

Unit 1 introduces the children to each other and to many of the ongoing routines they will experience throughout the school year. They will discover why rules are important as they participate in establishing their own set of class rules, and they will examine the qualities of a good friend.

In addition, the children will explore:

- The alphabet
- Rhyming
- Parts of a book
- Story elements
- Colors
- Numbers
- Graphs
- Shapes
- Feelings

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# Week 1: Here We Are!

This week you will get to know the children as you introduce them to many of the ongoing routines they will experience in your classroom, including the attendance routine, the weather routine, and Exploration Time. The children will also:

- Learn print concepts such as cover, title, top, bottom, author, and illustrator
- Learn same and different, and determine “how many”
- Recite the alphabet
- Recognize their first names
- Recognize the first letter in their names
- Observe and describe the weather
- Ask and answer questions about a literature selection

## Essential Questions

- *Why is it important to learn the letters of the alphabet?*
- *How do authors and illustrators work together to tell stories?*
- *How can you use your words to show how you feel?*
- *How can we tell which group has more or less than another? How can we tell if they are the same?*
- *Why is it important to listen to others when they are talking?*

## Standards & Benchmarks

### Emergent Reading

#### Phonics: Alphabetic Knowledge

- Recites the alphabet in sequence
- Focuses on letter names and shapes

#### Vocabulary

- Discusses words and word meanings
- Uses illustrations to find the meanings of unknown words
- Identifies signs, labels, and environmental print

#### Listening & Speaking

- Follows simple and multiple-step directions
- Participates in group discussions

#### Emergent Writing

- Contributes to a shared writing experience or topic of interest
- Writes own name

#### Print/Book Awareness

- Connects oral language and print
- Identifies front cover, title, and first, middle, and end pages of a book

#### Comprehension

- Asks and answers appropriate questions about the story
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Uses illustration clues to predict
- Makes inferences
- Identifies role of author/illustrator

#### Sentences & Structure

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

### Math

#### Counting and Cardinality

- Verbally counts in sequence
- Uses one-to-one correspondence to determine "how many"
- Compares and orders groups of objects (more, fewer, less and/or same)

### Social & Emotional Development

- Recognizes own first name
- Helps establish rules, routine
- Uses materials appropriately and puts them away  
Demonstrates willingness to choose a variety of familiar and new experiences
- Recognizes and identifies feelings

### Creative Arts

- Explores visual materials and activities
- Expresses self through movement

### Physical Development

- Moves with balance and control
- Uses writing and drawing tools
- Demonstrates control, strength and dexterity to manipulate objects

### Health & Safety

- Discusses appropriate health and safety procedures

### Science

- Makes and verifies predictions
- Observes and describes weather and how it changes

## Week 2: Look At You!

This week you will continue to introduce children to ongoing routines they will experience in your classroom, such as Learning Centers, Small Group, and Gingerbread Boy's daily messages (beginning **Day 3**). The children will also:

- Learn print concepts such as cover, title, top and bottom, author and illustrator
- Identify rhyming words
- Sequence using terms beginning, middle and end and first, next, and last
- Ask and answer questions
- Recognize the clock, triangles, squares, circles, and the first letter in their names
- Compare and contrast
- Learn same, different, and determine "how many"
- Identify setting and characters

### Essential Questions

- *How does a clock help us?*
- *Why is it important to read a story in order?*
- *Why are learning centers fun? Why is it important to share during center time?*
- *How does counting objects in a group tell us how many there are?*

## Standards & Benchmarks

### Emergent Reading

#### Phonological Awareness

- Identifies spoken words as same or different

#### Phonics: Alphabetic Knowledge

- Recites the alphabet in sequence

#### Print/Book Awareness

- Connects oral language and print
- Identifies front cover, title, and first, middle, and end pages of a book

#### Vocabulary

- Discusses words and word meanings
- Understands describing words
- Acquires new vocabulary

#### Emergent Writing

- Writes own name

#### Comprehension

- Recalls information from stories
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Uses illustration clues to predict
- Makes inferences
- Identifies sequence of events
- Identifies story characters
- Compares and contrasts

#### Listening & Speaking

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

### Math

#### Counting & Cardinality

- Verbally counts in sequence
- Uses one-to-one correspondence to determine "how many"
- Compares and orders groups of objects (more, fewer, less and/or same)
- Recognizes numerals

#### Patterns & Seriation

- Sorts objects into categories

#### Geometry

- Recognizes basic two-dimensional geometric shapes

#### Measurement & Data

- Becomes familiar with standard and nonstandard measuring tools and their uses
- Uses graphs and charts to answer questions

### Social & Emotional Development

- Recognizes own first name
- Works with others to solve problems
- Recognizes and identifies feelings

### Creative Arts

- Creates original work
- Participates in teacher-guided dramatic activities

### Physical Development

#### Fine Motor Skills

- Demonstrates control, strength and dexterity to manipulate objects

### Science

#### Concepts

- Observes and describes weather and how it changes

#### Processes

- Makes and verifies predictions
- Compares, contrasts and classifies objects and data

### Social Studies

#### Self & Community

- Understands maps are representations of actual places



## Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign up routine and involve them in creating class rules which they will follow this year. The children will also:

- Learn more about their new friends (classmates) and their favorite toys
- Make a Friendship Quilt
- Learn about and practice good manners
- Draw what happens next and dictate sentences
- Learn where rain comes from
- Discuss kind deeds they can do for each other
- Discover folk tales

### Essential Questions

- *Why is it important to have classroom rules?*
- *Why is rain important? How does rain help us?*
- *How does knowing new words help us understand stories we read?*
- *What are some different shapes that we see in our environment?*

### Standards & Benchmarks

#### Emergent Reading

##### Motivation for Reading

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

##### Phonological Awareness

- *Identifies spoken words as same or different*
- *Discriminates rhyming words*

##### Phonics: Alphabetic Knowledge

- *Recites the alphabet in sequence*
- *Focuses on letter names and shapes*

##### Print/Book Awareness

- *Connects oral language and print*
- *Shows where reading begins on a page*
- *Identifies front cover, title and first, middle, and end pages of a book*

##### Comprehension

- *Retells or reenacts a story after it is read aloud*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Asks and answers appropriate questions about the story*
- *Connects events, characters, and actions in stories to specific experiences*
- *Identifies sequence of events*
- *Identifies story characters*
- *Distinguishes between fiction and nonfiction*
- *Makes inferences*

*Identifies role of author/illustrator*

##### Listening & Speaking

- *Follows simple and multiple-step directions*
- *Engage in agreed-upon rules for discussions*

### **Vocabulary**

- Discusses words and word meanings
- Understands describing words
- Acquires new vocabulary

### **Conversation**

- Demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)

### **Sentences & Structure**

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

### **Emergent Writing**

- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest
- Writes own name

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Counts sets of objects
- Uses one-to-one correspondence to determine "how many"
- Compares and orders groups of objects (more, fewer, less and/or same)
- Recognizes numbers in the environment

### **Patterns & Seriation**

- Recognizes patterns and non-patterns
- Duplicates identical patterns with at least two elements
- Uses rules to create and extend repeating patterns
- Describes objects according to characteristics or attributes

### **Geometry**

- Recognizes basic two-dimensional geometric shapes
- Identifies the number of sides of two-dimensional shapes

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Creates original work
- Expresses self through movement
- Demonstrates ability to use movement and music
- Represents fantasy and real-life experiences through pretend play
- Participates in teacher-guided dramatic activities
- Engages in cooperative pretend play with other children
- Demonstrates control, strength and dexterity to manipulate objects

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Demonstrates control, strength and dexterity to manipulate objects

## **Science**

### **Concepts**

- Explores the characteristics of the sun, moon, stars and/or clouds
- Observes and describes weather and how it changes
- Uses senses to explore

### **Processes**

- Shows curiosity by asking questions and seeking information
- Uses tools and equipment to explore objects

## **Health & Safety**

- Discusses appropriate health and safety procedures

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Social Studies**

### **Self & Community**

- Recognizes his or her role as a member of a group

## **Social & Emotional Development**

- Helps establish rules, routine

## Week 4: Colors & Numbers

This week you will introduce the children to uppercase letters, lowercase letters, and color words, and share the charming Chinese fable *Draw Dragon Dot Eyes*. The children will also:

- Discover colors in their environment
- Learn American Sign Language color words
- Practice speaking in both loud and soft voices
- Learn about using shapes to form patterns
- Work with numbers
- Graph their eye colors
- Learn that words are made of parts
- Take part in a dramatization
- Discuss straight-line and curved-line letters
- Identify parts of a book
- Learn about characters in stories

### Essential Questions

- *What would happen if you didn't have any eyes?*
- *If you could make up a new shape what would it look like?*
- *What would you call the new shape?*
- *What if there were no colors, only black and white?*
- *Why are fruits and vegetables good for you?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- Asks and answers appropriate questions about the story
- Recalls information from stories
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Identifies sequence of events
- Identifies story characters
- Makes inferences

##### Phonics: Alphabetic Knowledge

- Recites the alphabet in sequence
- Focuses on letter names and shapes

##### Phonological Awareness

- Counts syllables
- Identifies rhyming words

##### Print/Book Awareness

- Connects oral language and print
- Distinguishes relationship between print and illustrations
- Identifies front cover, title and first, middle, and end pages of a book
- Understands that letters form words



### **Conversation**

- Demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)
- Provides appropriate information for the setting
- Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)

### **Emergent Writing**

- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest
- Writes own name

### **Listening & Speaking**

- Participates in group discussions

### **Sentences & Structure**

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

### **Vocabulary**

- Understands describing words
- Identifies signs, labels, and environmental print

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Counts sets of objects
- Uses one-to-one correspondence to determine “how many”
- Compares and orders groups of objects (more, fewer, less and/or same)
- Understands that numbers always represent the same quantity
- Recognizes numerals
- Combines and separates sets of objects to create new sets

### **Geometry**

- Recognizes basic two-dimensional geometric shapes

### **Measurement & Data**

- Uses graphs and charts to answer questions

### **Patterns & Seriation**

- Duplicates identical patterns with at least two elements
- Uses rules to create and extend repeating patterns
- Sorts objects into categories
- Describes objects according to characteristics or attributes

## **Creative Arts**

- Explores visual materials and activities
- Creates original work
- Represents fantasy and real-life experiences through pretend play
- Participates in teacher-guided dramatic activities
- Engages in cooperative pretend play with other children

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Science**

### **Concepts**

- Observes and describes weather and how it changes
- Uses senses to explore

## **Social Studies**

### **Self & Community**

- Understands maps are representations of actual places

## **Social & Emotional Development**

- Works with others to solve problems