Pets

Unit 5 • Week 14
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Week 14: Pets

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This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not. The children will also:

- learn /e/ and identify initial /e/ words
- distinguish between real and make-believe
- review beginning sounds and letter identification
- identify story characters, setting and plot
- create individual pages for My Favorite Pet class book

**Starfall Books & Other Media**

*The Frog Prince* as told by Brandi Chase

*Fairy Tales* Read-Along Audio CD

Animal Poster

*ABC for Gingerbread Boy and Me*

American Sign Language Poster

*Starfall’s Selected Nursery Rhymes*

*Starfall Sing-Along Volume 2*

**Preparation**

Inform the children and their parents that each child should bring a stuffed animal from home on Day 3.

For this week’s Discovery Center the children will need one or two disassembled wind up or battery clocks in plastic zipper bags.

Include available pet puzzles as choices for Small Group & Exploration this week.
Day One
Morning Meeting — Prepare a chart paper titled “Pets.” On the first line write the sentence stem “A (blank) can be a pet.” After this lesson, save the “Pets” chart paper, as you will refer to it in Weeks 14, 15 and 16.

Story Time — Have a blue bed sheet or blanket available.

Small Group — Have one green construction paper circle, two cotton balls, two very small black construction paper circles, four strips of green paper, and one strip of red paper for each child.

Day Two
Remind the children and their parents that each child should bring a stuffed animal to school on Day 3.

Story Time — Use the Word Generator on teach.Starfall.com to prepare the following word cards: vanish, disappear, retrieve, distress, reluctantly, disgusting, and astonish.

Day Three
Morning Meeting — Prepare enough red and blue paper strips for half the class to have red and the other half to have blue.

Story Time — Choose an informational book about pets to share.

Small Group — The children will hold their stuffed animals which they will take turns to pose in various positions.

Day Four
Small Group — Prepare a strip of construction paper for each child to decorate and wear as a crown. Have beads, stickers and other craft items available for decoration.

Create a list of The Frog Prince characters (princess, frog, king, queen, prince) on chart paper for the children to reference.

Day Five
Morning Meeting — You will need a small rawhide dog bone or a similar object to play “Doggie, Doggie, Where’s Your Bone?”

Circle Time — Prepare letter cards by writing the following letters on individual sheets of paper: E, e, C, c, L, l, P, p, R, r, B, b, T, t, N, n. Arrange sixteen classroom chairs into four rows of four.
### GATHERING ROUTINE

| Morning Meeting | Gingerbread Boy’s Message  
“Bingo”  
Animal Poster  
What makes a good pet? | Gingerbread Boy’s Message  
List animals that do not make good pets |

### LEARNING CENTERS

| Circle Time | Phonological Awareness:  
Blending Syllables  
Introduce and listen for /e/  
“Elephant” riddle | Phonological Awareness:  
Syllables  
ABC for Gingerbread Boy and Me  
“One Little Elephant Went Out to Play”  
Introduce Ee  
Listen for initial /e/ |
| --- | --- | --- |
| Story Time | “Five Little Speckled Frogs” dramatization  
The Frog Prince | The Frog Prince  
**Vocabulary:**  
vanish, disappear,  
retrieve, distress,  
reluctantly, disgusting, astonish |
| Small Group & Exploration | Make Speckled Frogs | My Favorite Pet class book  
Draw favorite pets and dictate sentences |
### Day Three

**Gathering Routine**

- Gingerbread Boy’s Message
  - “Real or Make-Believe”
  - “Three Little Kittens”

**Learning Centers**

- Phonemic Awareness: Blend Consonant/Vowel/Consonant
  - List initial /e/ words
  - Introduce ASL sign for Ee
  - Sing “Where Is /e/?”
  - ABC for Gingerbread and Me

- Teacher’s Literature Choice: Pets
  - Select vocabulary
  - Ask/answer questions

- Position words: stuffed animals

### Day Four

**Gathering Routine**

- Gingerbread Boy’s Message
  - Share My Favorite Pet class book pages

**Learning Centers**

- Phonological Awareness: Syllables in words
  - Review: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt
  - Match pictures and initial sounds

- The Frog Prince
  - Identify story settings, characters and plot

- Decorate character crowns
  - **Vocabulary:** crowns

### Day Five

**Gathering Routine**

- Gingerbread Boy’s Message
  - Taking care of pets
  - “Doggie, Doggie, Where’s Your Bone?”

**Learning Centers**

- Phonological Awareness: Rhyming words
  - “People Alphabet Bingo”

- The Frog Prince

- Story Problems

**Vocabulary:** crowns
WEEK 14
LEARNING CENTERS

**Math**
- Recognizes and identifies basic two- and three-dimensional shapes
- Sorts two- and/or three-dimensional shapes

**Technology**
- Moves a cursor to a target on the screen

**Creative Arts**
- Describes or explains own artwork
- Shows appreciation for the creative work of others

**Fine Motor Skills**
- Demonstrates control, strength, and dexterity to manipulate objects

**Social/Emotional Development**
- Accepts guidance and direction and seeks support when needed

**Reading**
- Makes connections using illustrations/photos, prior knowledge, and real-life experiences
- Interacts appropriately with books and other materials in a print-rich environment

### Computer Center

**Activity** — Children enjoy Talking Library, “The Frog Prince” and Colors: “Green.” They also review /r/, /k/ and reinforce /e/ at ABCs: R, C, E.

They may also review Geometry & Measurement: “2D/3D Shapes.”

**Interaction & Observation**
- You have likely noticed that the Computer Center can be a very social place. Studies have shown that nine times the number of conversations take place while children work on computers as when they do activities like putting a puzzle together.
- To encourage social skills, comment on how well the children work together.

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>Computers set up to access Starfall.com</td>
</tr>
<tr>
<td>Headsets</td>
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</tbody>
</table>

### Art Center

**Activity** — Children work at the art easel to paint favorite pets or pets they would like to have.

**Interaction & Observation**
- Encourage the children to describe or explain their artwork.
- Engaging in conversations with children in the Art Center can help them learn to appreciate each other’s art.
- Use this time for problem solving (too much paint, too little paint, paint gets on table or hands) and concept development (shapes, colors, color mixing).

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>Paint brushes</td>
</tr>
<tr>
<td>Art paper</td>
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<tr>
<td>Tempera paint</td>
</tr>
</tbody>
</table>

### Library Center

**Activity** — The children enjoy picture books (including audio versions) from your classroom or school library relating to pets, and listen to nature tapes. They also read along and listen to The Frog Prince Book & CD after the story is introduced on Day 2.

**Interaction & Observation**
- Highlight the children’s handling of books. (e.g. “I can see how carefully you turn the pages.”)
- Encourage children to think critically. (e.g. “Why do you think…?”)
- Make connections to the children’s experiences. (e.g. “Do you have a pet at home?”)

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>The Frog Prince as told by Brandi Chase</td>
</tr>
<tr>
<td>Read-Along Audio CDs</td>
</tr>
<tr>
<td>Books about pets</td>
</tr>
<tr>
<td>Nature tapes with bird sounds</td>
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</table>
**Dramatic Play Center**

**Activity** — The center becomes a veterinarian’s office. The children don the doctor’s coat and care for stuffed animal pets. They take turns as veterinarians, nurses, and pet owners.

**Interaction & Observation**
- Change the props regularly to help maintain the children’s interest, and to support the extension of ideas.
- Suggest various situations, including caring for classroom pets, and discuss the children’s experiences to enrich their dramatic play.

**Materials**
- Stethoscope, doctor’s tools
- Old white shirt for doctor’s coat
- Bandages/wrapping tape
- Classroom stuffed animals

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**Construction Center**

**Activity** — Children build a pet store with blocks, creating cages and pens for various stuffed or plastic animals, using the books and pictures for inspiration.

**Interaction & Observation**
- Refine the children’s natural inquiry skills by encouraging observation of block construction.
- Help children draw conclusions about how things work.

**Materials**
- Stuffed or plastic animals
- Wooden blocks of various shapes
- Books about and pictures of pet stores

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**Writing Center**

**Activity** — The children illustrate animals of their choice and dictate sentences about them. If they are motivated to do their own writing, allow them to do so. After finishing, the children read their sentences to you, and you write them correctly beneath their attempts. They then trace the sentences or copy them underneath.

Tape the edges of the children’s papers together (lengthwise) to make a long accordion book, and display it opened and upright on a long shelf.

**Interaction & Observation**
- Encourage the children’s writing by making comments such as “I see you have written your own sentence!” or “Would you like to read me what you wrote?”

**Materials**
- Crayons, pencils
- White construction or other type of sturdy paper
- Felt tip pen

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**Approaches to Learning**
- Uses imagination in play and interactions with others
- Uses prior knowledge to understand new experiences or problems in new contexts

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

**Construction Center**

**Approaches to Learning**
- Uses imagination in play and interactions with others

**Fine Motor Skills**
- Demonstrates hand-eye coordination

**Social/Emotional Development**
- Works with others to solve problems

**Writing Center**

**Fine Motor Skills**
- Uses writing and drawing tools

**Print Concepts**
- Recognizes spoken words are represented in written language by specific sequences of letters

**Writing**
- Recognizes writing as a way of communicating for a variety of purposes
**Activity** — Children work together to plan how to reassemble clocks. When assembled correctly, the clock should make a ticking sound.

**Interaction & Observation**
- Discuss the children’s plans and ideas for reassembling the clocks.
- Encourage them to explain why they were or were not successful, and how they may need to revise their plans.

**Preparation** — Use the Picture Card Generator to generate twenty goldfish on bright yellow construction paper. Use the generator option to number the goldfish with the numerals 1-10 (2 sets). Tape a paperclip to each fish. Include a magnetic toy fishing pole or make your own by tying a three to five foot long piece of string to a dowel and securely tying a magnet to the other end of the string.

**Activity** — Place the fish in a large opaque container or tub on the floor so children cannot see inside. The children sit around the tub and take turns fishing. They identify the numbers on the fish they catch and count from 1 up to those numbers.

**Interaction & Observation**
- Monitor the fishing game to ensure safety with the fishing pole, and to assess the children’s numeracy skills as they identify numerals and practice counting.
Continue the Gathering Routine as with previous weeks. Each day this week, count aloud together from the first day of the month to the present day using the calendar as a reference.

Warm Up Your Brain

Say: **Dragon would like us to play a pattern game. Watch and listen.**
Demonstrate and say: **Clap, clap, pat; clap, clap, pat. Now you try.** (Children say the pattern as they clap and pat it.) **Clap, clap, pat, clap, clap, pat.**
That’s a pattern. Let’s do the pattern three times. (Children do this.) Let’s try another pattern. Watch and listen. **Stand, sit, stand, sit. Now you try.** What would come next in the pattern? (Children respond, stand.)

Pets

Play **Sing-Along Volume 2 Track 5.** Children sing and clap “Bingo.”

Read and discuss Gingerbread Boy’s message.

Say: **Stand if you have a pet.** (Children stand and then sit.) **Stand if you would like to have a pet.** (Children stand and then sit.) **Stand if you do not want a pet.** (Children stand and then sit.)

Say: **Johnny had a dog. Do you think a dog makes a good pet?**

Indicate the Animal Poster. Identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals would make a good pet?** Discuss why cows, bears, and dolphins would not make good pets.

Indicate the “Pets” chart paper.
- Read the title, Pets.
- Indicate and read the sentence stem, “A (blank) can be a pet.”
- Volunteers identify what is missing in the sentence.
- A volunteer names a pet, and you write it in the blank.
- Indicate and read the completed sentence. The children echo you.

Volunteers identify additional animals that make good pets. Encourage them to use complete sentences. (Example: “A turtle can be a pet.”) Say: **When we write something down, it helps us remember.** Write a sentence for each of the children’s responses. Indicate the child’s name after his or her response. It is not necessary for every child to respond. You will continue this shared writing activity on Day 2.
Phonological Awareness: Blending Syllables

Say: *Let’s clap out the parts of these words. Ready?* Say the word, then children clap the syllables together. Use *Saturday* (Sat-ur-day), *dog* (dog), *umbrella* (um-brella-a), *medicine* (med-i-cine), *turtle* (tur-tle), *envelope* (en-ve-loppe) and children’s names as time allows.

Introduce /e/

Say: *Grandmother has a riddle for us. Listen to her clues to solve it.* Grandmother reads the riddle “Elephant” and the children solve it.

Indicate the Picture Cards. Say: *Here is a picture of an elephant. Say, elephant. Elephant begins with /e/.* Say /e/.

- *Eggs* begins with /e/. Say, *eggs*. Say /e/, *eggs*.
- *Eggplant* begins with /e/. Say, *eggplant*. Say /e/, *eggplant*.

Say: *Listen to these words and tell which one begins with /e/. Ready? banana, elephant* (Volunteers respond.) Right, *elephant* begins with /e/. Say /e/. (Children repeat, /e/.)

Say: *Let’s pretend we are elephants with long trunks. If you hear a word that begins with /e/, raise your trunk. If the word doesn’t begin with /e/ put your hands behind your back. Ready? Do you hear /e/ at the beginning of elbow? Say it with me, elbow, /e/. Good! Raise your trunk. Let’s try some more.* Continue with end, bear, ants, elevator, enter, nest, after, and engine.

Encourage the children to listen for /e/ today.

Science
Recognizes living things have similar needs for water, food, and air

Phonological Awareness
Counts and blends syllables into spoken words

Phonological Awareness
Recognizes and identifies beginning sounds in words

Speaking & Listening
Follows simple and multiple-step directions

LEARNING CENTERS
See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.
The Frog Prince


Five children come forward. Number them 1 to 5 and explain they will pretend to stand on a log. Spread the blue sheet or blanket out on the floor. Pretend it is a pool of water. During the song, one child at a time jumps into the pool and stays there until all five frogs are in the pool.

Lead the children to notice what happens to the number of frogs each time one jumps into the pool.

Indicate The Frog Prince. Discuss the author and illustrator. Volunteers identify the title and cover illustrations.

Say: This is a fairy tale that takes place around a castle. A castle is a very big house with many rooms and towers. It is where kings, queens, princes and princesses often live. Outside the castle in this story there is a beautiful fountain.

Read The Frog Prince and allow the children to ask questions.

Ask: Who can tell us the setting of this story, or where the story happened? What surprised you about this story? (Volunteers respond.) Do you think this is a true story? Why or why not? Do you think a frog would make a good pet? (Discuss)

For an opportunity to observe the children’s reaction to the story, play it on the audio CD rather than reading the story yourself.
Create Speckled Frogs

The children will construct paper frogs. Instruct them to fold their green circles in half, and glue the two cotton balls to the outside folded edge to create eyes. The inside of the fold becomes the frog’s mouth. The children then add their green strips as legs.

While the eyes and legs dry, demonstrate rolling a red paper strip around a pencil to curl it, creating a spiral frog’s tongue. The children then make their tongues and glue them to their frogs, then add the two very small (hole punch size) black paper circles onto the cotton balls, completing the eyes. Using crayons or markers, the children finish their frogs by decorating them with speckles.

When the frogs are dry, children pretend to make them talk by opening and closing the folded circles. If time permits, the children take turns describing their creations.

Encourage them to recreate *The Frog Prince* activity by subtracting one frog at a time then discussing how many are left.

**Materials**

- Each child will need 1 green construction paper circle,
- 2 cotton balls, 2 very small black paper circles, 4 strips of green paper, and 1 red strip of paper
- Crayons, markers

**Approaches to Learning**

Focuses attention on tasks and experiences, despite interruptions or distractions

**Creative Arts**

Describes or explains own artwork

**Fine Motor Skills**

Demonstrates control, and dexterity to manipulate objects

**Math**

Understands subtraction as taking away from
Warm Up Your Brain

Children act like cats by following these directions:

- Get down on all fours.
- Arch your back up really tall, like an angry cat.
- Give a nice angry cat “hiss”!

Repeat several times, then give directions for acting like dogs:

- Stand with your feet flat on the floor.
- Slowly bend at your waist until your hands reach the floor.
- Give a good bark.

Repeat several times.
Say: Now listen carefully. I will say cat or dog. You do the correct actions.

Read the “Pets” Chart

Read and discuss Gingerbread Boy’s message.

Indicate the “Pets” chart. Add Gingerbread Boy’s suggestion. Children use a pointer to indicate each word as they read responses from Day 1 with you. Additional sentences may be added. Discuss the spaces between the words and the reason for them.

Say: Now let’s think of some animals that would not make good pets. Write, “A (blank) is not a pet because (blank).” or “(blanks) are not good pets because (blank)” on the “Pets” chart. Encourage each child to offer a suggestion.

Say: When your sentence is read, stand and pretend you are the animal. Read the sentences.

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.
Phonological Awareness: Syllables


Introduce Ee

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

Say: Let’s sky write uppercase E. Demonstrate this. Now, let’s sky write lowercase e. Demonstrate this also. The children find partners, then take turns using their fingers to write uppercase E on their partner’s backs. After they have done this several times say: Now write lowercase e.

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

Indicate ABC for Gingerbread Boy and Me. Say: Let’s look at Ee. Here are some pictures of things that begin with Ee.

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

Say: Grandmother found a song about elephants she would like us to learn. Play Sing-Along Volume 2 Track 29. Children sing “One Little Elephant Went Out to Play.”

The children listen to the song. Use your fingers to indicate the number of elephants. Play the song again. A volunteer becomes the first elephant. Each elephant chooses the succeeding one.

Grandmother asks: What sound do you hear at the beginning of elephant? (/e/)

Encourage children to bring items or pictures of items from home that begin with /e/.
The Frog Prince Vocabulary

Indicate *The Frog Prince*. Discuss the title, author, illustrator, and cover. Open the book to any page. Say: **Here is a page from the book. Who can point to where the words begin?** (A volunteer does this.) Repeat for several pages. Ask: **Now who can show us where the story ends?** (A volunteer does this.) Say: **Here is a bag (or basket) with words from the book you may not know. Let’s look at them before we read.** A volunteer draws a card from the bag. Read the word and briefly discuss its meaning. Continue for the remaining words. Allow time for questions.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>vanish</td>
<td>to leave quickly</td>
</tr>
<tr>
<td>3</td>
<td>disappear</td>
<td>to go out of sight</td>
</tr>
<tr>
<td>4</td>
<td>retrieve</td>
<td>to get something and bring it back</td>
</tr>
<tr>
<td>8</td>
<td>distress</td>
<td>to feel upset</td>
</tr>
<tr>
<td>9</td>
<td>reluctantly</td>
<td>how you do something you don’t want to do</td>
</tr>
<tr>
<td>11</td>
<td>disgusting</td>
<td>something you don’t like</td>
</tr>
<tr>
<td>13</td>
<td>astonish</td>
<td>to surprise or amaze someone</td>
</tr>
</tbody>
</table>

As you read *The Frog Prince*, pause to discuss the story and new vocabulary as it is encountered.

Small Group & Exploration

My Favorite Pet

Review the sentences produced on Day 1. The children each choose a pet they have or would like to have. Distribute Writing & Observation Journals and the children illustrate themselves playing with their chosen pets, then dictate or write sentences about their illustrations.

The children will share their journal pages on Day 4.

Observe & Modify

Encourage children who are ready, to write their own sentences using scribble writing. When their sentences are complete, the children read them to you, and you do adult writing underneath.
Gatherings Routine

Continue this routine and the counting activity from Day 1.

Morning Meeting

Warm Up Your Brain

Instruct the children to perform these animal actions:

• Frog—Squat with your feet wide apart and bring your arms inside your knees with your palms on the floor. Jump up and say “r-r-r-i-b-b-i-t!”
• Snake—Lie on the floor and slither like a snake. Make a hissing sound.
• Kitten—Get down on all fours. Pretend you are pushing a ball of yarn with your nose, but don’t touch your nose to the floor!

Say: Now listen carefully. When I say frog, snake, or kitten, you do the correct action.

Real or Make-Believe

Read and discuss Gingerbread Boy’s message.

Two children draw paper strips from a bag or basket. If they draw the same color, they stand side-by-side. If they draw different colors, they partner, sitting criss-cross, knee-to-knee. Continue until all children have partnered.

Say: If you have a red strip, raise your hand. You are partner one. You will share first. If you have a blue strip you will share second. Read the first of the following questions. Partner one shares. After a short time, say: Wiggle your nose if you can hear me. This time partner two will share. Repeat the question, then partner two shares. Continue for each question.

• A giraffe would make a good pet. Is this real or make-believe? Why?
• Cats need food and water every day. Is this real or make-believe? Why?
• You can teach dogs tricks. Is this real or make-believe? Why?
• A snake can fly. Is this real or make-believe? Why?

Indicate Nursery Rhymes pages 44 and 45, “Three Little Kittens.” Say: Here is a nursery rhyme about three little kittens. Do kittens walk like people? (no) Is that real or make-believe? (make believe) Right, it is make-believe. Authors sometimes have animals do things people do to make stories and rhymes more fun. Listen to this nursery rhyme. Read “Three Little Kittens.”

Say: Let’s play a game called “Real or Make-Believe.” To play the game, read the following statements. The children stand if the statement is real, or put their fingers over their lips if it is make-believe.

• Kittens make a mee-ow sound. (real)
• Kittens wear mittens. (make-believe)
• Kittens have mothers. (real)
• Kittens eat pie. (make-believe)

Play Nursery Rhymes Audio CD Track 43. Children recite “Three Little Kittens.”
Phonemic Awareness: Blend CVC

Say: Listen to these sounds: /c/ /a/ /t/. (Children repeat, /c/ /a/ /t/.) Let’s blend the sounds into a word: /c/ /a/ /t/, cat. Repeat with /n/ /e/ /t/ net; /r/ /a/ /t/ rat; and /p/ /e/ /t/ pet.

List Ee Words, ASL Ee

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

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

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

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

Display Letter Cards Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt face down in a pocket chart.

Indicate the American Sign Language Poster. Grandmother says: We have learned many letters in sign language. Let’s review them.

- The volunteer names the letter and shows it to the class.
- The class forms the ASL hand sign for the letter.
- The volunteer chooses a child to reveal the next letter.

Say: Grandmother would like to sing her song to help us remember /e/.

Sing “Where Is /e/?” Each time /e/ or letter Ee is used children make the Ee hand sign.
**Story Time**

**Teacher’s Literature Choice: Pets**

Indicate your informational book choice, read the names of the author and illustrator, and the children identify the role of each. Picture-walk through the book and choose volunteers to indicate where reading begins on each page.

Read the book and pause briefly to discuss new vocabulary as it is introduced. When you have finished reading, volunteers share something they remember from the book.

Allow time for the children to discuss ways they care (or would care) for classroom pets.

**Small Group & Exploration**

**Follow Directional Words**

Children take turns placing their stuffed animals in position according to the following directions. Choose volunteers to identify the positions.

Say: **Place your animal:**

- *in* the basket
- *under* the table
- *on top* of the box
- *next to* the basket
- *near* the box
- *behind* the basket
- *over* the box
- *between* the box and basket

The children take turns posing their animals and using complete sentences to describe the positions. (Example: My animal is sitting on the table.)
**Warm Up Your Brain**

The children pretend to be dogs and play “Pass the Bone.” They stand in a line and alternately pass the bone over their heads and under (between their legs). The children say “under” and “over” as they pass the bone. Reverse the direction when the bone gets to the end of the line.

**Read My Favorite Pet**

Read and discuss Gingerbread Boy’s message.

Distribute Writing & Observation Journals and the children take turns to read their favorite pet entries from Day 2. They share their pages and ways they take care of (or would take care of) their pets, while their classmates demonstrate appropriate audience skills.

Encourage classmates to ask presenters questions about their writings.

**Learning Centers**

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

**Circle Time**

**Phonological Awareness: Syllables in Words**

Say: *Listen to these word parts, en-ter.* (Children repeat, en-ter.)

*Let’s put the parts together to make a word, enter.* (Children repeat, enter.)

*This time let’s clap for the parts.* Children clap the word parts for engine, elbow, envelope and exercise.
Review Beginning Sounds

Indicate the list of Ee words from Day 3. Say: Let’s look at these words that begin with Ee. (Review the list.) What other words would you like to add to the list? (Add additional words.)

Place the Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt Letter Cards across the top row of a pocket chart. Children identify each letter. Grandmother says: You are really learning your sounds! Let’s play a picture and sound matching game.

Distribute the Picture Cards. Say: Look at your picture and decide what sound you hear at the beginning.

Choose a volunteer.

• The volunteer identifies his or her picture and places it under the correct beginning letter in the pocket chart.

• The class confirms or corrects his or her choice.

• The volunteer chooses the next child.

Compare and contrast which letters have the most and the least Picture Cards.

Story Time

The Frog Prince

Indicate The Frog Prince. Discuss the following points and questions:

• Every story has characters. One of the characters in this story is the princess. What are the other characters? (frog, king, queen, prince)

• The setting of a story is where it takes place. What is the setting of this story? (garden/fountain and castle)

• Every story has at least one problem. This story has two problems. One problem is the princess lost her golden ball. What problem did the frog have? (He needed a friend to become human again.)

• Who helped the princess solve her problem? (frog) How?

• Did the frog solve his problem? Who helped the frog solve his problem? (princess)

• How did the story end?

Say: Listen to the story again. As you listen, try to think of a different way the story might end. Read The Frog Prince. Children share their alternate story ending ideas as time allows.
Create Crowns

Review the names of *The Frog Prince* characters (prince, princess, king, queen frog). Say: *Sometimes kings, queens, princesses, and princes wear crowns. Let’s make crowns to wear.*

The children write their names on construction paper or paper bag strips. They choose the character they would like to be and label their crowns, then use construction paper, crayons, markers and beads to decorate them. Staple the ends of the strips together to form crowns. Collect the crowns for use on Day 5.

If you notice children who are frustrated during this activity, model positive self talk. For example, you might say: *When I’m having a hard time doing something, I say to myself, “I can do this. If I mess up, I will try again.”*

Say: *Try telling yourself you can do it!*
Warm Up Your Brain

Give the following directions:
- Lift your right arm high in the air and hold it there while you lift your left knee.
- Place your right hand on your lifted left knee.
- Return your hand and leg to a resting position.
- Lift your left hand and right leg.
- Touch your left hand to your right knee.

The children continue this back and forth pattern for a minute or so, as though walking rhythmically. Remind them that they may use this activity as a calming technique if needed.

A Pet for Gingerbread Boy

Read and discuss Gingerbread Boy’s message.

Say: When things are living, they have to be taken care of in order to keep them alive. When things are nonliving they do not move or grow or need food. I will show you a picture. If the picture shows something that is living, stand. If the picture shows something that is nonliving, kneel. Ready? Indicate Picture Cards individually and allow time for the children to respond. Discuss correct responses.

Ask: Is a dog a living thing? (Volunteers respond.) Yes, a dog is a living thing so it needs to be taken care of. Gingerbread Boy needs our help so he can have a pet dog one day. Let’s play a game to help Gingerbread Boy learn how to take care of a dog.

Say: Stand if you think:
- a dog is a good pet
- a dog needs to eat healthy dog food and drink water every day
- it’s okay to leave a dog alone in a hot car
- a dog needs to be taken outside to go to the bathroom
- a dog never needs a bath
- it is fine to let your dog run and play in the street
- dogs like dog bone treats
- a dog needs water, food, and air to breathe like us
Play “Doggie, Doggie, Where’s Your Bone?” Gather children in a circle. One child stands off to the side with his or her eyes closed. This child is the “Doggie.” Another child sits on a bone (or eraser). The children chant “Doggie, Doggie where’s your bone? Somebody took it from your home. Guess who?” The doggie has three chances to guess who has the bone. The child who was sitting on the bone becomes the next doggie. Repeat the game at a later time to give everyone a turn.

Phonological Awareness: Rhyming Words

Children provide the rhyming words to the following riddles:

- I am a furry pet. I rhyme with hat. What am I? (cat)
- I crawl on the ground. I rhyme with cake. What am I? (snake)
- I love to hop. I rhyme with log. What am I? (frog)
- I fly in the air. I rhyme with heard. What am I? (bird)
- I swim in the water. I rhyme with dish. What am I? (fish)

Say: Who can think of a word that rhymes with dog? Accept responses, including nonsense words. Repeat for cat.

Alphabet Bingo

Arrange sixteen chairs into four rows of four. (Adjust the number of chairs based on your class size.)

Grandmother says: Let’s play “People Alphabet Bingo.”

Four children sit in one row of chairs. Explain: When there are four children in a row, that’s Bingo. (Children repeat, Bingo.) The four children return to the group and four others sit in a column of chairs.

Continue: When there are four children in a row this way, that’s Bingo too. (Children repeat, Bingo.) Let’s put one Letter Card on each chair. (Children may assist.)

A volunteer chooses a letter from the basket, identifies it, finds a chair with a matching letter and sits on the chair. When four chairs in a row are filled, children shout “BINGO!”

Children may stand while they wait for their turns in order to see more easily.
**Story Time**

**Dramatize The Frog Prince**

Distribute the crowns from Day 4. The children place them on their heads. Recall *The Frog Prince* characters and choose volunteers to assume the roles of the princess, frog, king, queen, and prince. The remaining children pretend to be members of the royal family, and participate during the dinner scenes.

Select areas of the classroom to represent the garden and fountain, the castle and the dining room.

Instruct the child acting as the prince to stand off to the side until the end of the story.

Children dramatize as you read *The Frog Prince*. Repeat with new actors as time allows, then place the crowns in the Exploration Area and the children dramatize the story on their own.

**Story Problems**

Say: *This week we have learned about pets. Here are pictures of some animals that can be pets. Let’s identify them.* The children identify the Picture Cards as you display them in a pocket chart.

Continue: *Let’s pretend we are shopping at a pet store.* Insert names of children in your class in the following story problem.

- *(Child 1’s name) buys 1 pet.* The child chooses 1 card.
- *(Child 2’s name) buys 2 pets.* The child chooses 2 cards.
- **How many pets did (Child 1) buy?**
- **How many pets did (Child 2) buy?**
- Ask: **How many pets did (Child 1 and Child 2) buy all together?**
- **How do you know?**
- **Let’s count to find out.** Count the cards chosen by the two children.
- **How many pets are left in the store?**
- **How do you know? Right, you counted! Let’s count together to check.** (Do this.)

Collect the 3 pet cards and return them to the pocket chart. Create additional story problems with new volunteers and numbers of pets purchased.