

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

If you have questions or comments, please contact us.

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Starfall[®]

Pre K **Second Edition!**

Be a Good Friend

Unit 1 • Week 3





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Second Edition!



Unit 1: Off to School

Week 3: Be a Good Friend

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Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign-up routine and involve them in creating class rules they will follow this year. Children will also:

- learn more about their new friends (classmates) and their favorite toys
- create a Friendship Quilt
- learn about and practice good manners
- learn where rain comes from
- discuss kind deeds they can do for each other
- discover folk tales

Starfall Books & Other Media

The Little Red Hen and other Folk Tales

The Gingerbread Boy as told by Brandi Chase

Starfall Fairy Tales and Folk Tales, Volume 2 Audio CDs

Starfall's Selected Nursery Rhymes

Starfall Sing-Along, Volumes 1 and 2

Starfall Emotions Poster

Starfall Writing and Observation Journals



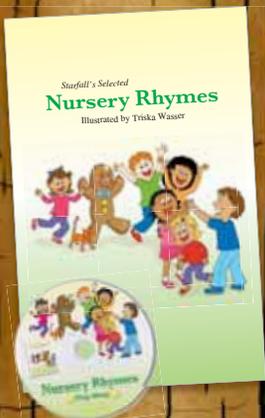
Preparation

Prior to the Gathering Routine each day, the children face the flag and listen to or sing along with "America the Beautiful" (or another song appropriate for your country).

Prior to Learning Centers on Day 1, familiarize yourself with the suggested routines for center sign-up and choose one, or decide on an alternate method that will work best for you.

At Learning Center time, engage in informal Small Group instruction in the Learning Centers and interact with the children. The Learning Center Guide contains specific ideas and questions for each week that will engage children, encourage creativity, and expand their critical thinking skills.

Include available alphabet and shape puzzles as a choice during Small Group & Exploration this week.



Day One

Morning Meeting — Have a soft ball (such as a beach ball) available for children to roll.

Circle Time — Decide what your class rules for the year will be. Children will include them in their list of suggested rules. Take a digital photo of each child, and print copies for use on the printed class rules list.

Story Time — You will need four raw carrots. Save them for use again on Day 2.

Small Group — Prepare an 8" x 8" square of drawing paper for each child. You will also need a quilt, or the *quilt* Picture Card.

**Day Two**

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — You will need the list of class rules you and the children created on Day 1.

Story Time — Choose a cookbook from those you have gathered in the Library Center.

Story Time and Small Group — You will need carrots, an onion, celery, cinnamon, a can of vegetable broth, and salt and pepper shakers to prepare soup. If cooking soup is not an option, small groups may prepare vegetables for vegetable soup, then you take the ingredients home to cook, and serve soup for tomorrow's snack.

Day Three

Gathering — Prepare index cards with individual children's names. Include one for Gingerbread Boy.

Circle Time — Have an envelope with a letter to Gingerbread Boy (pictured) in it and a basket with a handle for "A-Tisket, A-Tasket." You will also use Letter Cards: A, K, and O.

Small Group — Make several copies of the "Characters from Mr. Bunny's Carrot Soup" blackline and separate the characters. You will need a character, a paper plate, and a craft stick for each child.

Dear Gingerbread Boy,

I am so happy you are my friend! It is so much fun to play with you.

From, Your
Gingerbread Friend

**Day Four**

Prior to Day 4, prepare a Writing & Observation Journal for each child by writing each child's first and last name on the cover using a permanent marker.

Optional: Affix a photo of each child to the cover for easy identification.

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — Cut construction paper into shapes. You will need a triangle, a circle, and a square for each child, and one large rectangle. Familiarize yourself with "Where's the Shape?" (See page 70.)

Story Time — Navigate a classroom computer to *Starfall.com*, *I'm Reading: Folk Tales*, "Mr. Bunny's Carrot Soup."

Day Five

No additional preparation is needed.

You are all my friends. I have met so many new friends! I'm here to stay!

Your friend,
Gingerbread Boy

Day 2

I brought an umbrella with me to school today just in case it rains!

Your friend,
Gingerbread Boy

Day 3

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!

Love,
Gingerbread Boy

Day 4

Have you ever wondered where animals go to get out of the rain? I have!

Your friend,
Gingerbread Boy

Day 5

I learned about cooking and rules from my story! Can we read it again?

Love,
Gingerbread Boy

WEEK 3

Day One

Day Two

Gathering	Predict and forecast weather	Predict and forecast weather Weather riddles
Morning Meeting	Gingerbread Boy's Message "The More We Get Together" Friendship ball "The Gingerbread Boy" (song)	Gingerbread Boy's Message "The More We Get Together" "Rain, Rain, Go Away" "It's Raining, It's Pouring"

LEARNING CENTERS

Circle Time	Create class rules Emotions Poster Vocabulary: rules "What If?"	"Teddy Bear says, 'Thank You'" Review classroom rules
Story Time	"Mr. Bunny's Carrot Soup" Introduce Folk Tales  Ask/answer questions Vocabulary: vegetables, folk tale Story Problems	"Mr. Bunny's Carrot Soup"  Introduce Cookbooks Vocabulary: cookbook, carrots, onions, celery, salt/pepper, vegetable broth
Small Group & Exploration	Friendship Quilt Vocabulary: quilt	Make soup (or prepare soup ingredients)

Day Three

Day Four

Day Five

Predict and forecast weather "The Alphabet Song" Initial letters in names	Predict and forecast weather Create Patterns Vocabulary: pattern	Predict and forecast weather "Sit or Hop"
Gingerbread Boy's Message "Rain, Rain, Go Away" "It's Raining, It's Pouring" Vocabulary: clouds	Gingerbread Boy's Message "The Ants Go Marching"	Gingerbread Boy's Message "The More We Get Together" <i>The Gingerbread Boy</i> "The Gingerbread Boy" (song) Keeping safe 

LEARNING CENTERS

"A-Tisket, A-Tasket" Vocabulary: envelope	"Where's The Shape?" Introduce shapes Vocabulary: circle, triangle, rectangle	Share writing journals Vocabulary: compliment
"Mr. Bunny's Carrot Soup" Story Characters 	"Mr. Bunny's Carrot Soup" Teacher's Literature Choice: Friends/Friendship Vocabulary: care 	Dramatize "Mr. Bunny's Carrot Soup" 
Character puppets 	Introduce Writing Journals Draw pictures with Gingerbread Boy	Counting to five

WEEK 3

LEARNING CENTERS

Technology

Understands common technology terms

Enjoys using electronic forms of storybooks

Computer Center

Activity — Children listen to and follow along with *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup" and continue to design their own gingerbread men by choosing eyes, noses, etc.

Interaction & Observation

- Interact with the children and ask them about their experiences at home with computers and other technology.
- Use technical computer terms to help build vocabulary (icon, monitor, enter key, cursor, keyboard, mouse) and discuss the purpose of each component.

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Creates original artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Uses materials appropriately and puts them away

Art Center

Activity — Children dip stamps or vegetables onto ink pads and then onto construction paper to make prints. Display the finished artwork in the classroom or hallway.

Interaction & Observation

- Regularly introduce a variety of new art materials.
- Interact with children about their designs, shapes, and colors.
- Review and practice clean up procedures.

Materials

- Washable ink pads
- Light-colored construction paper
- A variety of hand stamps
- Optional: Carrots, cucumbers, and/or other vegetables that can be used as stamps when cut in half horizontally

Print Concepts

Understands print conveys meaning

Reading

Interacts appropriately with books and other materials in a print-rich environment

Asks and answers questions

Library Center

Preparation — Read illustrated children's cookbooks, vegetable alphabet books, or books similar to these aloud to the children this week, then add them to the Library Center. Suggestions:

- *A First Cookbook for Children* by Evelyne Johnson
- *Vegetable Alphabet Book* by Jerry Pallotta

Activity — Children listen to *The Gingerbread Boy*, "Mr. Bunny's Carrot Soup" and/or other stories as they follow along in the books.

Interaction & Observation

- Read with the children and model expressive reading.
- Ask open-ended questions, and discuss illustrations.
- Encourage children to ask questions.

Materials

- Starfall Fairy Tales & Folk Tales, Volume 2* Audio CDs
- The Little Red Hen* and other Folk Tales: "Mr. Bunny's Carrot Soup"
- Copies of *The Gingerbread Boy*
- Optional: Another recorded book from your classroom collection
- Illustrated children's cookbooks

Dramatic Play Center

Preparation — Prepare this center to serve as a family home.

Activity — The children explore and pretend to cook.

Interaction & Observation

- Take an active role in supporting dramatic play.
- Observe and ask questions about what the children are doing.
- Participate occasionally to offer suggestions that help children extend their role play.

Materials

- An illustrated children's cookbook
- Measuring spoons and cups
- Plastic vegetables (include a carrot)
- Small pot for making soup

Creative Arts

Represents fantasy and real-life experiences through pretend play

Engages in cooperative pretend play with other children

Construction Center

Activity — Children construct using the available shapes.

Interaction & Observation

- Ask children to discuss and identify their use of shapes.
- Reinforce block play by talking positively with children about their structures.
- Ask open-ended questions about the building process to help children elaborate on their constructions.
- Introduce new vocabulary: *tall, long, short, and numbers.*
- Encourage the children to try new ways of constructing.

Materials

- Blocks of various sizes and shapes

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

Preparation — Write each child's name with a pencil in very large letters on sheets of white construction paper.

Activity — The children trace the letters of their names with different crayons to create a rainbow effect. They then decorate the paper as desired. Display the names on the wall or bulletin board.

Interaction & Observation

- Rotate the type and colors of paper and writing tools in the Writing Center to keep it interesting.
- Model proper writing posture and pencil grip, and encourage the children to sit in an upright position when writing.
- Interact with the children to informally assess which of the letters in their names they can identify.

Materials

- Crayons
- White construction paper

Fine Motor Skills

Uses writing and drawing tools

Print Concepts

Understands that letters form words

Writing

Writes own name



Discovery Center

Science

Uses tools and equipment to explore objects

Shows curiosity by asking questions and seeking information

Vocabulary

Discusses words and their meanings

Activity — Children examine the available specimens with magnifying glasses, and illustrate their observations.

Interaction & Observation

- Display objects in trays or baskets to increase interest and order.
- Build vocabulary and language development by interacting with children about their discoveries.
- Introduce and encourage the use of new vocabulary as children explore.

Materials

- Magnifying glasses
- Raw carrots (whole and sliced, with green tops if possible)
- Other vegetables, various seeds, nuts, feathers, small stones, shells, coarse sandpaper, and pieces of textured fabric
- Paper and pencils

Math Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Counts, constructs, compares, or orders groups of objects

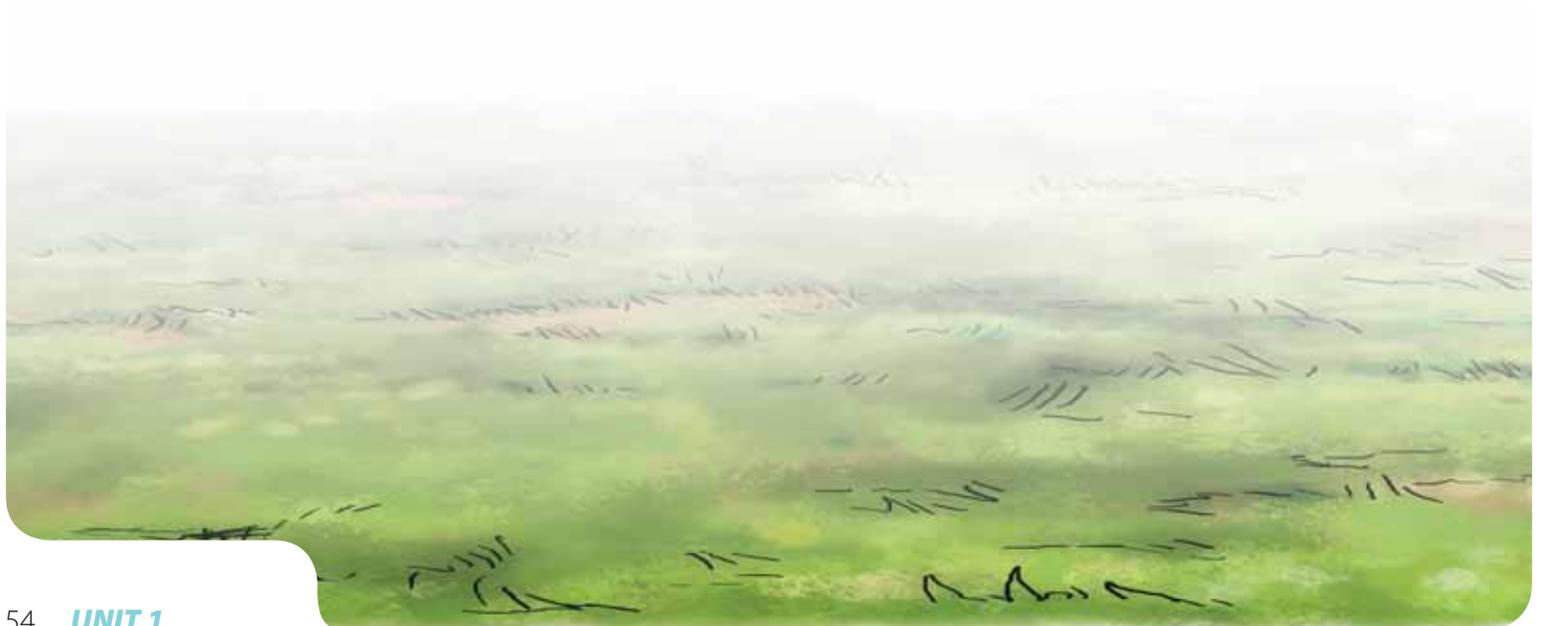
Activity — Children continue to explore math manipulatives, and string wooden beads.

Interaction & Observation

- Engage children in conversation about shapes, colors, and number concepts to help them build competence in math.

Materials

- Attribute blocks or wooden beads (in circle, triangle, and square shapes) with string



Gathering

Review the names of the children who are present and those who are absent.

Say: **I wonder how many girls are here today. Girls, come and get your name cards and stand together as a group.** (Girls do this.) **Let's count the girls.**

Repeat for the boys.

Ask: **Are there more girls or more boys here today?** (Volunteers respond.) **Let's find out.**

Partner girls with boys. If there are children who don't have partners, count them, then ask: **How many more** (boys/girls) **are there than** (boys/girls)?

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

Materials	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards

Math

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

Counts, constructs, compares, or orders groups of objects

Science

Observes and describes the weather and how it changes

Social Studies

Demonstrates knowledge of personal information

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 46. The children and Dragon form a circle and sing "The More We Get Together."

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 2, Track 46
<input type="checkbox"/>	Dragon

The More We Get Together

*The more we get together,
together, together
The more we get together,
the happier we'll be*

*'Cause your friends
are my friends
and my friends
are your friends
The more we get together
the happier we'll be*

Creative Arts

Enjoys participating in music activities

Social/Emotional Development

Demonstrates sense of belonging to groups

You are all my friends.
I have met so many new friends! I'm here to stay!
Your friend,
Gingerbread Boy

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Engages in positive relationships and interactions

Social Studies

Recognizes role as a member of a group

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules

The Friendship Ball

Say: **Raise your hand if you think it's fun to make new friends.** (The children do this.) **Let's get to know each other better.**

Materials	
<input type="checkbox"/>	Soft ball

Indicate the ball. Say: **This is a friendship ball. I will say my name and the name of my favorite Learning Center. Then I will roll the friendship ball to someone. When the ball comes to you, tell us your name and your favorite Learning Center, then roll it to a friend.**

Model the procedure by holding the friendship ball and saying: **My name is** (your name). **My favorite Learning Center is the** (center name) **Center.** Roll the ball to a child and assist the child to use the sentence stems to tell his or her name and favorite Learning Center.

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy you have a surprise for him.

Play *Sing-Along* Volume 2, Track 43. Children listen to “The Gingerbread Boy.” Play the song again and Gingerbread Boy joins in singing with the children. Discuss the song.

Introduce new items placed in Learning Centers this week and encourage the children to try new experiences.

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52–54. After cleanup, gather the children to share their experiences and something new they enjoyed.

Circle Time

Materials

- Emotions Poster
- Paper, pencil

Class Rules

Explain: **Rules help us make good choices and keep us safe and happy. Say, rules.** (Children repeat, *rules*.) **I know a good rule. I will call on children who raise their hands. Why is it important to raise your hand before speaking in school?** (Discuss)

Say: **Let’s talk about other times we will need to follow rules and what might happen if we don’t. Let’s play “What If?” Remember, if you would like to answer, raise your hands.**

- **What if we never clean up our Learning Centers when we finish playing?**
- **What if everyone runs around the room really fast and we knock each other down?**
- **What if everyone throws food on the floor at snack time?**
- **What if everyone in our class takes a toy home in his or her pocket every day?**
- **What if everyone talks at the same time?**

Gingerbread Boy whispers to ask the children if they would create rules so those things don’t happen in *our* class. Say: **That’s a great idea Gingerbread Boy!**

Explain how the children can indicate whether they agree by a show of hands for yes or no.

Repeat “What If?” questions and assist the children to create rules that prevent each situation. (Example: What if we never clean up our Learning Centers? Rule suggestion: Always clean up when we finish playing.)

Indicate the Emotions Poster. Say: **When we follow rules we feel peaceful. Who can find the picture that shows the peaceful emotion or feeling on the Emotions Poster?** (A volunteer does this.) **How else might you feel when we follow rules?** (Volunteers identify and indicate these emotions on the poster.) **How should we feel when we do something wrong?** (Volunteers respond.) **When you feel sorry what should you do?** (Discuss) A volunteer indicates the sorry emotion.

Indicate the paper. Say: **I will write the rules on this paper so we won’t forget them.**

Print the rules on chart paper and take digital photos of children to attach.

Reading

Recognizes cause and effect

Social Studies

Understands the need for rules in a variety of settings

Recognizes his or her role as a member of a group

Recognizes and accepts responsibilities

Investigates ways people form communities

Writing

Contributes to a shared writing experience or topic of interest



Observe & Modify

If you have already created classroom rules, review them and give children the opportunity to add to the list.

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Say: **Today we will talk about a special vegetable. Vegetables are foods that help keep our bodies healthy. Say, vegetables.** (Children repeat, *vegetables*.)
What foods do you know of that are vegetables?

Indicate the carrots. Say: **These are vegetables that are very good for our eyes. They grow in the ground. Does anyone know what they are called?** (Volunteers identify the carrots.) **Right, these are carrots. Let’s count them.** Indicate each carrot as you count.

Say: **There are four carrots. If I give one away, how many do I have left?**
Hand one carrot to a child. Volunteers determine how many carrots remain. Repeat until there are no carrots left.

The children pass the carrots around, and take turns examining them.

- Volunteers describe the carrots’ appearance.
- They describe their texture and how they feel.
- Children listen to the carrots and describe how they sound.

Ask: **Have you ever eaten carrot soup?** (Accept responses.)

Indicate *The Little Red Hen and other Folk Tales* pages 40–41, “Mr. Bunny’s Carrot Soup.” Say: **This is a folk tale written by Jennifer Greene. A folk tale is a very old story that teaches an important lesson. The title of this folk tale is “Mr. Bunny’s Carrot Soup.” Look at the picture, or illustration. Is this story true or make-believe? How do you know?** Volunteers explain how they know the story is make-believe.

Picture-walk through the story as children comment on the illustrations. Read the story, then ask the following questions:

- **Who were the characters in this story?**
- **What did Mr. Bunny want to make?**
- **How many carrots did Mr. Bunny have?**
- **How many friends did Mr. Bunny meet?**
- **What did they all want?**
- **What did Mr. Bunny do?**
- **Was Mr. Bunny a good friend? Why?**
- **What happened at the end of the story?**

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Four raw carrots |
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales</i> : “Mr. Bunny’s Carrot Soup” |

English Conventions

Understands and uses question words

Uses frequently occurring nouns and verbs

Health, Safety & Nutrition

Develops awareness of nutritious food choices

Reading

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

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

Distinguishes between fiction and nonfiction

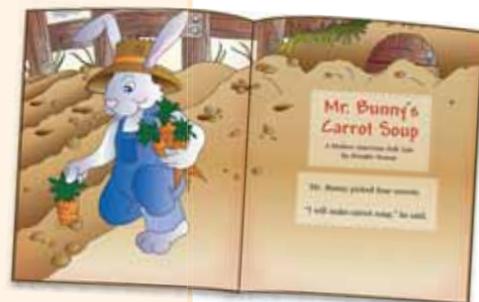
Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Connects words and their meanings

Understands and uses describing words



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- How did Mr. Bunny's friends show they were being good friends?
- What can we learn from Mr. Bunny's friends?

Review today's vocabulary.

vegetable a plant that we can eat to keep our bodies healthy

folk tale a make-believe story that teaches a lesson

Small Group & Exploration

Social Studies

Recognizes his or her role as a member of a group

Demonstrates knowledge of personal information

Investigates ways people form communities

Social/Emotional Development

Engages in positive relationships

Writing

Writes own name



Friendship Quilt

During Exploration children do one of the following:

- Move freely among Exploration Activities.
- Participate in a small group activity, then proceed to an Exploration Activity.

Divide the children into two or three groups. One group attends your Small Group while the other(s) engages in Exploration. After 10-15 minutes the groups switch. Switch a second time if you have three groups.

Indicate the quilt or *quilt* Picture Card. Say: **This is a quilt. Say, quilt.** (Children repeat, *quilt.*) **Quilts are made by sewing small pieces of material together to create blankets.**

Ask: **Who has made new friends?** (Volunteers respond.)

Tell the children you are glad to have them all as new friends. Discuss how friends help each other and try to understand each other's feelings. Gingerbread Boy whispers he is also glad to have met so many friends at school!

Say: **Let's make a Friendship Quilt. We will put our pictures together to make one big picture! Ours will be a paper quilt to hang on our wall. You will each draw a picture of yourself and print your name. Then we will put the pieces together to show that we are all friends.**

Distribute one drawing paper square to each child. Children illustrate themselves and print their names. Encourage them to use realistic representations of their personal attributes such as hair and eye color. Assist those who have difficulty. When the illustrations are complete, display them together on a wall as a quilt.

Materials

- One 8"x 8" drawing paper square for each child
- Pencils, markers, crayons, or colored pencils
- Quilt or Picture Card: *quilt*

Gathering

Review the names of children who are present and those who are absent.

Girls form one line, standing shoulder-to-shoulder. One boy stands and faces the first girl in line. Another stands and faces the second girl. Continue until each girl has a partner. If there are more boys than girls or more girls than boys, they line up without partners.

Ask: **Are there more girls or more boys here today?** (Children observe the lines and respond accordingly.) **How can we tell? Which group has less, girls or boys?**

Children observe the weather, and a volunteer places the appropriate Weather Card on the Weather Board.

Say: **Listen carefully to these clues about the weather, then raise your hand if you know which Weather Card is correct.**

- **The sun is shining and it is hot. When you go out to play you do not need a coat. On this kind of day it's fun to have a picnic outside. What kind of weather is it?** (sunny/warm)
- **You can't see the sun in the sky. It looks like it might rain. What kind of weather is it?** (cloudy)
- **When you go outside your hat may blow off! The tree branches might move back and forth. What kind of weather is it?** (windy)
- **There are many clouds in the sky. If you go outside you will need an umbrella to keep you dry. What kind of weather is it?** (rainy)

Materials

- | | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Attendance Board and name cards |
| <input type="checkbox"/> | Weather Board and Weather Cards |

Morning Meeting

Warm Up Your Brain

Say: **Let's make a Friendship Circle.**

The children and Dragon stand in a circle and cross their arms right over left, holding the hands of the children on either side. Play *Sing-Along* Volume 2 Track 46, "The More We Get Together." Remind them to respect each other's space as they sing the song and sway back and forth while they hold hands.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall Sing-Along Volume 2, Track 46 |
| <input type="checkbox"/> | Dragon |

Math

Compares and orders groups of objects

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

Science

Observes and describes the weather and how it changes

Social Studies

Demonstrates knowledge of personal information

Creative Arts

Enjoys participating in music activities

Gross Motor Skills

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

Social Studies

Recognizes his or her role as a member of a group

Social/Emotional Development

Engages in positive interactions

Phonological Awareness

Identifies rhyming words

Reading

Connects events, characters, and actions to specific experiences

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

Social/Emotional Development

Engages in and maintains positive relationships and interactions

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

Social/Emotional Development

Assists adults or classmates

It's Raining!

Read and discuss Gingerbread Boy's message.

Open the umbrella. Ask: **What do you think of when you see an umbrella?** (Children respond, *rain*.) **Did you ever want to go outside to play but couldn't because it was raining?**

Indicate *Nursery Rhymes* page 20, "Rain, Rain, Go Away."

Ask and accept responses to the following questions:

- **Who do you see in this illustration?**
- **What are they doing?**
- **What kind of weather do you notice?**
- **What in the illustration tells us it is raining?**

Say: **Let's listen to this nursery rhyme for words that sound the same in the middle and at the end, or rhyme.** Read the rhyme. Children join in as you repeat it. Assist them to hear and identify rhyming words.

Say: **Let's say this nursery rhyme with very quiet voices.** (Do this.) **Now let's say it with deep, loud voices.** (Do this.)

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Read the rhyme. Ask:

- **How is this poem like "Rain, Rain, Go Away"?**
- **Why was the old man in bed?**
- **Would you like to stay in bed on a rainy day?**

Children repeat the rhyme in a whisper and again in deep, loud voices.

Ask: **What do you like to do on rainy days?**

Play *Nursery Rhymes* Audio CD Track 16, "Rain, Rain, Go Away" followed by Track 15, "It's Raining, It's Pouring" and the children sing along.

Materials

- Umbrella
- Starfall's Selected Nursery Rhymes* (book and audio CD)

Rain, Rain, Go Away

*Rain, rain, go away
Come again some other day
All the children want to play!
Rain, rain, go away*

It's Raining, It's Pouring

*It's raining, it's pouring
The old man is snoring
He went to bed
and he bumped his head
And he couldn't get up in morning*

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to share their experiences and how a friend may have helped them during Learning Centers today..

Circle Time

“Please” and “Thank You”

Indicate the classroom rules from Day 1.

Say: **Yesterday we wrote rules that will help make our classroom a safe and peaceful place to learn. Aren't you glad we wrote them? Now we can remember all your good ideas!**

Review the rules. Ask: **Are there other rules we should add to our list?** Elicit rules not already on the list that you would like the children to follow.

Introduce *Sing-Along* Volume 1, Track 34, “Teddy Bear says, ‘Thank You.’” Create simple actions to accompany the song, and demonstrate the actions as the song plays. The children pretend they are ‘Teddy Bear’ as they sing the song and perform the actions.

Ask:

- **Did you hear some of our rules in Teddy Bear’s song?**
- **What rules did Teddy Bear follow?**
- **Did Teddy Bear have good manners?**

Say: **Let’s see if we can remember to say “please” and “thank you” like Teddy Bear.**

Create situations for children to practice “please” and “thank you,” such as:

- Ask a child to find a block and bring it back to you. When the child returns, say: **Thank you,** (child’s name)! Repeat, asking different children to collect objects from the classroom. Thank them by name each time.
- Partner the children to take turns asking each other to find objects using the word please, and thanking each other when the object is presented, using the child’s name.
- Say: **Boys and girls, please stand quietly.** When all the children are standing, say: **Thank you for being such good listeners!**
- Give each child a Gingerbread Boy sticker. Each child should respond, “Thank you.”

Research the words “please” and “thank you” in a variety of languages with the children. Encourage them to use these words throughout the week.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall Sing-Along
Volume 1, Track 34 |
| <input type="checkbox"/> | Gingerbread Boy Stickers for
each child |
| <input type="checkbox"/> | Classroom rules from Day 1 |
| <input type="checkbox"/> | Gingerbread Boy |
| <input type="checkbox"/> | Pencil |

Teddy Bear Says, “Thank You”

Teddy Bear, Teddy Bear
Say “Thank you”

Teddy Bear, Teddy Bear
Say “Please” too

Teddy Bear, Teddy Bear
Share your ball

Teddy Bear, Teddy Bear
Be nice to all

Teddy Bear, Teddy Bear
Raise your hand

Teddy Bear, Teddy Bear
Quietly stand

Teddy Bear, Teddy Bear
Walk, don’t run

Teddy Bear, Teddy Bear
Have some fun!

Language Development

Comprehends previously learned simple vocabulary in a language other than their own

Understands people use different languages (including sign language) to communicate

Expresses simple greetings, words, and phrases in a language other than their own

Social Studies

Understands the need for rules in a variety of settings

Investigates ways people form communities

Social/Emotional Development

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

Technology

Uses technology for research with teacher support

Story Time

Make Carrot Soup

Read “Mr. Bunny’s Carrot Soup.”

Ask: **How did Mr. Bunny’s friends know how to make carrot soup?** (They used a cookbook.)

A volunteer retrieves a cookbook from the Library Center. Say: **This is a cookbook. Say, cookbook.** (Children repeat, *cookbook*.) **A cookbook explains how to prepare food, like gingerbread cookies.**

Indicate the cover of the book. Say: **This is the cover. How can you tell this book is about food?** Turn several pages as volunteers respond.

Say: **A cookbook tells what ingredients you need to make something, and it gives you directions to follow.** Ask:

- **Do you think Mr. Bunny’s friends used a cookbook to make carrot soup?**
- **What would happen if the friends just added different kinds of food to their soup, like peanut butter, ice cream, or bananas?**
- **Do you think it would taste like carrot soup?**

Say: **Here is a surprise for Gingerbread Boy. It is a recipe from a cookbook for Carrot Ginger Soup!** Indicate and discuss the following food items, then distribute them for observation. Allow time for children to ask questions and use new vocabulary.

carrots	Carrots are vegetables that grow under the ground. The leaves of carrot plants grow above the ground. You know the carrots are ready to harvest when you see a little bit of orange poking up through the ground. To harvest something means to pick it.
onions	Onions are vegetables too. They also grow under the ground. Their stems grow above the ground. You know the onions are ready to harvest when their green tops fall over. Then you pull the onions up out of the soil.
celery	Celery is a vegetable that grows above the ground. It grows as tall stalks with leaves. When it is big and tall you harvest the celery so you can eat it!
cinnamon	The old woman used cinnamon in her gingerbread cookies. Cinnamon is a spice that adds flavor to food. (Recall the spice graph from Week 2.)
ginger	Ginger is another spice the old woman added to her gingerbread cookies to make them taste good.

Materials

- A cookbook
- Carrots, onion, celery, cinnamon, a can of vegetable broth, salt and pepper shakers
- The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”*

Print Concepts

Identifies front cover of a book

Reading

Uses illustrations to make inferences or predict

Vocabulary

Discusses words and word meanings

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

salt/pepper

Have you ever eaten popcorn without salt? We add salt and pepper to foods for a better taste. We call salt and pepper *seasonings*. (Children repeat, *seasonings*.)

vegetable broth

To make soup we have to add some liquid. The liquid is called *broth*. (Children repeat, *broth*.) This is vegetable broth. We'll put all the vegetables into the broth to make soup!

Small Group & Exploration

Taste Vegetables

The children either move freely among Exploration activities, or participate in a small group activity before proceeding to an Exploration Activity.

For the Small Group activity, divide the children into two or three groups. One group attends your Small Group activity while the other(s) engage in Exploration. After fifteen minutes, the groups switch. Switch a second time if you have three groups.

Choose from one of the following options:

1. If you have cooking facilities available, the children help prepare Carrot Soup. If not, they may help prepare the ingredients for you to cook at home. Demonstrate proper hand washing techniques and assist the children to properly wash their hands before beginning to prepare the ingredients.
2. Prepare a tasting platter that includes various vegetables and spices. The children observe and describe the vegetables and spices, then taste them.

Encourage the children to identify the food items and use descriptive words to compare and contrast them.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Carrots, onion, celery, vegetable broth, salt and pepper or a platter of vegetables cut into bite-sized pieces and a variety of spices |
|--------------------------|--|

Health, Safety and Nutrition

Demonstrates personal hygiene and emerging self-care skills

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Understands and uses describing words

Before the children eat the soup, model how to hold and use spoons correctly.

Gathering

Alphabet Knowledge

Recognizes and names letters in their own name

Recites the alphabet in sequence

English Conventions

Recognizes first letter of names is capitalized

Print Concepts

Focuses on letter names and shapes

Review the names of the children who are present and those who are absent.

Gingerbread Boy whispers that he found the letter of his first name on the Alphabet Chart! His name begins with G. He wants to know what letters the children’s names begin with.

Indicate the classroom Alphabet Chart. Say: **Let’s sing “The Alphabet Song.” I will point to each letter as we sing it. Stand up when we get to Gingerbread Boy’s letter, Gg.**

Play *Sing-Along* Volume 1 Track 2 and the children sing “The Alphabet Song.”

Ask: **Do you know what letter your name begins with?**

Distribute prepared index cards. Indicate the G Letter Card. Say: **Here’s the letter G. Look at your name. Does your name begin with G?**

Gingerbread Boy whispers that his name begins with G. Take Gingerbread Boy to the Gg Alphabet Card and attach his name under it. Repeat until all name cards are posted.

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Prepared index cards
- Uppercase Letter Cards (to correspond to the first letter in each child’s name)
- Starfall Sing-Along* Volume 1, Track 2
- Reusable adhesive or double-sided tape

Morning Meeting

Gross Motor Skills

Demonstrates strength and coordination of large muscle

Speaking & Listening

Follows simple and multiple-step directions

Warm Up Your Brain

The children reach and stretch as they follow these directions from Dragon:

- **Stand straight.**
- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand straight and switch your arms.**
- **Stretch your left arm up.**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left, then bend to the right.**

Materials

- Dragon

Transitions between activities can be challenging! To settle children for lesson time after active movement, try one of these re-focus techniques:

Say: **Clap once if you can hear me. Observe responses, then say: Clap twice if you can hear me.**

Touch your nose, then say: **Touch your nose if you can hear me! (Instead of touching your nose, try touching your eyes to see if they notice.)**

Where Rain Comes From

To get the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Read and discuss Gingerbread Boy's message.

Open an umbrella. Say: **Raise your hand if you remember the nursery rhymes we learned yesterday about rain.**

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Play *Nursery Rhymes* Audio CD Track 15. The children sing along as you track the words. Repeat for Track 16, "Rain, Rain, Go Away."

Say: **Listen to these two nursery rhymes. I will say part of the rhyme and you say the missing word.** Read the rhymes, allowing the children to supply the rhyming words.

- **Rain, rain, go away,**
Come again some other (day).
All the children want to play!
Rain, rain, go (away).
- **It's raining, it's pouring**
The old man is (snoring).
He went to bed
And he bumped his (head).
And he couldn't get up in morning!

If the weather permits, take the children outside to observe the clouds. Ask: **Where does rain come from?** (clouds) **Many, many raindrops get together and that's what forms a cloud. When there are so many raindrops in the cloud that it gets too heavy, the raindrops fall from the cloud to the ground. Then we have rain!**

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall's Selected Nursery Rhymes (book and audio CD) |
| <input type="checkbox"/> | Umbrella |

Phonological Awareness

Discriminates rhyming words

Science

Explores the characteristics of clouds

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!

Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

Circle Time

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

Vocabulary

Identifies new meanings for familiar words and applies them accurately



Dear Gingerbread Boy,
I am so happy you are my friend! It is so much fun to play with you.
From, Your
Gingerbread Friend

Use this activity to reinforce strategies which improve the children's ability to manage impulses, cooperate, and exhibit self-control.

"A-Ticket, A-Tasket"

To get the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Indicate A, K, and O Letter Cards. Say: **These are three of the letters of the alphabet. We put letters like these together to form words. Who can think of another kind of letter?**

Gingerbread Boy shares that he got a letter in the mail from his friend the other day. He thinks it's fun to get letters from friends!

Indicate the envelope containing Gingerbread Boy's letter. Read the letter, then place it back into the envelope. Explain that an envelope holds a letter when it is sent, or mailed to someone.

Say: **Sometimes people send birthday cards in the mail. A birthday card comes to you in an envelope with your name on it. Have you ever received a letter or card in the mail?**

Indicate *Nursery Rhymes* page 4, "A-Ticket, A-Tasket."
Say: **Here's a rhyme about someone who took a letter in an envelope to a friend, but something happened on the way. Listen to what happened!**

Read "A-Ticket, A-Tasket."

Ask: **What happened to the letter on the way to the friend's house?**

Dramatize an indoor variation of "A-Ticket, A-Tasket."

- The children sit in a large circle.
- A volunteer holds a basket with an envelope in it.
- The volunteer walks around the inside of the circle.
- At the line, "But on the way I dropped it," the volunteer drops the letter in the center of the circle.
- Change the line, "A little boy picked it up" to "(child's name) picked it up."
- The named child goes to the center of the circle and picks up the letter.
- The volunteer sits in the vacant space.

Choose the first few names. After that, the named child chooses another child to retrieve the letter and walk inside the circle as the rhyme is read.

Materials

- Starfall's Selected Nursery Rhymes (book and audio CD)
- Letter Cards: A, K, O
- Envelope with Gingerbread Boy's letter inside
- Basket

A-Ticket, A-Tasket

*A-ticket, a-tasket
A green and yellow basket*

*I wrote a letter to my friend
But on the way I dropped it*

*I dropped it, I dropped it
And on the way I dropped it*

*A little boy picked it up
And put it in his pocket*

Story Time

"Mr. Bunny's Carrot Soup" Characters

Ask: **Who remembers the story about a bunny and a carrot?**

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, "Mr. Bunny's Carrot Soup." Ask: **Did you notice all the characters, or actors, in this story are animals? Listen to this story again. When you hear a character or animal in the story, raise your hand. We will make a list.**

Read the story. Pause to list the characters in a column on chart paper. (Mr. Bunny, Mr. Rat, Miss Pig, Mr. Duck, Miss Hen)

Say: **This story would be fun to dramatize, but we will need some actors. Think about which character or animal in the story you would like to be.**

Limit the number of children who can choose each character, so all characters are represented. Write the children's names next to the characters they select on the chart paper.

Say: **Think of the character you chose as you listen to the story a second time.** Read "Mr. Bunny's Carrot Soup" again.

Explain to the children that they will create character puppets in today's Small Group and dramatize the story on Day 5.

Materials

- The Little Red Hen and other Folk Tales: "Mr. Bunny's Carrot Soup"*
- Chart paper, marker

Reading

Identifies story characters

Speaking & Listening

Listens to and discusses literary texts



Small Group & Exploration

Create Character Puppets

During Exploration the children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity, then proceed to an Exploration Activity

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

The children make character puppets. Review the character list to remind the children of their character choices.

Distribute copies of characters matching the children's character choices. The children color the characters, cut them out, then glue them to the front of paper plates. They print their names on the back of the plates. Tape a craft stick to each paper plate to create puppets for dramatizing the story.

The children discuss their characters as they complete the puppets.

Materials

- Character list from *Story Time*
- One paper plate and one craft stick for each child
- Tape or glue stick
- Prepared "Carrot Soup Characters" blackline copies
- Pencils, crayons, markers, colored pencils
- Scissors

Approaches to Learning

Brings tasks to completion

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Collect the character puppets for use on Day 5.

Gathering

Math

Creates and extends simple patterns

Science

Observes and describes the weather

Review the names of the children who are present and those who are absent.

Create a girl/boy pattern by choosing a girl, then a boy to stand side-by-side in the front of the classroom. Say: **Here is a girl. Here is a boy.**

Choose another girl and boy to stand next to the first ones. Stand behind them and touch each child's head as you say: **Girl, boy, girl, boy.**

Explain: **We are creating a pattern. A pattern is something that repeats. First we have a girl and boy, then we repeat it with another girl and boy. That's a pattern. Say, pattern.**

Ask: **What do we need next to continue the pattern, a girl or a boy?** (Volunteers respond.) Continue the pattern until you are no longer able to do so.

Say: **We still have children who aren't part of the pattern. Why can't we add them?** The children should understand that in order to continue the pattern there must be a girl (or a boy).

Ask: **How many extra boys (or girls) are there? Are there more boys or girls?**

Children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards

Creative Arts

Expresses feelings through movement

Responds to changes in tempo and a variety of musical rhythms through body movement

Morning Meeting

Warm Up Your Brain

Say: **Let's learn the "Freeze Dance." When you hear music, you dance. When the music stops, freeze! Let's practice.** (Do this.)

Say: **Let's play again. This time when the music stops, freeze and count to five.** (Children freeze and clap as they say each number.)

Repeat "Freeze Dance" several times using a variety of music styles. Encourage the children to listen closely and to express the way the music makes them feel as they dance.

Materials

- Teacher's choice of music for "Freeze Dance"
- Dragon

Have you ever wondered where animals go to get out of the rain?
I have!
Your friend,
Gingerbread Boy

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Recognizes numbers in the environment

"The Ants Go Marching"

Read and discuss Gingerbread Boy's message. Ask: **Where do you think animals go when it rains?** (Volunteers respond.)

Say: **Listen to this song about what some ants do in the rain.** Play *Sing-Along Volume 2* Track 40 "The Ants Go Marching."

Materials

- Starfall Sing-Along Volume 2*

The children stand and perform the following actions each time they hear the word or phrase:

- “Hurrah, hurrah” (raise arms up in the air)
- “One by one” (hold up corresponding number of fingers)
- Perform the action related to the number
- “Boom! Boom! Boom!” (stomp feet)

Repeat the song with actions.

The children recall the actions of the ants (suck his thumb, pick up sticks, etc).

The Ants Go Marching

*The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

Two by two — tie his shoe.

Three by three — ride a bee.

Four by four — ask for more.

Five by five — jump and dive.

Six by six — pick up sticks.

Seven by seven — write with a pen.

Eight by eight — roller skate.

Nine by nine — drink and dine.

Ten by ten — shout “The End!”



Observe & Modify

Visually assess your children’s attention spans to determine how many verses to perform.

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

Circle Time

“Where’s the Shape?”

Say: **Let’s talk about shapes.**

Indicate a circle. Say: **This is a circle. Say, circle.** (Children repeat, *circle*.) **We know this is a circle because it has only one curved line.** Use your finger to trace the curved line all the way around.

Indicate a triangle. Say: **This is a triangle. Say, triangle.** (Children repeat, *triangle*.) **We know this is a triangle because it has three sides and three corners.** (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

Indicate a square. Say: **This is a square. Say, square.** (Children repeat, *square*.) **We know this is a square because it has four corners, and four straight lines that are**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A construction paper shape for each child (triangle, circle, or square) and one of each shape for you |
| <input type="checkbox"/> | Large construction paper rectangle |

Creative Arts

Enjoys participating in music activities

Math

Recognizes and names basic two--dimensional shapes

Describes basic shapes

all the same size. (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

The children stand in a circle. Distribute a shape to each child. Say: **Put your shape behind your back and listen to this song. When you hear the name of the shape you are holding, raise it high.** Sing verse one of “Where’s the Shape?” Repeat the song for the square and the triangle. The children sit after the song.

To get the children’s attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Say: **If you have a shape with four corners and four straight lines that are the same size, hold it up and say the name of your shape.** (Children do this.) **Right, a square has four straight lines that are the same size and four corners.**

Indicate the large rectangle. Say: **This is a rectangle. Say, rectangle.** (Children repeat, *rectangle*.) **We know this is a rectangle because it has two shorter straight lines and two longer straight lines. It also has four corners. Who can point to a short side?** (A volunteer does this.) **Who can point to a longer side?** (A volunteer does this.)

Display the circle, triangle, square, and rectangle shapes. Say: **I will touch a shape. You name the shape I touch. I might do it really fast so you will have to be good watchers!**

Where’s the Shape?

(Melody: “Where Is Thumbkin?”)

*Where’s the circle?
Where’s the circle?
Here it is! Here it is!
It has only curved lines
It goes round and round
It’s a circle! It’s a circle!*

*Where’s the square?
Where’s the square?
Here it is! Here it is!
It has only straight lines
They are all the same size
It’s a square! It’s a square!*

*Where’s the triangle?
Where’s the triangle?
Here it is! Here it is!
It has only three sides
Count them, 1-2-3!
It’s a triangle! It’s a triangle!*

Story Time

Teacher’s Literature Choice: Friends

Indicate “Mr. Bunny’s Carrot Soup.” Ask: **In this story, how was Mr. Bunny a good friend? Mr. Bunny’s friends were very kind to him. What nice thing did they do for him?**

Indicate your choice of book about friends and/or friendship. Introduce the title, author, and illustrator. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. The volunteer may seek help from classmates if needed. Choose additional volunteers to demonstrate in which direction the text should be read (left to right, page by page).

Read the story and briefly introduce new vocabulary as it is encountered. Discuss the story as you read to be sure the children understand the characteristics of a good friend and to allow the children to ask questions. Say: **Good friends are kind to each other and they try to understand how their friends are feeling. What kind things could you do for your friends? When you have an idea, raise your hand to share. We will write your ideas on this chart paper so we will remember them.**

Materials

- The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”*
- Teacher’s choice of book about friends and/or friendship
- Chart paper, marker

Print Concepts

Shows where print begins on a page

Demonstrates/ Understands directionality in print

Reading

Makes inferences

Social Studies

Recognizes and accepts responsibilities

Vocabulary

Discusses words and word meanings

Writing

Contributes to a shared writing experience or topic of interest

Write responses followed by the children's names (to encourage others to share). For repeated responses add only the children's names. Read the responses aloud. Encourage the children to notice how their friends are feeling and practice doing kind deeds for each other today. Explain: **When we do kind things for others it shows that we care about them. Say, care.**

Small Group & Exploration

Introduce Writing & Observation Journals

During Exploration children either move freely among Exploration Activities, or participate in Small Group Activities, then proceed to an Exploration Activity.

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

Say: **Today you will begin to write your own book!** (Indicate a Writing & Observation Journal.) **This is a writing journal. We will write and illustrate many different kinds of things in this journal. Sometimes we will illustrate things we observe or see.** (Flip through the pages.) **What is inside this writing journal? Right, nothing! Today you will write the first page of your book.**

Distribute the journals. The children locate the first blank page with your assistance.

Say: **Gingerbread Boy is a good friend to us. He does caring things like writing special messages to us every day. Let's be good friends to Gingerbread Boy and do something to show we care for him. We can draw him pictures. On the first page draw a picture of yourself with Gingerbread Boy. Try to make your illustration of yourself look like you. After you draw the picture print your name.** Date the entry at the top of each child's page. Children may seek help for ideas or suggestions from you and their classmates.

Children will share their journal entries on Day 5.

Materials

- Starfall Writing & Observation Journal for each child
- Pencils, crayons

Social Studies

Recognizes and accepts responsibilities

Demonstrates knowledge of personal information

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Seeks assistance from adults or classmates or assists adults or classmates

Writing

Uses drawing to convey meaning

Writes own name



Observe & Modify

If children have difficulty printing their names, use a highlighter to print them and the children trace the letters.

Gathering

Phonological Awareness

Identifies spoken words as same or different

Science

Observes and describes the weather

Speaking & Listening

Follows simple and multiple-step directions

Review the names of the children who are present and those who are absent.

Use the names from your Attendance Board to play "Sit or Hop." Say: **Let's play "Sit or Hop!" Listen to two names. If the names are the same, you sit. If they are different, you hop. Why don't we practice, ready? Sam, Sam. Are the names the same?** (The names are the same, so children sit.) **Let's try one more. Diane, Turner. Are these names the same?** (The names are different, so children hop.) **Ok, let's begin.** Repeat several times, using names of children in the class.

Children observe the weather, and a volunteer places the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

The children form a Friendship Circle around Dragon by crossing their arms right over left, and holding the hands of the children on either side.

Play *Sing-Along* Volume 2 Track 46, "The More We Get Together." The children sing the song and sway back and forth while holding hands in the circle.

Materials

- Starfall Sing-Along* Volume 2, Track 46
- Dragon

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Social/Emotional Development

Engages in and maintains positive relationships and interactions

I learned about cooking and rules from my story! Can we read it again?
Love,
Gingerbread Boy

Review Rules

Read and discuss Gingerbread Boy's message. Say: **Gingerbread Boy wondered if we could read his story again. He said it reminded him of cooking and following rules.**

Read *The Gingerbread Boy* or play the story from the *Starfall Fairy Tales* Audio CD. The children join in on repeated phrases. Volunteers hold Gingerbread Boy as they answer the following questions, then they choose one of their new friends as the next volunteer.

- **Why do you think this story reminded Gingerbread Boy of cooking?**
- **What rule did Gingerbread Boy forget to follow?**
- **Was it safe for Gingerbread Boy to run away?**
- **What happened to Gingerbread Boy when he made the poor choice to run away?**

Materials

- List of rules from Day 1
- The Gingerbread Boy*
- Plush Gingerbread Boy
- Optional:**
- Starfall Fairy Tales* Audio CD

English Conventions

Understands and uses question words

Health, Safety and Nutrition

Identifies importance of safety practices, rules, and routines

Reading

Makes inferences

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

- **What lesson did Gingerbread Boy learn?**

Indicate the classroom list of rules. Say: **Here is a list of the rules you made for our class. Who can remember one of the rules?** The children recall and review the classroom rules.

Tell Gingerbread Boy he has been a wonderful classmate. Say: **I think we should sing Gingerbread Boy's song.** Play *Sing-Along* Volume 2 Track 43. Children sing "The Gingerbread Boy."



Observe & Modify

Project *The Gingerbread Boy* from the *Starfall.com* Talking Library onto a whiteboard. The children listen and observe as the story is read page-by-page.

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

Circle Time

Share Chair

Say: **Today you will each have a turn to sit in the Share Chair to share your Writing & Observation Journals. When your friends share their drawings you may compliment them on their work. To compliment someone means to say something nice to them.** (Children repeat, *compliment*.) **You might say, "You did a good job!" or "That was interesting!"**

Each child shares the first page of his or her journal and classmates take turns to offer their compliments.

Materials

- Writing & Observation Journals
- Share Chair

Creative Arts

Shows appreciation for the creative work of others

Social Studies

Demonstrates knowledge of nonverbal conversational rules

Understands the need for rules in a variety of settings

Speaking & Listening

Engages in conversations with peers and adults

Speaks in complete sentences

Vocabulary

Discusses words and word meanings



Story Time

Creative Arts

Participates in teacher-guided dramatic activities

Demonstrates appropriate audience skills



Math

Counts in sequence

Understands numbers always represent the same quantity

Represents numbers in different ways

Recognizes, names, and writes numerals

Dramatize “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, “Mr. Bunny’s Carrot Soup.” Distribute paper plate puppets and review character assignments.

The children dramatize the story as you read it. Children who chose the same character act as a group, or they can perform the story several times to give each child an opportunity to participate.

Model appropriate audience skills and allow time between dramatizations for the children to respond with applause.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- Character list and paper plate puppets from Day 3

Small Group Math

Counting to Five

Say: **Today let’s play counting games. Listen carefully as I clap, then hold up the number of fingers that tells how many times I clapped. Let’s practice.**

Clap three times. Confirm that you clapped three times by raising three fingers.

Continue: **Let’s try another one. This time, watch to see how many times I jump, then hold up the same number of fingers. Ready?** Jump five times. Confirm that you jumped five times.

Say: **Now it’s your turn. I will say a number. Try doing one jump for each number I say. Ready? Four!** (The children jump 4 times.) **Now, let’s count as we jump.** The children count as they jump 4 times.

Continue: **Let’s try some more.** Each time the children hold up the corresponding number of fingers.

- Count to five starting at one in a whisper voice.
- Count to five very slowly.
- Count to five fast.
- Clap and count to five.
- Hop like a frog five times.

Say: **Let’s play another game. This time I will hold up a number. The number will tell you how many times to clap. Ready?** Hold up the number two. Children clap two times. Repeat for each of the numbers.

Partner the children. Partners take turns writing numerals on each other’s backs and guessing the numerals.

Materials

- Number Cards 1-5