

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!**

Your Five Senses

Unit 3 • Week 8





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Second Edition!



Unit 3: Your Body

Week 8: Your Five Senses

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Week 8: Your Five Senses

This week you will begin your study of the body as you introduce the children to their five senses. They will learn the meaning of forecasting and become meteorologists who daily forecast the weather. The children will also:

- practice discriminating rhyming and non rhyming words
- learn /s/ and identify initial and final /s/ words
- discover that some objects come in pairs
- combine words to form compounds
- dramatize the story "Chicken Little"



Ss

Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Five Senses Poster

Emotions Poster

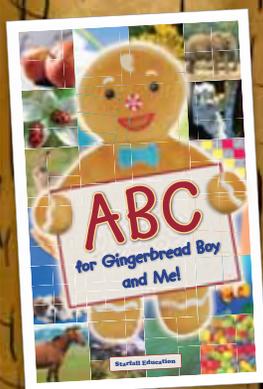
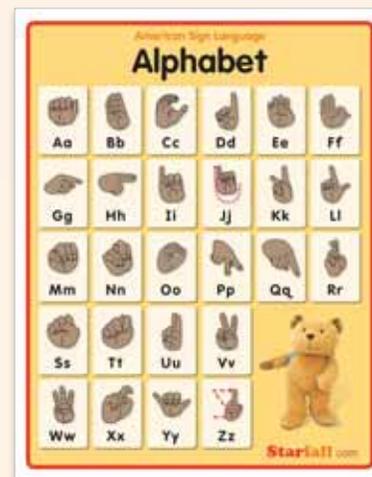
The Little Red Hen and other Folk Tales

Folk Tales Volume 2 Read-Along CD

Starfall's Selected Nursery Rhymes
(Book and CD)

Starfall American Sign Language Poster

Starfall Sing-Along, Volumes 1 and 2



Preparation

Include available senses, alphabet, and number puzzles as choices for Small Group & Exploration in Week 8.

Prior to the Gathering Routine each day throughout the school year, have the children face the flag and listen to or sing along with *Sing-Along* Volume 1, Track #3 “America the Beautiful” (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Day One

Gathering — Prepare a sentence strip with the words “Tomorrow’s Weather Forecast” to be attached to your bulletin board next to “Today’s Weather” and “Our Prediction.” Also prepare new name cards that include the children’s first and last names.

Small Group — Gather leaves of different sizes and shapes, and prepare crayons without paper wrappings for children to use for leaf rubbings.

Day Two

Small Group — Divide play dough into several small quantities. Create different scents for each by adding pumpkin pie spice, vanilla extract, peppermint extract, gelatin powder, or lemon extract. The children may also each add a scent to their own play dough.

Day Three

No additional preparation required.

Day Four

Morning Meeting — You will need popcorn, salt and a popcorn popper. Have coffee filters, small paper cups or bowls in order to provide the children with individual servings.

Small Group — Have Gingerbread Boy’s Math Game available to introduce to the children.

Day Five

Morning Meeting — Prior to Day 5 gather small objects of varying shapes, textures, and sizes, and place one in a small paper bag for each child.

I went for a walk
last night and saw
the stars and moon.
What did you see
last night?

Your pal,
Gingerbread Boy

Day 2

I was looking in the
mirror and I noticed
I have some of the
same body parts as
you! Can you name
them?

Love,
Gingerbread Boy

Day 3

I was counting my
body parts. I have a
pair of arms and a
pair of legs just like
you! Do I have a pair
of anything else?

Your friend,
Gingerbread Boy

Day 4

I had pancakes for
breakfast. I used all
of my five senses! I
saw them, heard them
cooking, smelled them,
touched them, and best
of all I tasted them!

Your pal,
Gingerbread Boy

Day 5

I love to play games
that use my senses.
Could we play a
senses game?

Love,
Gingerbread Boy

WEEK 8

Day One

Day Two

Gathering	Predict weather Introduce forecasting Last Names Calendar Routine Vocabulary: meteorologists	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message Introduce Five Senses Vocabulary: senses, sight, hearing, taste, touch, smell "Head, Shoulders Knees and Toes"	Gingerbread Boy's Message "Parts of My Body" Five Senses Poster  Senses Walk

LEARNING CENTERS

Circle Time	Phonological Awareness: Rhyming words "Skateboard" riddle Introduce and listen for /s/ "Star Light, Star Bright"	Phonological Awareness: Syllables Introduce Ss  <i>ABC for Gingerbread Boy and Me</i>
Story Time	Introduce "Chicken Little"  Describe leaves using five senses Ask/Answer questions about the story	Retell "Chicken Little" in sequence  "Parts of My Body" Using your five senses
Small Group & Exploration	Leaf rubbings Use sensory words to describe leaves 	Use scented play dough to form upper and lowercase letters <i>Bb, Tt, Nn, Ss</i>

Day Three

Day Four

Day Five

Predict and forecast weather Calendar Routine First and last names	Predict and forecast weather Calendar Routine Last names	Predict and forecast weather Calendar Routine Last names
Gingerbread Boy's Message "Looby Loo" Introduce pairs "Yonder in the Pair Pair Patch" Vocabulary: pairs	Gingerbread Boy's Message "Where is My Head?" Using five senses: popcorn 	Gingerbread Boy's Message "Head, Shoulders, Knees and Toes" "What's in the Bag?"

LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> List initial /s/ words Introduce ASL sign for Ss  Sing "Where Is /s/?"	Phonological Awareness: Blending syllables Add initial /s/ words to the list Introduce and discriminate /s/ in final position	Phonological Awareness: Discriminating /s/ Match upper and lowercase letters (<i>Bb, Tt, Nn, Ss</i>) "What's Missing?" Sing "Where Is /s/?" (/b/, /t/, /n/)
Share Senses Walk Illustrations Ask/Answer questions about the story	"Parts of my Body" Rhyming Words "Chicken Little" characters	"Chicken Little" List characters Dramatize "Chicken Little" using senses  Vocabulary: echoing
Subitizing	Introduce Gingerbread Boy's Math Game	Sorting by more than one attribute

WEEK 8

LEARNING CENTERS

Technology

Uses technology to explore concepts and gain information

Navigates simple on-screen menus

Computer Center

Activity — Children use the ear icon to hear and follow along with “Chicken Little” in *I’m Reading: Folk Tales*, practice their number recognition skills at *Numbers: 0-5*, and sing along with *Motion Songs*: “Head, Shoulders, Knees, and Toes.”

They may also visit “It’s Fun to Read” - Art Gallery, and review /b/, /t/, and /n/, and reinforce /s/ at *ABCs: S, B, T, N*.

Interaction & Observation

- Boost the children’s confidence in their computer ability and encourage their computer use by making positive comments on specific actions you observe while visiting this center.
- Ask children to demonstrate and explain how they navigated from one activity to another. Encourage them to use basic computer terms.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Creative Arts

Experiments with a variety of art materials

Shows appreciation for different art forms, culturally diverse works of art, and the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — The children use a variety of art materials to imitate the art they see in the books provided.

Interaction & Observation

- Create an art gallery (bulletin board or hallway) of the children’s art for all to enjoy.
- Provide illustrations of art by famous artists to encourage creativity and help the children learn to evaluate and appreciate art.
- Allow the children to choose which of their art projects they would like to display in the classroom.

Materials

- Art paper
- Art books, illustrated children’s stories, illustrations of art created by famous artists from around the world
- Paint, markers, colored pencils



Library Center

Preparation — Book suggestions include:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.
- *My Five Senses* by Aliki
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr.
- *The Listening Walk* by Paul Showers

Activity — Children use their senses of sight and hearing to enjoy the books and audio books in this center. They listen to and identify the nature sounds on the CD.

Interaction & Observation

- Observe children and converse with them about what they see and hear.
- Comment on what the children's interests appear to be and ask questions.
- If you promote a love of stories and books, the children will be more eager to learn to read.

Materials

- The Little Red Hen and Other Folk Tales*
- Folk Tales* Volume 2
Read-Along CD
- Nature sounds CD
- Picture books (including audio versions) from your classroom or library related to the senses

Print Concepts

Recognizes relationship between illustrations and text

Understands print conveys meaning

Science

Uses senses to explore

Dramatic Play Center

Activity — Set up the Dramatic Play Center as a doctor's office. Create an examining area with a small cot for the patient and a waiting room with chairs for patients, magazines, and books.

Place an eye chart on the wall at the children's eye level.

Interaction & Observation

- Discuss the importance of doctor and dentist visits and ways the children can cooperate during these visits and other health screenings.
- Continue to notice the development in the use of props as the children progress from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

Materials

- Eye chart, stethoscope, toy doctor's kit
- Doctor's coat, nurse's smock, and other props
- Clip boards, paper
- Chairs, child's cot

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Health, Safety & Nutrition

Develops awareness of habits that promote physical well being

Social/Emotional Development

Uses materials appropriately and puts them away

Construction Center

Activity — Children use blocks to construct farm buildings to house toy animals. They refer to book illustrations as models.

Interaction & Observation

- Are the children aware of the differences in the blocks available to them? Ask them to identify the shapes of the blocks they are using.
- Do they communicate with each other about what they are building?
- Your observations will help you plan future experiences.

Materials

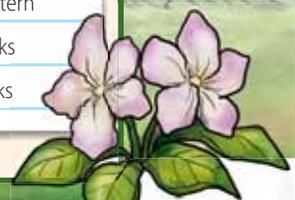
- Picture books with illustrations of farms/buildings/farm animals
- Wooden or plastic farm animal set (chickens, ducks, etc.)
- Available blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)

Approaches to Learning

Uses imagination in play and interactions with others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Writing Center

Writing

Uses drawing and scribble writing to convey meaning

Uses writing tools and materials

Activity — Children pretend something fell from the sky. They draw and write about it.

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing. Notice whether they are moving from scribbles to straight and curved lines.
- When young children have opportunities to write in casual situations such as these, they learn many important literacy skills.

Materials

- Little Red Hen and other folk tales: "Chicken Little"
- Drawing paper
- Pencils, crayons, markers

Discovery Center

Science

Investigates states of matter

Uses senses to explore

Preparation — Mix two cups of water and a small amount of food coloring with six cups of cornstarch to create "goop." Store the goop in an airtight plastic container when not in use.

Activity — Children manipulate and use their senses to explore the properties of goop. They experiment with pouring it from one container to another and squishing it in small plastic bags.

Interaction & Observation

- Ask questions to help focus the children's thinking and encourage problem solving, such as: How does the goop feel? Do you like the way it feels? Why/why not? What do you think goop is made of?

Materials

- Goop
- Plastic mats
- Small plastic containers
- Small plastic bags

Math Center

Math

Recognizes numerals

Counts/identifies numbers in sequence

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

Activity — The children order the Button Cards (with numbers) from 1 to 10. They then match the Button Cards without numbers to them.

They create sets of buttons to match the button cards.

Interaction & Observation

- Notice whether children understand what the number symbols represent.
- Don't assume that children understand number concepts because they can count. Usually children can count long before they understand what numbers and number symbols represent.

Materials

- Container of buttons
- Button Cards 1-10 (with and without numbers)

Gathering

Prior to the Gathering Routine each day, continue to have the children face the flag and listen to or sing along with *Sing-Along Volume 1, Track #3 "America the Beautiful"* (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Indicate the Name Cards and ask: **What is different about the Name Cards today?** Volunteers point out that the Name Cards now have both first and last names on them.

Each child says his or her first and last name and places the Name Card in a pocket chart.

A volunteer places the appropriate Weather Card on the Weather Board. Display "Tomorrow's Weather Forecast" sentence strip next to "Today's Weather" and "Our Prediction."

Ask: **Do you wonder what the weather will be tomorrow? We can make a forecast, or prediction, about tomorrow's weather by looking at today's weather. If it is sunny today, do you think it might snow tomorrow? Weather people called meteorologists study the weather and forecast what the next day's weather might be. Let's be meteorologists and make a forecast.** A volunteer chooses a Weather Card and places it under "Tomorrow's Weather Forecast."

Post or display the linear week calendar graph.

Review that each box represents a day of the week. Indicate and say each day and the children repeat.

Identify the school and home pictures that distinguish days the children are at school and days they stay home.

Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

Materials

- Attendance Board and name cards (with first and last names)
- Weather and Calendar Routine materials
- Prepared "Tomorrow's Weather Forecast" sentence strip

Math

Uses charts and graphs to analyze data

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Phonics & Word Recognition

Recognizes own name

Science

Observes and describes the weather and how it changes

Social Studies

Differentiates past, present, and future

Vocabulary

Uses words and phrases acquired through conversations and activities

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 1 Track 12*. The children sing "Head Shoulders, Knees, and Toes" and indicate parts of their bodies as they are named.

Materials

- Starfall Sing-Along Volume 1*
- Dragon

Creative Arts

Enjoys participating in music activities

Social/Emotional Development

Follows simple rules, routines, and directions

Science

Uses senses to explore

Vocabulary

Understands and uses describing words

Uses words and phrases acquired through conversations

I went for a walk last night and saw the stars and moon. What did you see last night?
Your pal,
Gingerbread Boy



The Five Senses

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy used his eyes to see the stars and the moon. We learn about the world around us by using different parts of our bodies. I wonder which parts of our bodies help us learn about our world.**

Indicate the bag or basket containing the Picture Cards. A volunteer draws a Picture Card and places it in the pocket chart. Identify the body part and discuss the following:

- Eyes (sight) **Eyes help us see the world around us. What are some things you see in our classroom? (Volunteers respond.) Sight, or seeing, is one of our five senses. Say, sight.** (Children repeat, *sight*.)
- Ears (hearing) **Name some sounds you love to hear.**
- Nose (smell) **What are some things that smell good?**
- Mouth (taste) **What is your favorite food to taste?**
- Hands (touch) **Name some things you like to touch.**

Materials

- Picture Cards: ears, eyes, hands, mouth, nose
- Bag or basket
- Five Senses Poster
- Pocket chart
- Marker



Encourage the children to use the names of the senses in their responses.

Indicate the Five Senses Poster.

Discuss each picture and read each sentence. The children repeat the sentences. Volunteers match the Picture Cards to each sense on the poster.

Science

Uses senses to explore

LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and discuss ways they used their senses during learning center time..

Circle Time

Materials

- None

Phonological Awareness: Rhyming Words

Say: **Listen to these words: sun, fun. Do the words rhyme? Listen to these words: sun, moon. Do these words rhyme?** (Volunteers respond.) **Yes, sun and fun rhyme because they have the same sounds in the middle and the end. I will say some words. Clap if they rhyme. Cross your arms on your chest if they do not.** (Use sock/rock, sat/hop, and sing/wing.)

Phonological Awareness

Identifies or discriminates rhyming words

Introduce /s/

Say: **Grandmother has a riddle for us. Listen to her clues to solve it.**

Grandmother reads the riddle “Skateboard.” Children solve the riddle. Grandmother asks: **Where could you ride safely?** (Discuss)

Indicate the Picture Cards. Say: **Here is a picture of a skateboard. Say, skateboard. Skateboard begins with /s/. Say /s/.**

- **Seed begins with /s/. Say, seed. Say /s/, seed.**
- **Snake begins with /s/. Say, snake. Say /s/, snake.**
- **Sun begins with /s/. Say, sun. Say /s/, sun.**
- **Say, stop sign. What sound do you hear at the beginning of stop and sign? Right, both words begin with /s/.**

Say: **Listen to these two words. Which one begins with /s/, truck or snake? Right! Snake begins with /s/. Say /s/. Listen again. Which one begins with /s/, rock or skateboard? Right, skateboard! Let’s stand on our skateboards.** Demonstrate how to ride a skateboard with your arms out to balance.

Say: **Listen to these words. If you hear /s/ at the beginning, pretend to ride your skateboard. If you don’t hear /s/ at the beginning, do nothing. Ready?** Say the following words, pausing to allow the children to respond: *sun, napkin, sit, street, see, bottle, neighbor, star, and skunk.*

Indicate *Nursery Rhymes* page 46 “Star Light, Star Bright.”

Ask: **What did the children see in the sky? Right, a star.** Read the rhyme. Repeat it and the children join you.

Say: **I hear words that begin with /s/. Listen again. Can you think of another word that begins with /s/?** (Children respond.) **There is something else in the sky that begins with /s/. Here is a hint. It is in the sky during the day time. Right, sun begins with /s/. Say, sun.** (Children repeat, *sun.*)

The children stand. Say: **Listen to these words. If the word begins with /s/, spin around and then sit down. If the word doesn’t begin with /s/ say, “STOP!”** Say the following words, pausing for the children to respond: *spot, sing, talk, bear, sign, napkin, and sky.*

Grandmother asks: **Can we sing “Star Light, Star Bright?” It’s one of my favorite songs!** Play *Nursery Rhymes* Audio CD Track 44. Children sing “Star Light, Star Bright.”

Encourage the children to listen for /s/ today.

Materials

- Grandmother
- Starfall’s Selected Nursery Rhymes* and Audio CD
- Picture Cards: *seeds, skateboard, snake, sun, stop sign*
- Pocket chart

Skateboard

*I am a flat, short board
on four small wheels.
You can stand on me and ride!
My name begins with the letter S.
What am I?*

Phonological Awareness

Recognizes and identifies beginning sounds

Speaking & Listening

Follows simple and multiple-step directions



Star Light, Star Bright

*Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.*

Story Time

English Conventions

Understands and uses question words

Print Concepts

Shows where print begins on a page

Understands directionality in print

Reading

Differentiates between fiction and nonfiction

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

Science

Uses senses to explore

Vocabulary

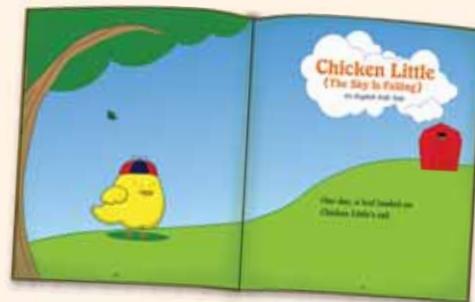
Understands and uses describing words

Introduce *Chicken Little*

Indicate a leaf. Ask: **Where do you find leaves?** (Volunteers respond.) **How can we learn more about leaves? Yes, we could use our senses. Let's use our five senses to learn more about leaves.**

Distribute a leaf to each child. Indicate each sense on the Five Senses Poster. The children use their sense of:

- sight to describe the leaf
- hearing to listen to the leaf
- smell to describe the leaf's odor
- touch to describe how a leaf feels
- taste (Explain that we eat some leaf plants like lettuce and spinach. This leaf is food for animals, especially caterpillars, but it is not safe for people to eat.)



Materials

- The Little Red Hen and other folk tales, "Chicken Little"*
- A leaf for each child
- Five Senses Poster
- Emotions Poster

Indicate "Chicken Little." The children describe the illustrations on pages 22 and 23.

Say: **This is a story about a chicken named Chicken Little and a leaf. Let's read to find out what happens to Chicken Little.**

A volunteer indicates where the text begins on the page. Say: **When we read we begin with the first word and move across the line. When the line ends we do a return sweep and go to the beginning of the next line.**

Demonstrate moving your finger across a line of print from left to right and a return sweep. Volunteers take turns to do the same.

Read the story. Ask: **How do you think Chicken Little felt as he was meeting with his friends?** Lead the children to understand that he was confused, and discuss why. A volunteer indicates the picture on the Emotions Poster that depicts confusion.

Continue:

- **Why did Chicken Little think the sky was falling?**
- **What really happened?**
- **What did Chicken Little do when he thought the sky was falling?**
- **What happened at the end of the story?**
- **Do you think this is a true story or a pretend story? Why?**
- **If you could talk to Chicken Little what would you say?**
- **If you could ask Chicken Little a question what would you ask?**

Small Group & Exploration

Create Leaf Rubbings

Tape a leaf on the table in front of each child. The children place a sheet of paper over their leaves, and rub the side of a crayon over them. The leaf shape will appear. They repeat with differently shaped leaves and various colors.

Discuss how the leaves look, feel, and sound as the children create their leaf rubbings.

The children take turns using sensory words to describe their leaf rubbings.

Materials

- Leaves of different sizes and shapes
- Drawing paper
- Crayons with paper wrapping removed

Fine Motor Skills

Uses writing, drawing, and art tools

Demonstrates control, strength, and dexterity to manipulate objects

Science

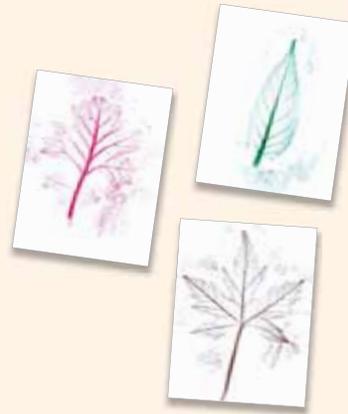
Uses senses to explore

Speaking & Listening

Describes familiar things, according to characteristics of attributes

Vocabulary

Understands and uses describing words



Gathering

Phonics & Word Recognition

Recognizes own name

Science

Observes and describes the weather and how it changes

Vocabulary

Uses words and phrases acquired through conversations and activities

Creative Arts

Expresses concepts, ideas or feelings through movement

Participates in fingerplays, songs, and rhymes

I was looking in the mirror and I noticed I have some of the same body parts as you! Can you name them?

Love,
Gingerbread Boy

Reading

Compares and contrasts

Science

*Uses senses to explore
Collects, describes, and records information*

Social Studies

Describes events that happened in the past

Vocabulary

Understands and uses describing words

Spread the children’s name cards on the floor. Say: **When I say your name, find your name card, say your first and last name, and place your card in the pocket chart.**

If there are name cards remaining after all of the names have been called, ask: **Why are these name cards still on the floor?**

Lead the children to conclude the name cards belong to children who are absent, then ask: **Who is absent today?** Volunteers respond.

A volunteer places the appropriate Weather Card on the Weather Board.

The children discuss the meaning of the word *meteorologist*. Discuss the forecast for tomorrow’s weather. A volunteer chooses a Weather Card and places it under Tomorrow’s Weather Forecast. Say: **You were meteorologists today!**

Assist children to identify and mark today’s date.

Materials

- Attendance Board and name cards (with first and last names)
- Weather and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 31. The children sing “Parts of My Body” and add appropriate gestures to accompany the song.

Parts of My Body

(Melody: “Twinkle, Twinkle, Little Star”)

*Little feet can make you go
Little arms swing to and fro
Little ears can make you hear
Loving words of mother dear*

*Little nose is useful, too
Little eyes play peek-a-boo
Little tongue can make you say
Happy words in work and play
All together we will do
Things for me and things for you*

Materials

- Starfall Sing-Along* Volume 2
- Dragon

Senses Walk

Read and discuss Gingerbread Boy’s message.

Lead the children in a discussion in which they compare and contrast themselves with Gingerbread Boy to discover common body parts.

Indicate the Five Senses Poster. Say: **This is a Five Senses Poster. When I indicate a sense, you point to the part of your body that matches it.** (Do this.)

Say: **Let’s go on a senses walk! We will take our Writing & Observation Journals so we can draw what we see, hear, smell, or feel.**

Distribute Writing & Observation Journals and pencils or crayons, and take the children outside. Instruct them to look around and listen.

Materials

- Writing & Observation Journals
- Five Senses Poster
- Pencils or crayons

Ask:

- **What do you see**
- **What do you hear?**
- **What do you feel?**
- **Is it hot or cold?**
- **What do you smell?**

Allow the children to walk around for a few minutes experiencing the outdoors, then gather them back together.

They illustrate what they saw, heard, smelled or felt during their senses walk. Encourage them to work together and to ask for assistance when needed.

When the children have completed their illustrations, take them back into the classroom and volunteers take turns sharing their experiences. They will share their illustrations on Day 3.

LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and talk about new friendships they are forming..

Social/Emotional Development

Engages in positive relationships and interactions

Circle Time

Materials

Ball

Phonological Awareness: Syllables

Say: **Listen to this word, *sun*. *Sun* has one part, or syllable, so I will bounce this ball once. When I bounce the ball, say *sun*.** (Bounce the ball.) **Listen to this word, *ska-ter*. How many parts, or syllables, did you hear? Say it with me, *ska-ter*.** (The children repeat, *ska-ter*.) **How many times should we bounce the ball?** A volunteer bounces the ball two times as the children repeat the word. Repeat with *sup-per*, *sock*, *se-cret*, *sum-mer*, *sink*, *sen-ses*, *sis-ter*, and *syl-la-ble*. The children not bouncing the ball may bounce imaginary balls along with the volunteers.

Phonological Awareness

Counts and blends syllables into spoken words

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Recognizes relationship between illustrations and text

Focuses on letter names and shapes



Introduce Ss

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

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

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

Indicate *ABC for Gingerbread Boy and Me*. Grandmother helps identify pictures that begin with Ss.

Say: **Let's look at Ss. Here are some pictures of things that begin with /s/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: Skateboard, /s/.)
- 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 illustration of the skateboard. Indicate the word, *skateboard*.)

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

Materials	
<input type="checkbox"/>	Grandmother
<input type="checkbox"/>	Letter Card: Ss
<input type="checkbox"/>	Star
<input type="checkbox"/>	<i>ABC for Gingerbread Boy and Me</i> by Starfall

Approaches to Learning

Develops increasing ability to find multiple solutions to a question, task or problem alone or with others

Reading

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

Social/Emotional Development

Recognizes and identifies emotions

Speaking & Listening

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

Engages in agreed-upon rules for discussions

Story Time

What Would You Do?

Indicate *The Little Red Hen and other folk tales*, "Chicken Little." Picture-walk through the book as volunteers retell the story in their own words and in sequence.

Say: **When Henny Penny thought the sky was falling, all of her friends believed her. Foxy Loxy asked some very good questions. Do you remember what Foxy Loxy asked?**

- **Do you see the sky falling?**
- **Do you hear the sky falling?**
- **Do you feel the sky falling?**

Ask: **What would have happened if Chicken Little had just looked around to see what really struck him on the head?** (Volunteers respond.) **Chicken Little used his sense of touch when he felt the leaf. What other sense could he have used to check if the sky was falling?**

Materials	
<input type="checkbox"/>	<i>The Little Red Hen and other folk tales</i> , "Chicken Little"

Say: **Let's partner share. Listen carefully to these directions.**

- **Stand and raise one hand. Find someone with his or her hand up, touch your hand to theirs and freeze.** When everyone has a partner, the children sit where they are.
- **Sit criss-cross, knee-to-knee. Look at your partner. If I touch your head, you are partner number one.** Touch one child in each pair.
- **Partner number one, raise your hand. You will share first.**

Read the first example from the list below. Partner number one shares.

After a short period of time, say: **Clap once if you can hear me. Clap twice if you can hear me. Partner number two, raise your hand. It's your turn to share.**

Repeat the example, and partner two shares.

Continue with the remaining examples or create others that apply to your classroom situation.

Examples:

- **Let's pretend your crayons are missing. Before you look for them, you tell the teacher that someone took them. Then you find that your crayons rolled off the table and they are on the floor under your chair. What should you do? What have you learned?**
- **Your mother finds your new pants torn and she blames you for playing too roughly and tearing them even though you weren't playing roughly. You have to stay in your room and can't play. How do you feel?**
- **You can't find your toy car and you blame your brother. You run to your mom and tell her what your brother has done. Your mom tells you she put it away so that no one would trip over it. How do you feel?**

Say: **Chicken Little didn't use his senses to find out if the sky was really falling. How would the story be different if Chicken Little used his senses and looked around to see what happened?**

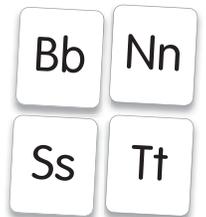
Small Group & Exploration

Form Play Dough Letters

Display the Letter Cards and individually and volunteers identify the letters. Distribute play dough to each child. The children form the letters with play dough. Discuss the difference between straight and curved lines used to form the letters.

Materials

- Scented play dough
 - Newspaper, place mat, or tray
 - Upper and lowercase
- Letter Cards: *Bb, Nn, Ss, Tt*



Alphabet Knowledge

Recognizes and names letters

Fine Motor Skills

Demonstrates hand-eye coordination

Print Concepts

Focuses on letter names and shapes



Observe & Modify

Have the children close their eyes and try to form one of the letters with play dough using only their sense of touch.

Gathering

Phonics & Word Recognition

Recognizes own name

Print Concepts

Understands words in print are separated by spaces

Focuses on letter names and shapes

Science

Makes and verifies predictions

Observes and describes the weather and how it changes

Vocabulary

Uses words and phrases acquired through conversations and activities

Creative Arts

Enjoys participating in music activities

Expresses concepts through movement

I was counting my body parts. I have a pair of arms and a pair of legs just like you! Do I have a pair of anything else?

Your friend,
Gingerbread Boy

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Represents numbers in different ways

Vocabulary

Discusses words and word meanings

Distribute name cards (first and last names). Instruct the children to look at them closely. Ask: **How many names are on your card? Right, there are two names. One is your first name and the other is your last name. Do you see a space between the two names?** (Volunteers respond.) **Put a finger on that space.** The children do this.

Now look at your first name. If your first name begins with A, place your name card in the pocket chart.

Continue naming the letters of the alphabet until all the name cards are placed in the pocket chart. Observe whether the children place their name cards at the appropriate times.

A volunteer places the appropriate Weather Card on the Weather Board. Ask: **Who remembers the name of the person who studies weather?** (Volunteers respond.) **Right, a person who studies the weather is called a meteorologist.**

Review yesterday’s forecast and check for accuracy. Discuss the forecast for tomorrow’s weather. A volunteer chooses a Weather Card and places it under Tomorrow’s Weather Forecast. Assist children to identify and mark today’s date.

Materials	
<input type="checkbox"/>	Attendance Board and name cards (with first and last names)
<input type="checkbox"/>	Weather and Calendar Routine materials
<input type="checkbox"/>	Pocket chart

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 19. Children sing “Looby Loo” and perform actions to accompany the song.

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	Dragon

Find Pairs

Read and discuss Gingerbread Boy’s message.

Ask: **Do you remember when you and a classmate paired up to share? How many were in your pair? Right, there were two. The two of you were a share pair!** Tell Gingerbread Boy you have a song about pairs he might enjoy.

The children stand in a circle. Play *Sing-Along* Volume 2 Track 52. The children sing and add motions to accompany “Yonder in the Pair Pair Patch.”

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 2

Ask: **How many are in a pair? Right, two.**

Volunteers find pairs of the following items in the classroom and bring them to the circle: blocks, crayons, books. The children think of other pairs they might find in the classroom or on themselves (socks, shoes).

The children sing “Yonder in the Pair Pair Patch” again. They substitute the pairs they found in the classroom for the pairs in the song.

Yonder in the Pair Pair Patch

(Melody: “Paw, Paw Patch”)

Where oh where can we find a pair?

(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up mittens and put them in the basket

(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up shoes, put them in the basket...

Pick up skates, put them in the basket...

Come on kids, let's go find pairs...

LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences. Volunteers share kind words other children said to them during learning center time today.

Social/Emotional Development

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

Circle Time

Phonological Awareness: Blending

Say: **Let's play a word game. I'll give you two parts of a word and you put them together. Ready? Soa-p** (soap) **Let's try some more.** Continue with *sto-p* (stop), *si-t* (sit), *sin-k* (sink), and *stan-d* (stand).

Materials

None

Phonological Awareness

Combines onsets and rimes to form words

List Ss Words, ASL Ss

The children show and tell about illustrations or items they brought that begin with /s/.

Indicate *ABC for Gingerbread Boy and Me*. Review the words and illustrations that begin with Ss.

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

Say: **We have learned the letter Ss and /s/. Now let's learn to make the letter Ss with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Ss.

Say: **This is the letter Ss in ASL. Now you try it.** Children sign Ss.

Say: **Grandmother would like us to sing her song to remember /s/.** Sing “Where Is /s/?” Each time /s/ or the letter Ss is used, children make the Ss hand sign.

Materials

ABC for Gingerbread Boy

and *Me* by Starfall

Chart paper

Marker

Starfall American Sign

Language Poster

Grandmother

Phonics & Word Recognition

Associates letters with their names and sounds

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes and identifies beginning sounds

Where Is /s/?

(Melody: “Where Is Thumbkin?”)

Where is /s/? Where is /s/?

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

/s/ /s/ /s/, Ss, Ss, Ss.



Approaches to Learning

Reflects on what has been learned

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

Creative Arts

Describes or explains own artwork

Speaking & Listening

Asks and answers questions in order to seek help, get information, or clarify something that is not understood

Math

Represents numbers in different ways

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

Recognizes number of objects stays the same regardless of their arrangement

Recognizes the number of objects in a small set without counting (subitizing)

Story Time**Share Senses Walk Illustrations**

Review the Five Senses Poster, having volunteers indicate and describe each of the senses.

Distribute Writing & Observation Journals. The children take turns to sit in the Share Chair and share their observations and describe their sensory experiences.

Discuss how the experience would have been different if they couldn't see. How would they know what is outside? Repeat for hearing.

Materials

- Writing & Observation Journals
- Five Senses Poster

Small Group & Exploration**Subitizing**

Say: **Today let's play "How Many?" Watch very carefully as I hold up some fingers, then tell me how many fingers I am holding up. I won't hold them up very long. Ready?**

Hold up one finger for two seconds. Ask: **How many fingers did I hold up?** Repeat with two, three, four, and five fingers in random order.

Say: **Now let's play with these Button Cards. Let's see how fast you can tell how many buttons are on the cards.** Flash the 1, 2, 3, and 4 Button Cards in random order and volunteers respond after each.

Repeat with the Dice Number Cards.

Distribute a paper plate and counters to each child.

Indicate the 2 Dice Number Card.

Say: **Look at this Dice Number Card. How many dots do you see? Right, there are two dots. Who remembers what we call things that come in two? Yes, they are a pair of dots. Look carefully at the card and try to put the counters on your paper plate so they look like this card.** Volunteers explain their arrangements.

Repeat for 1,3, 4, 5 and 6.

Lead the children to notice that patterns often help us to know "how many" without having to count.

Materials

- Button Number Cards:
1, 2, 3, 4, 5, 6 (without numbers)
- Dice Number Cards: 1, 2, 3, 4, 5, 6
- Paper plate for each child
- Counters (buttons, cubes or chips)

Gathering

Distribute the name cards (first and last names).

Say: **Place your finger on your last name.** (Check to see that children can identify their last names.) Call attention to the space between the children's first and last names, and discuss the reason we leave a space between words.

Say: **Raise your hand if you know what letter your last name begins with.**

The children bring their name cards forward as they state the first letters of their last names. They may ask their classmates for assistance if needed.

A volunteer places the appropriate Weather Card on the Weather Board.

Review yesterday's forecast and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist the children to identify and mark today's date.

Materials

- Attendance Board and name cards (with first and last names)
- Weather and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children sing "Where Is My Head?" and perform actions to accompany the song. Remind them to respect each other's space as they perform the actions.

Materials

- Starfall Sing-Along* Volume 2
- Dragon

Use Your Senses: Popcorn

Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster and review the five senses. Say: **Gingerbread Boy used all of his five senses at breakfast this morning.**

Say: **Let's pop popcorn to learn how he did that.** As the popcorn is popping, say: **Raise your hand to tell which of your five senses you are using as the popcorn pops.**

List children's responses on chart paper. Count the senses the children list and compare them to the senses in Gingerbread Boy's message.

Say: **We used most of the same senses popping popcorn as Gingerbread Boy did eating pancakes for breakfast! Which sense did Gingerbread Boy use that we haven't used? (Volunteers respond.) Right, we haven't used our senses of touch or taste yet. Raise your hand if you would like to use your senses of touch and taste as you eat the popcorn.**

Materials

- Popcorn
- Popcorn popper
- Salt
- Coffee filters or small paper bowls or cups
- Chart paper, marker



I had pancakes for breakfast. I used all of my five senses! I saw them, heard them cooking, smelled them, touched them, and best of all I tasted them!
Your pal,
Gingerbread Boy

Alphabet Knowledge

Recognizes and names letters in their own names

Math

Uses charts and graphs to collect data

Phonics & Word Recognition

Recognizes own name

Print Concepts

Understands words in print are separated by spaces

Science

Observes and describes the weather and how it changes

Creative Arts

Expresses concepts, ideas or feelings through movement

Gross Motor Skills

Moves with an awareness of personal space

Math

Counts in sequence

Science

Uses senses to explore
Understands the use of natural resources and demonstrates environmental awareness and responsibility

Distribute popcorn in coffee filters or small paper bowls or cups. As the children enjoy the popcorn, discuss how it looks, smells, feels, and tastes. Remind the children to place their used paper products in your classroom or school recycle container.

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and something new they learned during learning center time.

Circle Time

Materials

None

Phonemic Awareness: Blending Syllables

Say: **Let's play a game. Listen to these word parts, soc-cer.** Hold up one finger for each syllable. **Let's put them together, soccer.** Continue for *show-er* (shower), *se-ven* (seven), *six, sad, stran-ger* (stranger), and *Sa-tur-day* (Saturday). Children hold up one finger for each syllable.

Say: **What did you notice about Saturday? It has three parts! Let's try it again, Sat-ur-day.**

Phonological Awareness

Counts and blends syllables into spoken words

Introduce Final /s/

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

Review the ASL sign for Ss. Say: **Here is Ss in sign language. Now you make it.**

Ask: **Did you know that /s/ can be at the beginning of a word or it can be at the end of a word? Listen for /s/ in this word, toss.** (Emphasize /s/ at the end.) **Now you say it, toss. Where do you hear /s/ in toss? Right! It's at the end. Say, toss.**

The children stand and face partners. Partner with a child if necessary.

Grandmother says: **Listen to these words. If you hear /s/ at the end, gently clap your partner's hands.** Demonstrate how to give "high fives." Emphasize /s/ in the following words: *grass, cat, bus, can, guess, mess, and pass.*

Materials

Grandmother

List of Ss words from Day 3

Phonological Awareness

Recognizes and identifies beginning and ending sounds

Social/Emotional Development

Follows simple rules, routines, and directions



Observe & Modify

Some children may have difficulty discriminating between final /s/ and /z/. Overexaggerate these final sounds to help eliminate confusion.

Story Time

Rhymes and Body Parts

Play *Sing-Along Volume 2*, Track 31 “Parts of My Body.” Children listen for words that rhyme.

Ask: **Did you hear words that rhyme, or sound the same in the middle and at the end? Let’s see if you can remember the rhyming words.** Read the text and omit the rhyming words for children to supply.

- **Little feet can make you go,**
Little arms swing to and (fro).
- **Little ears can make you hear**
Loving words of mother (dear).
- **Little nose is useful, too**
Little eyes play peek-a- (boo).
- **Little tongue can make you say**
Happy words in work and (play).
- **All together we will do**
Things for me and things for (you).

Indicate “Chicken Little.” Say: **Listen to this story. When you hear a character’s name, raise your hand.** Read the first page of the story. When children raise their hands, say: **The names of the characters in this story rhyme, too. Listen to the story and raise your hand if you hear a name that rhymes.** Continue reading. Children identify Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy.

Say: **Let’s pretend you are part of this story. What would your name be?** Provide examples such as Kimmy Mimmy and Johnny Tohny. Children think of or create a word that rhymes with each child’s name.

Materials

- The Little Red Hen and other folk tales*, “Chicken Little”
- Starfall Sing-Along Volume 2*

Phonological Awareness

Identifies and discriminates rhyming words

Reading

Identifies characters in a story



Observe & Modify

Play the Audio CD version of this story or access it on *Starfall.com*, I’m Reading: Folk Tales: “Chicken Little” to project it.

Small Group & Exploration

Introduce Gingerbread Boy’s Math Game

Review the Gingerbread Boy’s Math Game directions with the children. Volunteers take turns to demonstrate how to play the game. Use a second game board and spinner if needed to allow all of the children to experience the game.

Materials

- Gingerbread Boy’s Math game boards
- Playing pieces
- Spinners

Math

Recognizes and names numerals

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

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Gathering

Math

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Phonics & Word Recognition

Recognizes own name

Science

Observes and describes the weather and how it changes

Makes and verifies predictions

Place the name cards in the Attendance Board. Say: **Let's play a backward game. When you hear your last name, come get your name card and hand it to me.**

Call children in random order by their last names until all name cards are removed from the Attendance Board.

A volunteer places the appropriate Weather Card on the Weather Board.

Review yesterday's prediction, and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist children to identify and mark today's date.

Materials

- Attendance Board and name cards (first and last names)
- The Weather Board and Weather Cards
- Calendar Routine Materials

Morning Meeting

Creative Arts

Enjoys participating in music activities

Expresses concepts through movement

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 12. The children sing "Head, Shoulders, Knees, and Toes" and indicate the corresponding parts of their bodies as they are named.

Materials

- Starfall Sing-Along* Volume 1
- Dragon

I love to play games that use my senses. Could we play a senses game?

Love,
Gingerbread Boy

Use Your Senses: What's In the Bag?

Indicate the Five Senses Poster. Volunteers take turns identifying and describing each of the senses.

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to play a game that uses our five senses. First let's see if we can name all five of them.** (Volunteers name the five senses.)

Say: **Let's play Gingerbread Boy's game. It's called "What's in the Bag?"**

Indicate the bags with the objects inside. Explain that a volunteer will choose a bag, reach inside, and use his or her sense of touch to feel the object without removing or looking at it.

Ask questions that focus the child on his or her sense of touch: Is it hard or soft? Is it big or little? What shape is it? Is it heavy or light? Is it long or short?

After the child has a chance to touch and feel the object ask: **What's in the bag?**

The child guesses what object is in the bag, then reveals the object to determine if he or she is correct. The child then assists the teacher in choosing the next volunteer, and the game continues.

Materials

- A bag for each child
- Small objects of various shapes, textures, weight, sizes (one object for each bag)
- Five Senses Poster

Science

Shows curiosity by asking questions and seeking information

Uses senses to explore

Vocabulary

Understands and uses describing words

LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences. Encourage the children to discuss the importance of visiting doctors.

Health, Safety & Nutrition

Identifies adults in their communities who keep them safe and healthy

Develops awareness of habits that promote physical well being

Phonological Awareness

Recognizes and identifies beginning sounds

Print Concepts

Focuses on letter names and shapes

Phonics & Word Recognition

Associates letters with their names and sounds

Circle Time

Phonemic Awareness: Discriminating /s/

The children stand. Say: **Listen to these words. If a word begins with /s/ touch your nose. If it doesn't begin with /s/ sit down. Ready?**

Use *saw, September, ten, senses, bat, nine, seven, and skunk*. Overemphasize the beginning sounds as you say the words.

Materials

- None

Match Bb, Tt, Nn, and Ss

Place the *Bb, Tt, Nn,* and *Ss* Letter Cards in the top row of a pocket chart and place the remaining Letter Cards face down near the bottom.

Grandmother says: **Here are some letters we have learned.** Indicate and say: **Bb, Tt, Nn, Ss.** Children repeat after Grandmother.

Grandmother continues: **Let's play a matching game.**

A volunteer reveals one of the face down Letter Cards, identifies it, then places it under the matching upper and lowercase letter. Continue until all cards have been matched.

Gather the children in a semi-circle. Volunteers identify the Picture Cards *seeds, skateboard, snake, stop sign,* and *sun* as you place them on the floor.

Say: **Look closely at these objects that begin with /s/. I will take one away and you tell which one it is. Ready? Close your eyes.**

Remove one of the Picture Cards. The children open their eyes and determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /s/?" Repeat with /b/, /t/, and /n/.

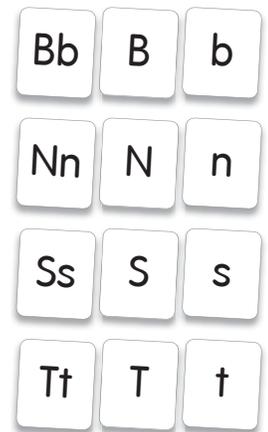
Materials

- Grandmother
- Letter Cards: *Bb, Nn, Ss, Tt*
- Uppercase Letters: *B, N, S, T*
- Lowercase Letters: *b, n, s, t*
- Pocket chart
- Picture Cards: *seeds, skateboard, snake, stop sign, and sun*

Where Is /s/?

(Melody: "Where Is Thumbkin?")

Where is /s/? Where is /s/?
Here I am. Here I am.
S stands for /s/
in skateboard and sun.
/s/ /s/ /s/, Ss, Ss, Ss.



Observe & Modify

If your children are ready for a challenge, remove two Picture Cards at one time.

Pre K all

Story Time

Creative Arts

Participates in teacher-guided dramatic activities

Reading

Recalls information from stories

Identifies characters in a story

Makes connections using prior knowledge and real-life experiences

Dramatize “Chicken Little”

Indicate “Chicken Little.”

Say: **Let’s act out this story. Who are the characters?**

Write the names of the six characters on chart paper as children identify them.

Assign several children to each character role and designate a space for them to stand until they enter the scene.

Say: **Before we begin, let’s practice something called *echoing*. I will say a line from the story and you be my echo. Let’s try it. The sky is falling.** (Children echo.) **How do you know that?** (Children echo.) **We must tell everyone.** (Children echo.)

Each group of characters dramatizes its roles together as you read the story.

Each time you read the lines “The sky is falling,” “How do you know that?” and “We must tell everyone,” all characters echo the lines. Characters act out the directives of Foxy Loxy and use their senses (look to see if the sky is falling, listen to hear if the sky is falling, and touch the air to feel if the sky is falling).

Materials

- The Little Red Hen and other folk tales, “Chicken Little”*
- Chart paper
- Marker



Observe & Modify

If your children are not yet ready to dramatize a story, review the line “The sky is falling.” Children chime in each time it is read.

Small Group Math

Sorting by More Than One Attribute

Say: **Today let's play a sorting game.** Indicate the container of combined objects. **What objects do you see?** (Volunteers respond.)

Continue: **What is a way we can sort, or separate these objects into groups?** (Volunteers respond.) The children work together to sort the objects according to object type (circles, buttons, crayons cubes).

Say: **We just sorted the objects by their types. We formed groups of cubes, crayons, buttons, and circles. Who can think of a different way to sort these objects?**

Lead the children to recognize they can also sort the objects into groups by color and have them work together to do this.

Ask: **Can you think of one more way to sort these objects?** Other possibilities include sorting by objects that are circles and those that are not, or to sort them by size.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Collection of red cubes, crayons, buttons, circles |
| <input type="checkbox"/> | Collection of blue cubes, crayons, buttons, circles |
| <input type="checkbox"/> | Container for combined collections |

Math

Sorts objects by physical attributes

Speaking & Listening

Listens to and discusses literary texts