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Unit 5: Animals Everywhere

Week 17: Animals in the Air and Sea

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This week you will teach the children about animals that can fly and those that live in water. They will learn that many of the animals that live in water are not fish. The children will also:

- learn /d/ and short /o/ and identify initial /d/ and /o/ and final /d/ words
- identify the numerals one through nine and determine which is the higher and which is the lower numeral in a pair
- classify animals
- compare and contrast dolphins and whales
- discuss possible lessons that could be learned through a story
- project appropriate emotions for a variety of situations
- predict whether objects will sink or float and verify their predictions

**Starfall Books & Other Media**

*Dolphins Are Not Fish!* by Stephen Schutz

*Humpback Whales* by Stephen Schutz

*The Ugly Duckling* as told by Brandi Chase

*Fairy Tales* Read-Along Audio CD

*The Ugly Duckling* Sequence Cards

*ABC for Gingerbread Boy and Me* by Starfall

Emotion Cards

Emotions Poster

American Sign Language Poster

*Starfall’s Selected Nursery Rhymes*

*Starfall Sing-Along* Volume 2
Preparation
Include available bird and marine life puzzles as choices for Small Group & Exploration this week.

Day One
Morning Meeting — Prepare a sheet of chart paper with the headings “Birds that fly” and “Birds that don’t fly” and draw a vertical line down the center to create two columns. You will also need a collection of books and/or magazines that feature birds.

Day Two
Small Group — Have the list of birds from Day 1 available.

Day Three
Morning Meeting — Prepare a colorful crepe paper streamer for each child.

Small Group — You will need eight crepe paper or construction paper strips and half of a paper plate for each child.

Day Four
Morning Meeting — Paint a large piece of mural paper blue, or have blue bulletin board paper available. Place double-sided tape on the back of the designated Picture Cards prior to this activity.

Prepare a sentence strip that reads, My favorite ocean animal is (blank) because (blank).

Small Group — You will need a tub of water and several items such as a sponge, cork, wooden block, toy car, crayon, scissors, large paper clip and plastic straw, as well as two containers labeled “sink” and “float.”

Day Five
Morning Meeting — Optional: Have a small watermelon available.

Story Time — Select a favorite informational book about caring for the ocean to share.

Small Group — Have the list of birds created on Day 1, books about birds, and bird illustrations available.
# WEEK 17 — OVERVIEW

**Day One**

**Morning Meeting**
- Gingerbread Boy’s Message
- Classify birds
- **Vocabulary:** penguin, ostrich, duck, swan, goose, owl
- “Here We Go Round the Mulberry Bush”

**Circle Time**
- Phonological Awareness: Compound words
- Introduce and listen for /d/
- “Duck” riddle
- “Diddle, Diddle, Dumpling”

**Story Time**
- *The Ugly Duckling*
  - “Six Little Ducks”
  - Cover and pages of a book
  - **Vocabulary:** wetlands, reeds, rushes

**Small Group & Exploration**
- Dice Cards: 1-6
- Button Cards: 1-6
- “High or Low”

**Day Two**

**Morning Meeting**
- Gingerbread Boy’s Message
- Emotion Cards
- “Once I Saw a Little Bird”
- **Vocabulary:** surprised, excited, curious, embarrassed, disappointed, lonely, proud

**LEARNING CENTERS**

**Circle Time**
- Phonological Awareness: Isolating /b/
- Introduce Dd
- ABC for Gingerbread Boy and Me
- List initial /d/ words

**Story Time**
- Sequence *The Ugly Duckling*

**Small Group & Exploration**
- Write and illustrate sentences about being birds
### GATHERING ROUTINE

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
</tr>
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<tbody>
<tr>
<td>Gingerbread Boy’s Message</td>
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<tr>
<td>Introduce Ocean Animals</td>
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<tr>
<td>“Oceans”</td>
<td>Favorite ocean animals</td>
<td>Rhyming words</td>
</tr>
</tbody>
</table>

**Vocabulary:** ocean

<table>
<thead>
<tr>
<th>Day Three</th>
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<tbody>
<tr>
<td>Phonological Awareness: Blending onset and rime</td>
<td>Phonological Awareness: Syllables</td>
<td>Phonological Awareness: Words in a Sentence</td>
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<td>Introduce short o</td>
<td>ABC for Gingerbread Boy and Me</td>
<td>“Where Is /d/?”</td>
</tr>
<tr>
<td>“Octopus” riddle</td>
<td>Introduce Oo</td>
<td>Introduce final /d/</td>
</tr>
</tbody>
</table>

**Vocabulary:** octopus

### LEARNING CENTERS

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Day Four</th>
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</thead>
<tbody>
<tr>
<td>Dolphins Are Not Fish!</td>
<td>Dolphins Are Not Fish!</td>
<td>Teacher’s Literature Choice: The Ocean</td>
</tr>
<tr>
<td>Discuss photographs/nonfiction</td>
<td>Humpback Whales</td>
<td></td>
</tr>
<tr>
<td>Compare/contrast dolphins and whales</td>
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</tbody>
</table>

### “Octopus” riddle

**Create octopi**

**Vocabulary:** half

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict and verify if items will sink or float</td>
<td></td>
<td>Introduce “Find the Clover”</td>
</tr>
</tbody>
</table>

**Vocabulary:** half

**Dolphins Are Not Fish!**

**Teacher’s Literature Choice:**

- The Ocean
**WEEK 17**  
**LEARNING CENTERS**

**Math**  
Sorts two- and/or three-dimensional shapes

**Technology**  
Uses technology independently to explore concepts and gain information

Work on electronic forms of storybooks and informational texts

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

---

**Computer Center**

**Activity** — Children enjoy Numbers: 0-9,  
Talking Library: “Over in the Meadow” and also review /m/ and /f/, and reinforce /d/ at ABCs: M, F, and D.

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

**Interaction & Observation**

- Be sure the Computer Center is tailored to your children’s needs and comfort. Children’s legs should be positioned comfortably, with their feet flat on the floor. Align the tops of the monitors with the foreheads of the children, who should be seated about two feet away. Position the monitors to minimize glare and reflections, making sure windows or other light sources are not directly visible.

- Observe whether the children are able to open and close windows and use the “back” button.

---

**Art Center**

**Activity** — Each child chooses his or her favorite fairy tale presented thus far, and illustrates it on the top half of the paper.

Children dictate sentences about their illustrations for you to write on the bottom half. Leave room under the dictations so the children can copy their sentences. Write the names of the fairy tales at the top of the pages, or children copy the titles from the fairy tale books.

Compile the illustrations into a class fairy tale book.

**Optional Activity:** After The Ugly Duckling is introduced, place the book near the Art Center as a reference, and give the children feathers to use as brushes. The children paint pictures of the ugly duckling or other birds. Display the paintings in the classroom.

**Interaction & Observation**

- Illustrating books that are read aloud in class provides children with an additional way to retell stories and express their feelings through art. As they illustrate, they incorporate their own concepts into the personalities of the characters.

- By allowing children to retell, illustrate, and dramatize fairy tales or read-alouds you enable them to make active connections between the spoken word and written words and their meanings.

---

**Materials**

**Computer Center**

- Computers set up to access  
  Starfall.com  
- Headsets

**Art Center**

- One 9”x12” sheet of Manila paper folded in half for each child  
- Pencils, crayons, markers

**Optional:**

- The Ugly Duckling as told by Brandi Chase  
- Tempera paint  
- Feathers from Week 16  
- Art paper
Library Center

**Preparation** — Book suggestions include:
- *Make Way for Ducklings* by Robert McCloskey
- *The Story of Ping* by Marjorie Flack

Add books written in languages other than English when possible.

**Activity** — Children read and listen to *The Ugly Duckling* and other duck-related books of your choice.

**Interaction & Observation**
- Remember, the focus of the Library Center isn’t to teach children to read, but rather to instill an appreciation of the printed word and the pleasure of telling the story by following the colorful illustrations.
- Listen attentively when children pretend to read aloud. Ask open-ended questions to encourage dialogue and to help the children relate books to their own experiences.

---

Dramatic Play Center

**Preparation** — Turn the Dramatic Play Center into fairy tale land by providing dress-up clothing, props, and other materials (crowns, a golden ball, stones, fancy slippers, scarves, and bowls for porridge).

Designate an area of the center to be used as a stage.

**Activity** — Children create and organize their own dramatizations of their favorite stories.

**Interaction & Observation**
- Participate in the dramatization of the fairy tales as needed, and invite others to participate as the audience and demonstrate appropriate audience skills.
- Encourage children to use literacy materials in their dramatic play (books, magazines, paper to make theater tickets).

---

Construction Center

**Activity** — Children plan and construct elaborate bird or bat houses of different sizes, and create signs to identify them.

**Interaction & Observation**
- Block structures can lead to the early dictation of experiences and illustrations. Encourage children to illustrate their structures.
- Assist them in labeling their illustrations and in writing information about the structures, how they built them, modifications they had to make, and how they might be used.
**Writing Center**

*Activity* — The children walk around the classroom writing numbers they find on the clock, calendar, charts, on lists, room numbers, etc.

*Interaction & Observation*

- This activity helps children understand that numbers are all around them, and that they use math in everyday life. Children internalize numbers by hearing them over and over, and by seeing them written.
- They learn pre-math concepts by the words you use and through their participation in Learning Centers.
- They learn that spoken and written numbers are about real objects and begin to understand the concept of number, and terms such as more, less, and same.
- Check number recognition by asking children to identify the numbers on their lists. Have them pick favorite numbers and show you the corresponding number of objects in the classroom (5 blocks, 7 books, 9 pencils).

**Materials**

- Clipboards
- Paper, pencils

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**Math**

Recognizes numbers in the environment
Understands numbers always represent the same quantity

**Fine Motor Skills**

Uses a variety of writing, drawing, and art tools with increasing coordination

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**Discovery Center**

*Activity* — Children develop small motor skills as they practice cutting with scissors. They may clip into an empty water table, a plastic bin, or while sitting in a plastic kiddy pool to avoid leaving paper scraps on the floor.

*Interaction & Observation*

- Paper cutting activities build fine motor skills and hand control. Activities may be as simple as learning to hold scissors correctly and snipping paper.
- Scissor skills develop sequentially and require practice. Encourage children to cut straight and curved lines, and simple shapes like circles and squares.
- Observe and assist children as they progress from simple to more complex cutting skills.

**Materials**

- Empty water table, large plastic bin, or a plastic kiddy pool
- Scissors
- Scrap construction paper
- Recycled newspaper or comics
- Colorful magazine or catalog pages
- Scrap ribbon and shiny gift wrap
- Recycled greeting cards

---

**Math Center**

*Activity* — Place the Number Cards in a deck face down on the math table. Children roll the play dough into snake shapes, then form it into the numerals they draw from the deck. As children complete each numeral, they place them in order from 0 to 9.

*Interaction & Observation*

- As children explore the concept of number through sorting, identifying, extending and creating patterns, and creating sets, they begin to understand the one-to-one correspondence between each number and the objects being counted.

**Materials**

- Play dough
- Number Cards 0-9
Day One

Warm Up Your Brain
Say: Let’s pretend we are birds. Sing “This is the Way We Flap Our Wings.” The children create motions to accompany the song.

Introduce Birds
Read and discuss Gingerbread Boy’s message.

Say: We have talked about many kinds of animals. Some animals are pets, some animals live on farms, and some animals live in the wild. Today let’s talk about animals we see on land and in the sky. What kind of animal do you think that is? (Volunteers respond.) Right, it is a bird!

Indicate the chart paper and read the headings. Explain: All birds have feathers and wings, but not all birds can fly! Some birds are too big to fly.

Indicate the penguin Picture Card. Say: Penguins are birds that use their wings to swim. In which column on the chart do penguins belong? (Volunteers respond.) Right, penguins are birds that don’t fly. (Write penguin on the chart.)

Indicate the ostrich Picture Card. Ask: Does anyone know another bird that doesn’t fly? (Volunteers respond.) Another bird that does not fly is an ostrich. Say, ostrich. The ostrich is the largest living bird. It is so heavy it cannot fly, but it can run very fast! In which column on the chart does the ostrich belong? (Write ostrich on the chart.)

Indicate the duck, goose, owl, and swan Picture Cards. Say: Here are pictures of a duck, goose, owl, and swan. These birds live on land and they can fly. Where on the chart do you think these birds belong? Are they birds that can fly or birds that cannot fly? (Volunteers respond.) Right, all of these birds can fly. (Write duck, goose, owl, and swan on the chart.) Do you know any other birds that fly? (Volunteers respond.)

Distribute books and magazines. Children research with partners to find additional examples of birds that fly. Add them to the chart paper list.
LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time

Phonological Awareness: Compound Words

Indicate the doorbell Picture Card. Say: If we take door away from doorbell, what is left? (bell) What’s left if we take day away from daytime? (time) Repeat with doorknob and downstairs.

Introduce /d/

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

Display the dentist, dig, doorbell, and duck Picture Cards. Say: Here is a picture of a duck. Say, duck. Duck begins with /d/. Say /d/. Continue:

- Doorbell begins with /d/. Say, doorbell. Say /d/, doorbell.
- Dig begins with /d/. Say, dig. Say /d/, dig.
- Say, dentist. What sound do you hear at the beginning of dentist? Right, /d/.

Say: Listen to these two words. Which word begins with /d/, tiger or donkey? (Children respond, donkey.) Donkey begins with /d/. Say /d/. (Children repeat, /d/.) Listen again. Which word begins with /d/, dog or monkey? (dog) Repeat with ducks/cow and fish/deer.

Say: Let’s pretend we are ducks. (Children do this.) Listen to these words. If you hear /d/ at the beginning, waddle like a duck. (Demonstrate) If the word doesn’t begin with /d/, sit down. Ready? Use dad, day, box, farm, doll, and door.

Indicate Nursery Rhymes page 7, “Diddle, Diddle, Dumpling.” Say: Listen to this nursery rhyme. Raise your hand when you hear a word that begins with /d/. Read “Diddle, Diddle, Dumpling.” Children recite the nursery rhyme. Ask: What do you hear at the beginning of diddle, diddle, and dumpling? Right, /d/.

Encourage children to listen for /d/ today.

Observe & Modify

Children often confuse /d/ with /b/ or /t/. If /d/ is difficult for your children to discriminate, encourage them to imitate /d/ often.
Introduce *The Ugly Duckling*

Play *Sing-Along Volume 2* Track 35. Children sing and perform actions to “Six Little Ducks.”

Indicate *The Ugly Duckling*.

Say: This fairy tale is called *The Ugly Duckling*. The author is Brandi Chase and the illustrator is Annette Frei. Raise your hand if you remember what an author does. (Volunteers respond.) Raise your hand if you remember what an illustrator does. (Volunteers respond.)

Ask: Where is the front cover of the book? (A volunteer points to the front cover.) Where is the first page of the book? (A volunteer indicates the first page.) Who can find a page in the middle of the book? Where does the story end?

Indicate a mirror. Say: Look in this mirror. (Children do this and describe what they see.) What you see is your reflection. Say, reflection. Can you think of another place you can see your reflection? (Volunteers respond.) Yes, sometimes you can see your reflection when you look in water, like a pond or a lake. Water is like a mirror. You will hear the word reflection in the story. Be sure to listen for it!

Explain: This story takes place in wetlands. (Indicate pages 2 and 3.) Wetlands are places where the ground stays very wet and there are many plants growing. See the plants? Those are called reeds and rushes. They are plants found in wetlands. Say wetlands, reeds, and rushes. Children repeat, wetlands, reeds, and rushes.

Read *The Ugly Duckling*. Pause after page 27 for children to predict the ending before completing the book.

Discuss answers to the following questions:

- How did the mother duck feel when she saw her duckling?
- When the mother duck saw that her duckling looked different from the other ducklings, why did she still love him?
- How did the ugly duckling feel when he saw his reflection?
- What did the farm animals do when they saw the ugly duckling?
- How do you feel if someone teases you or calls you names?
- If you were a farm animal what might you have said to the ugly duckling to make him feel better?
- What happened to the ugly duckling at the end of the story?
WEEK 17 • DAY 1

Small Group & Exploration

Play “High or Low”

Indicate and toss the dice. Children determine which of the numerals rolled is higher and which is lower. If the same number is rolled on both, explain that the numbers are equal, or the same, so there isn’t a higher and a lower number. Repeat several times with volunteers rolling the dice in turn.

Shuffle and place the Dice Cards and Button Cards face down in decks. A volunteer becomes your partner as you demonstrate “High or Low.”

- Both players reveal their top cards.
- They identify the number of dots on each card and determine which card is higher and which is lower.
- The player with the higher card says “high.”
- The higher card wins.
- If the same number appears on both cards, both players win and each keeps his or her own card.
- All played cards are placed in a common deck.

Say: I just thought of something! The dots on these cards form patterns. Sometimes we can look at the patterns and know how many dots there are without counting them. Let’s try it. Individually flash several of the cards for just a few seconds and the children respond with the corresponding number.

Divide the group into two teams to play. Encourage children to work together to determine which card is higher or lower or if they are equal.

Place this game in the Math Center for future play.

Materials

- Pair of dice
- Dice Cards: 1-6
- Button Cards: 1-6

Math

Compares and orders groups of objects (more, fewer, less, and/or same)
Recognizes the number of objects in a small set without counting (subitizing)

Social/Emotional Development

Assists classmates
Warm Up Your Brain

Play “Fly Like a Bird.” Children follow your directions:
- Put your right foot out to your right side.
- Slide your left foot next to your right foot (feet together).
- Point your left foot out to your left side.
- Move your right foot next to your left foot (feet together).
- Jog in place.
- Flap your arms and fly like a bird.
- Land in your nest! (sit)

Ways People Feel

Read and discuss Gingerbread Boy’s message.


Ask: How does the little girl feel? (surprised) How can you tell she is surprised? (Volunteers respond.) Right, you can tell by the look on her face. Read the nursery rhyme. Say: Listen to the nursery rhyme again. This time you help me say it. Children supply the second rhyming word in each pair.

Read the nursery rhyme again. Girls act out the girl’s part and boys are the birds. Designate an area for the window and an area for the girls to stand.

Say: Gingerbread Boy said he was surprised to see a flock of birds flying together. When you feel surprised it’s because something happens that you didn’t expect. Volunteers share times they felt surprised.

Continue: Make a face to show how you look when you feel surprised. (Children do this.) Here are pictures of other ways people feel. Indicate and identify the excited, curious, embarrassed, disappointed, lonely, proud and sad Emotion Cards in the pocket chart. Children imitate each of the emotions with facial expressions and body language.

Briefly discuss ways the children may seek assistance from familiar adults and classmates or friends when they need emotional support.
Indicate the Emotions Poster. Say: Let’s play a game. Listen to these statements and raise your hand to describe how you would feel. Read the following statements. After each statement, volunteers raise their hands to identify emotions and locate them in the pocket chart. Remove the Emotion Cards from the pocket chart and match them to the corresponding emotion on the poster as they are identified.

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Your dog is really sick and doesn’t want to play. You have to give him medicine.</td>
</tr>
<tr>
<td>Excited</td>
<td>It’s the day of your birthday party. You can’t wait for your friends to arrive!</td>
</tr>
<tr>
<td>Curious</td>
<td>You got a package in the mail and you wonder what is inside.</td>
</tr>
<tr>
<td>Disappointed</td>
<td>You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home.</td>
</tr>
<tr>
<td>Proud</td>
<td>You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it.</td>
</tr>
<tr>
<td>Lonely</td>
<td>You are in a wheelchair with a broken leg. You can’t play the game the other children are playing, so you are sitting all alone.</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Someone called you a silly name in front of your friends.</td>
</tr>
<tr>
<td>Shy</td>
<td>You would like to teach a new song to your class but you don’t like to sing in front of other people.</td>
</tr>
</tbody>
</table>

Continue: Talk with your family tonight about different ways you can feel that we talked about at school today.

Children may answer “happy” or “sad” for every statement. Assist them to increase their vocabulary and become more specific in identifying emotions.

**LEARNING CENTERS**

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.
Phonological Awareness: Isolating Beginning Sounds

Say: Let’s play “Guess That Word.” I’ll name an animal and leave off the first sound. Ready? ird (Children repeat, ird.) Is ird the name of an animal? (No) What’s missing? /b/ Right, the first sound, /b/. Say, bird. (Children repeat, bird.) Let’s try some more. Repeat with utterfly (butterfly), oose (goose), and enguin (penguin).

Ask: What sound do you hear at the beginning of duck? (/d/)

Introduce Dd, List Dd Words, ASL Dd

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

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

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

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

• Identify each picture. Children repeat.
• Isolate the beginning sound. (Example: duck, /d/)
• 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 duck. Indicate the word, duck.)

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

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

Encourage children to bring items (or pictures of items) from home that begin with /d/.

Materials

- None

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

Phonics & Word Recognition
Identifies words beginning with the same letter as their own name
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
**WEEK 17 • DAY 2**

**Story Time**

**Sequence The Ugly Duckling**

Read *The Ugly Duckling*. Children retell the story using Sequence Cards. Encourage them to use sequential words like *first*, *next*, *last*. Discuss possible lessons to be learned:

- You should be proud of who you are.
- When you say mean things to people it makes them sad.
- How people look is not important.
- The ugly duckling knew he was a good swimmer and that there was something special about him and he did not give up.
- We are all different and that is what makes us special.
- What makes you special?
- If the ugly duckling visited our classroom, what would you say to him?
- What would his favorite part of our classroom be?
- What might the ugly duckling say to us?

**Small Group & Exploration**

***“If I Were a Bird”***

Review the list of birds from Day 1. Ask: *If you could be a bird, what kind of bird would you be? Why would you want to be that kind of bird? Where would you fly?* (Volunteers respond.)

Children illustrate themselves as birds and add environment. They may reference available bird books and illustrations as needed. Encourage them to use kid writing or dictate sentences that explain what kinds of birds they are and where they are flying, and to use positional words such as *above*, *over*, *under*, *below*, *next to*, *in*, *into* and *beneath*. The children share their illustrations with each other as they finish.
Gathering Routine
Continue the Gathering Routine and activity from Day 1.

Day Three

Warm Up Your Brain
Indicate Nursery Rhymes page 34, “One, Two, Three, Four, Five.” Children hold up fingers to correspond as you read the rhyme.

Say: Let’s listen for words that rhyme. Reread the first two lines. Children distinguish rhyming words. Repeat for each pair of lines. (five/alive; ten/again; go/so; bite/right)

Introduce Ocean Animals
Read and discuss Gingerbread Boy’s message. Encourage the children to use complete sentences to share their beach experiences.

Identify the Picture Cards and place them side-by-side in the top section of a pocket chart. Ask: What do you notice about these animals? (They all live in the ocean.)

Say: Many animals live in the ocean. An ocean is a large body of salt water. Many animals must be in water to live. What are some ways we can protect their environment? (Discuss)

Remove the Picture Cards and distribute them to the children. Ask: Who has the picture of a dolphin? (The child with the dolphin Picture Card places it in the top row of the pocket chart.) Briefly discuss dolphins. Repeat for the whale and squid Picture Cards.

Repeat the above procedure placing the starfish, shark, and clam Picture Cards in the second row of the pocket chart and lobster, shrimp, and seal in the third row. Assist children in identifying the animals when needed.

Say: Let’s learn a song about ocean animals. Play Sing-Along Volume 2, Track 28. Children listen to “Oceans.” Indicate the corresponding Picture Cards as the animals are named. Repeat the song and children join in singing.

Ask: What are some things you wonder about these animals? (Volunteers respond.)

Materials
- Starfall’s Selected Nursery Rhymes
- Dragon

Science
Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)
Describes characteristics in the appearance, behavior, and habitats of animals
Notices similarities and differences among various living things

Vocabulary
Discusses words and word meanings

Materials
- Colorful crepe paper streamers for each child
- Starfall Sing-Along Volume 2
- Picture Cards: clam, dolphin, lobster, seal, shark, shrimp, squid, starfish, whale
- Pocket chart

Oceans
(Melody: “BINGO”)
The Oceans are just full of life
Let’s see what we can see-e,
Dol-phins, whales, and squid,
Dol-phins, whales, and squid,
All live in the sea.
The Oceans are just full of life
Let’s see what we can see-e,
Star-fish, sharks, and clams,
Star-fish, sharks, and clams,
All live in the sea.
The Oceans are just full of life
Let’s see what we can see-e,
Lob-sters, seals and shrimp,
Lob-sters, seals and shrimp,
All live in the sea.
The oceans are just full of life
But NOT for you and me-e,
Not for you and me,
Not for you and me.
We don’t live in the sea!
Phonological Awareness: Onset and Rime

Say: Listen to these word parts and put them together to form a word, /f/-/ish/. (fish) Repeat with /s/-/eal/ (seal), /t/-/urtle/ (turtle) and /d/-/olphin/ (dolphin).

Introduce Short /o/

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

Display the octopus and ostrich Picture Cards.


Indicate the octopus Picture Card. Explain: An octopus is a water animal. It has eight arms. How many arms do you have? What fun things could you do with eight arms? (Volunteers respond.)

Say: Octopus begins with /o/. Listen to these two words. Which one begins with /o/, fish or octopus? (octopus) Say /o/. (Children repeat, /o/.) Listen again, same, opposite. Which word begins with /o/? (opposite)

Say: Let’s pretend we have eight arms. (Children move their arms around.) If you hear a word that begins with /o/, pretend you are an octopus and wiggle your arms. If the word doesn’t begin with /o/ put your arms behind your back. Ready?

Ask: Do you hear /o/ at the beginning of ostrich? Say it with me, ostrich, /o/! (Children repeat, ostrich, and /o/, then swing their arms like an octopus.) Let’s try some others. Continue for October, snail, boat, olive, otter, monkey, and on.

Encourage children to listen for /o/ today.
**Introduce Dolphins Are Not Fish!**

Say: **Stand if you have ever seen a fish.** (Children stand and then sit.) **Stand if you have an aquarium or container that fish live in at home.** (Children stand and then sit.) **Where do fish live?** (Volunteers respond.) **Fish live under the water. They do not breathe like we do. We have lungs and we breathe air. Fish breathe underwater using a special part of their bodies called gills.**

Indicate *Dolphins Are Not Fish!*

**Explain:** The title of this book is *Dolphins Are Not Fish!* The author is Stephen Schutz. There is no illustrator because the pictures in this book are photographs taken with a camera. This book is nonfiction. What does nonfiction mean? (Volunteers respond.) Yes, nonfiction means it is true. Say, **nonfiction.** (Children repeat, **nonfiction.**) Let’s read the book to learn about dolphins.

Read *Dolphins Are Not Fish!* Pause to discuss the photographs and text as you read. Encourage the children to use the photographs to help identify unknown words or concepts. Discuss the importance of keeping our oceans clean.

Say: **Stand up, hand up, partner up.** (The children stand and find partners.) **Think about what you have learned about dolphins. Share something you learned about dolphins with your partner.** (Partners share.)

Say: **Clap once if you can hear me. Clap twice if you can hear me. You and your partner shared something you learned about dolphins. Who can share something you learned with the class?** Give a cheer after each child shares.

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**Small Group & Exploration**

**Create an Octopus**

Grandmother reviews the riddle “Octopus.”

Indicate a paper plate as two volunteers come forward. Say: **There are two children and one paper plate. Are there enough paper plates for both children?** Since there is only one paper plate how could each child have one? (Lead children to conclude the paper plate could be cut in half.) **If this plate is cut in half there will be two parts.** (Cut the plate and hand each child half.) **One plate was cut into two parts. Each child has half of the plate.**

Distribute half of a paper plate to each child to create his or her own octopus. Children draw eyes, count out eight crepe paper or construction paper arms, and attach them. Hang the completed octopi from the ceiling or in the windows.
Warm Up Your Brain

Play “Crab Walk.” Children sit on the floor and lean back on their hands to balance. They keep their feet flat on the floor and lift their bottoms while moving sideways like crabs.

Ocean Mural

Read and discuss Gingerbread Boy’s message.

Gather children in a semi-circle with the blue mural paper in the center.

Say: **Let’s pretend this is the ocean!** The ocean is home to many water animals. That’s why we should take good care of it. **What kinds of things might be harmful to the animals in the ocean?** Discuss objects that pollute the ocean and are harmful to marine life.

Continue: **Let’s create a giant ocean picture.** So far we have water. **What else do we need in the ocean? (animals)** Right, we need ocean animals.

Distribute the Picture Cards. Volunteers show and identify their Picture Cards then illustrate their animals in the ocean. They place their Picture Cards in a pocket chart as they finish.

Indicate the sentence stem: “My favorite ocean animal is (blank) because (blank).

Say: Here is a sentence you need to help finish. (Read the sentence stem.) **Think about which of the animals in our ocean is your favorite. Find the Picture Card, bring it to the sentence and tell us why that animal is your favorite.** A volunteer reads the sentence stem with your assistance, then places his or her Picture Card back in the pocket chart and chooses the next volunteer.

Display the class mural in the classroom or hallway.

Materials

- Dragon
- Picture Cards: clam, crab, dolphin, fish, jellyfish, lobster, manatee, octopus, seahorse, seal, shark, shrimp, squid, starfish, turtle, whale
- Mural paper painted blue or blue bulletin board paper
- Prepared sentence strip
- Pocket chart
- Colored pencils, crayons, markers

LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.
Phonological Awareness: Syllables in Words

Say: Listen to these word parts, oc-to-pus. Let’s put them together, octopus. This time clap for the parts. Ready?


Introduce Oo, List Oo Words, ASL Oo

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

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

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

Indicate ABC for Gingerbread Boy and Me. Say: Here are pictures of things that begin with /o/.

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: octopus, /o/)
- 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 octopus. Indicate the word, octopus.)

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

Indicate the chart paper. Say: Let’s make a list of words that begin with the letter Oo. I’ll write the words on this chart paper so we don’t forget them. Children circle Oo in their words.

Encourage children to bring items (or pictures of items) from home that begin with /o/.

Materials

<table>
<thead>
<tr>
<th>□</th>
<th>None</th>
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Phonological Awareness

Counts and blends syllables in spoken words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print

UNIT 5
Dolphins and Whales

Indicate *Dolphins Are Not Fish!*. Say: *We learned that dolphins are not fish. Dolphins belong to the whale family. They are called “toothed whales” because they have teeth. Today we will read a book called *Humpback Whales*. Listen for how dolphins and whales are alike and how they are different.*

Indicate *Humpback Whales*. Say: *Humpback Whales is a nonfiction book. That means we will read true information about whales. *Humpback Whales* was written by Stephen Schutz, the same author who wrote *Dolphins Are Not Fish!**

Read *Humpback Whales*.

Children recall ways in which dolphins and whales are alike and how they are different. Discussion points may include:

- Neither are fish.
- They both have blowholes. Dolphins have one and whales have two.
- They both need to breathe air.
- They both feed their young.
- A baby dolphin and a baby whale are both called “calves.”
- Whales swim in pods. Dolphins also swim in pods. (not indicated in the dolphins book)
- Dolphins are smaller than whales.
- Dolphins have teeth; whales have baleen.
- Whales have markings on their tails. No two whales have the same markings.

Allow time for the children to ask questions about dolphins and whales and discuss the importance of protecting our oceans from pollution.

Sink or Float?

Identify an assortment of small objects. Indicate the two containers labeled “sink” and “float.”

Say: *Sometimes when you are in a pool you might like to float on top of the water. What can you use to help you float? (Discuss briefly) Some objects can also float in water and others sink, or go to the bottom. Let’s predict if each of these objects will sink to the bottom or float on top of the water. We’ll test the objects to see if our predictions are correct.*

- Indicate an object. Children predict if it will sink or float and explain why.
- A child places the object in the water.
- Check the prediction, and place the object in either the “sink” or “float” container.
Warm Up Your Brain

Children follow your directions to perform animal actions:

- Jiggle like a jellyfish.
- Creep like an ocean snail.
- Walk forward, backward, and sideways like a crab.
- Blow air out of your blowhole like a dolphin.
- Swim like a fish.

Rhyming Words: “Down By the Bay”

Read and discuss Gingerbread Boy’s message.

Explain: Watermelons are a type of fruit. They grow best in warm sandy soil. Stand if you like to eat watermelon. Children who like watermelon stand, then sit. Continue: Here is a silly song about watermelons. It’s called “Down By the Bay.” A bay is a body of water with land around it that opens to the sea. A bay is not nearly as large as an ocean, but it is home to many small water animals such as crabs, fish, ducks and frogs. Are you ready to go down by the bay? Play Sing-Along Volume 2, Track 9. Children listen and sing along. They create simple actions to accompany the song.

Say: The animals did funny things in that song. Let’s see if we can remember them and finish the rhymes. Ready? Did you ever see a:

- pig dancing a _______ (jig)
- bear wearing _______ (underwear)
- cow taking a _______ (bow)
- snake baking a _______ (cake)
- frog walking a _______ (dog)
- goat driving a _______ (boat)

Ask the following questions and accept responses:

- Does pig rhyme with jig?
- Does cow rhyme with bow?
- Can a snake bake a cake?
- Can a frog walk a dog?
- Why is this song silly?

Explain: Sometimes people write books and songs in which animals do things only people can really do.

Down By the Bay

Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
“Did you ever see a pig dancing a jig?”
Down by the bay.

Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
“Did you ever see a fox pulling an ox?”
Down by the bay.

Down by the bay…

… “Did you ever see a bear wearing underwear?”
… “Did you ever see a cow taking a bow?”
… “Did you ever see a snake baking a cake?”
… “Did you ever see a frog walking a dog?”
… “Did you ever see a goat driving a boat?”
Phonological Awareness/Phonics:
Words in a Sentence

Say: Listen to this sentence. The whale is in the water. (Children repeat.)
Ask: How many words are in the sentence? Let's check. Select a child to represent each word in the sentence. Stand behind each child as you say the sentence together. Clap and count the number of words in the sentence. Explain that the spaces between the children are like the spaces we leave between words when we write. Discuss the reason for them.

Repeat for Ducks fly and swim, I want to swim with the dolphins, and I see fish in the ocean.

Introduce Final /d/

Display and identify the Dd and Oo Letter Cards in the top row of a pocket chart. Indicate the duck Picture Card. Ask: Does duck begin with /d/ or /o/? (A volunteer places the Picture Card under Dd.) Repeat for door.

Grandmother says: Let's sing a song to help us remember /d/.

Sing “Where Is /d/?” Each time /d/ or letter Dd is used children make the Dd hand sign.

Ask: Do you know that /d/ can be at the beginning of a word OR at the end of a word? Listen for /d/ in this word, mud. (Emphasize /d/ at the end.) Now you say it: mud. Where do you hear /d/ in mud? (at the end) Say, mud.

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

Say: Listen to these words. If you hear /d/ at the end, gently clap your partner’s hands. Overemphasize /d/ in the following words: bird, red, ham, bread, nose, and seed.

Indicate the octopus Picture Card. Ask: Does octopus begin with /d/ or /o/? (A volunteer places the octopus Picture Card under Oo.) Repeat for ostrich.

Grandmother asks: Why don’t we sing a song to help us remember /o/?

Sing “Where Is /o/?” Each time /o/ or letter Oo is used children make the Oo hand sign.
Teacher’s Literature Choice: Caring For The Ocean

Indicate your choice of book about caring for the ocean. Introduce the author and illustrator and the children define their roles. Picture-walk through the book as children describe the illustrations and explain how they support the text. Read the book, and encourage the children to ask questions as you read.

Discuss how we can easily research answers to our questions in books and online when we don’t have the answers. Demonstrate as time allows.

Introduce “Find the Clover”

Choose two volunteers to demonstrate how to play “Find the Clover.” They place their playing pieces on the space in the top left of the game board.

Each player starts with two “sheep” in his or her fenced area. The children take turns spinning the spinner and moving the corresponding number of spaces along the path.

If they land on a sheep, they collect one “sheep” and place it into their corral. If a player lands on the +2 or +1 space, he or she moves forward that number of additional spaces. If a player lands on -1 or -2, he or she goes back that number of spaces. When players reach the field of clover at the end of the path, they count their “sheep,” and the player with the most “sheep” wins.

Add the game to your Exploration activities for the children to enjoy.