

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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Starfall[®]

Pre K Second
Edition!

The Four Seasons

Unit 4 • Week 12





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Unit 4: The Great Outdoors

Week 12: The Four Seasons

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Week 12: *The Four Seasons*

This week you will demonstrate why we have day, night, and the four seasons on Earth, and why we can't see the sun at night. You will encourage the children to consider the different seasons on our planet, and the changes in weather they bring. The children will also:

- learn /r/ and identify initial and final /r/ words
- discover some of the sun's effects on Earth
- realize that day and night and the four seasons are patterns
- identify and discriminate rhyming words
- create compound words
- clap and count words in sentences
- blend syllables to form words

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

How the Turtle Cracked Its Shell as told by Myrna Estes

How the Turtle Cracked Its Shell Sequence Cards

Seasons Poster

Starfall American Sign Language Poster

Starfall Sing-Along Volume 1

Starfall's Selected Nursery Rhymes and Audio CD

Thermometers by Stephen Schutz

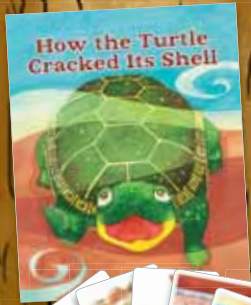


Preparation

Display a full month calendar in the front of the classroom.

Include weather and seasons puzzles as a choice for Small Group & Exploration.

On Day 2 you will celebrate Pajama Day. You and the children will wear pajamas and bring stuffed animals to school. Be sure to remind the children and their parents on Day 1.



Day One

Morning Meeting — Have a globe, or a large ball marked with a big X drawn on it to represent the United States, and a flashlight available. You will also need a sticky note to place on the globe or ball.

Story Time — Choose a book about the sun or day and night to share. Suggestions include:

- *Hello Sun!* by Hans Wilhelm
- *Sunny Days and Starry Nights* by Nancy F. Castaldo
- *Night Monkey Day Monkey* by Julia Donaldson

Small Group — Cut a circle from the center of a paper plate for each child, and cut tissue paper in several shades of yellow and orange into a variety of small pieces. Cut small triangles from orange and yellow construction paper.

Remind the children to wear pajamas and bring stuffed animals to school on Day 2.

Day Two

Story Time — Have several sheets and blankets available for children to spread on the floor and lie on as they listen to lullabies.

Day Three

Morning Meeting — Generate an equal number of sun and moon pictures, enough to distribute one to each child.

Story Time — You will need a hardboiled egg and a mirror.

Small Group — Have a penny, a nickel and a dime available for each child.

Day Four

Small Group — During Small Group time today introduce the “Fly to the Moon” game. The children will play the game on Day 5.

Day Five

Morning Meeting — Divide a sheet of chart paper into four sections labeled with the names of the seasons, and attach a Weather Card next to each season. Title the chart “My Favorite Season.” Cue a classroom computer to Backpack Bear’s Books, Concepts (Seasons icon) “What’s the Weather?”

Circle Time — Gather a variety of objects, Weather Cards, and Picture Cards of items that begin with /r/.

Story Time — Choose a book about seasons to share. Suggestions include:

- *Old Bear* by Kevin Henkes
- *The Reasons for Seasons* by Gail Gibbons
- *Watching the Seasons* by Edana Eckart

Have you ever wondered what makes day and night? I have.

Your pal,
Gingerbread Boy

Day 2

I’m so excited about Pajama Day! It’s fun to pretend to be in school at night.

Love,
Gingerbread Boy

Day 3

I had fun in my pajamas yesterday! What was your favorite part of the day?

Your friend,
Gingerbread Boy

Day 4

I didn’t know some turtles sleep all winter. Do other animals do that too?

Your pal,
Gingerbread Boy

Day 5

I’m glad seasons change. My favorite season is spring when flowers start to bloom.

Love,
Gingerbread Boy


WEEK 12

Day One

Day Two

Gathering	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
Morning Meeting	Gingerbread Boy's Message Vocabulary: globe, Earth What makes day and night "Day and Night"	Gingerbread Boy's Message "The Man in the Moon" "Hey Diddle Diddle" "Wee Willie Winkie" Vocabulary: nocturnal

LEARNING CENTERS

Circle Time	Phonemic Awareness: Alphabetical Order Introduce and listen for /r/ "Rabbit" riddle "Row, Row, Row Your Boat"	Phonological Awareness: Compound words Introduce Rr <i>ABC for Gingerbread Boy and Me</i> Identify pictures of initial /r/ items
Story Time	Teacher's choice of book about night and day	"Hush Little Baby" "Twinkle Twinkle Little Star" "Star Light, Star Bright" "The Falling Star" Vocabulary: lullaby
Small Group & Exploration	Make paper suns AB/AB and ABC/ABC patterns 	Draw pictures and dictate sentences of things to do with stuffed animals

Day Three

Day Four

Day Five

Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
Gingerbread Boy's Message Seasons Poster Sun and moon Introduce Earth's orbit and rotation, seasons, patterns Vocabulary: orbit, rotation, seasons, winter, spring, summer, fall	Gingerbread Boy's Message Vocabulary: hibernation	Gingerbread Boy's Message "What's the Weather?" "My Favorite Season" chart



LEARNING CENTERS

Phonological Awareness: Count words in a sentence List initial /r/ words Sing "Where Is /r/?"	Phonological Awareness: Syllables in words Introduce ASL sign for Rr Introduce final /r/ Review ASL signs for a, b, t, n, s, p, l	Phonological Awareness: Rhyming <i>ABC for Gingerbread Boy and Me</i> Review Aa, Bb, Ll, Nn, Pp, Rr "Where Is /r/?"
<i>How the Turtle Cracked Its Shell</i> "Autumn Leaves" Vocabulary: cracked, reflection, starved, autumn	"The North Wind" <i>How the Turtle Cracked Its Shell</i> <i>How the Turtle Cracked Its Shell</i> Sequence Cards Answer questions	Teacher's choice of book about the seasons
Creating sets	Create AB and ABC patterns using coins	"Fly to the Moon" Game



WEEK 12

LEARNING CENTERS

Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Describes or explains own artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses writing and drawing tools

Computer Center

Activity — Children enjoy *It's Fun to Read: Poetry*, "Who Has Seen the Wind?" *Backpack Bear's Books: Concepts, "Seasons,"* and *Sing-Along, Volume 2, Track 5: "Aiken Drum."* They also review /b/, /t/, /n/, /s/, /a/, /p/, and /l/, and reinforce /r/ at ABCs: S, B, T, N, A, P, L, and R.

Interaction & Observation

- Support learning at the Computer Center by taking time to observe and interact with each child.
- Notice: Does the child stay engaged with assigned tasks? Does the child show initiative and confidence in using *Starfall.com* or does he or she rely on others for guidance or ideas? Is the child creative and purposeful in his or her online interaction?

Materials

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

Art Center

Activity — Help the children write their names at the bottom of their papers with chalk. Remind and assist them to begin their names with a capital letter. The children draw the outline of a moon (crescent or full) with glue, and use Q-tips to spread the glue to lightly coat the full space inside the outline. Next, they sprinkle the moon with silver glitter. To make stars, the children use the glue bottle with the lid almost closed to make small dots on the paper, then sprinkle the dots with gold glitter.

Allow glue to dry, then display the children's creations on the bulletin board or classroom walls.

Interaction & Observation

- Offering children open-ended art activities, rather than patterns to trace, allows them to experiment and express themselves in unique ways.
- Encourage creative expressions that relate to particularly meaningful experiences to the individual child.
- Ask the children to describe or explain their artwork.

Materials

- Black construction paper for each child
- Glue and cotton swabs
- Glitter (silver and gold)
- White chalk

Library Center

Activity — Children continue to read along and listen to *Thermometers*, then *How the Turtle Cracked Its Shell* after the book is introduced on Day 3. They also enjoy picture books (including audio versions) from your classroom or school library relating to the day, night, and seasons.

Interaction & Observation

- Converse with the children, and note if they are beginning to understand the concepts of book covers, front and back, where to locate the title and author, print goes from left to right and top to bottom, words, letters, and spaces.

Materials

- Thermometers*
- How the Turtle Cracked*
- Read-Along Audio CDs
- Books about day, night, and the four seasons

Print Concepts

Connects oral language and print
Understands directionality in print

Dramatic Play Center

Preparation — Transform this center back into a home, with clothing and props for varying weather and seasons.

Activity — Children dress in seasonal clothing and use props to pretend they are experiencing different seasons of the year.

Interaction & Observation

- Vary the materials in the Dramatic Play Center to relate to different units of study and to reflect the children's interests.
- Notice whether children are able to independently dress themselves using the clothing provided.
- Observe when and how children interact with one another. Do they agree on the roles they will play and relate to each other in those roles?
- Listen to what children say when they are absorbed in dramatic play to know when and how to intervene or make conversation.

Materials

- Seasonal dress-up clothing and props (umbrellas, rain boots, scarves, gloves, beach towels, etc.)

Creative Arts

Engages in cooperative pretend play with other children

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Construction Center

Activity — Children use construction materials to design and build their choice of buildings. They make necessary changes to their structures to achieve their goals.

Interaction & Observation

- Various construction materials help the children to understand more about sizes, shapes, and numbers. Maintain variety by rotating old items out when you add new ones.
- Block building invites children to work cooperatively. When they are engrossed in constructing a building, highway or bridge, they seek help from each other and develop tolerance for the ideas of others.
- Be available to take dictation and photographs of children's experiences with blocks.

Materials

- New items: Lincoln Logs, tinker toys, plastic or wooden animals, and a toy train
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)

Approaches to Learning

Uses self-talk as a strategy

Science

Designs, builds, analyzes, and modifies structures

Social/Emotional Development

Works with others to solve problems

Demonstrates understanding and acceptance of similarities and differences in others



Writing Center

Print Concepts

Understands that letters form words

Understands print conveys meaning

Recognizes spoken words are represented in written language by specific sequences of letters

Writing

Uses drawing to convey meaning

Activity — Children illustrate their favorite seasons and dictate sentences about them. Write their sentences in pencil, then children trace them with felt tip pens.

Interaction & Observation

- In taking dictation, it is usually best to write the child's exact language, using his or her own grammatical structure.
- Immediately read the sentence(s) aloud to the child, indicating each word as you read.
- Reread the sentence, then the child reads it from memory and shares it with others.

Materials

- Drawing paper, crayons, pencils
- Felt tip pen

Discovery Center

Approaches to Learning

Develops increasing ability to find multiple solutions to a question, task or problem alone or with others

Science

Investigates states of matter

Collects, describes and records information

Activity — Add water to the clear, lined containers. The children write and test guesses for how many stones to add to the containers before water reaches the lines.

Interaction & Observation

- Offer open-ended problems for which there is more than one correct answer and the activity has no specific starting or stopping point.
- Allow children to pursue their own interests at the water table. The nature of water allows them to experiment without fear of making mistakes.

Materials

- Water table
- Small stones of various types and shapes
- Clear containers with lines drawn around them
- Pencil, paper

Math Center

Math

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

Combines and separates sets of objects to create new sets

Activity — The children each reveal the top Number Card from a deck, and using one-to-one correspondence, create an equal set of manipulatives to match the Number Card. They repeat with other Number Cards as time allows.

Interaction & Observation

- Observe and assist children as they compose equal sets. Ask questions such as, *How do you know how many more you need to create an equal set? How do you know the sets are equal? If the set is not equal ask? Do you need to add buttons or take buttons away for the sets to be equal?*
- You may use this as an opportunity to record anecdotal notes for the children's portfolios.

Materials

- Buttons, plastic chips, or other math manipulatives
- Number Cards 1-10

Gathering

Review the first and last names of the children who are present and those who are absent. Count the children in each group. Compare and contrast the numbers and discuss which group contains more, less or the same number of children.

A volunteer places the appropriate Weather Card on the Weather Board for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast*.

Introduce the monthly calendar. Help the children identify and name the month, day of the week, and date.

Count aloud with the children from the first day of the month to the present day. Then add one day to the count to find what the date will be tomorrow. Example: **If today is the 6th, what is 6 plus one more?** (Children respond.) **Right, tomorrow will be the 7th day of** (month).

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Counts in sequence

Identifies the number that comes before or after a given number in a counting sequence

Uses graphs and charts to analyze data

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Social Studies

Recognizes patriotic symbols/activities

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play "Teacher, May We?" by instructing the children to perform an action. Before they respond, they must ask, "Teacher, may we?" You answer "Yes, you may!" Children then perform the action. Say:

- **Pretend you are little raindrops falling from the sky.**
- **Pretend you are big, heavy raindrops landing on the ground.**
- **Pretend you are little snowflakes.**
- **Pretend you are a tree and the wind is blowing very hard.**
- **Pretend you are climbing stairs.**

Creative Arts

Expresses concepts, ideas or feelings through movement

Represents real-life experiences through pretend play

Science

Participates in scientific investigations

Explores the characteristics of the sun

Explores relationship of objects to light

Vocabulary

Comprehends increasingly complex and varied vocabulary

Have you ever wondered what makes day and night?
I have.
Your pal,
Gingerbread Boy

Day and Night

Read and discuss Gingerbread Boy's message.

Say: **Here's a song to help Gingerbread Boy learn what causes day and night.** Play and sing *Sing-Along Volume 2* Track 7, "Day and Night."

Indicate the globe (or large ball). Ask: **Who knows what this is?** (Volunteers respond.) **Yes, this is a globe.** (Children repeat, *globe*.) **The globe represents Earth. Earth is where we all live. Earth is a planet in the sky. It is always moving. That's why we have day and night. Let's learn how it happens.**

- Indicate the United States on the globe. Explain that this is where we live and place a sticky note there.
- Volunteers locate the United States using the sticky note as a guide as you spin the globe.
- Turn off the classroom lights and shine a flashlight toward the globe, lighting the United States. Explain that the light from the flashlight represents the sun.

Say: **When the sun shines on us, it is daytime on the part of the earth where we live.**

A volunteer holds the flashlight. Turn the globe halfway so the light is no longer shining on the United States.

Ask: **Is the light shining on the United States? No, it is dark on that side of the globe because the sun is not shining on the United States. When the sun isn't shining on us it is nighttime in the United States.**

Say: **Let's play "Day or Night?" When the flashlight (or sun) is shining on the United States say, *day*. When it is not shining on the United States say, *night*.**

Volunteers take turns spinning the globe and shining the flashlight. The children determine if it is day or night in the United States.

Play and sing *Sing-Along Volume 2* Track 7, "Day and Night."

Explain that tomorrow is Pajama Day! The children may wear their pajamas to school to pretend they are coming to school at night.

Materials

- Starfall Sing-Along Volume 2*
- A globe or a large ball marked with an X to represent the United States
- Sticky note
- Flashlight

Day and Night

(Melody: "Three Blind Mice")

*The earth spins
The earth spins
See how it goes
See how it goes
To watch it spin
is quite a sight
This is why we have
day and night
Round and round
with all its might
The earth spins*

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Circle Time

Materials

Flashlight

Phonemic Awareness: Alphabetical Order

Say: **We've been learning about letters and their sounds. Let's sing "The Alphabet Song" together.** Use the flashlight to shine a light on each letter on the Alphabet Chart as the children sing the song.

Introduce /r/

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

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

Display the *rabbit*, *rain*, *rat*, and *rock* Picture Cards. Say: **Here is a picture of a rabbit.** (Children repeat, *rabbit*.) **Rabbit begins with /r/.** (Children repeat, /r/.)

- **Rain begins with /r/. Say, rain. Say /r/, rain.**
- **Rat begins with /r/. Say, rat. Say /r/, rat.**
- **Say, rock. What sound do you hear at the beginning of rock? Right, /r/.**

Say: **Listen to these two words and tell which one begins with /r/: rain, light.** (Children respond, *rain*.) **Right! Rain begins with /r/.** (Children repeat, /r/.) **Listen again. Which one begins with /r/, net or rabbit? Right, rabbit!**

Say: **Let's hop like rabbits.** (Children do this.) **Listen to these words. If you hear /r/ at the beginning, hop, hop, hop. If the word doesn't begin with /r/, sit. Ready?** Use *rag*, *red*, *ants*, *bed*, *rice*, *roof*, *sun*, *rope*, and *run*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 34, "Row, Row, Row Your Boat." Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /r/.**

Read "Row, Row, Row Your Boat." The children say the rhyme together. Play Track 32 and the children sing along.

Encourage the children to listen for /r/ today.

Materials

Grandmother

Starfall's Selected Nursery

Rhymes (Book and Audio CD)

Picture Cards: *rabbit*, *rain*,
rat, *rock*

Pocket chart

Rabbit

*I am fluffy, have long ears,
and a round tail.
I like to hop, hop, hop.
Carrots are one of my
favorite foods.
Some people call me
a bunny.
My name begins with /r/.
What am I?*

Row, Row, Row Your Boat

*Row, row, row your boat
gently down the stream.
Merrily, merrily, merrily, merrily
life is but a dream.*

Alphabet Knowledge

*Recites alphabet
in sequence*

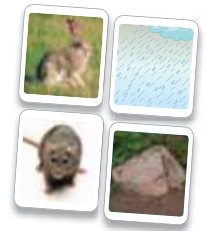
Phonics & Word Recognition

*Associates letters with
their names and sounds*

Phonological Awareness

*Recognizes and identifies
beginning sounds*

*Isolates and
pronounces the initial
sounds in words*



Observe & Modify

Children often confuse /r/ with /w/ and /l/. This is especially true for children who have speech delays. Encourage the children to watch your mouth configuration while making /r/. Compare mouth configurations of /r/, /w/, and /l/.

Story Time

Reading

Recalls information from stories and other text

Asks and answers questions

Science

Explores the characteristics of the sun, moon, stars

Explores relationship of objects to light

Vocabulary

Uses words acquired through conversations, activities and read alouds

Teacher's Literature Choice: Day and Night

Indicate your choice of book about day and night.

Discuss the roles of the author and illustrator. Picture-walk through the book as children describe the illustrations. Encourage the use of previously learned vocabulary such as *earth, day, night, planet, sun, and globe*. Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions.

Materials

- Teacher's choice of book about day and night

Small Group & Exploration

Create Paper Suns

In small groups, the children make paper suns. They start by spreading glue on their circles using paintbrushes. They then scrunch the tissue paper pieces and place them in the glue to decorate the circles.

After the tissue paper has dried, the children add construction paper triangles in an AB/AB or ABC/ABC pattern around the outside of the circles.

Materials

- One circle cut from the center of a paper plate for each child
- Glue
- Paintbrushes
- Tissue paper in shades of yellow and orange, cut into small pieces
- Yellow and orange construction paper cut into small triangles

Remind the children to wear pajamas and bring stuffed animals to school on Day 2.



Gathering Routine

Repeat the Gathering & Calendar Routine from Day 1.

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 47, "Wee Willie Winkie." Children do the following actions related to the song:

- Run in place
- Pretend to run upstairs and downstairs
- Knock on the window
- Lie on the floor and pretend to be asleep

Creative Arts

Expresses concepts, ideas or feelings through movement

I'm so excited about Pajama Day! It's fun to pretend to be in school at night.

Love,
Gingerbread Boy

Approaches to Learning

Uses imagination in play and interactions with others

Phonological Awareness

Identifies rhyming words

Print Concepts

Recognizes relationship between illustrations and text

Speaking & Listening

Speaks in complete sentences

Describes familiar objects according to characteristics or attributes

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Pajama Fashion Show

Read and discuss Gingerbread Boy's message.

Gingerbread Boy whispers that he loves all the pajamas and stuffed animals.

Say: **Let's have a fashion show for Gingerbread Boy! When I say your name, show Gingerbread Boy your pajamas and tell him about your stuffed animal and why you chose to bring that animal to school.**

During the fashion show, direct children to walk to the front, turn around and strike a pose. Take a photo of each child to create classroom book to remember Pajama Day.

Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle." Ask: **What do you see in this picture? How can you tell this rhyme takes place at night?**

Read and discuss the rhyme. Children repeat the rhyme with you and identify the rhyming words (diddle/fiddle; moon/spoon).

Indicate *Nursery Rhyme* page 47, "The Man in the Moon." Ask: **How can you tell this rhyme is about night?** Read and discuss the rhyme.

Say: **Let's pretend we are in school at night. Some animals, like raccoons and bats, stay awake at night and sleep during the day. We call those animals nocturnal. Say, nocturnal.** (Children repeat, *nocturnal*.) **Today we'll pretend to be nocturnal!**

Materials

- Starfall's *Selected Nursery Rhymes* (Book and Audio CD)
- Stuffed animals
- Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Circle Time

Phonological Awareness

Combines words to form compound words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print

Rr

Materials

None

Phonological Awareness: Compound Words

Ask: **How many new words can we make using *rain* as the first part?**

Here's one: *rain plus water is rainwater.* (Children repeat, *rain plus water is rainwater.*) **Who can think of another word that has *rain* as the first part?**

Assist if the children are unable to think of words. Options include *rainbow*, *raincoat*, *rainstorm* and *raindrop*.

Introduce Rr

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

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

(Touch the Letter Card several times quickly and slowly as children say /r/.)

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

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

(A volunteer identifies *Rr* and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

Materials

Grandmother

Letter Card: *Rr*

Star

ABC for Gingerbread Boy

and Me by Starfall

Story Time

Pajama Day Nursery Rhymes

Say: **Let's pretend it is night and we are getting ready for bed. Remember we are nocturnal today!**

When you were a baby, your mom or dad probably sang you a lullaby. A lullaby is a quiet song you listen to before you go to sleep. Let's listen to a lullaby.

Indicate *Nursery Rhymes* pages 18 and 19. Play Audio CD Track 14, "Hush Little Baby." Children look at the pictures as they listen. Repeat for *Nursery Rhymes* page 46, "Twinkle Twinkle Little Star" and "Star Light, Star Bright," Tracks 45 and 44.

Children spread out and lie on the sheets or blankets with their stuffed animals. Explain that during the song they will close their eyes and make a wish.

Turn off the classroom lights and play *Sing-Along* Volume 2 Track 42, "The Falling Star."

Say: **Let's pretend we are sleeping. When I ring the bell you will wake up and pretend to be a nocturnal animal!** (bat, raccoon, fox, firefly, owl) **Listen for "Go to Sleep." That will be your signal to lie down and pretend to sleep again.**

Materials

- Stuffed animals
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along* Volume 2
- Sheets or blankets
- Bell

Creative Arts

Expresses concepts, ideas or feelings through movement

Experiences different moods, tempos, and rhythms in music activities

Vocabulary

Connects words and their meanings

Small Group & Exploration

Stuffed Animal Imaginations

Say: **Pretend your stuffed animal is alive. Think of something you wish that you and your animal could do together. I'll start! I wish my stuffed animal could walk to the park with me.**

Model sounding out the words as you write your sentence on a white board. Begin your sentence with a capital letter, leave a finger space between the words, and end the sentence with a period. Grandmother whispers that she thinks some of the children can write sentences on their own.

Continue: **Now it's your turn!** Distribute the Writing & Observation Journals. The children illustrate and dictate sentences to describe what they wish to do with their stuffed animals. Encourage the children to write their own sentences if they would like to do so.

Materials

- Stuffed animals
- Grandmother
- Writing & Observation Journals
- Pencils, crayons, markers

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Recognizes writing as a way of communicating for a variety of purposes

Uses drawing, dictation, scribble writing, or invented spelling to convey meaning

Uses appropriate writing conventions with adult assistance



Observe & Modify

Encourage children who are ready to scribble write, or use inventive spelling, to write their own sentences. The children then read their sentences to you. Provide adult writing below their sentences.

Morning Meeting

Materials

- Dragon

Math

Creates and extends simple patterns

Speaking & Listening

Follows simple and multiple-step directions

I had fun in my pajamas yesterday!
What was your favorite part of the day?
Your friend,
Gingerbread Boy

Print Concepts

Recognizes relationship between illustrations and text

Science

Observes and describes weather/seasons and how they change

Social Studies

Begins to categorize time intervals

Speaking & Listening

Participates in group discussions

Vocabulary

Identifies real-life connections between words and their use

Warm Up Your Brain

Explain that the children will create a pattern with their movements as they follow your directions:

- **Clap your hands.**
- **Next, stomp your feet.**
- **Stand up then sit down.**
- **Now crawl around!**

Repeat several times and increase the speed to make the exercise more fun.

Patterns: Day/Night and Seasons

Read and discuss Gingerbread Boy's message.

Indicate the sun and moon pictures. Ask: **When we see the sun in the sky is it day or night? When we see the moon in the sky is it day or night?**

Say: **Day and night follow a pattern.** Distribute a sun or moon picture to each child. A child with a sun picture comes forward, then a child with a moon picture comes forward and they stand side-by-side. Say: **We have day and then we have night. What comes after night?** A child with a sun picture comes forward to continue the pattern. Continue until all children become part of the pattern. Say: **Day and night follow an AB/AB pattern.**

Continue: **We have another pattern on Earth we call the seasons. Say, seasons.** (Children repeat, *seasons*.) **The seasons are winter, spring, summer and fall. The seasons come in the same order every year. As the seasons change, the weather changes too.**

Remind the children that Earth rotates once every twenty-four hours, causing day and night. Say: **Earth does something else while it rotates. It moves around (orbits) the sun. It takes one whole year for Earth to travel around (orbit) the sun, and in the year we have fall, winter, spring and summer on Earth.**

Indicate the Seasons Poster. Say: **Here are the four seasons.** (Discuss the pictures.) **We can tell that a season is about to change when the weather changes.**

Materials

- Seasons Poster
- Globe
- Sun and moon pictures for each child
- Weather Cards: *rainy, snowy, sunny, windy*



Indicate the *sunny*, *windy*, *snowy* and *rainy* Weather Cards. Say: **Here is a picture of a sunny day. Which season would have the most sunny days? Who can find the season of summer on the poster?** (A volunteer identifies summer.) Repeat for windy (fall), snowy (winter), and rainy (spring). Briefly discuss weather differences in each of the four seasons. Explain: **The seasons always come in the same order like a pattern, winter, spring, summer, fall. What season is it now?**

Say: **Let's play "I Spy." I will name a season and you point to the picture that shows that season.** Play "I Spy." Repeat season names to give several children a turn.

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. I saw a rabbit hop.** (Children repeat). **Listen again. Repeat the sentence.** Select five volunteers to move to the front of the classroom to represent each word in the sentence. Repeat the sentence, tapping a volunteer as you say each word. Count the number of words in the sentence.

Materials

None

List Rr Words, ASL Rr

Children show and describe pictures or items they brought which begin with /r/.

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

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

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

Say: **Grandmother would like us to sing a song to remember /r/.** Sing "Where Is /r/?" Each time /r/ or the letter *Rr* is used, children make the *Rr* hand sign.

Materials

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

Where Is R?

(Melody: "Where Is Thumbkin?")

Where is /r/? Where is /r/?

Here I am. Here I am.

R stands for /r/

in rabbit and rain

/r/ /r/ /r/, Rr, Rr, Rr

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Alphabet Knowledge

Recognizes and names most letters of the alphabet, especially those in their own name

Phonics & Word Recognition

Associates letters with their names and sounds

Identifies words beginning with the same letter as their own name

Print Concepts

Focuses on letter names and shapes

Writing

Contributes to a shared writing experience or topic of interest

Story Time

Reading

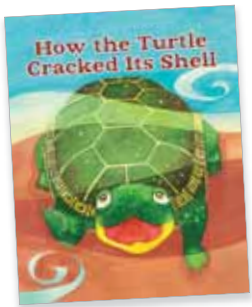
Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Discusses words and their meanings



Introduce Autumn

Indicate the Seasons Poster. Ask: **Did you know the season of fall is also called autumn?** (Children repeat, *autumn*.) **Who can find the season of autumn or fall on the Seasons Poster?** A volunteer finds autumn on the poster. **Here is a song about the season of autumn.**

Play *Sing-Along Volume 2* Track 4. Children close their eyes as they listen to "Autumn Leaves." Repeat the song as children move in response to the words.

Indicate *How the Turtle Cracked Its Shell*. Discuss the title, author, illustrator and the cover picture. Say: **There are some words in this story you might not know. Let's talk about them before we read the story.**

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along Volume 2</i>
<input type="checkbox"/>	Seasons Poster
<input type="checkbox"/>	<i>How the Turtle Cracked its Shell</i> as told by Myrna Estes
<input type="checkbox"/>	A hardboiled egg
<input type="checkbox"/>	Mirror

Autumn Leaves

*"Come, little leaves," said the wind one day,
"Come over the meadow with me to play;
Put on your dresses of red and gold,
Winter is coming, and the days grow cold."*

*Soon as the leaves heard the loud wind call,
Down they came, fluttering, one and all;
Over the green meadow they danced and flew
Singing the soft little songs they knew.*

cracked	Gently tap or drop the hardboiled egg so its shell has many cracks. Discuss its appearance.
reflection	Children look into a mirror. Explain that what they see in the mirror is their reflection.
starved	When a person or an animal hasn't had enough to eat and is very, very hungry, we say that person or animal is starved.

Say: **This story takes place during the season of autumn. But it ends in another season. Listen to hear in which season the story ends.** Read the story. Ask: **In what season did the story begin?** (autumn) **In what season did the story end?** (winter) A volunteer indicates winter on the Seasons Poster.

Math

Combines and separates sets of objects to create new sets

Recognizes and names numerals

Recognizes the number of objects in a small set without counting (subitizing)

Represents numbers in different ways

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

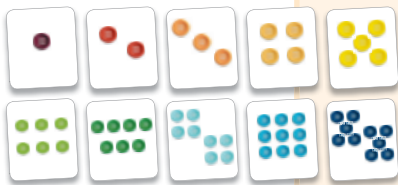
Small Group & Exploration

Creating Equal Sets

Say: **Let's play a game creating equal sets. Raise your hand if you know what equal means.** (Discuss)

Shuffle the Button Cards and place them face down on a table. A volunteer turns over a card and identifies the number of buttons with or without counting them. A second volunteer uses the manipulatives to create a set equal to the set of buttons on the card, then chooses a partner to create a second set that is equal to his or hers. Partners use one-to-one correspondence to check their answers. Continue with additional volunteers as time allows, making sure each child has a turn.

Materials	
<input type="checkbox"/>	Container of math manipulatives (buttons, cubes, chips)
<input type="checkbox"/>	Button Cards 1-10



Gathering Routine

Repeat the Gathering & Calendar Routine from Day 1.

Morning Meeting

Warm Up Your Brain

Play various tracks of *Star Writer Melodies* as you softly announce the following motions one at a time. The children express their feelings through movement. Say: **Pretend you are...**

- a leaf falling off the tree
- a bird flying south for the winter
- a turtle hibernating
- a bear waking up after a long nap

Materials

- Star Writer Melodies*
- Dragon

Creative Arts

Expresses concepts, ideas or feelings through movement

Experiences different moods, tempos, and rhythms in music activities

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

I didn't know some turtles sleep all winter. Do other animals do that, too?
Your pal,
Gingerbread Boy

Hibernation

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy is a good listener! Let's learn more about animals that sleep all winter. During the season of winter there are many changes. Who knows something that changes in winter?** (Volunteers respond.)

It gets very cold outside. Leaves, nuts and berries fall from trees and are covered by snow. Animals aren't able to find food, so they eat a lot before winter, and then they find a place to hibernate, or sleep, during the winter.

(Children repeat, *hibernate*.) **Hibernate means to sleep for a long, long time.**

Indicate the Picture Cards in a pocket chart and discuss how each animal survives winter. Allow time for the children to ask questions.

Materials

- Picture Cards: bear, frog, ladybug, snake, turtle
- Pocket chart

Science






Describes characteristics in the appearance and behavior and habitats of animals

Notices similarities and differences among various living things

Notices changes in living things over time

Vocabulary

Discusses words and word meanings

bears	Instead of taking one long sleep, bears take naps in dens, caves, or hollow trees.	
frogs	Frogs go to the bottom of streams and ponds where the water doesn't freeze. Land frogs burrow or dig under leaves and dirt. They do freeze a little but thaw out and wake up in the spring!	
ladybugs	Ladybugs and other insects hibernate in tree trunks, logs, ground cover, buildings, and even peoples' homes when it gets cold.	
snakes	Snakes find places under rocks. They travel to places where hundreds of snakes stay together to help keep warm.	
turtles	Some turtles find a warm place, dig a hole in the ground and sleep during the winter. Water turtles swim deep into the water and snuggle down in the mud for the winter.	

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Counts and blends syllables into spoken words

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share times they saw classmates solve conflicts during learning centers.

Circle Time**Materials**

None

Phonological Awareness: Syllables

Say: **Listen to these word parts, *rob-in*. Let's put them together, *robin*. This time clap for the parts. Ready? *rib-bon* (clap, clap) Children say, *ribbon*.** Repeat for *return*, *rat*, *red*, *rabbit*, and *rectangle*. Continue using the children's names as time allows.

Introduce Final /r/

Indicate the list of *Rr* words. Say: **Look at these words that begin with *Rr*.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

Materials

Grandmother

List of *Rr* words from Day 3

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

Ask: **Do you know that /r/ can be at the beginning of a word OR it can be at the end of a word? Listen for /r/ in this word: *car*.** (Emphasize /r/ at the end.) **Now you say it: *car*.** (Children repeat, *car*.)

Say: **Listen to these words. If you hear /r/ at the end of the word, make the *Rr* hand sign.** Emphasize /r/ in the following words: *fall*, *spider*, *rubber*, *lamp*, *sun*, *runner*, *near*, *year*.

Grandmother says: **Can you show me the hand sign for /a/?** Children make the ASL sign for /a/. Repeat for /b/ /t/ /n/ /s/ /p/ and /l/.

Story Time

Read *How the Turtle Cracked its Shell*

Say: **Not all animals hibernate or sleep during the winter. Some animals travel to warmer places to get away from the cold weather.** Indicate *Nursery Rhymes* page 36, "The North Wind." Read the nursery rhyme and discuss how birds fly south for the winter to stay warm. Repeat the rhyme and the children join you.

Explain: ***How the Turtle Cracked Its Shell* is about two kinds of animals. One hibernates and one flies south for the winter.** Place the Sequence Cards in the top of a pocket chart in random order. Say: **Here are some pictures that show the story *How the Turtle Cracked Its Shell*. Look at the pictures. Are they in the right order?** (Volunteers respond.) **Let's listen to the story again. As we read, help put the pictures in the right order.** Pause as you read the story for volunteers to locate and order the Sequence Cards in the center of the pocket chart.

Discuss the following questions:

- Which animals flew south for the winter?
- Which animal hibernated?
- What did the turtle want to do?
- What made the turtle want to fly? Why couldn't he?
- Why did the turtle think he would starve?
- How did he decide to solve his problem?
- How did the birds help him?
- What caused the turtle to fall from the sky?
- How did the turtle crack his shell?
- What happened at the end of the story?

Allow time for children to create alternate endings to the story.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall's Selected Nursery Rhymes |
| <input type="checkbox"/> | <i>How the Turtle Cracked Its Shell</i> as told by Myrna Estes |
| <input type="checkbox"/> | <i>How the Turtle Cracked Its Shell</i> Sequence Cards |
| <input type="checkbox"/> | Pocket chart |

Reading

Recalls information from stories

Uses illustrations to make inferences

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

Engages in group reading activities with purpose and understanding

Science

Describes characteristics in the appearance and behavior and habitats of animals



Small Group & Exploration

Introduce the "Fly to the Moon" Game

Say: **Next week we will learn about the sun, stars, and planets. Who would like to learn to play a game about stars?** (Volunteers respond.)

On the whiteboard write -1. Say: **When you see -1 it means you take away 1.** Write +2. **When you see +2 it means you add 2 more.**

Indicate the "Fly to the Moon" game board. Volunteers take turns finding -1 and +2.

Children assist you to demonstrate how to spin the spinner and move the playing pieces the corresponding number of spaces. Explain that they will have the opportunity to play the game on Day 5.

Materials

- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | Whiteboard, marker |
| <input type="checkbox"/> | "Fly to the Moon" game board |
| <input type="checkbox"/> | Spinner (1-5) |
| <input type="checkbox"/> | Playing pieces |

Math

Counts in sequence

Understands addition as adding to, and subtraction as taking away from

Morning Meeting

Materials

Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Math

Creates and duplicates simple patterns

Warm Up Your Brain

Play "Let's Make a Pattern." Explain that you will give directions that will result in a pattern of movements. Use:

- **Clap your hands**
- **Stomp your feet**
- **Stand up; sit down**
- **Crawl around**

Repeat the directions several times in different orders to create new patterns. Allow the children to create patterns of their own.

Math

Uses graphs and charts to collect and analyze data

Science

Observes and describes weather and how it changes

Speaking & Listening

Participates in collaborative conversations with diverse partners about pre-k topics and texts

"My Favorite Season" Chart

Read and discuss Gingerbread Boy's message. Remind children changes in the weather signal the seasons are changing.

Gather the children around a classroom computer cued to *Backpack Bear's Books*, Concepts (Seasons icon) "What's the Weather?" Navigate through the song and children discuss the weather changes.

Indicate the "My Favorite Season" chart. Read the title and the labeled sections. Say: **This chart has words that are the names of the seasons.** Display the *sunny, windy, rainy, and snowy* Weather Cards. Ask: **Who can find a Weather Card that matches the season of summer?** and **Why do you think this picture shows summer?** Repeat for the remaining seasons. Attach the Picture Cards to the labeled sections.

Materials

Seasons Poster

"My Favorite Season" chart

Crayons

Gather the children in a circle. Say: **Let's pretend this is our nature circle. Do you notice that this circle does not have a beginning or an end? It just keeps going around and around. Seasons are like that. We have winter, followed by spring, followed by summer, followed by fall and then the seasons start over again without stopping.**

Select two volunteers to sit in the center of your nature circle. Remind them to sit criss-cross, knee-to-knee. Identify one as partner one, and the other as partner two. Say: **Decide which of the four seasons is your favorite. Listen to this sentence stem, My favorite season is (blank) because (blank).** Instruct partner one to use the sentence stem to tell partner two his or her favorite season and explain why. Give support when necessary. Partner two then uses the sentence stem to share. The partners write their names under their favorite seasons on the "My Favorite Season" chart. Select a new pair of children and repeat the procedure until everyone has a turn.

I'm glad seasons change. My favorite season is spring when flowers start to bloom.
Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather and continue to share times they saw classmates solve conflicts during learning centers.

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Identifies rhyming words

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Connects oral language and print

Circle Time

Phonological Awareness: Rhyming

Say: **Listen carefully for words that rhyme. Rain, rain, go away. Come again another day.** Ask: **Which two words rhyme?** (away/day)

Repeat for *It's raining, it's pouring, the old man is snoring* (pouring/snoring) and *He went to bed and he bumped his head* (bed/head).

Materials

None

Initial Sounds: Aa Bb Ll Nn Pp and Rr

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Grandmother would like to play "I Spy." She will say the name of a letter and a volunteer will find that page in ABC for Gingerbread Boy and Me. Ready?**

Grandmother says: **Aa**. Pause for a child to locate the corresponding page. Repeat for *Bb, Ll, Nn, Pp, and Rr*.

Gather the children in a semi-circle. Place the rock, ring, rectangle, red (crayon), ruler, rainy (Weather Card) on the floor. Identify each item.

Say: **Look closely at these objects that begin with /r/. I will take one away and you tell what it is. Ready? Close your eyes.**

Remove one of the items. The children open their eyes and determine which item was removed. Repeat with other items.

Sing "Where Is /r/?"

Materials

Grandmother

ABC for Gingerbread Boy and Me by Starfall

Variety of objects that begin with /r/: rock, ring, rectangle, red (crayon), ruler, rainy (Weather Card) or other items or Picture Cards.

Where Is /r/?

(Melody: "Where Is Thumbkin?")

Where is /r/? Where is /r/?

Here I am. Here I am.

R stands for /r/

in rabbit and rain

/r/ /r/ /r/, Rr, Rr, Rr

Print Concepts

Identifies front cover, back cover and title of a book

Vocabulary

Discusses words and word meanings

Reading

Identifies role of author and illustrator

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

Math

Understands addition as adding to, and subtraction as taking away from

Counts in sequence

Understands numbers always represent the same quantity

Story Time**Teacher's Literature Choice: Seasons**

Indicate your favorite book about the seasons. Introduce the author and the illustrator and the children discuss their roles. Choose volunteers to indicate the front cover, title, first, middle and end pages of the book.

Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions about illustrations, unknown objects, vocabulary, and the story.

Materials

- Teacher's choice of book about the seasons

Small Group Math**"Fly to the Moon"**

Partner the children to work as teams to play "Fly to the Moon." Review the directions before playing. Observe and answer questions as the children enjoy playing the game.

Materials

- "Fly to the Moon" game board
- Spinner (1-5)
- Playing pieces

**Observe & Modify**

If there are only 3 children in the group, partner with a child to play. If there are more than 4 children in the group, use two game boards.