

This is a one-week excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.

If you have questions or comments, please contact us.

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Pre

K

**Second
Edition!**

Here We Are!

Unit 1 • Week 1



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Second Edition!



Unit 1: Off to School

Week 1: Here We Are!

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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 and weather routines, and Exploration Time. The children will also:

- discuss print concepts such as cover, title, top, bottom, author, and illustrator of read-aloud text
- learn same and different, and determine “how many”
- recite the alphabet
- recognize their first names in print
- recognize the first letter in their names
- observe and describe the weather
- ask and answer questions about literature selections



Starfall Books & Other Media

Plush Gingerbread Boy

The Gingerbread Boy as told by Brandi Chase

Starfall Emotion Cards

Starfall Emotions Poster

Starfall Sing-Along, Volumes 1 & 2

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

Weather Cards

Note: Keep plush Grandmother hidden. You will introduce her in Week 5.

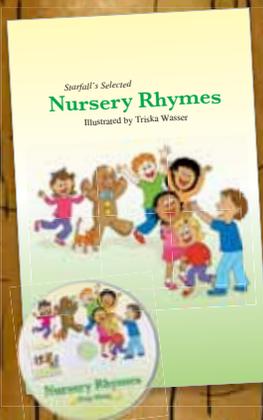


Preparation

Prior to the first day of school, create a Weather Board using the Weather Cards and a word card that reads, *Today's Weather*. You will use this board daily throughout the year. (See *Read Me First* page 13, “Daily Routines.”)

Create an Attendance Board using a pocket chart to display names. Prepare name cards by taking photos of the children and Gingerbread Boy and affixing them to horizontal cards on which you have printed the children’s names. (You may use the Word Card Generator in the Parent-Teacher Center on teach.Starfall.com to print the cards.) If possible, laminate the name cards as you will use them throughout the year during the Attendance Routine. Set Gingerbread Boy’s card aside. You will first use it on Day 2.

Establish a cabinet or shelf that will house activities such as wooden puzzles, games, paper, markers, books, and other materials that will be used during Exploration Time. These activities will not be used in Learning Centers.



Take a photo of yourself and each child this week to use to create a Class Book.

The Gingerbread Boy book will be used throughout Weeks 1 and 2 to help establish Gingerbread Boy as a class member.

Prior to the Gathering Routine each day, have the children stand and face the flag as they listen to or sing along with *Starfall Sing-Along* Volume 1, Track #3, "America the Beautiful" (or another song as appropriate for your country). **Optional:** Visit *Starfall.com*: Talking Library, Nonfiction, "I Am Your Flag" by Chase Tunbridge to introduce the children to the flag.

Include available alphabet puzzles as an Exploration Time choice this week.

Day One

Keep plush Gingerbread Boy out of sight until you introduce him to the children in today's *Morning Meeting*.

Determine outside safety rules to share with the children and the bell or signal you will use to announce Exploration cleanup. This signal will be used throughout the year.

Story Time — Choose a book about the first day of school to share. Suggestions include:

- *If You Take a Mouse to School* by Laura Numeroff
- *Froggy Goes to School* by Jonathan London
- *Meet the Barkers* by Tomie dePaola

Small Group — Use the Word Card Generator in the Parent-Teacher Center on *teach.Starfall.com* to create a name card with dotted lines for each child.

Day Two

Prepare to discuss any questions or issues from Exploration Time on Day 1.

Small Group — Have a mirror available for children to view their happy faces.

Day Three

Gathering — Familiarize yourself with the "Freeze" game as described on page 16, and choose a song to use as the class plays.

Small Group — Duplicate the "My name is..." blackline for yourself and each child.

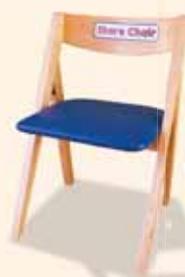
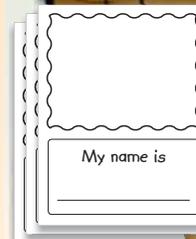
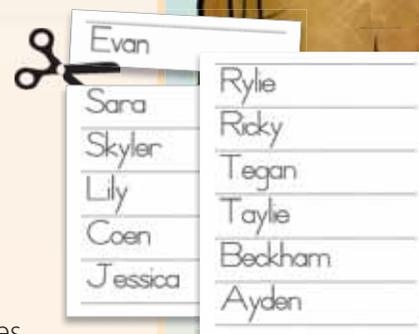
Day Four

Morning Meeting — Familiarize yourself with "What's the Weather?" (See page 21.)

Day Five

Morning Meeting — Designate a special chair as the Share Chair for the children to use when sharing writings, drawings, and personal projects.

Story Time — Choose a favorite book to share.



WEEK 1

Day One

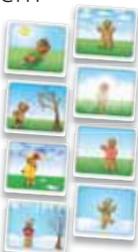
Day Two

Gathering	Introduce Attendance Routine Vocabulary: present, absent	Attendance Routine Add Gingerbread Boy's name card to Attendance Board
Morning Meeting	"Open Them, Shut Them" Introduce Gingerbread Boy 	"Put Your Hands in the Air" Introduce "Mary Had a Little Lamb" Top/bottom, title of book Shared writing: list animals Vocabulary: title
Learning Centers	Vocabulary: exploration	Review rules and Exploration
Circle Time	"Open Them, Shut Them" "The Alphabet Song" Letters in children's names	"If You're Happy and You Know It" Feelings  Vocabulary: feelings, happy
Story Time	Teacher's Literature Choice: First Day of School Vocabulary: author, illustrations, illustrator	Teacher's literature choice "Open Them, Shut Them"
Small Group & Exploration	"Open Them, Shut Them" "If You're Happy and You Know It" Handprint Mural 	Draw happy faces for "We're Happy" class book

Day Three

Day Four

Day Five

Attendance Routine Introduce "Freeze" Review first letters in names	Attendance Routine Introduce Weather Routine	Attendance Routine Weather Routine One-to-one correspondence (children/snacks) "What's the Weather?"
"Open Them, Shut Them" Weather Card riddles Introduce Weather Board and Weather Cards Routine Vocabulary: sunny, cold, windy, snowy, cool 	"What's the Weather?"	Introduce the Share Chair Share photo pages 
Exploration	Review sharing and cleanup rules Exploration	"Open Them, Shut Them" Favorite Exploration activities
"If You're Happy and You Know It" Feelings Vocabulary: excited, silly "Freeze" 	"If You're Happy and You Know It" Feelings Emotion Poster Vocabulary: sad, angry, afraid 	"Mary Had a Little Lamb" Create new versions
Introduce <i>The Gingerbread Boy</i> Discuss book cover, title, top and bottom, author, and illustrator 	Read <i>The Gingerbread Boy</i> Ask and answer questions 	Teacher's literature choice Read/retell story Selected Vocabulary from story
Photo page for class book or portfolios Using glue/glue sticks Vocabulary: forest, fawn, spices, cottage, exotic 	Continue photo page for class book or portfolios 	Exploration

WEEK 1

Day One

Phonics & Word Recognition

Recognizes name

Print Concepts

Understands print conveys meaning

Social Studies

Recognizes patriotic symbols and activities

Demonstrates knowledge of personal information

Vocabulary

Uses new vocabulary

Gathering

Prior to beginning the Gathering Routine, indicate the national flag displayed in your classroom, and briefly discuss its significance.

Place the name cards in the appropriate columns of the Attendance Board. (One column is for children who are present, the other is for children who are absent.)

Indicate the Attendance Board. Say: **This is our Attendance Board. There are two places for names. One is for the names of children who are here, or present; the other is for names of children who are not here, or absent. Let's see who is present today. When I point to and read your name, please stand up and say, present.**

One by one, indicate each name on the Attendance Board and read it aloud. Children stand when their names are called. After you have determined who is present, read the names of the children who are absent. Review the meanings of the words *present* and *absent*, and the children repeat these words.

Materials

- Attendance Board
- Name cards

Morning Meeting

Warm Up Your Brain

Say: **Show me your hands.**
(The children raise their hands.)
We use our hands to do many different things.

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Say: **Let's learn another song about our hands.**

Play *Sing-Along* Volume 1 Track 25. Children sing "Open Them, Shut Them." Teach hand motions to accompany the words. Say: **Open and shut are opposites. Who knows other words that are opposites?** Lead the children to discuss that *up/down*, *in/out*, and *big/small* are opposites.

Ask: **Did you think we were really going to put our hands in our mouths? Why wouldn't we do that? (germs) Isn't that a silly song?**

Materials

- Starfall Sing-Along
Volume 1, Track 25

Put Your Hands in the Air

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and wiggle them up there.

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and give a clap, in your lap!

Open Them, Shut Them

Open, shut them, open, shut them,
Give a little clap

Open, shut them, open, shut them,
Lay them in your lap

Creep them, creep them, slowly
creep them, right up to your chin,

Open up your little mouth,
But do not let them in!

Vocabulary

Recognizes opposites



Meet Gingerbread Boy

Say: **This morning I was a little nervous about leaving my family to come to school. I didn't know if I would meet new friends, so I brought a special friend with me to school today.**

Reveal plush Gingerbread Boy. Say: **This is Gingerbread Boy. Let's say hi to him.**

Pretend Gingerbread Boy is whispering in your ear. Say: **Gingerbread Boy says he can't wait to meet you and learn your names. Let's tell Gingerbread Boy our names.**

Hand Gingerbread Boy to a child. The child states his or her name, then passes Gingerbread Boy to the child next to him or her. Continue until all of the children have introduced themselves to Gingerbread Boy.



Materials

- Plush Gingerbread Boy

Social/Emotional Development

Engages in positive relationships and interactions

Demonstrates knowledge of personal information

Learning Centers

Use this time to introduce your Exploration Area. (See *Read Me First* page 4, Exploration.)

Pretend Gingerbread Boy whispers another secret. Say: **Gingerbread Boy says he likes to play. Do you like to play, too?**

Say: **At school, we have a special place for play. This place is the Exploration Area. Exploration means to investigate or learn about something. Say, exploration.** (Children repeat, *exploration*.)

Tour your Exploration Area and the materials available there. The children should understand they are to clean up projects before beginning new ones during Exploration Time.

Ask: **Who can you ask if you have questions?** (Volunteers respond.)
Yes, you can ask the teacher or you can ask a friend.

Volunteers model asking questions.

Say: **Let's play in our Exploration Areas!** (Display your bell or other chosen signal.) **When I ring this bell, it means you have five minutes before cleanup time.** Demonstrate this.

Say: **When I ring the bell again it will be time to clean up.**

The children participate in Exploration activities, then practice cleaning up five minutes before Exploration Time is over.

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them" as the children gather. After the song, the children share their Exploration experiences.

Materials

- Bell or other signal
- Suggested Exploration items:
 - paper, crayons, play dough,
 - books, wooden puzzles,
 - manipulatives, small blocks,
 - dolls, and dollhouses
- Starfall Sing-Along*
Volume 1, Track 25

Social Studies

Recognizes his or her role as a member of a group (class, family, community)

Understands the need for rules in a variety of settings

Social/Emotional Development

Follows rules, routines, and directions

Seeks assistance from adults or classmates

Vocabulary

Asks questions about unknown objects and words

After Week 1, the children will do Learning Center activities in this time slot every day. Have your centers ready for introduction next week. See 'Read Me First' page 3 for information on setting up your Learning Centers.

Circle Time

Alphabet Knowledge

Recites the alphabet in sequence

Phonics & Word Recognition

Recognizes own name

Print Concepts

Focuses on letter names and shapes



Introduce the Alphabet

Draw the children's attention to the classroom Alphabet Chart. Say: **This is the alphabet. The alphabet is made of many letters. We use letters to write words. Each letter has a name.** Slowly indicate each letter as you say the alphabet aloud.

Gingerbread Boy whispers to you that he knows a song about the alphabet called "The Alphabet Song." Ask: **Do any of you know the "Alphabet Song"?** Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat the song and children sing along.

Indicate the A Letter Card. Say: **This is the letter A. Say, A.** (Children repeat, A.) Ask: **Can you find a letter that looks like A on our Classroom Alphabet Chart?** Instruct children to raise their hands if they see the letter A on the classroom Alphabet Chart. Repeat for B and C.

Display a child's name card. The child indicates and identifies the first letter of his or her name (with assistance if needed). The child uses a pointer to locate the first letter of his or her name on the Alphabet Chart. Repeat with other children.

Materials

- Starfall Sing-Along*
Volume 1, Track 2
- Letter Cards: A, B, C
- Children's name cards
- Pointer

Story Time

Print Concepts

Understands print conveys meaning

Identifies front/back cover of a book

Reading

Identifies role of author/illustrator

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

Asks and answers questions

Vocabulary

Recognizes opposites

Teacher's Literature Choice: First Day of School

Engage the children in a discussion about how they felt when they came to school this morning. Discuss strategies that can help them deal with feelings of separation, such as talking to peers, teachers, or other adults in the classroom, making new friends, and noticing classmates who might need assistance.

Select one of your favorite books about the first day of school. (See suggestions provided in the Preparation Notes for Day 1.)

Choose a volunteer to stand facing the other children. Say: **(child's name) has a front and a back. This is the front of (child's name).**

Instruct the volunteer to turn his or her back to the class. Say: **This is the back of (child's name). Did anyone hear words that are opposites?** (Volunteers respond.) **Right, front and back are opposites. Say, opposites. What is the opposite of front? Right, back is the opposite of front. What is the opposite of back?**

Ask: **Where is the front of your body?** (Volunteers respond.) **Now show me your back!**

Indicate your literature choice. Ask: **Did you know that books have fronts and backs, too?** Identify the front and back cover of the book.

Materials

- Teacher's choice of book about the first day of school

Say: **Someone writes the words in each book. That person is called an *author*. Say, *author*.** (Children repeat, *author*.) **The author of this book is** (author's name). **Do you see pictures in the book? They are called *illustrations*. We call the person who created them an *illustrator*. Say, *illustrator*.** (Children repeat, *illustrator*.) **The *illustrator* of this story is** (illustrator's name).

Picture-walk through the story and engage children in a discussion about the illustrations. Read your literature choice, pausing to introduce new vocabulary and to allow the children to ask questions.

See Read Me First page 4 for an explanation of the Small Group & Exploration routine.

Small Group & Exploration

Make Handprints

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

Say: **This morning we talked about our hands. What are some things you can do with your hands?**

Accept and discuss responses.

Say: **Here's another song about something you can do with your hands.** Introduce *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It." Sing the song and demonstrate appropriate actions.

Explain: **Our hands belong to us and only us. Today you will each make a special handprint. Then we will put the handprints all together to remind us we are all part of one class.**

The children participate in Exploration. During this time place finger paint on the hands of several children, or guide them to place one hand at a time onto a large washable ink pad. They then place their hands on the mural paper to create handprints. Demonstrate the proper way for the children to clean the finger paint from their hands and use paper towels to dry them. They may use crayons to write their names near their handprints.

Display the handprint mural on your door for the children to see as they enter each morning.

Formal Small Group sessions will begin in Week 2.

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> , Volumes 1 and 2, Tracks 15 and 25
<input type="checkbox"/>	Finger paint or large washable ink pads
<input type="checkbox"/>	Large white mural paper
<input type="checkbox"/>	Crayons
<input type="checkbox"/>	Pan of water and paper towels
<input type="checkbox"/>	Generated name cards

If You're Happy and You Know It

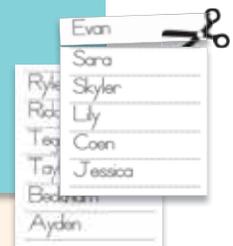
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, then your face should surely show it.*
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, stomp your feet. (stomp stomp)...*
- If you're happy and you know it, shout "Hooray!" (hoo-ray!)...*
- If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...*



Pre K

Observe & Modify

Use the Word Card Generator in the Parent-Teacher Center on teach.starfall.com to create name cards with dotted lines. The children trace their names and glue them near their handprints.



Gathering

Math

Counts in sequence

Social Studies

Recognizes patriotic symbols and activities

Vocabulary

Identifies new meanings for familiar words and applies them accurately

Indicate the Attendance Board. Ask: **Who remembers the word we learned yesterday that means you are here?** (Volunteers respond.) **Right, if you are here, you are present. What else can the word present mean?**

Discuss the use of the word present to mean a gift.

Say: **Let's count how many children are present.** The children count aloud with you.

Say: **Now, let's count how many children are absent.**

Gingerbread Boy whispers that he would like to be in this class too.

Ask: **Would you like Gingerbread Boy to be part of our class this year?** (Accept responses.) **Let's add Gingerbread Boy's name to our Attendance Board and count how many are present now!**

Review the symbolism and importance of the national flag displayed in your classroom prior to playing *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Materials

- Attendance Board and name cards
- Plush Gingerbread Boy
- Gingerbread Boy's name card
- Starfall Sing-Along* Volume 1, Track 3

Morning Meeting

Warm Up Your Brain

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Put Your Hands in the Air

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and wiggle them up there.

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and give a clap, in your lap!

Materials

- None

Creative Arts

Participates in fingerplays, songs, and rhymes

Introduce *Starfall's Selected Nursery Rhymes*

Display *Starfall's Selected Nursery Rhymes*. Say: **This is our nursery rhyme book. Nursery rhymes are short rhymes that tell stories. Say, nursery rhyme.**

The children repeat, *nursery rhyme*.

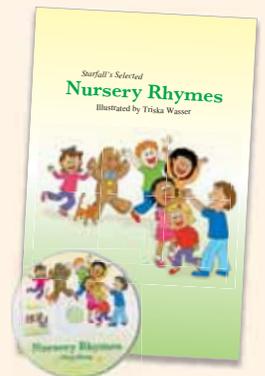
Indicate the cover of the book. Say: **Let's look at the cover.** Ask the following questions, pausing for volunteers to respond:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**
- **Who can point to the title?**

Say: **This book includes several nursery rhymes that we will learn this year. Let's read one today.**

Materials

- Starfall's Selected Nursery Rhymes* (book and audio CD)
- Chart paper, marker



English Conventions

Understands and uses question words

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Recognizes common types of literature

Asks and answers questions

Writing

Contributes to shared writing experiences

Open the book to “Mary Had a Little Lamb” and indicate page 27. Say: **This is Mary. Mary is going to school just like you. Let’s see what happened to Mary.**

Read “Mary Had a Little Lamb.” Ask:

- **Who went to school with Mary?**
- **Why do you think all the children laughed to see a lamb at school?**
- **What would you do if someone brought a lamb to school today?**
- **If you could bring an animal to school with you, what animal would you bring?**

Write the children’s responses to the last question on chart paper and save it for Day 5.

Play the *Nursery Rhymes* Audio CD, Track 24. Children sing “Mary Had a Little Lamb.”

Mary Had a Little Lamb

*Mary had a little lamb
Its fleece was white as snow.*

*And everywhere that Mary went,
The lamb was sure to go.*

*It followed her to school one day,
Which was against the rules.*

*It made the children laugh and play,
To see a lamb at school.*

Learning Centers

Materials

- Bell or other signal

Use today’s Learning Center time to review and work in the Exploration Area. Ask: **What was your favorite Exploration activity yesterday?** Discuss the children’s favorite activities. Volunteers share which activities they would like to explore today and tomorrow.

Review the rules for the Exploration Area and cleanup before the children engage in Exploration activities.

Approaches to Learning

Demonstrates willingness to try new challenges

Social Studies

Understands the need for rules in a variety of settings

Differentiates past, present, and future

Social/Emotional Development

Uses materials appropriately and puts them away

Follows rules, routines, and directions

Circle Time

Emotions: *Happy*

The children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Ask: **How did you feel when you sang "If You're Happy and You Know It"?** (Volunteers respond.)
Show me your happy face.

Explain: **How we feel when things happen to us are our feelings. Say, feelings.** (Children repeat, *feelings*.) **Happy is a feeling. Another word for feelings is emotions.** The children repeat, *emotions*. **We have many different emotions.**

Indicate the *Happy* Emotion Card. Say: **Look at this card. It's an illustration of a bear! This bear's name is Backpack Bear. In this illustration, Backpack Bear looks happy. What might have happened to make him feel happy? Use the word happy in your answer. For example:**

- He might feel *happy* because a friend shared a toy with him.
- He might feel *happy* because he got to go to the park to play.

The children discuss other scenarios that might make someone feel happy.

Gingerbread Boy whispers that it made him feel happy when he came to school and met new friends. Ask: **What kinds of things make you feel happy?** Volunteers respond.

Sing "If You're Happy and You Know It."

Indicate the blank drawing paper. Say: **Look at my face. Since I can't see my own face, will you help me draw it?**

Point to your eyes. Say: **I have two eyes, so I will draw two eyes on the paper.** (Do this.)

Ask: **What color are my eyes?** (Color the eyes after volunteers respond.) **What else do you see on my face?** Add features as children identify them.

Say: **I will write my name under my face so everyone knows who did this drawing.** Write your name under your drawing.

Say: **You will each draw a picture of your face later today.**

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 2, Track 15
- Emotion Card: *Happy*
- Large sheet of drawing paper
- Markers

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, then your face should surely show it.

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet. (stomp stomp)...

If you're happy and you know it, shout "Hooray!" (hoo-ray!)...

If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...



Story Time

Story Review: The First Day of School

Play *Sing-Along* Volume 1 Track 25, “Open Them, Shut Them.” Children identify words that are opposites, *open* and *shut*.

Indicate your literature choice from Day 1. Picture-walk through the book. The children identify times when characters in the story felt happy. Ask: **Can you think of other words that mean almost the same as happy?** Lead the children to understand that *glad* and *joyful* have similar meanings. Read the story.

Volunteers discuss parts of the story they most enjoyed.

Materials

- Starfall Sing-Along*
Volume 1, Track 25
- Teacher’s literature choice from
Day 1
- Plush Gingerbread Boy

Social/Emotional Development

Recognizes and identifies emotions in self and others

Speaking & Listening

Participates in group discussions

Vocabulary

Explores word relationships and nuances

Recognizes opposites

Small Group & Exploration

“We’re Happy” Class Book

The children engage in Exploration activities.

During Exploration choose several children at a time to look into a mirror and make happy faces. They then illustrate their happy faces and write their names on their papers. Encourage the children to discuss their hair and eye colors and their genders as they work.

Gather the completed illustrations. Slide each into a plastic sleeve and insert them into a three-ring binder. Add a cover page titled “We’re Happy!” to create a class book. Place the book in the Library Center.

Materials

- Bell or other signal
- Drawing paper
- Markers, crayons, pencils
- Mirror
- Three-ring binder
- One plastic sleeve for each child

Fine Motor Skills

Uses writing and drawing tools

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Demonstrates knowledge of personal information

Writing

Writes name

Gathering

Math

Compares and orders groups of objects

Counts in sequence

Phonics & Word Recognition

Recognizes name

Social Studies

Recognizes patriotic symbols and activities

Speaking & Listening

Follows simple directions

Indicate the national flag and volunteers share what they know about it. They stand to face the flag and listen to or sing along with *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Indicate the Attendance Board. Say: **First, let's count the names of the children who are present, or here today.** Indicate each name as children count with you.

Say: **Next, let's count how many children are absent, or not here today.** (Repeat as with children who are present.) Ask: **Which number is bigger?**

Say: **Let's play "Freeze." When you hear the music, you dance. When the music stops, freeze!** Have your music choice ready, and distribute name cards to the children.

Say: **Last, look at your name. When the music stops, I will say a name. If I say your name, unfreeze and bring your name card to the Attendance Board.** Play "Freeze" until all name cards have been placed.

Materials

- Teacher's music choice for "Freeze"
- Attendance Board and name cards
- Starfall Sing-Along* Volume 1, Track 3

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 25. Children sing and do accompanying hand motions to "Open Them, Shut Them."

Ask: **Which words in the song are opposites? Right, open and shut are opposites.**

Materials

- Starfall Sing-Along* Volume 1, Track 25

Creative Arts

Enjoys participating in music activities

Vocabulary

Recognizes opposites

Introduce the Weather

Display and identify the Weather Cards in the pocket chart. The children repeat the name of each card.

Ask: **Who knows what a riddle is?** Accept responses. Explain: **A riddle is when you listen to clues, then try to think of an answer. Let's play a game. I'll read a riddle, then I will choose someone to find the Weather Card that shows the answer to the riddle. Ready?**

- **It's bright outside. It feels hot! It is a good day to play outside. What kind of weather is it?** (sunny)
- **Your hat blows off your head when you go outside! The trees sway back and forth. What kind of weather is it?** (windy)
- **You wear your coat, hat, and mittens. You drink hot chocolate to warm up! What kind of weather is it?** (cold)
- **You can't go outside to play because you would get wet. If you have to go somewhere you need your umbrella. What kind of weather is it?** (rainy)

Materials

- Weather Board and Weather Cards
- Pocket chart

Reading

Makes inferences

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

Science

Observes and describes changes in weather



- **It is so cold flurries are falling from the sky. You need to wear your snow boots! What kind of weather is it?** (snowy)
- **You need a sweater or jacket. It's not really cold but it's not warm either! What kind of weather is it?** (cool)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today's weather?** (A volunteer chooses the card.) **Let's put that picture under "Today's Weather."**

Learning Centers

Review the Exploration options. The children name activities in which they have not yet participated. Encourage them to try new activities today.

Materials

- Bell or other signal

Approaches to Learning

Demonstrates willingness to try new challenges

Circle Time

Emotions: *Excited* and *Silly*

The children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."



Indicate the *Happy* Emotion Card. Say: **Who can remember some of the things we talked about that make us *happy*?** Volunteers respond.

Explain: **We have other feelings like *happy*. Let's learn about some of them.**



Indicate the *Excited* Emotion Card. Say: **Backpack Bear is *excited*. Say, *excited*.** (Children repeat, *excited*.) **You feel *excited* when you get to do something special. I was *excited* because I was going to go to the movies.** Gingerbread Boy whispers that he was excited *and* happy to come to school this morning.

Children share times they felt excited.



Indicate the *Silly* Emotion Card. Say: **Here's another feeling that is like *happy*. Now Backpack Bear looks *silly*! Say, *silly*.** (Children repeat, *silly*.) **I acted *silly* when I pretended to be a clown in the circus. Have you ever acted *silly*?**

Indicate each Emotion Card and the children make facial expressions to match the emotions.

Say: **If someone comes into our classroom who speaks another language, how could you show him or her you feel happy?** Lead the children to understand that facial expressions offer clues to our feelings.

Continue: **Show us how you look when you feel happy.** Repeat for excited and silly.

Materials

- Plush Gingerbread Boy
- Emotion Cards: *Excited*, *Happy*, *Silly*
- Starfall Sing-Along* Volume 2, Track 15
- Teacher's music choice for "Freeze"

Language Development

Communicates using facial expressions

Social/Emotional Development

Recognizes and identifies emotions in self and others

Speaking & Listening

Follows simple directions

Vocabulary

Discusses words and word meanings

Story Time

Approaches to Learning

Reflects on what has been learned

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Identifies roles of author/illustrator

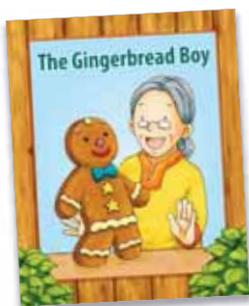
Social Studies

Understands maps are representations of actual places

Vocabulary

Discusses words and word meanings

Uses illustrations to determine word meaning



Read *The Gingerbread Boy*

Gingerbread Boy whispers that he has brought a book to school today, and he would like you to read it to the class. Reveal the book, *The Gingerbread Boy*.

Say: **The name of this book is *The Gingerbread Boy*.** (Indicate the cover of the book.) **Let's look at the cover.** Ask the following questions and pause for responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**

Say: **Another word for the name of a book is *title*. The *title* of this book is *The Gingerbread Boy*.** Indicate the book title.

Say: **The *author*, or person who wrote the story, is Brandi Chase.** Indicate the author's name. Ask: **What do we call the person who wrote the story? Right, the person who wrote the story is the *author*.**

Say: **The *illustrator*, or person who drew the pictures, is Masako Styles.** Indicate the illustrator's name. Ask: **What do we call the person who created the pictures? Right, the person who created the pictures is the *illustrator*.**

Picture-walk through the book. Read *The Gingerbread Boy*, pausing to answer questions and to introduce the following vocabulary. When you introduce the word *spices*, explain that the spices came from a faraway place called India. Assist the children to locate India on a map or globe. The children join in on repeated phrases and identify vocabulary words as they appear in the illustrations. For example:

A fawn is a baby deer. Who can find an illustration of a fawn on this page?

forest	land covered with trees
fawn	a baby deer
spices	something you add to food to make it taste good, like cinnamon
cottage	a small house
exotic	something very different, usually from a different country

Ask Gingerbread Boy how he felt when the old woman saved him and share his response with the children. Review new vocabulary by stating the definitions and asking the children to respond with vocabulary words.

Say: **When you go home today your family might want to know what you learned at school. What will you tell them about *The Gingerbread Boy* story we read today?**

Materials

- The Gingerbread Boy*
as told by Brandi Chase
- Plush Gingerbread Boy
- World map or globe

Small Group & Exploration

Create Photo Pages

Divide the children into two groups. One group completes photo pages during Exploration today. The other group engages in Exploration activities, and will complete their photo pages on Day 4.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Assist the children to glue their photos in the top space and write their names on the line.

Photo pages may be made into a class book, or pages may be kept as part of the children's portfolios. Be sure to create a photo page for Gingerbread Boy!

Materials

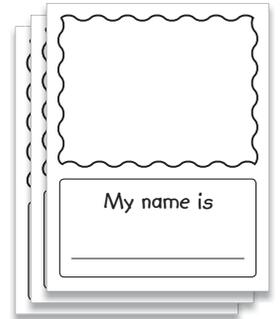
- Bell or other signal
- Photo of each child and
Gingerbread Boy
- "My name is.." photo page
for each child
- Markers
- Glue sticks or glue

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name



Prepare your own photo page in advance to use as a model.

Gathering

Alphabet Knowledge

Recognizes and names letters in own name

Phonics & Word Recognition

Recognizes own name

Science

Makes predictions

Observes and describes the weather

Social Studies

Recognizes patriotic symbols and activities

Review the symbolism and importance of the national flag displayed in your classroom prior to playing *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Gather the children in a semicircle. Place several paper plates (with children's name cards attached) on the floor. Say: **We will sing a special song. After the song I will say some names. If I say your name, pick up your plate, bring it to me, and tell me one or two of the letters in your name.**

Sing "If Your Name Is on a Plate" to the melody of "If You're Happy and You Know It."

Indicate the Attendance Board. Count how many children are present and how many are absent.

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the one that shows today's weather?** A volunteer chooses the card and places it on the Weather Board under "Today's Weather."

Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Name cards attached to paper plates with reusable adhesive

If Your Name Is on a Plate

If your name is on a plate, pick it up
If your name is on a plate, pick it up
If your name is on a plate, then we think you're really great
If your name is on a plate, pick it up

The children will begin to verify their weather predictions in Week 6.

Morning Meeting

Materials

- None

Warm Up Your Brain

Say: **Boys, please stand. When I say your name, line up next to each other.** (Boys do this.) **Girls, please stand. When I say your name, line up next to the boys.** (Girls do this.)

Remind the children to stay in their lines as they respond to these directions:

- **Girls take two steps forward.**
- **Boys sit with your legs crossed.**
- **Girls clap your hands three times.**
- **Boys stand and clap your hands two times.**
- **Girls hop up and down two times.**
- **Boys hop up and down three times.**

Gross Motor Skills

Moves with an awareness of personal space

Phonics & Word Recognition

Recognizes own name

Speaking & Listening

Follows simple directions

“What’s the Weather?”

Place the Weather Cards in a pocket chart and review them.

Ask: **Would you like to hear a song about different kinds of weather? Listen for the kinds of weather you see in the pocket chart.**

Play *Sing-Along* Volume 1 Track 40, “What’s the Weather?” The children help create simple actions to accompany the song. Pause after each verse for a volunteer to locate the corresponding Weather Card.

Ask: **Did you hear words that describe today’s weather?** Volunteers identify cards representing weather mentioned in the song.

Ask: **Which weather words were not in the song?** (cold, cool) **Let’s make up verses for cold and cool. Lead the children to do this.**

Sing the additional verses to incorporate cold and cool.

Materials

- Starfall Sing-Along*
- Volume 1, Track 40

What’s the Weather?

*What’s the weather?
What’s the weather?
What’s the weather like today?*

*It is cloudy, oh so cloudy
The weather’s cloudy today!*

*(repeat with the
changes below)*

*...It is sunny, very sunny
The weather’s sunny today!*

*...It is rainy, oh so rainy
The weather’s rainy today!*

*...It is windy, very windy
The weather’s windy today!*

*...It is snowy, oh so snowy
The weather’s snowy today!*

Science

Describes the weather and how it changes

Vocabulary

Understands describing words

Learning Centers

Ask: **Why is it important to clean up materials and toys when you are finished with them?** (Volunteers respond.) **What might happen if we pulled out all the toys and didn’t put anything away?**

Explain the consequences of not putting materials away at cleanup time (messy room, toys can’t be found when you want them, missing pieces to puzzles and games, etc.).

Ask: **If you need help cleaning up, what could you do?** Lead the children to understand that they may ask a friend or the teacher for help.

Indicate the *Happy* Emotion Card. Ask: **How do you feel when you want to play with something and it’s right where it’s supposed to be, all ready for you?** Volunteers respond, *happy*.

Ask: **Who remembers another word that means almost the same as happy?** (glad, joyful)

Children participate in Exploration activities.

Materials

- Bell or other signal
- Emotion Card: *Happy*



Language Development

Communicates using gestures, pointing, or facial expressions

Reading

Recognizes cause and effect

Social Studies

Understands the need for rules in a variety of settings

Social/Emotional Development

Seeks assistance from adults or classmates

Speaking & Listening

Participates in group discussions

Vocabulary

Explores word relationships and nuances

ELL - Explain to the children that they may communicate with classmates who speak other languages by pointing or using gestures or facial expressions.

Circle Time

Emotions: *Sad, Angry, and Afraid*

Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Display the *Happy, Excited, and Silly* Emotion Cards. Say: **We talked about three feelings, happy, excited, and silly. Who can find the card that shows happy?**

A volunteer finds the card. Repeat with *excited* and *silly*.

Indicate the Emotions Poster and say: **Here is a poster that shows feelings or emotions. Who can point to the picture that shows the emotion happy?**

(A volunteer does this.) Repeat for *excited* and *silly*.

Ask: **How do you feel when your friend invites you to a birthday party?** (Accept responses.) **How might you feel if you didn't get invited to a birthday party?** (sad)

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along*
Volume 2, Track 15
- Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Silly*
- Emotions Poster



Language Development

Communicates using gestures, pointing, or facial expressions

Reading

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

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions



Indicate the *Sad* Emotion Card. Ask: **What might have happened to cause Backpack Bear to feel sad? Use the word sad in your answer.** (Discuss) **Can you think of a time you felt sad?** (Discuss) **Make a sad face.**

Continue: **Can you remember a time when someone you know felt sad? Did it make you feel sad too? When someone feels sad how can you help him or her feel better?**



Indicate the *Angry* and *Afraid* Emotion Cards. Explain: **Here are two more emotions. One is angry and one is afraid. Who can point to Backpack Bear feeling angry?** Choose a volunteer to do this.

Say: **Sometimes when we get very angry we might do or say something unkind. How does that make us feel?** (Discuss) **Make an angry face.**



Indicate the *Afraid* Emotion Card. Say: **Here is Backpack Bear feeling afraid. Has anyone here ever felt afraid?** Encourage the children to use the word *afraid* in their responses.

Gingerbread Boy whispers that he felt afraid when he thought the fox was going to eat him. Children share times they felt afraid.

Say: **Make a face to show how you look when you feel afraid.**

Ask: **Are angry and afraid more like feeling happy or more like feeling sad?**

Indicate each card as children make facial expressions to match the emotions. Include the *Happy, Excited, and Silly* Emotion Cards from Day 3. Volunteers indicate the corresponding emotions on the Emotions Poster.

Play a variation of "Freeze" incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card and you make a face to match it.**



Story Time

Discuss *The Gingerbread Boy*

Gingerbread Boy asks if you can read his story again.

Read *The Gingerbread Boy*.

Say to Gingerbread Boy: **Let's see if the children were good listeners.**

Ask and accept responses to the following questions:

- **Who made the Gingerbread Boy?**
- **Do you think the old woman felt excited or sad when the Gingerbread Boy came alive?**
- **Who did the Gingerbread Boy meet when he ran away from the old woman?**
- **How did the Gingerbread Boy feel when he was on the fox's nose?**
- **How do you suppose he felt when the old woman snatched him?**
- **What might the old woman have said to the Gingerbread Boy when they got home?**
- **What lesson do you think the Gingerbread Boy learned?**

Encourage the children to ask questions about the story.

Gingerbread Boy whispers that he thinks the children were very good listeners.

Materials

- The Gingerbread Boy* as told by Brandi Chase
- Plush Gingerbread Boy

English Conventions

Understands and uses question words

Reading

Asks and answers questions about key elements and details in a text

Makes inferences

Small Group & Exploration

Complete Photo Pages

The children who created photo pages during Exploration on Day 3 engage in Exploration activities. The remaining children complete their photo pages.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or to complete their photo pages.

The children will share their photo pages on Day 5.

Materials

- Bell or other signal
- Photo of each child
- "My name is.." photo page for each child
- Markers
- Glue sticks or glue

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name



Gathering

Math

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

Science

Makes predictions
Observes and describes the weather

Social Studies

Recognizes patriotic symbols/activities
Begins to categorize time intervals

Prior to the Gathering Routine each day, the children stand, face the national flag, and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or another song appropriate for your country).

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

Say: **If there are** (number of children) **here today, how many snacks will we need to prepare?** Pause for responses. Explain: **If there are** (number of children), **we need to prepare** (number of children) **snacks.**

Say: **Remember the weather song we learned yesterday? Let's sing it again.** Play *Sing-Along* Volume 1 Track 40 and the children sing "What's the Weather?"

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 1, Tracks 3 and 40

Alphabet Knowledge

Recites alphabet in sequence

Creative Arts

Enjoys participating in music activities

Social Studies

Understands the need for rules in a variety of settings

Speaking & Listening

Speaks in complete sentences
Demonstrates knowledge of nonverbal conversational rules

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat and the children sing along.

Materials

- Starfall Sing-Along* Volume 1, Track 2

Share Photo Pages

Gingerbread Boy asks if the children would share their photo pages so he can see them. The children take turns to sit in the Share Chair to share their photo pages.

Demonstrate by sharing yours first. Say: **My name is** (your name). **This is me when I felt happy because** ____ .

Assist the children to use the same format when sharing.

Explain that when they aren't sharing they should demonstrate proper audience skills by listening quietly and paying attention while their classmates share.

Materials

- Photo pages from Days 3 and 4
- Share Chair
- Plush Gingerbread Boy

Learning Centers

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

The children share their favorite Exploration activities of the week and/or name an activity they would like to try. Assist them to speak in complete sentences.

Learning Center activities will begin in this time slot next week.

Materials

- Bell or other signal
- Starfall Sing-Along* Volume 1, Track 25

Approaches to Learning

Demonstrates willingness to try new challenges

Speaking & Listening

Participates in group discussions
Speaks in complete sentences

Circle Time

What Animal Would You Bring to School?

Display *Starfall's Selected Nursery Rhymes*. Volunteers indicate the front and back covers and title. Open the book to page 27, "Mary Had a Little Lamb." Recite the rhyme together. Play the *Nursery Rhymes* Audio CD Track 24 as children sing along.

Indicate the animal list. Say: **Here is the list of animals that might be fun to bring to school.** Review the list.

Say: **Let's pretend you can bring one of these animals to school.** Gingerbread Boy whispers he would like to bring a snake to school.

Say: **Let's make up a new song!** Sing "Gingerbread Boy Had a Little Snake" to the melody of "Mary Had a Little Lamb." A volunteer chooses an animal from the list. Repeat the song using the child's name and the chosen animal.

Materials

- Gingerbread Boy
- Starfall's Selected Nursery Rhymes* (book and audio CD)
- Animal list from Day 2

Gingerbread Boy Had a Little Snake

*Gingerbread Boy had a little snake
Little snake, little snake*

*Gingerbread Boy had a little snake
And he brought the snake to school!*

English Conventions

Uses frequently occurring nouns and verbs

Print Concepts

Identifies front cover, back cover and title of a book

Speaking & Listening

Participates in group discussions

Story Time

Use Illustrations to Retell a Story

Indicate your selected literature choice from Day 1.

Ask questions that lead the children to identify the front and back covers of the book and the roles of the author and illustrator.

Say: **Today let's use the cover and illustrations to retell the story in our own words. Gingerbread Boy will help us!**

Explain that you will show each illustration and the children will raise their hands if they would like to tell about it. With each page, the child telling the story holds Gingerbread Boy. Continue until the children have retold the entire story.

Say: **Together, you just retold the whole story. Great job!**

Materials

- Teacher's literature choice from Day 1
- Gingerbread Boy

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Uses illustrations to make inferences

Retells stories in sequence

Small Group & Exploration

Children engage in Exploration activities.

Materials

- Bell or other signal

Approaches to Learning

Demonstrates willingness to try new challenges

Approaches tasks, activities and problems with creativity