or flour.

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Onset and Rime

Say: **Let’s play a puzzle word game. Listen to two parts of the puzzle and put them together. Ready?**

Use *g-erms* (germs), *r-ice* (rice), *f-ish* (fish), *m-ilk* (milk), and *b-eans* (beans).

Materials

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



Phonological Awareness

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

Listens for beginning sound

Phonics

Focuses on letter names and shapes

List Aa Words, ASL Aa

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

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

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

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

Review the hand signs for *Tt*, *Bb*, *Ss*, and *Nn*. Say: **Watch, here are three hand signs together that spell a word.** Sign and say *b-a-t*. **Now you try. Listen: /b/ /a/ /t/, bat.** Sign as you say the sounds.

Say: **You just used sign language to sign the word bat!**

Say: **Grandmother would like to sing her song to help us remember /a/.** Sing “Where Is /a/?” Each time /a/ or the letter *Aa* is used, children make the *Aa* hand sign.

Where Is /a/?

(Melody: “Where Is Thumbkin?”)

Where is /a/? Where is /a/?
Here I am. Here I am.
A stands for /a/
in apple and ant
/a/ /a/ /a/, Aa, Aa, Aa

Story Time

Say “Thank You”

Indicate “One Rice Thousand Gold.”

Ask: **Can you remember a time when you were really hungry? How did you feel when someone gave you something to eat? Did you remember to say thank you?** (Children respond.)

In this story the old woman gave Han-Shin something to eat because he was hungry. What did Han-Shin do to thank the old woman?

Discuss ways we can thank others for doing kind things for us.

Ask: **Can you think of something nice that your mom, dad, brother, or sister has done for you?** (wash your clothes, fix dinner, played with you, etc.)

Say: **Think of someone you would like to thank for being kind or doing something nice for you. Draw them a picture. Think of a special message and I will write it under your picture. Then you can give the picture and message to your special person.**

Materials

- Draw Dragon Dot Eyes
(Book and Audio CD)
- Drawing paper, pencils,
crayons, markers

Comprehension

Recalls information from stories

Listening & Speaking

Participates in group discussions

Emergent Writing

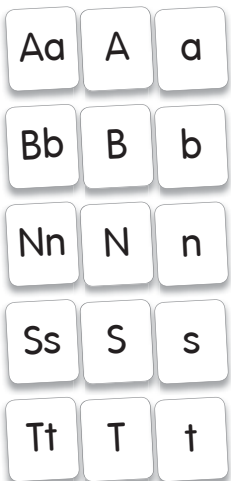
Uses scribbles/writing to convey meaning

Social/Emotional Development

Recognizes and identifies feelings

Phonics

Focuses on letter names and shapes



Small Group & Exploration

Play “Concentration”

Display Letter Cards *Aa*, *Bb*, *Nn*, *Ss*, and *Tt*. Children identify each letter.

Arrange the upper and lowercase letters on a tabletop to play a matching game.

Say: **Today we will learn a matching game called “Concentration.” You have to think hard to play this game. When we pay close attention to something that is called *concentration*. (Children repeat, *concentration*.) We will try to match a lowercase letter with its uppercase letter partner.** (demonstrate)

Children take turns finding matches. As matches are made, Gingerbread Boy holds them.

Materials

- Letter Cards: *Aa*, *Bb*, *Nn*, *Ss*, *Tt*
- Letter Cards: *A*, *a*, *B*, *b*, *N*, *n*, *S*,
s, *T*, *t*
- Gingerbread Boy

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Lay a sheet on the floor. Ten volunteers lie closely together side by side on the sheet. Number the volunteers from 1 to 10. Explain: **Here are ten little bears in a bed. Listen to this song. When the song says to "roll over" the ten bears will all roll and the one on the end will roll off the sheet!**

Play *Sing-Along* Volume 2 Track 38. Children sing along with "Ten Bears in the Bed" and one volunteer rolls off the sheet with each verse. Repeat the song so all children have an opportunity to participate.

Materials

- Let's Stay Healthy Poster
- Starfall Sing-Along* Volume 2
- Large (full-size) bed sheet

Ten Bears in the Bed

Ten bears in the bed
And the little one said
"I'm crowded, roll over"
So they all rolled over
And one fell out

Nine bears in the bed...
(continue counting down)

One bear in the bed
And the little one said
"Good night!"

I took a long walk and
then ate a healthy
dinner last night. Did
you eat healthy food
for dinner too?
Your pal,
Gingerbread Boy

Let's Stay Healthy: Sleep and Water

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We've talked about exercise, eating healthy food, washing and brushing. Today let's talk about rest and sleep. During the day you run on the playground, learn at school, eat meals, and do many other activities. At night your body and brain get to rest, right? Wrong! While you are in dreamland, your body and brain are very busy getting ready for a new day. That is why it is so important to get plenty of sleep.**

Ask: **Did you know...**

- **your brain needs sleep so you can remember what you've learned, concentrate, think of new ideas and solve your problems?**
- **your body needs sleep so your muscles, bones and skin can grow?**
- **sleep helps you get better when you are sick?**

Discuss why it is important to get plenty of sleep.

Say: **Another thing your brain and body need is plenty of water. When we drink water it cools our bodies and helps our muscles work smoothly. Water also helps us get better when we are sick. It gets rid of germs in our bodies. When we use the bathroom, we flush away the germs. All living things need water to live: hamsters, trees, and you! Remember to drink plenty of water!**

Comprehension

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

Health & Safety

Discusses appropriate health procedures

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: The Alphabet

Grandmother says: **A is the beginning of the alphabet.**
Can you sing "The Alphabet Song" for me?

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

Materials

- Starfall Sing-Along Volume 1*
- Picture Cards: *alligator, ambulance, ants, apple, astronaut, bear, bed, bread, bus, nest, net, nose, teeth, skateboard, sun, tent, toes, toothbrush*
- Letter Cards: *Aa, Bb, Nn, Ss, Tt*
- Pocket chart
- Grandmother
- List of Aa words from **Day 2**

Identify Aa, Bb, Nn, Ss, and Tt

Indicate the list of Aa words.

Say: **Let's look at the words we wrote that begin with Aa.** Review the list. Ask: **What other words you would like to add to the list?** Add additional words.

Place Letter Cards *Aa, Bb, Nn, Ss,* and *Tt* across the top row of a pocket chart leaving a space between each letter. Children identify each letter.

Distribute the Picture Cards. Say: **Look at your picture and think about what sound it begins with.**

- A volunteer names his or her picture and places it under the correct letter in the pocket chart.
- The class confirms his or her choice.
- Grandmother nods or shakes her head to say yes or no.
- The volunteer chooses the next child to come forward.

Compare and contrast which letter has the most or least Picture Cards.

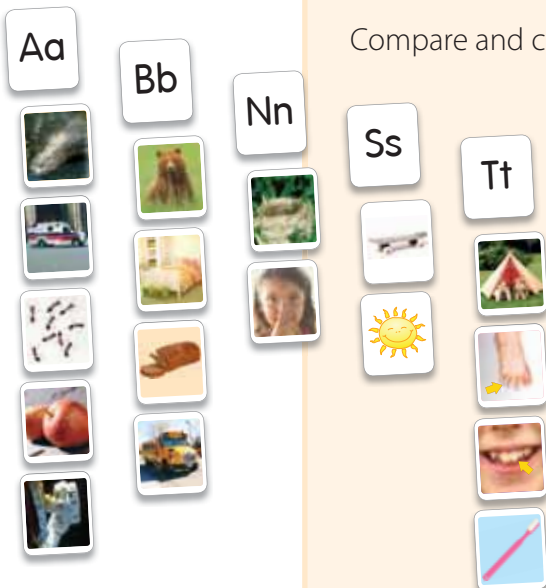
Phonological Awareness

Listens for beginning sounds

Phonics

Recites the alphabet in sequence

Matches some letters to their sounds



Story Time

Teacher's Literature Choice: Healthy Habits

Indicate your choice of book about healthy habits.

Discuss the author and illustrator. Picture-walk through the book and discuss what is happening on each page. Read the book. Briefly pause to introduce new vocabulary as it is encountered. Ask and answer questions about the book.

Materials

- Teacher's choice of book about healthy habits

Small Group & Exploration

How Tall are You?

Explain: **One way to know if you are growing in a healthy way is to measure how tall you are. Here is a measuring tape, a yardstick and a ruler. Which one would be the best to measure how tall you are?**

(Accept all answers.) **Right, you could use all three.** (demonstrate)

Indicate the measuring chart.

Say: **Today we will use this measuring chart.**

Distribute strips of paper. Each child writes his or her name on a strip. Continue:

We'll tape your name next to the mark that shows how tall you are. At the end of the year, we'll measure you again to see how much you have grown.

Be sure to measure Gingerbread Boy and add his name to the chart!

Discuss who is the tallest in the group and those who are near the same height. Emphasize that Gingerbread Boy is shortest member of the class, so as not to embarrass the shortest child.

On **Day 5** you will compare and contrast all members of the class, including Gingerbread Boy.

Materials

- Measuring chart on a door or wall
- Measuring tape, yard stick, and a ruler
- Individual strips of paper
- Double-sided tape or reusable adhesive
- Pencils
- Gingerbread Boy

Vocabulary

Acquires new vocabulary

Comprehension

Uses illustration clues to predict

Identifies role of author and illustrator

Math

Becomes familiar with standard measuring tools and their uses

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

Gathering

Science

Makes predictions

Social/Emotional Development

Recognizes own first and last name

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 11. Children sing and make up actions to the following verses of "Here We Go Round the Mulberry Bush."

- This is the way we exercise...so early in the morning.
- This is the way we wash and brush...so early in the morning.
- This is the way we eat healthy foods...so early in the morning.
- This is the way we rest and sleep...so early in the morning.
- This is the way we drink our water...so early in the morning.

Materials

- Starfall's Selected Nursery Rhymes* Audio CD
- Let's Stay Healthy Poster
- Measuring chart

It was fun to see
how tall you are on
the measuring chart.
I am the shortest
one in our class!

Love,
Gingerbread Boy

Math

Orders objects in increasing order of size

Becomes familiar with standard and nonstandard measuring tools and their uses

Order and Compare Short to Tall

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **This week we have learned ways to help us grow strong and healthy. What is one way to stay healthy?** Continue until all five areas are identified and discussed.

Say: **Look at the measuring chart. Gingerbread Boy is the shortest member of our class. Who is the tallest?** Compare and contrast using the information on the chart.

Say: **Let's see if the chart is correct.** Referring to the chart, line up children from shortest to tallest. Children confirm the results on the measuring chart.

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Listen to these words: *cake, bake*. Do they rhyme?** (Children respond.) **Now listen to these words: *apple, banana*. Do they rhyme?** (Children respond.)

Say: **Jump up and sit down if these words rhyme. Cross your arms across your chest if they do not. Ready?** Use *corn/born, lettuce/zucchini, grape/drape, pear/bear*, and *carrot/cup*.

Materials

- Letter Cards *Aa, Bb, Nn, Ss*, and *Tt* in a bag or basket
- Letter Cards: *A, a, B, b, N, n, S, s, T, t*
- Pocket chart
- Grandmother
- ABC for Gingerbread Boy and Me* by Starfall

Play “Say It Fast” with *Aa, Bb, Nn, Ss*, and *Tt*

Place Letter Cards *Aa, Bb, Nn, Ss*, and *Tt* face up in a pocket chart.

Say: **Grandmother would like us to play a game called “Say It Fast.”**

Grandmother whispers the directions to you.

Say: **Grandmother would like me to point to the letters, then you name them.**

Do this slowly.

Grandmother whispers to you again. Say: **Now Grandmother would like to see how fast you can name the letters!** Indicate the letters randomly, and as quickly as children are able to name them. Repeat each letter several times.

Grandmother says: **Great job!**

Indicate the bag of letters. Children individually draw letters and take them to their places. Grandmother whispers letters to you and you say them to the children. Children match upper and lowercase letters and place them under the Letter Cards in the pocket chart.

Indicate *ABC for Gingerbread Boy and Me*. Name a letter. Choose two children to partner and locate that letter in the book. Repeat for the other letters. Review the illustrations on each of the selected pages.

Children sing “Where Is /a/?”

Where Is /a/?

(Melody: “Where Is Thumbkin?”)

Where is /a/? Where is /a/?

Here I am. Here I am.

A stands for /a/

in apple and ant

/a/ /a/ /a/, Aa, Aa, Aa

Phonological Awareness

Discriminates rhyming words

Phonics

Focuses on letter names and shapes



Story Time

Comprehension

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Dramatize “One Rice Thousand Gold”

Say: **Today when you hear “One Rice Thousand Gold” listen for the names of the characters and notice the pictures. Remember, characters are the people or animals in stories.**

Read “One Rice Thousand Gold.”

Ask: **Who were the characters in this story?** (Han-Shin, his mother and father, a few women, people in Han-Shin’s kingdom when he became king)

Say: **The setting of a story is where the action takes place. In this story, things happened in several places. What was the setting at the beginning of the story?** (Han-Shin’s house) **Where was the next place?** (near water) **The last setting was Han-Shin’s palace. A palace is a very large house.** (Children repeat, *palace*.)

Children dramatize the story.

- Setting - Select three locations to represent Han-Shin’s first home, the fishing hole, and the palace.
- Characters - Select children to act as Han Shin, Han Shin’s mother and father, Old Woman, other women, people in Han Shin’s palace.

Dramatize the story again to give all children the opportunity to participate.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Draw Dragon Dot Eyes
(Book and Audio CD) |
| <input type="checkbox"/> | Props (fishing pole, bowl and chopsticks, clothes, crown, bowl of money) |



Observe & Modify

If your children are not ready to dramatize this story, picture-walk through the book and discuss the characters and settings. If you have access to a projection device, cue up *Starfall.com*; *I’m Reading*; “Chinese Fables” and project the story for this discussion.

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.