

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!

In the Wild

Unit 5 • Week 16





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Week 16: *In the Wild*

This week you will teach the children about animals that live in the wild, focusing on how they differ from domesticated pets and farm animals, whose needs are provided for by humans. The children will also:

- learn /f/ and identify initial and final /f/ words
- sequence *The Gingerbread Boy*
- take apart compound words
- develop their estimation skills
- put syllables together to form words
- create a classroom wild animal habitat
- use animal cards to form sets



Ff

Starfall Books & Other Media

Over in the Meadow by Olive A. Wadsworth

Over in the Meadow Sequence Cards

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards

Folk Tales & Fairy Tales Read-Along Audio CDs

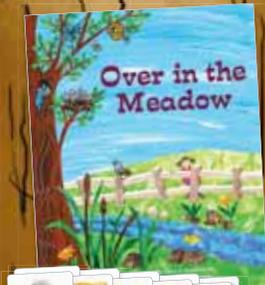
Animal Poster

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 and 2



Preparation

Include available wild animal and wild animal habitat puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a sheet of chart paper with the title “Wild Animals.”

Circle Time — You will need a feather for each child.

Story Time — Prepare a chart paper with the sentence stem, “He will see a (blank).” on the first line.

Day Two

Story Time — Choose an informational book about the forest to share.

Suggestions include:

- *Life in the Forest* by Eileen Curran
- *Who Lives Here? Forest Animals* by Deborah Hodge

Day Three

Morning Meeting — Prepare a chart paper graph with three columns and enough rows for each child’s name. Add the headings shown below.

Name	Estimate	Actual

Small Group — You will need a paint apron, old shirt or smock for each child, a rectangular baking pan, a pan of water, soap and a roll of paper towels.

Day Four

Morning Meeting — Have the Wild Animals list from Day 1 available.

Day Five

Morning Meeting — Select music to use as the children play “Freeze-a-Roo.” Have the Pets list from Week 14, the Farm Animals list from Week 15, and this week’s Wild Animals list available.

Circle Time — Select Picture Cards or gather items that begin with /f/.

Story Time — Choose two books about wild animals to share. Suggestions include:

- *Annie and the Wild Animals* by Jan Brett
- *Who’s in the Forest?* by Phyllis Gershator

I grew up in a forest where wild animals live. Can we learn about wild animals?

Your pal,
Gingerbread Boy

Day 2

I love forest animals. Have you ever wondered what it would be like to live in the forest?

Love,
Gingerbread Boy

Day 3

Frogs can be pets or live in the wild. I wonder what they do all day.

Your friend,
Gingerbread Boy

Day 4

There are many animals in the forest. What’s your favorite wild animal?

Your pal,
Gingerbread Boy

Day 5

I loved learning about animals that live in the wild. Which animal is your favorite?

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Animal Poster

"Going on a Forest Walk"



Introduce wild animals

Gingerbread Boy's Message

Comfortable environments

Vocabulary: environment

LEARNING CENTERS

Circle Time

Phonological Awareness:
Words in a Sentence

Introduce and listen for /f/

"Feathers" riddle

Phonological Awareness:
Compound Words

Introduce Ff

ABC for Gingerbread Boy and Me

Identify pictures of initial /f/
objects

Story Time

The Gingerbread Boy

The Gingerbread Boy
Sequence Cards

Complete sentence
stem



Teacher's Literature Choice:
The Forest

Small Group & Exploration

Use animal cards to create sets

Draw animals in the
appropriate habitats

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Estimate jumps from start to finish

Compare estimates to actual jumps

Gingerbread Boy's Message

"One Little Elephant Went Out to Play"

"Five Little Bears"

Number Cards 1 - 10

Gingerbread Boy's Message

Animal Categories (Pets, Farm, Wild)

Large and Small

LEARNING CENTERS

Phonological Awareness:
Blend Phonemes

"Put Your Fingers in the Air"

ABC for *Gingerbread Boy and Me*

List initial /f/ words

Introduce ASL sign for Ff

"Where Is /f/?"



Phonological Awareness:
Syllables in Words

Review ASL sign for Ff

Introduce final /f/

Phonological Awareness:
Isolating Beginning Sounds

Rhyming words

"Where Is /f/?"

Over in the Meadow

Vocabulary:
meadow, nocturnal



Over in the Meadow
Sequence Cards



Teacher's Literature Choice:
Wild Animals

Create hand-print trees
(habitats)



Use cubes and Sequence Cards
to create sets

Estimation

WEEK 16

LEARNING CENTERS

Math

Sorts two- and/or three-dimensional shapes

Technology

Uses technology to explore concepts and gain information

Enjoys electronic forms of storybooks and information texts

Understands how to open or close windows and use the "back" button

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Print Concepts

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

Math

Uses positional words such as in, under, between, down, behind

Print Concepts

Connects oral language and print

Reading

Retells a story in sequence

Speaking & Listening

Listens to literary texts

Computer Center

Activity — Children enjoy *Talking Library*: "The Gingerbread Boy," *Numbers: 0-10*, and *I'm Reading: Nonfiction*, "A House in a Tree." They may also review *Geometry & Measurement: "2D/3D Shapes."*

Interaction & Observation

- Continue to give careful attention to the physical arrangement of this center to enhance learning. Alter the arrangement of the computers as needed to enhance their social use and for optimal teacher participation. For example, place two chairs in front of each computer to encourage positive social interaction, and move computers closer together to facilitate the sharing of ideas.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Using photos and illustrations of forest animals for inspiration, the children create finger or thumbprint animals by pressing their thumbs or fingers on the stamp pad then making prints on the paper for the bodies and heads of forest animals.

They add legs, eyes, ears, antenna, whiskers, and feet with black markers. Children create as many forest animals as they wish on their paper. They label their drawings using inventive spelling, or copy the names of the animals.

Interaction & Observation

- Even children who are reluctant to get their hands messy, or who don't like to draw, will find that finger and thumb print art is fun and easy. Have tissues on hand for wiping thumbs and fingers, and wipes to clean hands when the project is finished.
- Add a copy of Ed Emberley's *Great Thumbprint Drawing Book* to the Art Center to inspire the children to create various animals.

Materials

- One sheet of manila paper for each child
- Stamp pad with washable ink
- Black felt-tipped markers
- Photos or illustrations of forest animals
- Tissues/hand wipes
- Magnifying glasses

Library Center

Activity — Children read and listen to *The Gingerbread Boy* and books about forest animals. Include *Over in the Meadow* after it is introduced on Day 3.

Interaction & Observation

- Enrich comprehension skills by asking questions about the read-alouds, such as: Why did Gingerbread Boy run away? What happened to him at the end of the story? Encourage the use of positional words by asking where the different characters are on various pages.
- Ask children to retell the story to demonstrate their understanding of sequence. If a child has difficulty or is unable to retell the story, prompt him or her by asking: What was the book about? What was the problem in the story? Who were the characters in the book?

Materials

- The Gingerbread Boy*
- Over in the Meadow*
- Read-Along Audio CDs
- Books about forest animals

Dramatic Play Center

Activity — The children pretend to be theater performers, creating stories and dramatizing them using the available props and clothing.

Interaction & Observation

- Discuss the children's roles and the problem solving strategies they may have used when choosing them as you observe.
- Pretend you are a member of the theater and join the children at play.
- The Dramatic Play Center enables children to make active connections between the written word and the spoken word, builds vocabulary and meaning, and develops creativity and imagination.

Materials

- Dress up costumes/clothing/shoes
- Recycled costume jewelry and accessories

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Construction Center

Activity — The children play freely and creatively with the available materials, without specific instructions or directions.

Interaction & Observation

- Allow the children to photograph structures they build and compile the photos into a class book.
- Place the book in the Construction Center to provide ideas for building.
- Children will enjoy looking through the book to remember constructions they have created throughout the year.

Materials

- Plastic forest, jungle, and meadow animals
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Books about forest animals
- Digital camera or tablet

Technology

Uses a device to take pictures

Approaches to Learning

Uses prior knowledge to understand new experiences or problems in new contexts

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Introduce this "Write the Room" activity before Learning Center time by modeling it for the class. Walk around the classroom, with your clipboard, looking for words you want to write. Indicate a word and the children tell you what it is. You write it on your paper. Demonstrate with several words.

The children write their names at the tops of their papers, then walk around the classroom writing words they know or like.

Interaction & Observation

- Children show you their lists and read their environmental print to you.
- Your classroom should be a print-rich environment with words everywhere.
- Items should be labeled; center names, children's names, charts with rhymes and songs, names of colors, months, days of the week, etc. should be displayed.

Materials

- Clipboards
- Blank paper
- Pencils

Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print

Print Concepts

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

Reading

Recognizes frequently used words in text

Writing

Independently writes some letters and words



Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates properties of earth materials

Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

Preparation — Provide a tub of a variety of plastic animals and habitat building materials such as sticks, shells, soil, rocks, and leaves.

Activity — The children choose animals and use the available materials to plan and build habitats for them. When the habitats are complete, the children place their animals inside to test their creations. They may work independently or plan and build habitats with partners.

Interaction & Observation

- Discuss the children's plans and whether or not they needed to make changes. They explain why.
- Have children describe the materials they used to create the habitats.

Materials

- Tub of a variety of plastic animals
- Small sticks
- Rocks
- Shells
- Soil
- Leaves

Math Center

Math

Sorts objects by physical attributes

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Activity — Children sort and group animals into sets according to various physical attributes, then they mix them and sort again by different attributes (such as size, fur or no fur, color, number of legs, farm and wild).

Interaction & Observation

- Have the children explain how they sorted the animals and describe what the animals in each group have in common.

Materials

- Picture Cards: *ants, bear, cat, cow, dog, elephant, horse, kitten, lamb, lion, monkey, pig, puppies, rabbit, raccoon, sheep, snake, tiger, turtle, wolf*



Gathering

Continue the Gathering Routine. Each day this week and next, choose a few children to display their name cards while classmates identify the letters.

Materials
<input type="checkbox"/> Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play "Over Your Shoulder." Children follow your directions:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to fifteen.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to twenty.
- Cross both arms and touch your opposite shoulders.
- Lift your chin up.
- Count to thirty.
- Clap, clap, clap!

Materials
<input type="checkbox"/> Dragon

Alphabet Knowledge

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

Gross Motor Skills

Combines a sequence of large motor skills

Math

Counts in sequence

Speaking & Listening

Follows simple and multiple-step directions

I grew up in a forest where wild animals live. Can we learn about wild animals?
Your pal,
Gingerbread Boy

Wild Animals

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to learn about wild animals. Wild animals aren't pets and they don't live on farms. That means they have to take care of themselves and find their own food, water, and places to live.**

Indicate the Animal Poster. Ask: **Who can find an animal that doesn't live on a farm and isn't anyone's pet?** (Volunteers respond.) **Right, a bear is a wild animal.**

Say: **Gingerbread Boy said he grew up in a forest. A forest has lots of trees and is home for many wild animals. Let's pretend we are going on a walk in a forest! Get your camera ready. We'll take imaginary photos along the way.**

Play *Sing-Along* Volume 2 Track 14, "Going on a Forest Walk." The children repeat each line after it is spoken.

Indicate the chart paper labeled "Wild Animals." Ask: **What things do you see in a forest?** (Volunteers respond.) **Yes, in a forest you see plants, grass, many kinds of trees, streams and rivers. The forest is home to many different wild animals. Let's make a list of some animals that live in the wild.** Volunteers name animals they think live in the wild. The class determines if the responses are correct. Write correct responses on the chart paper.

Materials
<input type="checkbox"/> Animal Poster
<input type="checkbox"/> Prepared chart paper
<input type="checkbox"/> Marker
<input type="checkbox"/> <i>Starfall Sing-Along</i> Volume 2



Reading

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

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Notices similarities and differences among various living things

Writing

Contributes to a shared writing experience or topic of interest

Save the Wild Animals list. You will use it again on Days 2, 4, and 5.

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words



LEARNING CENTERS

See Learning Centers for Week 16, pages 398–400. After cleanup, the children share how they solved problems when things didn't go as planned, such as habitats caving in, or animals not fitting inside.

Circle Time

Materials

None

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. I want to go to the forest.** (Children repeat the sentence.) **Listen again. I want to go to the forest.** Ask: **How many words are in this sentence?** (Volunteers respond.) **Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence, then count the number of words (and children). Point out that the spaces between the children are like the spaces we leave between words when we write them.

Ask volunteers to make up sentences and repeat the process.

Introduce /f/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Feathers." Children solve the riddle.

Display the *farm, feet, feather, and fingers* Picture Cards.

Indicate the *feather* Picture Card and say: **Here is a picture of a feather.** (Children repeat, *feather*.) **Feather begins with /f/. Say /f/.**

- **Farm begins with /f/.** (Children repeat, *farm*.)
Say /f/, farm.
- **Feet begins with /f/.** (Children repeat, *feet*.)
Say /f/, feet.
- **Say, fingers. What sound do you hear at the beginning of fingers?** (/f/)

Say: **Listen to these two words and say which one begins with /f/, feather, monkey.** (Children respond, *feather*.) **Right, feather begins with /f/.** (Children repeat, /f/.) **Listen again. Which one begins with /f/, pet or farm?** (Children respond, *farm*.) **What do you notice about these words, farm, forest, finger, fish?** (They all begin with /f/.)

Grandmother says: **I have something for each of you.** (Distribute a feather to each child.) **What do you have in your hand?** (Children respond.) **Let's use our feathers for a listening game. Hold your feather tightly. Now gently blow on your feather.** (Children do this.) **Listen to these words. If you hear /f/ at the beginning, blow on your feather. If the word doesn't begin with /f/, put your feather in your lap. Ready?** Use *fish, monkey, ball, five, forest, pig, and fun*. Collect the feathers for later use.

Materials

- Grandmother
- Picture Cards: *fan, farm, farmer, feather, feet, fingers, fish, fox, frog, lamp, monkey, pan, rain, sun*
- A feather for each child
- Pocket chart

Feathers

*Birds are the only animals that have me on their bodies.
I am part of a bird's wing.
I am soft.
My name begins with /f/.
What am I?*

Place the *fan, farmer, fish, fox, frog, lamp, monkey, pan, rain,* and *sun* Picture Cards in the pocket chart in random order, face up, and identify each card. Children locate pictures that begin with /f/.

Encourage children to listen for /f/ today!



Observe & Modify

If children have difficulty distinguishing between /f/ and /v/, one way to assist them is to have them place their fingers on their throats and produce /f/. They should feel nothing. Repeat for /v/. They should feel a vibration in their throats. Tell the children their motors are running for /v/. Their motors are turned off for /f/.

Story Time

Read *The Gingerbread Boy*

Gingerbread Boy whispers it might be a good idea to read his book again since the setting is a forest!

Indicate and picture-walk through *The Gingerbread Boy*. Children identify and discuss forest elements and animals. Children take turns indicating where illustrations are and where words are.

Read *The Gingerbread Boy*. Pause several times as you read for children to discuss whether the illustrations match the text.

Display the Sequence Cards in random order in a pocket chart. Volunteers order the Sequence Cards as the class reviews the story order of events.

Say: **I wonder what happened next. Let's pretend the old woman decided to take Gingerbread Boy for a walk through the forest. Would Gingerbread Boy get into trouble this time? Why not? What new animals might the old woman and Gingerbread Boy see on their forest walk?**

Indicate the chart paper and read the sentence stem, "He will see a _____."

Ask: **What is missing?** (the end of the sentence) Rewrite the sentence stem as volunteers name forest animals. Read the completed sentences.

Materials

- The Gingerbread Boy* as told by Brandi Chase
- The Gingerbread Boy* Sequence Cards
- Pocket chart
- Gingerbread Boy
- Prepared chart paper
- Marker



Reading

Makes inferences

Recalls information from stories

Identifies sequence of events

Describes the relationship between illustrations and text

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Writing

Contributes to a shared writing experience or topic of interest

Math

Combines and separates sets of objects to create new sets

Counts in sequence

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

Science

Notices similarities and differences among various living things

Vocabulary

Understands and uses describing words

Small Group & Exploration

Make Animal Sets

Indicate the animal Picture Cards and identify each as you place them side-by-side in a pocket chart. Count the animals with the children. Say: **There are ten animals in this group, or set.** Indicate the *three* Number Card. Ask: **Who can make a set of three animals?** A volunteer places three Picture Cards next to the Number Card. Together the class counts the Picture Cards to verify.

Return the Picture Cards to the pocket chart. Repeat the procedure above, giving directions using comparing or describing words. The children create sets according to your instructions, count the number of animals in each set, then match that number to the corresponding Number Card. Examples:

- **Make a set of less than five animals.**
- **Make a set of more than five animals.**
- **Make a set of animals that can fly.**
- **Make a set of animals that can talk.**

Ask: **Are animals living or nonliving? How do you know?**

Discuss characteristics of living things, how the animals are the same, and how they are different.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Number Cards: 0-10 |
| <input type="checkbox"/> | Picture Cards: bear, bee, cow, frog, hen, monkey, mouse, pig, rabbit, sheep |
| <input type="checkbox"/> | Pocket chart |



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children play "I Spy."

Choose 3 volunteers. Say: **Look around the classroom and try to find a number. When I say "Go" walk to your number and stand close to where you see it. Everyone else will close their eyes until I say to open them.**

Continue: **Everyone close your eyes. Number finders, go!**

The volunteers stand near the numbers they spied. Say: **Class, open your eyes.** Volunteers take turns to identify their numbers. They choose the next volunteer and play continues.

Materials

- Dragon

Math

Recognizes numbers in the environment

I love forest animals. Have you ever wondered what it would be like to live in the forest?

Love,
Gingerbread Boy

Compare and Contrast Habitats

Place the Set 1 Picture Cards (*bed, car, coat, house, kitchen, lamp, and refrigerator*) into a bag or basket.

Read and discuss Gingerbread Boy's message.

Ask: **What do you think it would be like to live in the forest?** (Volunteers respond.) **Living in the forest is very different from living at home. Let's look at some things we wouldn't have if we lived in the forest.**

Indicate the basket (or bag) of Set 1 Picture Cards. A volunteer draws a Picture Card and places it in a pocket chart. Discuss how each item helps create a comfortable environment in which to live.

Indicate the Wild Animals list from Day 1. Say: **Let's read this list together.** (Do this.) **Could a wild animal live in your house? Why not? What do animals need to live?** (food, water, shelter, space) **The place animals live is called their habitat.** (Children repeat, *habitat*.)

Indicate the Set 2 Picture Cards (*fruit, garden, nest, plant, seed, tree, vegetables, vine, web*). Say: **Let's look at some of the things wild animals need in order to feel comfortable in their habitats.** One by one, volunteers select a Picture Card to place in the pocket chart. Discuss how each item helps create a comfortable environment for wild animals.

Compare and contrast what wild animals and people need in order to live comfortably in their environments.

Materials

- Picture Cards (Set 1): *bed, car, coat, house, kitchen, lamp, refrigerator*
- Picture Cards (Set 2): *fruit, garden, nest, plant, seed, tree, vegetables, vine, web*
- Picture of a river, pond, or stream
- Bag or basket
- Pocket chart
- Wild Animals list from Day 1
- Pointer

Approaches to Learning

Uses prior knowledge to understand new experiences or problems in new contexts

Science

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

Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies

Recognizes the difference between wants and needs

Vocabulary

Discusses words and word meanings



Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

Phonological Awareness

Separates compound words

Phonics & Word Recognition

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

Print Concepts

Recognizes relationship between illustrations and text

Ff

LEARNING CENTERS

See Learning Centers for Week 16, pages 398-400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time**Phonological Awareness: Compound Words**

Display the Picture Card *firefighter* in the pocket chart. Children identify the picture. Say: **This is a firefighter. If we take away the word fire, what word is left?** (fighter)

Repeat for *football*, *ladybug*, *pancake*, and *rainbow*.

Materials

- Picture Card: *firefighter*
- Pocket chart

**Introduce Ff**

Indicate the *Ff* Letter Card.

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

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

Indicate the star. Grandmother asks: **Who can find the letter Ff on the Alphabet Chart?** A volunteer identifies *Ff* and attaches the star on or above the Wall Letter Card.

Indicate *ABC for Gingerbread Boy and Me*. Say: **Let's look at Ff. Here are some pictures of things that begin with /f/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: feather, /f/.)
- 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 feather. Indicate the word, *feather*.)

Grandmother reminds children to bring items, (or pictures of items), from home that begin with /f/.

Materials

- Grandmother
- Letter Card *Ff*
- Star

Story Time

Teacher's Literature Choice: The Forest

Indicate a favorite informational book about the forest.

Introduce the author and illustrator/photographer and the children discuss their roles. Picture-walk as children notice and describe details about the animals and their habitats. Read the book pausing briefly to discuss new vocabulary as it is introduced. Ask questions that highlight information gained from the book and encourage the children to incorporate new vocabulary in their responses.

If time permits, research animal habitats using child-friendly websites.

Materials

- Teacher's choice of book about the forest

Reading

Makes connections between pieces of essential information in a text

Technology

Uses technology for research with teacher's support

Vocabulary

Understands and uses describing words

Discusses words and word meanings

Uses illustrations and context to determine word meaning

Small Group & Exploration

Animals In Their Habitats

Indicate the selection of books and picture-walk through a few of them to highlight illustrations. Using the information they have learned, each child chooses an animal and illustrates the animal in the appropriate habitat.

The children use kid writing to write sentences about their illustrations. Use adult writing to write the sentences beneath the children's attempts.

Materials

- Selection of books with illustrations of forests and/or jungles
- Wild Animals list from Day 1
- Writing & Observation Journals
- Pencils, crayons, markers

Approaches to Learning

Reflects on what has been learned

Language Development

Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Reading

Recalls information from stories

Writing

Explores letter-sound associations while writing



Observe & Modify

Ask children who are ready to add detail by writing an additional sentence.

Morning Meeting

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

Frogs can be pets or live in the wild. I wonder what they do all day.

Your friend,
Gingerbread Boy

Warm Up Your Brain

Play "Gorilla Walk." Say: **Squat with your knees open and your hands on the ground between your feet to keep your balance.** (Demonstrate) **Raise up a bit and rest your elbows on your thighs. Straighten out your legs and swing your arms to the right, and then to the left.** (Repeat several times.)

Say: **This time swing your arms crisscross in front of your body.** (Repeat several times.)

Estimate Frog Hops

Read and discuss Gingerbread Boy's message.

Mark the floor with masking tape to indicate a starting line and a finish line, leaving some distance between.

Indicate the masking tape and say: **Let's pretend we are frogs in the forest. We will hop from the start to the finish line. How many hops do you think it will take to get there?**

The children write their names on the chart paper and estimate how many jumps it will take to get from start to finish. Assist them as needed to write their estimates.

After they have all recorded their estimates, the children take turns to hop individually. Count their hops together and record them on the chart paper. Briefly compare each child's estimate and actual hops and discuss the results.

Materials

- Masking tape
- Prepared chart paper graph
- Markers, pencils

Math

Uses charts and graphs to collect and analyze data

Uses numbers to predict, estimate, and make realistic guesses

Writing

Writes own name

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

LEARNING CENTERS

See Learning Centers for Week 16, pages 398-400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time

Phonological Awareness: Blend Phonemes

Indicate each Picture Card individually and place them in a pocket chart.

Say: **Listen to these sounds, /b/ /a/ /t/. Now you say them.** (Children repeat, /b/ /a/ /t/.) **When we blend /b/ /a/ /t/ together, it forms the word bat. Say /b/ /a/ /t/, bat.** (Children repeat, /b/, /a/, /t/, bat.) **Who can find the picture of a bat?** A volunteer does this.

Here's another one, /p/ /a/ /n/. Who can find a picture of the /p/ /a/ /n/? (A volunteer does this.) **Right, /p/ /a/ /n/ is pan.**

Repeat for the remaining Picture Cards, emphasizing the individual sounds in each. Overemphasize the four sounds in *milk* and *lamp*.



Materials

- Picture Cards: *bat, bell, fan, fox, lamp, man, milk, net, pan, rat*
- Pocket chart
- Dragon

Phonological Awareness

Blends phonemes into words

List Ff Words, ASL Ff

Sing "Put Your Fingers in the Air."

Ask: **What sound do you hear at the beginning of fingers? Right, /f/.**

Children describe pictures or items they brought that begin with /f/.

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

Indicate the chart paper.

Say: **Let's make a list of words that begin with the letter Ff. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with *Ff*, then accept suggestions. Children circle *Ff* in their words.

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

Grandmother says: **Could we sing a song to remember /f/?**

Sing "Where Is /f/?" Each time /f/ or the letter *Ff* is used children make the *Ff* hand sign.

Materials

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Connects oral language and print

Put Your Fingers in the Air

(Melody: If You're Happy and You Know It)

*Put your fingers in the air and give a clap (clap, clap)
Put your fingers in the air and give a clap (clap, clap)
Put your fingers in the air and wiggle them up there
Put your fingers in the air and give a clap, in your lap!*

Where Is /f/?

(Melody: "Where Is Thumbkin?")

*Where is /f/? Where is /f/?
Here I am. Here I am.
/f/ in feather, /f/ in fingers
/f/ /f/ /f/, Ff, Ff, Ff*



Ff

Story Time

Math

Responds to and uses positional words such as *in, under, between, down, behind*

Reading

Identifies role of author and illustrator

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Uses words and phrases acquired through conversations, activities and read alouds

Comprehends increasingly complex and varied vocabulary

Introduce *Over in the Meadow*

Indicate *Over in the Meadow*.

The children identify the front cover. Say: **The title of this book is *Over in the Meadow*. It is a rhyming book written by a famous author, Olive A. Wadsworth. The illustrations, or pictures, were created by Faith Gowan.**

Ask: **What word could we use if we wanted to change the word *over* to another positional word?** Assist the children to substitute positional words such as *under, above, behind, in, in front of,* and *near*.

Continue: **A meadow is a habitat for small wild animals. Say *meadow*.** (Children repeat, *meadow*.) **A meadow is a large grassy area with trees. Who can use the word *meadow* in a sentence?** (Volunteers respond.)

Picture-walk through the book, pausing after each page for children to identify the animals and describe the habitats. They chime in during repeated phrases.

Materials

- Over in The Meadow* by Olive A. Wadsworth



Small Group & Exploration

Make Hand-Print Trees

Say: **One thing many animal habitats have is trees.**

Discuss reasons why trees are an important part of animal habitats.

Continue: **Let's create a wild animal habitat in our classroom.**

Assist the children as they put on paint aprons and take turns carefully placing one arm and hand into the paint, then making prints of their arms and hands on white paper to create tree shapes. They then wash and dry their arms and hands.

As they are working, engage the children in a discussion about characteristics of animals that live in and around trees.

After the paint dries, the children draw, color, and cut out leaves to add to their trees.

Materials

- A smock or paint apron (old shirt) for each child
- Rectangular baking pan with brown tempera paint
- Pan of water and soap
- Paper towels
- Large white bulletin board paper or individual 12"x18" sheets of
- White construction paper



Creative Arts

Creates original work
Experiments with a variety of art materials

Fine Motor Skills

Demonstrates hand-eye coordination

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Social/Emotional Development

Demonstrates self-help skills

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

The children spread out and play a quick game in which they take a set number of steps backward and forward according to your directions.

Materials

-
- Dragon

Gross Motor Skills

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

Social/Emotional Development

Follows simple rules, routines, and directions

Vocabulary

Begins to recognize opposites of familiar words

There are many animals in the forest. What's your favorite wild animal?

Your pal,
Gingerbread Boy

Math

Recognizes and names numerals

Understands addition as adding to

Understands and uses ordinal numbers



Count Wild Animals

Read and discuss Gingerbread Boy's message.

Indicate and review the Wild Animals list. Say: **Which animal is larger, a monkey or an elephant?** (Volunteers respond.) Ask: **Who can guess what the largest animal that lives on land is?** (Volunteers respond.) **Yes, elephants are the largest animals that live on land.**

Indicate Number Cards 1-5 and children identify them. Distribute a Number Card to each of five volunteers. Say: **Let's sing a funny song about one of Gingerbread Boy's favorite animals, the elephant. You pretend to be the five elephants in the song. When you hear your number, come join the other elephants. Who is the first elephant?** (Volunteer number one comes forward.) **Yes, number one comes first.**

Play *Sing-Along* Volume 2 Track 29, "One Little Elephant Went Out to Play." Children with Number Cards enter the song at the appropriate times.

Say: **Gingerbread Boy's other favorite animals are bears!**

One volunteer comes forward. Say: **You are a bear and you are all alone. You wonder what you can do.** (The child chooses another volunteer.) **How many bears are there now?** (Volunteers respond.) **The bears are going to climb a tree.** (The two children pretend to climb a tree.)

The second child chooses a third volunteer. Say: **How many bears are there now?** (Volunteers respond.) **These three bears are going to eat an apple core!**

The third child chooses a fourth volunteer. Say: **How many bears are playing together now? These four bears are going to eat honey!**

The fourth child chooses a fifth volunteer. Say: **Let's count how many bears there are all together.**

Say: **Gingerbread Boy has a song about these five little bears.**

Play *Sing-Along* Volume 1 Track 8, "Five Little Bears." The children perform the actions together. Select five volunteers and repeat the song.

Materials

-
- Wild Animals List from Day 1
-
-
- Starfall Sing-Along*
- Volume 2
-
-
- Number Cards: 1-5

One Little Elephant Went

Out to Play

*One elephant went out to play
Upon a spider's web one day;
She had such enormous fun,
She asked another elephant to come!*

Two elephants went out to play...

Three elephants went out to play...

Four elephants went out to play...

Five elephants went out to play...

Five Little Bears

*One little bear
Wondering what to do
Along came another
Then there were two!*

*Two little bears
Climbing up a tree
Along came another
then there were three!*

*Three little bears
Ate an apple core
Along came another
Then there were four!*

*Four little honey bears
Found honey in a hive
Along came another
And then there were five!*

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

Phonological Awareness

Blends syllables in spoken words

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 16, pages 398-400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *fing-er*. Let's put the word parts together to form a word, *finger*. This time, let's clap for the parts. Ready? *fin-ger*** (clap, clap) Children say, *finger*. Repeat with *Friday* and *flower*.

Materials

- None

Introduce Final /f/

Indicate the list of *Ff* words.

Say: **Let's look at these words that begin with *Ff*.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

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

Grandmother says: **I would like to hear the rhyme about fish again. I heard some words that begin with /f/.**

Place the 4 and 5 Number Cards with the *fish* and *fingers* Picture Cards in a pocket chart. Say: **Look at these pictures, *four, five, fish, fingers*. They all begin with /f/.** Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Read the rhyme. Children stand when they hear *four, five, fish, and fingers*.

Ask: **Did you know /f/ can be at the beginning of a word OR at the end of a word? Listen for /f/ in this word, *calf*.** (Emphasize /f/ at the end.) **Now you say it.** (Children repeat, *calf*.) **Where do you hear /f/ in *calf*?** (the end) **Say, *calf*.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /f/ at the end, gently clap your partner's hands.** Overemphasize /f/ in the following words: *ham, puff, take, off, on, half*.

Materials

- Grandmother
- List of *Ff* words from Day 3
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Number Cards: 4 and 5
- Picture Cards: *fingers, fish*
- Pocket chart

Story Time

Sequence *Over in the Meadow*

Partner the children. Identify and distribute *Over in the Meadow* Sequence Cards to each pair.

Place the 1-10 Number Cards vertically in a pocket chart.

Say: **I will read *Over in the Meadow*. When you hear the name of the animal on the card you are holding, bring it to the pocket chart.** The pair of children with the first animal places its card under the *one* Number Card. The second group places its card under *two*, and so on.

After the story is sequenced, indicate the *one* Number Card and ask: **What is the toad doing?** (Volunteers respond.) **Right, the toad is winking. Everyone give the toad a big wink back!**

Repeat for each animal with the partners indicating the number, name of the animal, and action, with assistance from classmates if necessary. The children imitate the actions.

Choose two of the Sequence Cards and ask: **How are these living things alike? How are they different?** (Discuss) Repeat for several pairs of cards.

Materials

- Number Cards 1-10
- Over in the Meadow*
by Olive A. Wadsworth
- Over in the Meadow*
Sequence Cards
- Pocket chart

Math

Recognizes and names numerals

Understands and uses ordinal numbers

Reading

Identifies sequence of events

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

Science

Notices similarities and differences among various living things



Small Group & Exploration

Count Animal Sets

Indicate the Sequence Card that pictures fish.

Say: **Here is a mother fish and her baby fish. Let's pretend your cubes are the baby fish! How many cubes would you need to show many baby fish there are?** (Children respond.) **Right, two. Make a set of two fish with your cubes.** Repeat for each Sequence Card.

Place two Sequence Cards that equal a number less than ten together. (Example: three bluebirds and five bees)

Say: **There are three baby bluebirds** (The children place three cubes in front of them.) **and five baby bees.** (The children place five additional cubes in front of them.) **If there are three bluebirds and five bees, how many animals are there all together?** Demonstrate how to add the two sets together. Repeat for other combinations.

Materials

- Over in the Meadow*
Sequence Cards
- Ten connect cubes or blocks
per child

Math

Combines sets of objects to create new sets

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

Uses concrete objects to solve problems

Understands addition as adding to

Morning Meeting

Creative Arts

Expresses concepts, ideas or feelings through movement

I loved learning about animals that live in the wild. Which animal is your favorite?
Love,
Gingerbread Boy

Math

Sorts objects by physical attributes

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Notices similarities and differences among various living things

Speaking & Listening

Participates in group discussions



Warm Up Your Brain

Play "Freeze-a-Roo." Name one of the following motions for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are:**

- **an elephant**
- **a monkey swinging from branches**
- **a frog hopping from lily pad to lily pad**
- **a bear waking up after a long nap**

Materials

- Teacher's music choice for "Freeze-a-Roo"
- Dragon

Review Pets, Farm Animals, and Wild Animals

Read and discuss Gingerbread Boy's message.

Place the *pets*, *farm*, and *wild* Word Cards in the top row of a pocket chart as column headings.

Say: **We have talked about three different groups of animals, pets, farm animals, and wild animals. Let's use what we know about these animals to classify or sort them.**

Distribute the Picture Cards.

Say: **Look at your Picture Card and think about which group your animal fits best.**

Choose volunteers to show and identify their animal cards, determine which category it belongs to, and explain why. Some animals can fit into more than one category.

Continue: **The animals are grouped into three categories: pets, farm animals, and wild animals. Which animals could belong to more than one category or group? (Volunteers respond.) We can categorize or sort these animals in different ways. Instead of three sets, let's sort them into two. One set will be small animals and the other will be large animals.** Designate two areas where children will stand to represent small animals and large animals.

Volunteers choose animals from the list and tell if they are small or large, then stand in the appropriate group. When all of the children are standing, discuss whether there are more small or more large animals.

Materials

- Picture Cards: *ants, bear, cat, cow, dog, elephant, horse, kitten, lamb, lion, monkey, pig, puppies, rabbit, raccoon, sheep, snake, tiger, turtle, wolf*
- Word Cards: *farm, pets, wild*
- Marker
- Pocket chart

LEARNING CENTERS

See Learning Centers for Week 16, pages 398–400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time

Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Animal!"** (Display the *fish*, *frog*, *lion*, *monkey*, and *tiger* Picture Cards in a pocket chart and identify each.) **I'll say the name of one of these animals, but I will leave off the beginning sound. You name the animal. Ready? ion** (Children repeat, *ion*.) **Is ion the name of an animal? What's missing? Right, the first sound /l/, lion. Let's try some more.** Repeat for *rog* (frog), *ish* (fish), *iger* (tiger) and *onkey* (monkey).

Materials

- Picture Cards: *fish*, *frog*, *lion*, *monkey*, *tiger*
- Pocket chart



Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

Phonological Awareness

Isolates and pronounces the initial sounds in words

Initial and Final /f/

Say: **Listen to these words, elf/self.** (Children repeat, *elf/self*.) **What do you notice?** Children should recognize the words rhyme and end with /f/. **How about beef/leaf?** (Children repeat, *beef/leaf*.) **What do you notice?** (They rhyme and end with /f/.)

Indicate the feather, fork, flag, flashlight, or Picture Cards.

Grandmother says: **Look closely at these items that begin with /f/. Your teacher will take one away. You tell what is missing. Ready? Close your eyes!** Remove one of the items and children determine what is missing. Repeat with other items.

Sing "Where Is /f/?"

Materials

- Grandmother
- Picture Cards or additional initial /f/ items such as a feather, fork, flag, or flashlight

Phonological Awareness

Discriminates rhyming words

Recognizes/identifies beginning and ending sounds in words

Where Is /f/?

(Melody: "Where Is Thumbkin?")

Where is /f/? Where is /f/?

Here I am. Here I am.

/f/ in feather, /f/ in fingers

/f/ /f/ /f/, Ff, Ff, Ff

Story Time

Reading

Engages in group reading activities with purpose and understanding

Identifies basic similarities in and differences between two texts on the same topic

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

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Comprehends increasingly complex and varied vocabulary

Approaches to Learning

Uses prior knowledge to understand new experiences or problems in new contexts

Math

Uses numbers to predict, estimate, and make realistic guesses

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

Materials

- Teacher's two choices of books about wild animals

Teacher's Literature Choice: Wild Animals

Indicate both of your choices of books about wild animals.

Read each book, pausing to briefly discuss new vocabulary as it is introduced and to allow the children to ask questions.

Say: **We have read two books about wild animals. Let's compare the two books. When we compare we find things that are the same. What was the same about both of the books?** (Volunteers respond.)

Continue: **Now let's contrast the two books. When we contrast we look for things that are different. What was different about the two books?** (Volunteers respond.)

Allow volunteers to share which book they enjoyed more and explain their choices.

Small Group Math

Estimation

Place 5 manipulatives into the jar and hide it. Say: **Today let's play an estimation game and be smart guessers! Who knows what it means to estimate?** (Volunteers respond.) **Right, when we estimate we make a smart guess about an answer. Let's try it! I will quickly show you a jar with objects in it, then I will hide it. You will make a smart guess about how many objects are in the jar. Ready?**

Show the jar for 2 seconds, then hide it. Ask: **How many objects do you think are in the jar?** Each child answers and explains his or her choice.

Reveal the jar and ask: **How can we tell for sure how many objects are in the jar? Right, we can count.** Count the objects together and compare the estimations with the actual count.

The children close their eyes as you put 10 objects into the jar. Say: **When I tell you to open your eyes, look quickly at the jar so you can make a smart guess.** (Do this.) Ask: **Do you think there are more objects than the first time or less objects? What is your smart guess?** Each child answers and explains his or her choice.

Repeat with different numbers of objects as time allows.

Materials

- 15 manipulatives of different sizes (Example: 5 cubes, 3 crayons, 4 erasers, 3 chips)
- One large, clear jar