

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

If you have questions or comments, please contact us.

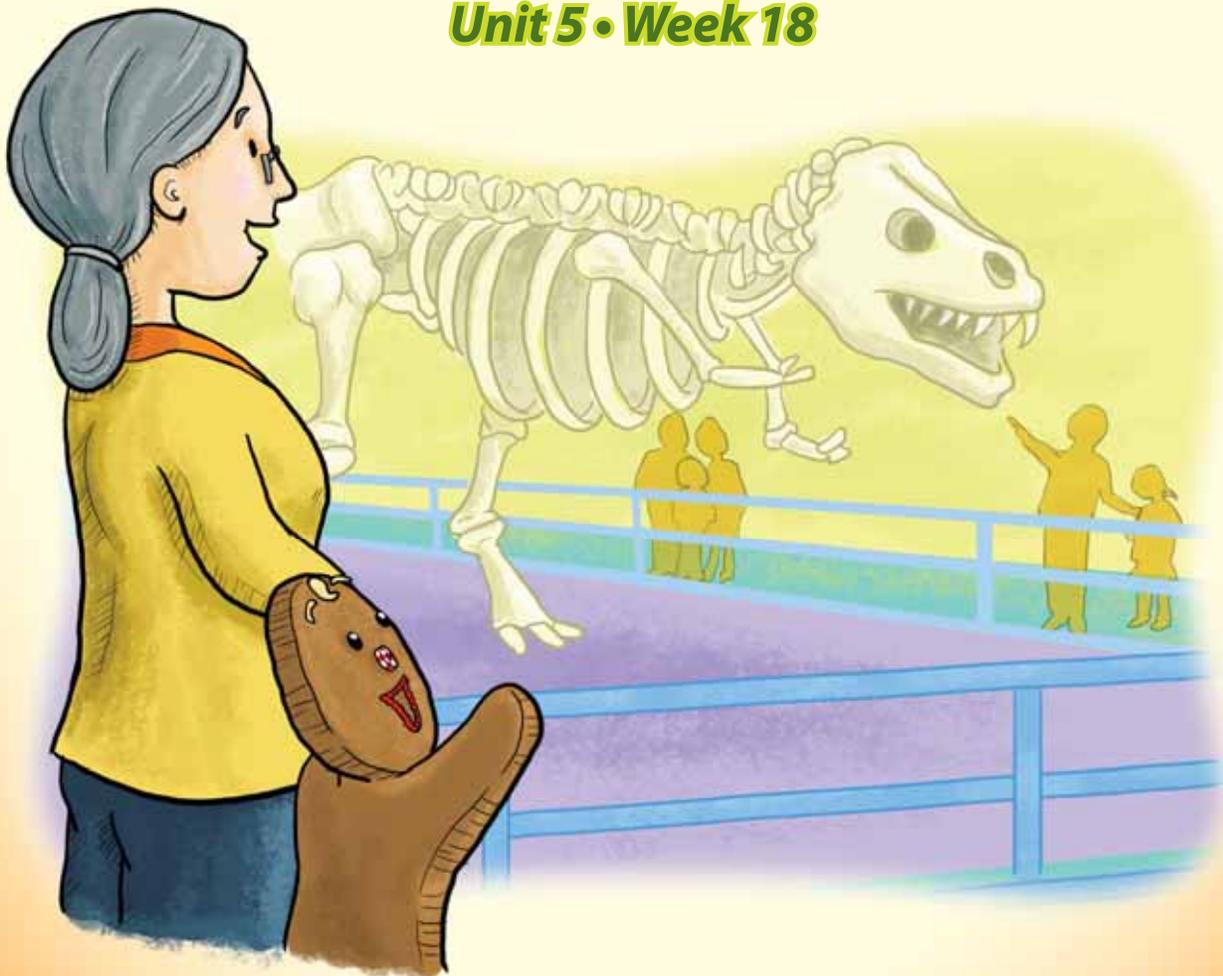
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Pre K **Second Edition!**

Dinosaurs

Unit 5 • Week 18





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Unit 5: Animals Everywhere

Week 18: Dinosaurs

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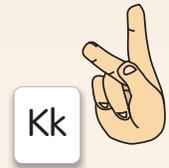
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Week 18: Dinosaurs

This week you will teach the children about many different species of dinosaurs and how, through the work of paleontologists and their discoveries, we have come to know about these extinct creatures. The children will also:

- learn /k/ and identify initial and final /k/ words
- discover just how large some dinosaurs were
- find out why a dinosaur wouldn't be a good classroom pet
- become familiar with dinosaur names and create dinosaur names of their own
- make their own fossils
- vote for their favorite dinosaur book of the week
- distinguish between true and not true



Starfall Books & Other Media

Dinosaurs by Brandi Chase

Nonfiction Read-Along Audio CD

Dinosaur Poster

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 and 2



Preparation

As part of the Gathering Routine in Weeks 18 and 19, place the Emotion Cards in a pocket chart. A volunteer chooses a card, identifies the emotion, and matches it to the Emotions Poster. He or she then makes the corresponding facial expression and the class repeats. If time allows, discuss times the children may have experienced the emotion(s).

Sometime during the week, surprise the children by creating a volcano at the sand table. Form a mound of sand around a sturdy paper cup containing 1/4 cup baking soda. In another container, mix 1 cup water, 2/3 cup vinegar, 1/3 cup dish washing liquid, and several drops of red food coloring. Slowly add this mixture to the paper cup. Be prepared for the eruption to occur immediately!

Prior to Day 1, gather books about dinosaurs that feature tyrannosaurus rex, and prepare music choices for this week's "Warm Up Your Brain" and "Freeze-a-Roo" activities.

Include available dinosaur and dragon puzzles as choices for *Small Group & Exploration* this week.

Optional: Allow children to take photos of each other's faces. Trim them for children to glue to the faces of their dinosaur illustrations on Day 2.



Day One

Morning Meeting — Prepare a length of rope or yarn that measures forty feet.

Small Group — Draw and cut out two dinosaur footprints approximately 17" long by 13" wide from butcher paper. Plant-eater dinosaur footprints work best.

Prepare to paint the bottom of one foot of each child with tempera paint. Provide newspaper for children to stand on as they wait for others to finish, and have a tub of water and paper towels available for easy cleanup.



I read a book about dinosaurs. Could we get a dinosaur for a class pet?

Your pal,
Gingerbread Boy

Day 2**Day Two**

Save the list of the children's dinosaur names from today's *Morning Meeting* for use in *Small Group*.

Day Three

Morning Meeting — Plan to have enough small dog bone treats for each child to use one or two, and enough play dough for each child to form a fossil. You will also need newspaper or a place mat for each child.

Story Time — Choose a dinosaur book and a dragon book to read and compare. Suggestions include:

- *Dazzle the Dinosaur* by Marcus Pfister
- *Digging Up Dinosaurs* by Alikei
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen
- *How Do Dinosaurs Say Good Night?* by Jane Yolen

Small Group — You will use the 3D Shape Picture Cards: *cube*, *sphere*, *cylinder*, *cone*, *pyramid*, and *rectangular prism*. Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, and a cheese wedge or tip of a sharpened pencil.

Day Four

Circle Time — Have the list of /k/ words from Day 3 available.

Small Group — You will need the Teacher's Literature Choice dragon book and play dough for each child.

Optional: Provide plastic dinosaurs to create imprints.

Day Five

Morning Meeting — Children will use a plastic bone or a pencil for "Dinosaur, Dinosaur, Where's Your Bone?"

Story Time — Gather all dinosaur books you have read this week for children to choose their favorite.

Circle Time — Prepare a set of cards for each child with the letters *D*, *E*, *F*, *M*, *K*, and *O*. (Use index cards or create Letter Cards using the ABC Generator on Starfall.com.)

It would be funny to have a dinosaur name. My name could be Gingerosaurus!

Love,
Gingerbread Boy

Day 3

I learned so many new dinosaur words. My favorite is fossil! What is yours?

Your friend,
Gingerbread Boy

Day 4

What if you woke up one morning and found a baby dinosaur in your yard?

Your pal,
Gingerbread Boy

Day 5

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Dinosaur Poster

List problems of having a dinosaur as a classroom pet



Gingerbread Boy's Message

Dinosaur Poster

Create and discuss dinosaur names



Vocabulary: paleontologist

LEARNING CENTERS

Circle Time

Phonemic Awareness:
Alphabetical Order

"The Alphabet Song"

"Kittens" riddle

Introduce and listen for /k/

"Three Little Kittens"

Phonological Awareness:
Words in a Sentence

Introduce Kk



ABC for Gingerbread Boy and Me

Identify initial /k/ words

Story Time

Dinosaurs

Nonfiction

"Dinosaur Dance"



Dinosaurs

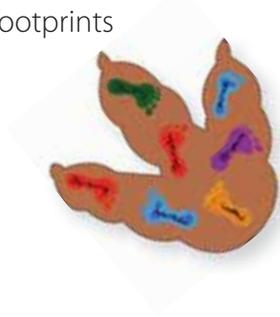
Vocabulary:

dinosaur, fossil, crest, asteroid, apatosaurus, stegosaurus, triceratops, corythosaurus, compsoognathus, tyrannosaurus rex



Small Group & Exploration

Dinosaur footprints



Children illustrate themselves as dinosaurs and write sentences using scribe writing or inventive spelling

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
Review dinosaur vocabulary
Create fossils

Gingerbread Boy's Message
Write a class story about a baby dinosaur

Gingerbread Boy's Message
"Dinosaur, Dinosaur, Where's Your Bone?"
"True or Not True"
Vocabulary: museum

LEARNING CENTERS

Phonemic Awareness:
Blend Consonant/Vowel/
Consonant
ABC for Gingerbread Boy and Me
List initial /k/ words
Introduce ASL sign for Kk
"Where Is /k/?"
"Three Little Kittens"

Kk



Phonological Awareness:
Syllables in Words
Introduce final /k/

Phonological Awareness:
Rhyming Words
Review initial /k/
"Where Is /k/?"

Teacher's Literature Choice:
Dinosaurs

Dinosaurs
"Ten Big Dinosaurs"
Dinosaur Picture
Cards



"Dinosaur Dance"
Children choose a favorite dinosaur book

Review 3D shapes

Make dinosaur imprints in play dough
Dinosaur Poster

Introduce "Dragon's Fort" (3-D Shapes Game)

WEEK 18

LEARNING CENTERS

Technology

Uses technology independently to explore concepts and gain information

Becomes familiar with interactive applications, games or activities

Understands common technology terms, such as computer, Internet, mouse, keyboard, device, tablet, and printer

Phonics & Word Recognition

Associates letters with their names and sounds

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Uses scribble writing or invented spelling to convey meaning

Writes own name

Explores letter-sound relationships while writing

Creative Arts

Shows appreciation for the creative work of others

Computer Center

Activity — Children enjoy *ABCs: D, Dinosaur Dance*, *I'm Reading: Fiction, "Dragon Goes to the Farm"* and review /o/ and reinforce /k/ at *ABCs: O* and *K*. They may also review *Geometry & Measurement: Measurement Activity*.

Interaction & Observation

- Computer use promotes intellectual development and helps bridge the gap between concrete and abstract thinking. Observations and anecdotes recorded over time provide insight into each child's growth.
- Observe and evaluate computer use. What language development is occurring? Which skills and concepts have the children mastered? How well can they focus on an activity?

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Each child chooses a color of play dough, creates his or her own dinosaur, and gives it a name.

Children place their dinosaurs on poster board and write their names (and the names of their dinosaurs) on them. Display the dinosaurs in the classroom or a hallway Dinosaur Museum so the children can observe and appreciate each other's art.

Optional: Children paint pictures of their favorite dinosaurs. Display *Dinosaurs* or classroom dinosaur books for reference.

Interaction & Observation

- Creating with play dough strengthens the muscles in children's hands as they develop fine motor coordination.

Materials

- Play dough of different colors, enough for each child to form a dinosaur
- Variety of plastic dinosaurs
- Pictures of dinosaurs
- 4" x 6" piece of poster board for each child



Library Center

Preparation — Include *Dinosaurs* after it is introduced on Day 2. Other book suggestions include:

- *Danny and the Dinosaur* by Syd Hoff
- *Dinosaur Bones* by Bob Barner
- *Dinosaurs!* by Gail Gibbons
- *First Dinosaur Encyclopedia* by Caroline Bingham

Activity — Children read and listen to *Dinosaurs* and enjoy other dinosaur and dragon books.

Interaction & Observation

- Discuss the books in this center with children to help them distinguish the differences between fiction and nonfiction.
- Provide opportunities for the children to share and explain their own thinking about nonfiction to enable them to learn and remember information.

Materials

- Dinosaurs* by Brandi Chase
- Nonfiction Read-Along CD
- Books about dinosaurs or dragons

Print Concepts

Connects oral language and print

Reading

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

Distinguishes between fiction and nonfiction

Dramatic Play Center

Activity — This center becomes an outdoor area. The children place blankets over chairs to create caves. They crawl along the floor, pretend to eat from trees, and use their imaginations to become cave-dwelling dragons and dinosaurs.

Interaction & Observation

- After you have read a dinosaur or dragon themed book, place it in the Dramatic Play Center for children to dramatize.
- Dramatization helps promote understanding of the text as well as expand the children's knowledge of the topic.

Materials

- Blankets
- Several chairs

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Encourage children to use their imaginations and building blocks to create a Dinosaur Land with caves, trees, dinosaurs, and rivers. They use pencils and paper to label their constructions.

Allow children to take photos to place in the Construction Center to inspire other builders.

Interaction & Observation

- Allow time before cleanup for other children to visit the Construction Center and view what has been created.
- Invite other classes to walk through the classroom on their way to lunch or outside play to provide an opportunity for children to inspire each other.

Materials

- Wooden blocks and other building toys
- Books about dinosaurs
- Pictures of dinosaurs in their habitats
- Pencils, paper
- Large and small plastic dinosaurs
- Digital camera or tablet

Technology

Uses a device to take pictures

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Social/Emotional Development

Assists classmates



Writing Center

Creative Arts

Shows appreciation for the creative work of others

Writing

Uses a combination of drawing, dictation, scribe writing, or invented spelling to convey meaning

Explores letter-sound relationships while writing

Activity — Present children with the following drawing and writing prompt: “How would a dinosaur’s home look?”

Children illustrate and dictate or write about a dinosaur’s home. Combine the pages into a class book and place it in the Library Center, or add them to the wall of your Dinosaur Museum for children in other classes to enjoy.

Interaction & Observation

- Frequent opportunities for children to write help provide practice in holding and controlling writing materials correctly, as well as to write for specific purposes.

Materials

- Manila paper for each child
- Pencils, crayons

Discovery Center

Science

Participates in scientific investigations

Uses tools and equipment to explore objects

Social/Emotional Development

Uses materials appropriately and puts them away

Activity — Bury plastic toy dinosaurs in the sand table. Children sift through the sand searching for dinosaurs you have buried using the tools provided, pretending they are paleontologists.

When they discover the dinosaurs, they use magnifying glasses to study and compare them to the pictures, to determine each kind of dinosaur through comparison. The children also make volcanos in the sand, and tracks with dinosaur feet.

Interaction & Observation

- Talk with children about different kinds of dinosaurs, noting similarities and differences.
- At cleanup time, remind the children to bury the dinosaurs for the next day.

Materials

- Sand table
- Small plastic dinosaurs
- Paleontologist/straw hats or caps
- Tools (brushes, digging tools, etc)
- Magnifying glasses
- Maps

Math Center

Math

Understands that numbers always represent the same quantity

Uses one-to-one correspondence to determine “how many”

Preparation — Create sets of “Dino Battle” cards by preparing 3"x5" index cards with various amounts (0 – 10) of stickers or dinosaur stamps on them. **Optional:** Place 5 to 50 small plastic dinosaurs in a clear plastic jar with a lid for children to estimate.

Activity — Each pair of children has a set of “Dino Battle” cards. Each player lays down the top card from his or her stack and they compare the number of dinosaurs to see which has the most. The child with the most collects both cards. If the cards are equal both children keep their own card. At the end of the game, the children count to learn who has the most cards (or they play for fun without counting at the end).

Interaction & Observation

- Model one-to-one correspondence frequently during daily routines to help children link numbers to each item in a set.
- Teach strategies for keeping track of counting. Demonstrate how to touch each sticker or stamp as it is counted and how to count across rows rather than skip around.

Materials

- 3"x5" index cards
- Dinosaur stickers or stamps
- Clear plastic jar
- Optional:** Small plastic dinosaurs

Gathering

Continue the Gathering Routine, then have a child or two each draw an Emotion Card, identify the emotion, match it to the Emotions Poster, and make the corresponding facial expression. The class repeats. Discuss times the children may have experienced the emotions as time permits.

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

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Morning Meeting

Warm Up Your Brain

Play "Dragon, May I?" Explain: **Dragon is the leader. He will give a direction and we will ask, "Dragon, may I?" before we follow it.** Dragon whispers the following directions:

- Sit criss-cross applesauce.
- Stand and hop three times.
- Pretend to climb up stairs.
- Take four steps backward.
- Take five steps forward.
- Jog in place.
- Jump up and down ten times.
- Lie on your stomach and pretend to swim.

Materials	
<input type="checkbox"/>	Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Speaking & Listening

Follows simple and multiple-step directions

I read a book about dinosaurs. Could we get a dinosaur for a class pet?
Your pal,
Gingerbread Boy

Introduce Dinosaurs

Read and discuss Gingerbread Boy's message.

Say: **Stand if you think a dinosaur would make a good class pet.** (Volunteers explain their choices.) Continue: **Roar like a dinosaur if you think a dinosaur would not make a good pet.** Assess prior knowledge as volunteers explain their choices.

Indicate the Dinosaur Poster. Volunteers identify the dinosaurs and objects. Encourage them to ask questions regarding the information on the poster.

Dragon whispers that he always wanted to be a dinosaur. He isn't a dinosaur, but he's excited to learn all about dinosaurs with the children this week.

Say: **Dinosaurs lived a long time ago. They needed the same things that other animals need to live. Do you think dinosaurs needed space to live? What other things do you think dinosaurs needed?** (water, food, air)

Ask: **Do you think a dinosaur would fit in our classroom? Let's find out.** Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

Materials	
<input type="checkbox"/>	Dinosaur Poster
<input type="checkbox"/>	Forty feet of rope or yarn
<input type="checkbox"/>	Dragon

Math

Measures length, weight, height, size, or capacity of one or more objects

Becomes familiar with standard and nonstandard measuring tools and their uses

Science

Notices similarities and differences among various living things

Shows curiosity by asking questions and seeking information



A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other or run out of space. Discuss potential problems that could arise from having a dinosaur as a classroom pet.

Social/Emotional Development

Recognizes and identifies emotions in self and others

LEARNING CENTERS

See Learning Centers for Week 18, pages 446–448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonemic Awareness: Alphabetical Order

Play *Sing-Along* Volume 1 Track 2. Children sing “The Alphabet Song.” Recite the alphabet, occasionally pausing for children to fill in the missing letters.

Materials

- Starfall Sing-Along* Volume 1

Alphabet Knowledge

Recites the alphabet in sequence

Introduce /k/

Say: **Look at the Alphabet Board. Let’s say the alphabet together.** (Indicate the letters as children recite the alphabet.) **We have learned several letters. Raise your hand if you can name one letter you have learned.** Volunteers respond to name letters that have stars posted above them.

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

Display the *kangaroo*, *kitchen*, *kite*, and *kitten* Picture Cards. Say: **Here is a picture of kittens.** (Children repeat, *kittens*.) **Kittens begins with /k/.** (Children repeat, /k/.) Repeat for *kangaroo* and *kitchen*. Continue: **Say, kite. What sound do you hear at the beginning of kite?** (/k/)

Say: **Listen to these two words, meow, kittens. Which one begins with /k/?** (*kittens*) **Kittens begin with /k/.** (Children repeat, /k/.) **Listen again: net, kite. Which one begins with /k/?** (*kite*)

Say: **Let’s pretend we are kittens.** (Children meow.) Continue: **Listen to these words. If you hear /k/ at the beginning, meow like a kitten. If the word doesn’t begin with /k/, put your finger to your mouth. Ready?** Use *king*, *tent*, *key*, *puppy*, *mother*, *kind*, and *kitchen*.

Indicate *Nursery Rhymes* pages 44 - 45, “Three Little Kittens.” Children describe the illustrations, then you read the text. They stand when they hear the word *kittens*.

Encourage children to listen for /k/ today.

Materials

- Grandmother
- Starfall’s Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *kangaroo*, *kitchen*, *kite*, *kitten*
- Pocket chart

Kittens

*We are baby animals.
We have whiskers and love to purr.
Our mother is a cat.
Our name begins with /k/.
What are we?*



Alphabet Knowledge

Recites the alphabet in sequence

Recognizes and names most letters of the alphabet

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Story Time

Dinosaur Dance

Ask: **Did you know no one has ever seen a dinosaur? When dinosaurs lived there were no people yet! What do you think dinosaurs did all day? Do you think they ever danced? Here's a song called "Dinosaur Dance." Let's pretend to be dancing dinosaurs!**

Play *Sing-Along* Volume 2 Track 8. The children listen and dance to "Dinosaur Dance." Allow them to take turns dancing with Dragon.

Indicate *Dinosaurs*. Locate the title and author. Explain this is a nonfiction book that contains real information about dinosaurs.

Read *Dinosaurs*.

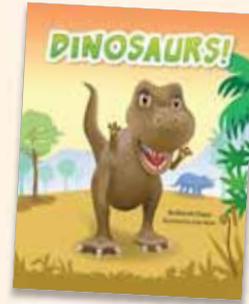
Partner the children and say: **Talk with your partner about how they think dinosaurs looked.** Volunteers share with the class.

The children change partners and discuss how dinosaurs and people are alike. Volunteers share with the class.

The children change partners again and discuss what they learned about dinosaurs. Volunteers share.

Materials

- Starfall Sing-Along* Volume 2
- Dinosaurs* by Brandi Chase
- Dragon



Approaches to Learning

Reflects on what has been learned

Creative Arts

Participates in a variety of dance and movement activities with or without props

Language Development

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

Reading

Recalls important facts from informational text

Science

Compares, contrasts, and classifies objects and data

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

Notices changes in living things over time

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Uses measurable attributes to compare objects

Uses numbers to predict, estimate, and make realistic guesses

Social/Emotional Development

Demonstrates self-help skills

Small Group & Exploration

Create Dinosaur Footprints

Indicate two dinosaur footprints. Say: **These are footprints from a plant-eating dinosaur. Are they bigger or smaller than your feet?** (They are much bigger.) **Take off one of your shoes and look at it.** (Children do this.) Ask: **How many of your shoes would fit inside these dinosaur footprints?** (Children estimate.)

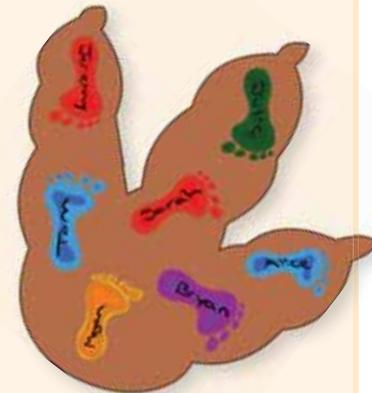
Paint the bottom of one foot of each child. Assist children in placing their feet inside the dinosaur footprints. Use a marker to add their names.

As children finish, they stand on newspaper. When all are finished use water and paper towels to wash their feet.

Display the finished footprints in the classroom or hallway.

Materials

- Prepared dinosaur footprints
- Tempera paint in a variety of colors
- Paintbrushes
- Newspaper
- Tub of water and paper towels
- Marker



Creative Arts

Participates in a variety of dance and movement activities with or without props

Expresses concepts, ideas or feelings through movement

It would be funny to have a dinosaur name. My name could be Gingerosaurus!
Love,
Gingerbread Boy

English Conventions

Recognizes first letter of names is capitalized

Science

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

Notices changes in living things over time

Social/Emotional Development

Seeks assistance from adults or classmates

Vocabulary

Discusses words and word meanings

Social/Emotional Development

Recognizes and identifies emotions in self and others

Morning Meeting

Warm Up Your Brain

Play "Dinosaurs, Dragons, and Dancers." Discuss, demonstrate, and practice moving like dinosaurs and dragons. Contrast this with how dancers move. Explain that you will play music and say "dinosaurs," "dragons," or "dancers." When you say "dinosaurs" the children stomp to the music. When you say "dragons" they pretend to breathe out fire. When you say "dancers" they move lightly.

Materials

- Teacher's choice of music
- Dragon

Dinosaur Names

Read and discuss Gingerbread Boy's message.

Recall the rope (yarn) activity from Day 1. Say: **Dinosaurs were the biggest animals ever to live on Earth. Some were bigger than elephants or buses.**

Materials

- Dinosaur Poster
- Chart paper
- Marker

Indicate the Dinosaur Poster. Engage children in a discussion to:

- identify the various dinosaurs pictured
- identify the objects to which dinosaurs are compared

Ask: **Could dinosaurs and people live together?** Discuss why or why not.

Explain: **The word *dinosaur* means *great lizard*. Scientists called *paleontologists* have discovered very large dinosaur bones. They could tell the bones are millions of years old. The paleontologists could also tell how big dinosaurs were from the bones. The scientist who discovers the dinosaur bones gets to name the dinosaur.**

- **Some dinosaurs were named after paleontologists.**
- **Some dinosaurs were named for friends of paleontologists.**
- **Some dinosaurs were named after the places they were discovered.**
- **Some dinosaurs were named because of how they looked. For example, an iguanodon has teeth like an iguana.**

Say: **Gingerbread Boy said his dinosaur name could be *Gingerosaurus*. Dragon said his dinosaur name could be *Dragonosaurus Rex*. Let's give ourselves dinosaur names. What is yours?** Children take turns revealing their dinosaur names. Classmates may assist children to create dinosaur names as you list them on chart paper. Save the list for use in Small Group.

LEARNING CENTERS

See Learning Centers for Week 18, pages 446-448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Materials

 None

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. I have three kittens. Now, you say it.** (Children repeat the sentence.) **Listen again.** Repeat the sentence, *I have three kittens.* Ask: **How many words did you hear?** (Children respond.)
Let's check.

Assign one child to each word in the sentence to stand in front of the class. Stand behind each child as you repeat the sentence, *I have three kittens.* Repeat for *I have a kitten for a pet.* Explain that the spaces between the children are similar to the spaces we leave between words when we write.

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Introduce Kk

Ask: **What sound do you hear at the beginning of kittens?** (/k/)

Indicate the Kk Letter Card.

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

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

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

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

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

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

Materials

 Letter Card Kk

 Star

 Grandmother

 ABC for Gingerbread Boy and Me by Starfall

Phonics & Word Recognition

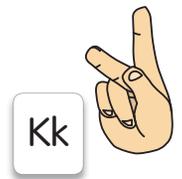
Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Recognizes relationship between illustrations and text



Story Time

Dinosaurs Vocabulary

Indicate *Dinosaurs*. Say: **This book includes several new vocabulary words. Let's talk about some of them.**

Place the Picture Cards face down in a pocket chart. A volunteer reveals one. Identify the vocabulary word and children repeat. Briefly discuss its meaning. Repeat until all words have been introduced.

Materials

- Dinosaurs* by Brandi Chase
- Bag or basket
- Picture Cards: *apatosaurus*, *asteroid*, *compsognathus*, *corythosaurus*, *crest*, *dinosaur*, *fossil*, *paleontologist*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*
- Tape or push pins

Science

Shows curiosity by asking questions and seeking information

Compares, contrasts, and classifies objects and data

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

Notifies changes in living things over time

Vocabulary

Uses illustrations and context to determine word meaning

Comprehends increasingly complex and varied vocabulary



dinosaur

an animal that lived millions of years ago



fossil

part of an animal or plant from a long time ago, found in earth or rocks



crest

a growth on top of an animal's head, such as feathers, fur, or a bone



asteroid

a big rock that circles the sun



paleontologist

a scientist who studies fossils to learn about animals and plants from long ago



apatosaurus

a plant-eating dinosaur with a long neck and tail and a small head



stegosaurus

a plant-eating dinosaur



triceratops

a three-horned plant-eating dinosaur



corythosaurus

a duck-billed dinosaur with a crest on its head



compsognathus

a meat-eating dinosaur



tyrannosaurus rex

a meat-eating dinosaur, known as the king of dinosaurs

Read *Dinosaurs*. Children raise their hands when they hear vocabulary words.

Place the Picture Cards in a bag or basket for use on Day 3.

Small Group & Exploration

Dinosaur Illustrations

Indicate Dragon and say: **Let's pretend Dragon is a dinosaur.** Choose a child to stand next to Dragon.

Ask: **How are (child's name) and Dragon alike?** (Both have eyes, arms, legs, teeth) **How are they different?** Discuss.

Explain: **Today you will pretend YOU are a dinosaur and you will illustrate yourself as a dinosaur in your Writing & Observation Journal!**

Distribute Writing & Observations Journals.

The children illustrate themselves as dinosaurs. They write their own sentences to explain their illustrations using scribble writing or inventive spelling. They read their sentences and you write them correctly underneath their writing. Model basic writing conventions such as beginning the sentence with a capital letter, leaving spaces between words and ending with a period.

Label the children's papers with their dinosaur names.

Optional: Allow the children to take digital photos of each child's face. Print them out and trim them for children to glue to the faces of their dinosaur illustrations.

Materials

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Dinosaur names from Morning Meeting |
| <input type="checkbox"/> | Drawing paper |
| <input type="checkbox"/> | Crayons, markers, pencils |
| <input type="checkbox"/> | Writing & Observation Journals |
| <input type="checkbox"/> | Dragon |

Approaches to Learning

Brings a teacher-directed or self-initiated task, activity, or project to completion

Science

Observes similarities and differences in living and nonliving things

Writing

Uses writing tools and materials

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Uses appropriate writing conventions with adult assistance

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Sing "Dino Pokey" to the melody of "Hokey Pokey."

Dino Pokey

You put your claws in,
You put your claws out,
You put your claws in,
And you shake them all about.

You do the Dino Pokey
And you turn yourself around
That's what it's all about!

(Repeat with feet, teeth and head.)

Creative Arts

Enjoys participating in a variety of music activities

Experiences different moods, tempos, and rhythms in music activities

I learned so many new dinosaur words.
My favorite is fossil!
What's yours?
Your friend,
Gingerbread Boy

Print Concepts

Connects oral language and print

Science

Uses tools and equipment to explore objects

Participates in scientific investigations, analyzes, draws conclusions, and communicates results

Notices changes in living things over time

Social/Emotional Development

Demonstrates self-help skills

Vocabulary

Discusses words and word meanings

Fossils

Read and discuss Gingerbread Boy's message.

Indicate the bag or basket containing the Picture Cards. A volunteer draws one.

- Identify the picture and children repeat.
- Identify the beginning letter.
- Attach the Picture Card under the corresponding letter on your Alphabet Board.

Say: **Gingerbread Boy said his favorite word is fossil. Paleontologists found fossil skeletons or bones of dinosaurs in stones or rocks. They used special tools to scrape away the stone and take the bones out. Then they put the bones together like a puzzle to see how the dinosaur would have looked. Let's see how a fossil might look.**

Distribute newspaper or a place mat and play dough to each child.

- Children flatten their play dough.
- Distribute a dog bone treat or two to each child.
- Children push the treats into their play dough.
- They remove the dog bone treats and observe the prints left in their play dough using magnifying glasses.

Explain: **This is how dinosaur fossils were formed. Bones made prints in the mud. The mud hardened and bones became rock or stone. Paleontologists learned about dinosaurs by studying the fossils.**

Discard the dog bone treats and place the molds in a safe place. Children check them in a day or two and notice they have hardened the way fossils do.

Allow the children to wash their hands.

Materials

- Picture Cards: *apatosaurus, asteroid, compsognathus, corythosaurus, crest, dinosaur, fossil, paleontologist, stegosaurus, triceratops, tyrannosaurus rex*
- Tape or pins
- Play dough for each child
- Small dog bone treats
- Newspaper or place mat for each child
- Magnifying glasses



LEARNING CENTERS

See Learning Centers for Week 18, pages 446–448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Social/Emotional Development

Recognizes and identifies emotions in self and others

Circle Time

Phonemic Awareness: Blend Consonant/Vowel/Consonant

Say: **Listen to these sounds, /d/ /o/ /t/. Now you say them.** (Children repeat, /d/ /o/ /t/.) **Now blend the sounds together to form a word, /d/ /o/ /t/, dot. Let's try some more.** Repeat for /n/ /a/ /p/ *nap*, /m/ /e/ /n/ *men* and /d/ /a/ /d/ *dad*.

Materials

None

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

List Kk Words, ASL Kk

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with *Kk*. Say: **Let's make a list of words that begin with the letter Kk. I'll write the words on this chart paper so we don't forget them.**

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

Say: **We have learned the letter Kk and /k/. Now let's learn to make the letter Kk with our fingers.**

Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Kk*. Say: **This is the letter Kk in sign language. Now you try it. Children sign Kk.**

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

Grandmother says: **Let's play a game. Listen to these words. If the word begins with /k/ give a thumbs up.**

(Demonstrate) **If the word doesn't begin with /k/, give a thumbs down.**

(Demonstrate) **Ready?** Use *keep, keyhole, doll, kiss, kind, octopus, farm,* and *kitty*.

Play *Nursery Rhymes* Audio CD Track 43. Children sing "Three Little Kittens."

Materials

ABC for Gingerbread Boy and Me by Starfall

Chart paper

Marker

Starfall American Sign

Language Poster

Grandmother

Starfall's Selected Nursery

Rhymes (Book & Audio CD)

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

Print Concepts

Connects oral language and print

Where Is /k/?

(Melody: *Where Is Thumbkin?*)

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in kitten, /k/ in kitchen

/k/ /k/ /k/, Kk, Kk, Kk.



Observe & Modify

/k/ can be confusing to children since it is produced by both Cc and Kk. Help them to better understand by creating a chart with two columns, one for Cc and one for Kk. Remind them that Cc stands for the /k/ in *cat*, and Kk stands for the /k/ in *kitten*. Write the words in the corresponding columns. Continue with other CC and Kk words if more clarification is required.

Story Time

Teacher's Literature Choice: Dinosaurs and Dragons

Indicate your choice of a dinosaur book and a dragon book, and identify the authors and illustrators. Picture-walk as children discuss the illustrations. Volunteers point to where the text begins on each page. Read both stories, pausing briefly to introduce new vocabulary as it is encountered. Ask and answer questions about the stories.

Say: **Let's compare these two books. Who remembers what *compare* means?** (Volunteers respond.) **Yes, when we compare things we tell how they are alike.** Children discuss similarities in the two books.

Continue: **Now let's contrast the two books. Who remembers what it means to *contrast*?** (Volunteers respond.) **Right, when we contrast we talk about things that are different.** Children discuss differences in the two books.

If time allows, the children vote by a show of hands which book they liked better.

Materials

- Teacher's choice of book about dinosaurs and dragons

Print Concepts

Shows where print begins on a page

Recognizes relationship between illustrations and text

Reading

Identifies the role of author and illustrator

Asks and answers questions about key elements in a text

Identifies basic similarities in and differences between two texts

Vocabulary

Discusses words and word meanings

Math

Recognizes and identifies basic three-dimensional shapes

Describes and compares basic shapes

Identifies shapes regardless of their orientations or size

Small Group & Exploration

Review 3D Shapes

Indicate the 3D Picture Cards displayed in a pocket chart and the children assist to identify each shape. Ask: **Who remembers how these 3D shapes are different from shapes like circles, triangles, squares, and rectangles?** (Volunteers respond.) Children should understand that 3D shapes are not flat like circles, triangles, squares, and rectangles.

Choose a volunteer to reach into the paper bag and pull out an object. Ask: **Which 3D shape does this object look most like?** Classmates may assist to determine the correct answer.

When the answer has been determined say: **Let's be 3D shape detectives!** Volunteers find other objects in the classroom with the same shape.

Repeat for each of the objects in the bag.

Materials

- 3D Shape Picture Cards:
cube, sphere, cylinder, cone, pyramid, rectangular prism
- 3D shape items: Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil placed in a paper bag
- Pocket chart

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Materials

Dragon

Warm Up Your Brain

Children pretend to go on a dinosaur hunt. Clap your hands on your legs to sound like footsteps. Every minute or so announce an obstacle and model the corresponding movement for children to perform. Suggestions:

- **Big stones!** (leap)
- **Caves!** (crawl)
- **Mountains!** (climb)
- **Swamps!** (stomp)
- **Logs!** (walk on tiptoes)

Gross Motor Skills

Combine a sequence of large motor skills

Math

Understands directionality, order, and position of self and objects in space

Social Studies

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations

Speaking & Listening

Follows simple and multiple-step directions

What if you woke up one morning and found a baby dinosaur in your yard?
Your pal,
Gingerbread Boy

Approaches to Learning

Approaches tasks, activities and problems with creativity

Writing

Contributes to a shared writing experience or topic of interest

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Uses appropriate writing conventions with adult assistance

Write a Class Story

Read and discuss Gingerbread Boy's message.

Volunteers respond to the following questions:

- **What would you feed a baby dinosaur?**
- **Where would a baby dinosaur sleep?**
- **What story do you think a baby dinosaur would like to hear?**
- **What might you play together?**
- **What do you think a baby dinosaur might say to you?**
- **How do you suppose a dinosaur could get into your yard?**

Indicate the chart paper. Say: **Let's write a story about what might happen if a baby dinosaur came to our classroom to visit.**

Write "Once upon a time a baby dinosaur came to our classroom." Volunteers offer responses to continue the story. Add their suggestions to the chart paper, modeling basic writing conventions such as leaving spaces between words, beginning sentences with capital letters, and ending them with periods. Periodically read the story so children hear its progress. Lead them to offer a conclusion, then read the completed story.

Materials

Chart paper

Markers



Observe & Modify

If children have difficulty suggesting sentences, help them by asking questions such as "What book do you think the baby dinosaur might want us to read?" or "At which Learning Center do you think the baby dinosaur would like to play?"

Social/Emotional Development

Recognizes and identifies emotions in self and others

Phonological Awareness

Counts and blends syllables in spoken words

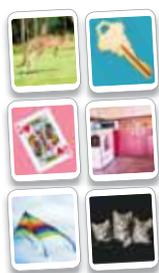
Phonics & Word Recognition

Associates letters with their names and sounds

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

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 18, pages 446-448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Materials

- None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *di-no-saur*. Now, put them together, *dinosaur*. This time clap for the parts. Ready? *di-no-saur*** (clap, clap, clap). Children say, *dinosaur*. Repeat with *drag-on*, *kit-tens*, *kid*, *ket-tle*, *fos-sil* and *dig*.

Introduce Final /k/

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

Review the ASL hand sign for Kk.

Gather children in a semicircle. Indicate the *kangaroo*, *key*, *kitchen*, *kite*, *king*, and *kitten* Picture Cards and place them on the floor as volunteers identify the pictures.

Grandmother says: **Look closely at these pictures that begin with /k/. I will take one away. You tell what is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children determine which card is missing. Repeat several times.

Grandmother asks: **Did you know Kk can be at the beginning of a word OR at the end of a word? Listen for /k/ in this word, *pick*.** (Emphasize /k/ at the end.) **Now you say it, *pick*. Where do you hear /k/ in *pick*? Right, it's at the end. Say, *pick*.**

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

Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in *sick*, *black*, *take*, *off*, *cake*, and *trick*.

Sing "Where Is /k/?"

Materials

- Grandmother
- List of Kk words from Day 3
- Picture Cards: *kangaroo*, *key*, *king*, *kitchen*, *kite*, *kitten*

Where Is /k/?

(Melody: *Where Is Thumbkin?*)

Where is /k/? Where is /k/?
Here I am. Here I am.
/k/ in kitten, /k/ in kitchen
/k/ /k/ /k/, Kk, Kk, Kk.



Observe & Modify

If peeking is a problem, cover the Picture Cards with a small cloth or paper.

Story Time

“Ten Big Dinosaurs”

Sing “Ten Big Dinosaurs.”

Indicate and name the Picture Cards.

Indicate *Dinosaurs*. Say: **This book will teach us about seven different kinds of dinosaurs.**

Distribute the dinosaur Picture Cards to seven volunteers. Continue: **When you hear the name of the dinosaur you are holding come stand in the front of the room as we read about it.**

Read *Dinosaurs*.

Prompt volunteers, if needed, to come forward and stand in a line as you identify each dinosaur.

Say: **Let’s see if we can remember the names of these dinosaurs.** The child holding the first dinosaur Picture Card raises it and you ask: **Which dinosaur did we read about first?** Assist the children to identify the dinosaur.

Continue: **Which dinosaur did we read about second?** Repeat for the third, fourth, fifth, sixth, and seventh dinosaurs.

Materials

- Dinosaurs* by Brandi Chase
- Picture Cards: *apatosaurus*,
compsognathus, *corythosaurus*,
stegosaurus, *triceratops*,
tyrannosaurus rex

Ten Big Dinosaurs

(Melody: “Ten Little Indians”)

*One big, two big, three big dinosaurs,
Four big, five big, six big dinosaurs,
Seven big, eight big, nine big dinosaurs,
Ten big din-o-saurs!*

Math

Understands and uses ordinal numbers

Reading

Recalls important facts from informational text

Vocabulary

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



Small Group & Exploration

Create Dragons

Children reference the Teacher’s Literature Choice dragon book from Day 3, and use Dragon as a model as they create their own dragons with play dough. They may also make imprints in the play dough with small plastic dinosaurs if available.

As they complete their projects, children compare their dragons to their dinosaurs in the Dinosaur Museum.

Materials

- Teacher’s Literature Choice
dragon book from Day 3
- Play dough
- Dragon
- Optional:**
- Small plastic dinosaur toys

Approaches to Learning

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

Creative Arts

Creates original artwork that reflect thoughts, feelings, experiences, or knowledge

Shows care and persistence in a variety of art projects

Morning Meeting

Materials

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

Warm Up Your Brain

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

Say: **Pretend you are a:**

- **roaring dinosaur**
- **baby dinosaur hatching from an egg**
- **dinosaur stomping through a swamp**
- **sleeping dinosaur**

Say: **Now pretend you are a fire-breathing dragon and:**

- **fly high up in the air**
- **sleep in your cave**
- **breathe out fire**

Materials

- Plastic dog bone (or a pencil)

"Dinosaur, Dinosaur" and "True or Not True"

Read and discuss Gingerbread Boy's message.

Explain: **Gingerbread Boy could see real dinosaur bones at a museum! A museum is a building people visit to see and study important objects like fossils or art.**

Say: **Let's play a fun game called "Dinosaur, Dinosaur, Where's Your Bone?"** This game is played like "Doggie, Doggie, Where's Your Bone?"

- Place the toy bone under a chair in the front of the room. One child assumes the role of the dinosaur and sits in the chair, facing away from the other children.
- Tap a child on the shoulder. This child quietly goes forward to remove the bone from under the chair, returns to his or her place, and sits on the bone to hide it.
- Children chant "Dinosaur, Dinosaur, Where's Your Bone?"
- The dinosaur has three chances to guess who has the bone.
- The child with the bone becomes the next dinosaur.

"Dinosaur, Dinosaur, Where's Your Bone?"

*Dinosaur, Dinosaur,
where's your bone?
Somebody took it
from your home.
Guess who.
Was it you?
Or was it someone
from the zoo?*

Gross Motor Skills

Combine a sequence of large motor skills

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

Listening & Speaking

Follows simple and multiple-step directions

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.
Love,
Gingerbread Boy

Language Development

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

Reading

Recalls important facts from informational text

Vocabulary

Comprehends increasingly complex and varied vocabulary

Play “True or Not True.” Say: **Let’s think about what we have learned about dinosaurs. If you hear something that is true, roar like a dinosaur. If you hear something that is false, or not true, shake your head “no.”** Use the following statements:

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists found fossils of dinosaur bones.** (true)
- **Dinosaurs would make good pets.** (not true)
- **A tyrannosaurus rex was very big.** (true)

LEARNING CENTERS

See Learning Centers for Week 18, pages 446–448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Social/Emotional Development

Recognizes and identifies emotions in self and others

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Say: **Listen to these words, chick, brick, trick. Now you say them.**

(Children repeat, *chick, brick, trick*.) Ask: **What do you notice about these words?** (They rhyme.) **Listen to these words, clock, sock, lock. Now you say them.** (Children repeat, *clock, sock, lock*.) Ask: **Do these words rhyme?**

Repeat for *hat/cat/dog, hide/side/ride, and tap/car/map*.

Phonological Awareness

Identifies and discriminates rhyming words

Recognizing Letters: “My Turn, Your Turn”

Say: **Today we will help each other learn letters. Let’s make a fish bowl.** Gather children in a circle. A volunteer demonstrates “My Turn, Your Turn” in the center of the fish bowl as you explain the procedure:

- **Flash the Letter Cards one at a time to your partner.**
- **Your partner will identify each letter.**
- **If your partner has trouble identifying the letter, you can help. If it’s the letter O, ask, “Is this the letter D or O?” and when they guess right, say “Right, it’s O!”**
- **When you are finished, it’s your partners turn to flash cards back to you.**

Distribute a bag of letters to each child. Grandmother says: **Stand up, hand up, partner up.** (Children do this.) **Now it’s time for you to play “My Turn, Your Turn.”** Tap one partner in each pair to begin.

After an appropriate amount of time, gather the children’s attention by saying: **Clap once if you can hear me. Clap three times if you can hear me. Great job! Let’s give each other a big rocket cheer!**

Materials

- Prepared Letter Cards (D, E, F, M, K, and O) in a plastic bag for each child
- Grandmother

Print Concepts

Focuses on letter names and shapes

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact and facial expressions, and maintaining a comfortable distance in conversation)

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

Story Time

Math

Counts, compares, or orders groups (sets) of objects (more, fewer, less and/or same)

Reading

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

Recalls information from stories and other text

Speaking & Listening

Engages in conversations with peers and adults

Dinosaur Book Vote

Play *Sing-Along* Volume 2 Track 8. Children listen and dance to “Dinosaur Dance.”

Display all dinosaur and dragon books read this week.

As you indicate and name each book, a volunteer holds it and faces the class.

Children briefly summarize each book. They then decide which of the books is their favorite and explain why. They vote for their favorite books by standing next to the volunteers holding their choices. Discuss the results of the vote by comparing the number of votes each book received to determine the winner.

Read the book with the most votes.

Materials

- Starfall Sing-Along* Volume 2
- Dinosaurs* by Brandi Chase
- All dinosaur books read this week

Small Group Math

Math

Recognizes and identifies basic three-dimensional shapes

Introduce “Dragon’s Fort”

Choose two players to place their playing pieces on the yellow “Start” cube. They take turns spinning the spinner and moving to the next indicated shapes on the game board. When a player is near the end of the path and there is no shape to match his or her spin, the player automatically advances to Dragon’s Fort, and he or she is the winner.

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

Materials

- “Dragon’s Fort” game boards
- Playing pieces
- Spinners