

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.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall[®]

Pre K Second Edition!

Staying Healthy

Unit 3 • Week 9





- 🐞 Begin with free reading and math activities for computers and mobile devices.
- 🐞 Discover even more interactive activities with a Starfall membership!
- 🐞 Shop at store.starfall.com for curricula and educational products.
- 🐞 Find free worksheets, lesson plans, guides, and more on teach.starfall.com.

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Unit 3: Your Body

Week 9: Staying Healthy

Overview & Preparation 212

Learning Centers 216

Day 1

Let's Stay Healthy.....	220
Introduce /a/	221
"One Rice Thousand Gold"	222
Solve Story Problems	223

Day 2

Categorizing Healthy and Unhealthy	224
Introduce <i>Aa</i>	225
Teacher's Literature Choice: Healthy Foods.....	226
My Healthy Food Classroom Book	226

Day 3

Let's Stay Healthy: Germs	227
List <i>Aa</i> Words, ASL <i>Aa</i>	229
Say "Thank You"	230
Play "Concentration"	230

Day 4

Let's Stay Healthy: Sleep and Water	231
Identify <i>Aa, Bb, Nn, Ss, and Tt</i>	232
Teacher's Literature Choice: Healthy Habits	233
How Tall are You?.....	233

Day 5

Order and Compare Short to Tall	234
Play "Say It Fast" with <i>Aa, Bb, Nn, Ss, and Tt</i>	235
Dramatize "One Rice Thousand Gold"	236
Shape Review.....	237

Week 9: Staying Healthy

This week you will introduce the children to five ways to keep their bodies healthy. They will become familiar with a Chinese fable and learn that many people eat with chopsticks. The children will also:

- learn /a/ and identify initial /a/ words
- classify foods as healthy and unhealthy
- learn exercises for staying healthy
- retell and dramatize a Chinese fable
- discover how easily germs are spread
- practice thanking others for their kindness
- discuss characters and settings in a story
- compare and contrast their heights



Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Draw Dragon Dot Eyes and other Chinese Fables

Folk Tales Volume 2 Read-Along CD

Five Senses Poster

Let's Stay Healthy Poster

Star Writer Melodies

Starfall's Selected Nursery Rhymes (Book and CD)

Starfall Sing-Along, Volumes 1 and 2



Preparation

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.

Include available senses, alphabet, doctor, dentist, fruit, and vegetable puzzles as choices for Small Group & Exploration in Week 9.

For Day 1 you will need several sets of chopsticks, which may be purchased, donated from a local restaurant, or found online.

Optional: On Day 3 of this week, the children will discuss being hungry and being given something to eat. They will also discuss ways to be nice and show kindness to others. The children may put their words into action by bringing canned and nonperishable food items to school to be donated to a local soup kitchen.

Day One

Circle Time — Cut an apple in half horizontally and place it in a small paper bag.

Story Time — You will need a bag of uncooked rice, a fork, a spoon, and several sets of chopsticks.

Small Group — Have six apples available for use in answering story problems.

Day Two

Morning Meeting — Prepare a chart paper with two columns titled “Healthy” and “Unhealthy.”

Story Time — Choose your favorite book about healthy foods to share. Suggestions include:

- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *Growing Vegetable Soup* by Lois Ehlert
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

Small Group — Have several recycled magazines, newspaper ads and grocery store food circulars available for children to use to cut out pictures of foods.

Day Three

Morning Meeting — Have glitter, paper plates, a pan of water (or a sink), a damp cloth, soap, and paper towels available.

Story Time — Find a video or other online resource demonstrating how to say “thank you” (xiè xie) in Chinese.

Day Four

Morning Meeting — You will need a full-sized bed sheet.

Story Time — Choose your favorite story about healthy habits to share. Suggestions include:

- *Germs! Germs! Germs!* by Bobbi Katz
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *Oh the Things You Can Do That Are Good for You!* by Tish Rabe

Small Group — Have a measuring chart that can be easily attached to the wall, a measuring tape, yardstick, ruler, double-sided tape or reusable adhesive, and prepare individual strips of paper for each child.

The measuring chart will also be used in Week 10.

Day Five

Circle Time — If you have more than ten children in your class, use index cards to create an extra set of Letter Cards: A, a, B, b, N, n, S, s, T, and t.

Story Time — Have props (fishing pole, bowl and chopsticks, clothes, crown, and a bowl of coins) for use to dramatize “One Rice Thousand Gold.”

Small Group Math — You will need three different construction paper triangles (Isosceles, Equilateral, Right), one square, and one rectangle for demonstration, and several of these shapes for each child.

I love to run and exercise. Do you?
Your pal,
Gingerbread Boy

Day 2

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!
Love,
Gingerbread Boy

Day 3

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!
Your friend,
Gingerbread Boy

Day 4

I took a long walk and then ate a healthy dinner last night. Did you eat healthy food for dinner too?
Your pal,
Gingerbread Boy

Day 5

It was fun to see how tall you are on the measuring chart. I am the shortest one in our class!
Love,
Gingerbread Boy

WEEK 9

Day One

Day Two

Gathering	Predict and forecast weather Calendar Routine: Introduce Days of the Week	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message "Where is My Head?" Five Senses Poster Exercise 	Gingerbread Boy's Message <i>Star Writer Melodies</i> "Let's Stay Healthy" Let's Stay Healthy Poster Classify foods as healthy or unhealthy 

LEARNING CENTERS

Circle Time	Phonological Awareness: Blend Onset and Rime Introduce and listen for /a/ "Apple" riddle Discriminate initial /a/	Phonological Awareness: Segment Compound Words Introduce Aa Identify pictures of initial /a/ words "The Ants Go Marching" <i>ABC for Gingerbread Boy and Me</i> 
Story Time	<i>Draw Dragon Dot Eyes and other Chinese Fables: "One Rice Thousand Gold"</i>  Vocabulary: fable, rice, chopsticks	Teacher's choice of book about healthy foods
Small Group & Exploration	Number Cards 0 – 6 Story problems	My Favorite Healthy Food Class Book

Day Three

Day Four

Day Five

Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
Gingerbread Boy's Message Let's Stay Healthy Poster How germs spread Vocabulary: germs	Gingerbread Boy's Message "Ten Bears in a Bed" Let's Stay Healthy Poster Discuss ways to stay healthy Getting enough sleep and drinking water	Gingerbread Boy's Message "Here We Go Round the Mulberry Bush" Let's Stay Healthy Poster Review ways to stay healthy Compare/contrast heights



LEARNING CENTERS

Phonological Awareness: Blend Onset and Rime Show and tell initial /a/ items and pictures List initial /a/ words Introduce ASL sign for Aa Sing "Where Is /a/?"	Phonological Awareness: The Alphabet "The Alphabet Song" Review/add words to initial /a/ list Review initial Aa, Bb, Nn, Ss, Tt	Phonological Awareness: Discriminate Rhyming Words Review Aa, Bb, Nn, Ss and Tt Sing "Where Is /a/?"
Draw pictures and dictate sentences to thank someone for being kind	Teacher's choice of book about healthy habits	"One Rice Thousand Gold" Identify characters and settings Dramatize story Vocabulary: setting, palace
"Concentration" (Match upper and lowercase letters) Vocabulary: concentration	Measure and discuss heights	Review shapes

Social/Emotional Development

Works with others to solve problems

Demonstrates confidence in abilities

Technology

Enjoys electronic forms of storybooks and informational texts

Navigates simple on screen menus

Approaches to Learning

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

Creative Arts

Creates original work

Experiments with a variety of art materials

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Computer Center

Activity — Children use the listening ear to hear and follow along with “One Rice Thousand Gold” in *I’m Reading: Chinese Fables*. They review /b/, /t/, /n/, and /s/, and reinforce /a/ at ABCs: S, B, T, N, A. They also explore *It’s Fun to Read: All About Me*.

Interaction & Observation

- Notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve any problems that arise.
- Some children may find excelling at computer use affords them a leadership role they might not have otherwise experienced.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Preparation — Prepare colored rice by mixing a few drops of food coloring with 1/4 cup of white vinegar in a clean glass jar. Add 1/2 cup of uncooked white rice. Seal the jar and shake vigorously until the rice is evenly coated. Place the jar on a flat surface and let it sit for about five minutes. Drain the rice over a sink and pour it onto newspaper to dry for about 30 minutes (preferably in a sunny location). Repeat for other colors. Store the dry dyed rice in resealable plastic bags. Draw or trace the outline of a bowl or another shape for each child.

Activity — Children create rice mosaics by gluing rice to fill the area within the outline of the simple object. They use their fingers, spoons and chopsticks to add the rice to their mosaics. This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry. Display the finished products on the classroom wall or in the hall for others to enjoy.

Interaction & Observation

- The choices children make in the Art Center reflect their thoughts and feelings, and express their individuality and originality.
- Refrain from imposing biases on children’s art projects.

Materials

- Small or half-sheet of art paper with the outline of a bowl or other simple object for each child
- Glue
- Dyed rice in your choice of color(s) in small cups or plastic containers
- Chopsticks, plastic spoons



Library Center

Preparation — Books suggestions:

- *Eating the Alphabet* by Lois Ehlert
- *The Very Hungry Caterpillar* by Eric Carle
- *Everybody Cooks Rice* by Norah Dooley
- *Blueberries for Sal* by Robert McCloskey

Activity — Children enjoy the books and audio books and draw pictures to represent their favorites. Hang their drawings near the center.

Interaction & Observation

- As children share books, they develop social skills. They also learn about people who are like them and those who are different. It is comforting for children to discover that their fears and experiences are often similar to those of other children.

Materials

- Draw Dragon Dot Eyes*
- Folk Tales Volume 2*
- Read-Along CD
- Paper, pencils, crayons
- Picture books (including audio versions) relating to nutrition and healthy living

Print Concepts

Understands print conveys meaning

Understands directionality in print

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Creative Arts

Represents fantasy and real-life experiences through pretend play

Health, Safety & Nutrition

Identifies adults in their communities who keep them safe and healthy

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Social/Emotional Development

Empathizes with the feelings of others

Approaches to Learning

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

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

Fine Motor Skills

Coordinates hand and eye movements

Dramatic Play Center

Preparation — Change the Dramatic Play Center into a dentist's office. Create an examination area with a small chair for the patient and a waiting room with magazines, books, and chairs for waiting patients. Have dolls available as patients.

Activity — Children pretend to be dentists and provide dental care for their patients. Dental assistants teach their patients proper brushing and flossing techniques.

Interaction & Observation

- Dramatic play allows children to assume roles and act out situations that cause them fear or worry, providing an opportunity to take control rather than feel powerless.
- Dramatic play also helps children become more empathetic toward others because they have experienced a glimpse of life from their perspective.

Materials

- Dentists and dental assistants lab coats and other props
- Empty toothpaste tubes
- Recycled magazines
- Toothbrushes, dental floss
- Books
- Dolls

Construction Center

Activity — Children use a variety of blocks of different colors, shapes and sizes to build a grocery store with shelves, freezers and other displays. They refer to a book and/or illustrations as models. Take pictures of the children's creations to hang near this center.

Interaction & Observation

- As children play, they discover that their ideas may differ from those of their classmates. This expands their knowledge and teaches them to exchange ideas and also to respect the viewpoints of others.
- Discuss the shapes children used to create new shapes while building.

Materials

- Picture book and/or illustrations of a grocery store
- Wooden blocks in a variety of colors, shapes and sizes
- Camera

Fine Motor Skills

Coordinates hand and eye movements



Fine Motor Skills

Uses writing and drawing tools

Health, Safety & Nutrition

Develops awareness of nutritious food choices that promote physical well being

Writing

Uses drawing and scribble writing to convey meaning

Writing Center

Activity — Assist the children to draw and label healthy foods on half of a sheet of paper, and unhealthy (junk) foods on the other half.

Interaction & Observation

- Encourage the children to explain their reasoning for their healthy and unhealthy food choices.
- Although their writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.

Materials

- 8½"x11" paper (folded in half) for each child
- Pencils, crayons, markers

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates properties of earth materials including water, soil, rocks, and sand

Investigates states of matter

Discovery Center

Activity — Children use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through a funnel and pour it from one container to another.

As the week progresses add chopsticks for children to use to practice picking up grains of rice.

Interaction & Observation

- Ask questions to help focus the children's thinking, encourage problem solving, and nurture their curiosity.
- Wonder aloud to promote the children's exploration.

Materials

- Uncooked rice in a container large enough for two children to use simultaneously, or an empty water bottle
- Small plastic containers and spoons of varying sizes
- Funnels, scoops, strainers
- Chopsticks
- Optional:**
- Corn kernels

Math Center

Math

Recognizes numerals

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

Sorts objects by physical attributes

Preparation — Mix different types of beans together in a large container.

Activity — Children sort beans into a muffin tin or small containers by similarity. They choose Number Cards and count out beans to match the numerals.

Interaction & Observation

- Notice whether children understand one-to-one correspondence, or connecting one number with each item. Model this technique if necessary.

Materials

- Number Cards 1 through 10
- Several types and colors of uncooked beans (black, lima, kidney, navy)
- Muffin tin or several small containers

Gathering

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

A volunteer places the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

Post or display the linear week calendar graph. Add the days of the week above the columns beginning with Monday.

Review the days of the week. Indicate and say the name of each day. Children repeat the names after you.

Say: **Today is Monday. It is the first day of our school week. Say Monday.** (Children repeat, *Monday*.) **If today is Monday, what is the name of tomorrow?** (Children respond.) **Monday, Tuesday, Wednesday, Thursday, and Friday are the names of the days we come to school. What do you notice about Saturday and Sunday? Right! They are a different color. Does anyone know why?** (Volunteers respond.) **Yes, it's because they are the days we don't come to school. We stay home with our families.**

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses charts and graphs to collect and analyze data

Phonics & Word Recognition

Recognizes own name

Social Studies

Begins to categorize time intervals

Vocabulary

Identifies real-life connections between words and their use

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children echo "Where Is My Head?" and perform actions indicated in the song.

Materials

- Starfall Sing-Along* Volume 2
- Dragon

Where Is My Head?

Where is my head? (Where is my head?)

Here it is! (Here it is!)

Make a smile and not a frown.

(We can look both up and down.)

(nod, nod, nod, nod, nod, nod)

Where are my hands? (Where are my hands?)

Here they are! (Here they are!)

Clap your hands and make some noise.

(We are clever girls and boys.)

(clap, clap, clap, clap, clap, clap)

Where are my feet? (Where are my feet?)

Here they are! (Here they are!)

Use your feet to move around.

(We jump up and then sit down.)

(stomp, stomp, stomp, stomp, stomp, stomp)

Creative Arts

Enjoys participating in music activities

Expresses concepts through movement

I love to run and exercise. Do you?
Your pal,
Gingerbread Boy

Gross Motor Skills

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

Health, Safety & Nutrition

Develops awareness of habits that promote physical well being

Math

*Counts in sequence
Recognizes numerals
Represents numbers in different ways*

Social Studies

Sequences familiar events in time

Let's Stay Healthy

Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster. Say: **Last week we talked about five different ways we learn about the world around us. Let's see if we remember the five senses.**

Review the five senses, using the poster.

Indicate the Let's Stay Healthy Poster. Say: **Here's another poster. It says Let's Stay Healthy. Let's look at the five things we need to do to stay healthy.** Identify and discuss the following:

- Eat healthy food
- Drink lots of water
- Exercise
- Wash and brush our teeth
- Rest and sleep

Gingerbread Boy whispers that he can't wait to learn how to stay healthy!

Say: **Every morning we exercise to get our bodies ready for the day. What other times of the day do we get exercise?** (Volunteers respond.) **Playing outside helps our muscles grow strong and healthy.**

Place the Number Cards face down on the floor or in a pocket chart. A volunteer turns over a card. Assist the children in reading the number if necessary. Volunteers offer ideas for types of exercises. The children perform the exercise the corresponding number of times. If necessary, offer suggestions such as jumping jacks, hopping, hopping on one foot, climbing stairs, running in place, and bending to touch toes.

Materials

- Five Senses Poster
- Let's Stay Healthy Poster
- Number Cards: 1-10



Observe & Modify

Roll a large die and children count the number of dots to determine the number of repetitions to perform.

LEARNING CENTERS

See Learning Centers for Week 9, pages 216-218. After cleanup, the children gather to share ways they worked with friends to solve problems during learning center time.

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Works with others to solve problems

Circle Time

Phonological Awareness: Onset and Rime

Say: **Let's play a puzzle word game. I'll give you two parts of a word puzzle and you put them together. Ready? san-d (sand) Let's try some more.**
Continue with *ba-t, ta-pe, ten-t, su-n, and fa-n.*

Materials

None

Phonological Awareness

Combines onset and rime to form words

Introduce /a/

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

Grandmother reads the riddle "Apple."
The children solve the riddle.

Indicate the apple, while holding hold both halves together. Grandmother says: **Here is a little house that is red and round. It has no windows or doors. The stem is its chimney. Could it have a star inside?** (Separate the halves of the apple to reveal the star.)

Place the Picture Cards in the pocket chart one at a time as you introduce them, beginning with the apple.
Say: **Here is a picture of an apple. Say, apple. Apple begins with /a/. Say /a/.**

- **Astronaut begins with /a/. Say, astronaut. Say /a/, astronaut.**
- **Alligator begins with /a/. Say, alligator. Say /a/, alligator.**
- **Ambulance begins with /a/. Say, ambulance. Say /a/, ambulance.**
- **Say, ant. What sound do you hear at the beginning of ant? Right, /a/.**

Say: **Listen to these words and tell which one begins with /a/. Ready? apple/orange** (Volunteers respond.) **Right, apple begins with /a/. Say /a/.** (Children repeat /a/.)

Say: **Let's pretend we are eating apples. If you hear a word that begins with /a/, eat your apple. If the word doesn't begin with /a/ put your pretend apple behind your back. Ready?**

Say: **Alligator. Do you hear /a/ at the beginning of alligator? Say it with me, alligator, /a/. Good! Eat your apple! Let's try some more.** Continue with *tent, bear, ants, sun, am, nest, after, ambulance, bed, and at.*

Encourage the children to listen for /a/ today.

Materials

Grandmother

One apple cut in half
(horizontally) to reveal the
star of seeds, placed in a
paper bag

Picture Cards: *alligator,*
ambulance, ant, apple,
astronaut

Pocket chart

Apple

*I am a red fruit that grows on a tree.
I am like a little house.
I am red and round.
I have no windows or doors.
I have a chimney on top.
You will find a star inside me.
I'm a house you can eat!
My name begins with /a/
What am I?*

Phonics & Word Recognition

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

Phonological Awareness

Recognizes and identifies beginning sounds



Due to the nature of vowels, the routine for introducing Aa /a/ will differ slightly. Only the short sound will be addressed. Since short vowel sounds are not used at the ends of words, several lessons will deal with reviewing previously learned letters and sounds.

Story Time

Reading

Makes connections using prior knowledge and real-life experiences

Recalls information from stories

Social Studies

Understands maps as representations of actual places

Understands similarities and respects differences among people including those from different cultures

Social/Emotional Development

Empathizes with the feelings of others

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Asks questions about unknown objects and words



“One Rice Thousand Gold”

Indicate the fork and spoon. Say: **Here is a fork and a spoon. What do you do with a fork? What kinds of food could you eat with a fork? Repeat with the spoon.** Choose volunteers to model the correct way to hold a fork and a spoon, with assistance if needed.

Indicate the bag of uncooked rice. Say: **This is a bag of rice. Would you use a fork or a spoon to eat it?** (Discuss)

Explain: **Rice was the first grain grown in China thousands of years ago! China is a country that is far away.** Locate China on a world map or globe.

Continue: **People cooked rice by boiling it in water the same way they do today. But people from China do not eat rice with a fork or a spoon. Do you know what they use?**

Indicate the chopsticks. Ask: **Who knows what these are and what they are used for?** (Volunteers respond.) **Right, people in China and many other places use chopsticks to eat rice and other foods. Chinese people prepare their food by cutting vegetables and other foods very small. Raise your hand if you have used chopsticks.** Children share their chopstick experiences.

Indicate “One Rice Thousand Gold.” Say: **The title of this story is “One Rice Thousand Gold.”** (Children repeat, “One Rice Thousand Gold.”) **It is a Chinese fable. A fable is a story that teaches a lesson. This fable was told many years ago in China. Then someone wrote it down so people wouldn’t forget it. The fable is about a poor, hungry boy. What does it mean to be hungry?**

Discuss what people who are hungry usually do. Continue: **Let’s listen to what happens and what lesson we learn.**

Read the story or play the Audio CD.

Say: **The old woman was kind to the boy. What did she do? Was Han-Shin hungry or full after she gave him the rice?**

Continue: **Han-Shin never forgot how kind the old woman was, and he did something kind for her. What did he do? How can you be kind to your friends?** Volunteers respond.

Materials

- Draw Dragon Dot Eyes
- Folk Tales Volume 2
- Read-Along CD
- Chopsticks
- Fork and spoon
- Bowl
- World map or globe
- Bag of uncooked rice

Small Group & Exploration

Solve Story Problems

Indicate and identify Number Cards 0 through 6.

Engage the children in the following story problems. Volunteers manipulate the apples as you relate the scenarios. The children identify the Number Card that solves the problem then write the number on their whiteboards or on paper.

- **Cindy had three apples. Her friend gave her one more. How many apples did Cindy have?**
- **Katy went to the store with her mommy to buy some apples. Her mommy bought one apple and Katy bought one apple. How many apples did Katy and her mommy buy?**
- **Jeffrey, Sam, and Mike went on a picnic. Each had an apple in their lunch bag. How many apples did they have altogether?**
- **Marc had five apples. He ate one. How many apples did he have left?**
- **Cassie was having a party. She invited six friends. How many apples will she need for each friend to have one?**
- **Molly brought five apples to school. She gave three of them to friends. How many apples did she have left?**

Materials

- Number Cards: 0 - 6
- Six apples
- Whiteboards and dry erase markers, or paper and pencils

Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

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

Math

Recognizes, names, and writes numerals

Combines sets of objects to create new sets

Uses concrete objects to solve problems



Gathering

Alphabet Knowledge

Recognizes and names letters, especially those in their own name

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Seeks assistance from adults or classmates

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is. Allow time each day for several volunteers to identify letters in their first names. They may seek assistance from their classmates and teacher.

Materials

- Attendance, Weather, and
- Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Say: **Let's practice calming and relaxation techniques.**

Help the children understand that they may use calming techniques any time they feel anxious or upset. The children sit on the floor with their legs crossed. Play any track of *Star Writer Melodies*. In a soft, calm voice, say:

- **Put your palms together in front of your chest.**
- **Take a deep breath.**
- **Let the breath out slowly and relax.**
- **Close your eyes and in your mind tell yourself something you like about yourself and listen to the music.**

Materials

- Star Writer Melodies*
- Dragon

Approaches to Learning

Uses self-talk as a strategy

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!

Love,
Gingerbread Boy

Categorizing Healthy and Unhealthy

Read and discuss Gingerbread Boy's message.

Indicate and review the Let's Stay Healthy Poster. Say:

Here's a great song to remind us what we need to do to stay healthy.

Play *Sing-Along* Volume 2 Track 21. The children sing "Let's Stay Healthy" and add actions. They recall previously suggested ways to stay healthy.

Ask: **Do you know that some foods are healthy and some are unhealthy? Foods that are healthy help our bodies grow strong. Some foods do not help our bodies at all. They might taste good but they don't help us stay healthy.**

Indicate the chart paper and introduce the columns Healthy and Unhealthy.

Say: **Pretend you are in the grocery store with your mom or dad to buy food. What foods might you put in your shopping cart?** Children offer suggestions and indicate in which column each food belongs and explain why. Review the difference between wants and needs.

Materials

- Starfall Sing-Along* Volume 2
- Let's Stay Healthy Poster
- Prepared chart paper, markers

Let's Stay Healthy

*We stay healthy, yes we do
yes we do, yes we do*

*We stay healthy, yes we do
all year long.*

We eat lots of healthy food...

*We brush our teeth and comb
our hair...*

We like all kinds of exercise...

*So healthy kids we'll
always be...*

Health, Safety & Nutrition

Develops awareness of nutritious food choices and habits that promote physical well being

Math

Sorts objects

Social Studies

Recognizes the difference between wants and needs

LEARNING CENTERS

See Learning Centers for Week 9, pages 216–218. After cleanup, the children gather and take turns to share a way in which they helped a friend during learning center time.

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Speaking & Listening

Speaks in complete sentences

Phonological Awareness

Combines words to form compound words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Recognizes relationship between illustrations and text



Circle Time

Materials

None

Phonological Awareness: Compound Words

Ask: **If you take *pan* away from *pancake*, what is left?** (cake) **Let's try another one. Take *ginger* away from *gingerbread*. What's left?** (bread)

Explain: **When we put two words together to form another word, they are called compound words. *Pancake* and *gingerbread* are compound words. Say, *compound words*.** (Children repeat, *compound words*.) **Let's try some more.**

Repeat for *buttermilk* and *chopsticks*. If children need a visual clue, place both hands together as you say the compound word and move your first hand away as you say the first word.

Introduce Aa

Indicate the Aa Letter Card.

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

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

Indicate the star. Ask: **Who can find the letter Aa on the Alphabet Chart?** A volunteer identifies Aa and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Aa and review other letters with stars: Bb, Tt, Nn, and Ss.

Indicate *ABC for Gingerbread Boy and Me*.

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

- Identify each picture and the children repeat.
- Isolate the beginning sound. (Example: apple, /a/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture and word. (Example: Indicate the picture of the apple. Indicate the word, *apple*.)

Materials

- Grandmother
- Letter Card Aa
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall Sing-Along Volume 2*
- Basket or bag





Say: **Grandmother found a song about ants that she would like us to learn.**

Play *Sing-Along* Volume 2 Track 40. The children sing “The Ants Go Marching.”

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

Story Time

English Conventions

Recognizes first letter of names is capitalized

Print Concepts

Identifies front cover, back cover and title of a book

Understands directionality in print

Reading

Makes connections between pieces of essential information in a text

Asks and answers questions

Differentiates between fiction and nonfiction

Approaches to Learning

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety & Nutrition

Develops awareness of nutritious food choices and habits that promote physical well being

Writing

Writes own name

Uses appropriate writing conventions with adult assistance

Teacher’s Literature Choice: Healthy Foods

Indicate your choice of informational book about healthy foods. Ask: **Do you think this book is fiction, or make believe, or do you think it is nonfiction, or real?** (Volunteers respond and explain their answers.)

The children identify the roles of the author and illustrator.

Volunteers point to the title, and front and back covers of the book.

Picture-walk through the book and children discuss what is happening on each page. Demonstrate directionality as you read the book and pause briefly to discuss new vocabulary as it is encountered. Ask and answer questions about the book.

Materials

- Teacher’s choice of book about healthy foods

Small Group & Exploration

My Healthy Food Classroom Book

The children cut out pictures of their favorite healthy foods and explain reasons for their choices. They glue them onto drawing paper to create pages for a *My Favorite Healthy Food* classroom book. Be sure they write their names on their papers, and encourage them to begin their names with a capital letter.

Assemble the classroom book and place it in the Library or Dramatic Play Center.

Materials

- Magazines, newspaper ads, and/or grocery store ads
- Drawing paper
- Scissors
- Glue sticks



Gathering

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Allow time for several volunteers to identify letters in their first names. They may seek assistance from you and their classmates.

Materials

- Attendance, Weather, and Calendar Routine materials

Alphabet Knowledge

Recognizes and names letters, especially those in their own name

Print Concepts

Focuses on letter names and shapes

Science

Makes and verifies predictions

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Seeks assistance from adults or classmates

English Conventions

Uses frequently occurring nouns and verbs

Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!
Your friend,
Gingerbread Boy

Health, Safety & Nutrition

Demonstrates personal hygiene and emerging self-care skills

Develops awareness of habits that promote physical well being

Vocabulary

Discusses words and word meanings

Morning Meeting

Warm Up Your Brain

Children:

- Walk forward 10 steps in a straight line
- Walk backward 10 steps in a straight line
- Hop forward
- Hop backward
- Jump with feet apart, and stretch their arms straight out to their sides
- Lean to the left, bending one leg and stretch
- Take the hand (on the side of the bended knee) down and across their bodies to touch their opposite ankles
- Stand straight
- Repeat the exercise leaning to the right side

Materials

- Dragon

Let's Stay Healthy: Germs

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We exercise every morning in the classroom and when we go outside to play. We have been learning about healthy food. Today we will learn why it is important to wash our bodies and brush our teeth.**

Pour some brightly colored glitter onto a paper plate. A volunteer dampens his or her hands with a wet cloth and places them in the glitter. Indicate how much of the glitter sticks to the child's hands. The child shakes hands with each of the other children. The children examine their hands and notice that glitter has spread from the first child's hands.

Materials

- Let's Stay Healthy Poster
- Pan of water or classroom sink
- Soap
- Paper towels
- Glitter
- Paper plate
- Damp cloth

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility

Say: **Glitter is much like germs. Germs spread when we touch others, and sometimes that is how we catch colds and get sick. The good news is that we can keep germs from spreading, like the glitter, by washing our hands. Now, let's wash our hands to get rid of the glitter.**

Explain that the best way to avoid spreading germs is to keep our hands clean through hand washing. Go to the sink, wet your hands, and apply soap. Explain that soap removes germs better than washing with water alone. Rub your hands together for fifteen seconds as the children count with you. Then rinse and dry.

Each child washes his or her hands while the class counts to fifteen together. Point out that the glittery "germs" are gone after hand washing.

Say: **There's another way to help keep germs away. When you sneeze, germs can spread to other people. Instead of giving our germs to others, we're going to give them to our shirts! So let's all say, "Give your sneeze a shoulder."** (Children repeat.) **Pretend to sneeze into your shoulder.**

Explain that when we take a bath or shower, we wash germs off our bodies. That is why it is important to bathe or shower every day. When we brush our teeth, we keep our teeth and gums clean and healthy. That is why we should brush our teeth at least two times every day.

If time allows the children take turns to share their tooth brushing experiences. Discuss ways the children can conserve water by turning off the faucet as they brush their teeth and by taking shorter showers.



Observe & Modify

If your school or district does not allow glitter, substitute shaving cream or flour.

Health, Safety & Nutrition

Develops awareness of habits that promote physical well being

Identifies adults who keep them safe and healthy

LEARNING CENTERS

See Learning Centers for Week 9, pages 216–218. After cleanup, the children gather to share their experiences. Encourage them to discuss the importance of visiting the dentist regularly.

Circle Time

Materials

 None

Phonological Awareness: Onset and Rime

Say: **Let's play a word game. Listen to two parts of a word and put them together. Ready?** Use *g-erms* (germs), *r-ice* (rice), *f-ish* (fish), *m-ilk* (milk), and *b-eans* (beans).

Phonological Awareness

Combines onsets and rimes to form words

List Aa Words, ASL Aa

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures of objects in the book that begin with Aa.

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

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

Review the hand signs for *Tt*, *Bb*, *Ss*, and *Nn*. Say: **Watch, here are three hand signs together that spell a word.** Sign and say *b-a-t*. **Now you try. Listen: /b/ /a/ /t/, bat.** Sign as you say the sounds.

Say: **You just used sign language to sign the word bat!**

Say: **Grandmother would like to sing her song to help us remember /a/.** Sing "Where Is /a/?" Each time /a/ or the letter Aa is used, children make the Aa hand sign.

Materials

 ABC for Gingerbread Boy

and *Me* by Starfall

 Chart paper

 Marker

 Starfall American Sign

Language Poster

 Grandmother

Language Development

Expresses words in a language other than their own

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Blends phonemes

Recognizes and identifies beginning sounds

Print Concepts

Focuses on letter names and shapes

Where Is /a/?

(Melody: "Where Is Thumbkin?")

Where is /a/? Where is /a/?

Here I am. Here I am.

A stands for /a/

in apple and ant

/a/ /a/ /a/, Aa, Aa, Aa



Story Time

Say “Thank You”

Indicate “One Rice Thousand Gold.”

Ask: **Can you remember a time when you were really hungry?** (Volunteers describe their experiences.) **How did you feel when someone gave you something to eat? Did you feel full after you ate it? Did you remember to say thank you?** (Children respond.)

In this story the old woman gave Han-Shin something to eat because he was hungry. What did Han-Shin do to thank the old woman?

Discuss ways we can thank others for doing kind things for us.

Ask: **Can you think of something nice your mom, dad, brother, or sister has done for you?** (wash your clothes, fix dinner, played with you, etc.)

Say: **Think of someone you would like to thank for being kind or for doing something nice for you. Draw them a picture. Think of a special message and I will write it under your picture. Then you can give the picture and message to your special person.**

Teach the children how to say “thank you” in Chinese. (Xiè xie)

Materials

- Draw Dragon Dot Eyes
(Book and Audio CD)
- Drawing paper, pencils, crayons, markers
- Online resource demonstrating the correct pronunciation of “xiè xie”

Language Development

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

Reading

Recalls information from stories

Listens to and discusses literary texts

Social Studies

Recognizes and accepts responsibilities

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Speaking & Listening

Participates in group discussions

Small Group & Exploration

Play “Concentration”

Display the Aa, Bb, Nn, Ss, and Tt Letter Cards. The children identify each letter.

Arrange the upper and lowercase letters on a tabletop to play a matching game.

Say: **Today we will learn a matching game called “Concentration.” You have to think hard, or concentrate, to play this game. When we pay close attention to something that is called concentration.** (Children repeat, *concentration*.) **We will try to match a lowercase letter with its uppercase letter partner.** (Demonstrate)

The children take turns finding matches. As matches are made, Gingerbread Boy holds them.

Materials

- Letter Cards: Aa, Bb, Nn, Ss, Tt
- Letter Cards: A, a, B, b, N, n, S, s, T, t
- Gingerbread Boy

Print Concepts

Focuses on letter names and shapes

Vocabulary

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



Gathering

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Children who haven't done so identify letters in their first names.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Lay a sheet on the floor. Ten volunteers lie closely together side-by-side on the sheet. Number the volunteers from 1 to 10. Explain: **Here are ten little bears in a bed. Listen to this song. When the song says to "roll over" the ten bears all roll and the one on the end will roll off the sheet!**

Play *Sing-Along Volume 2* Track 38. The children sing along with "Ten Bears in the Bed" and one volunteer rolls off the sheet with each verse. Repeat the song so all children have an opportunity to participate.

Materials

- Dragon
- Starfall Sing-Along Volume 2*
- Large (full-size) bed sheet

Ten Bears in the Bed

Ten bears in the bed
And the little one said
"I'm crowded, roll over"
So they all rolled over
And one fell out

Nine bears in the bed...
(continue counting down)

One bear in the bed
And the little one said
"Good night!"

Alphabet Knowledge

Recognizes and names letters, especially those in their own name

Print Concepts

Focuses on letter names and shapes

Science

Makes and verifies predictions

Social Studies

Begins to categorize time intervals

Creative Arts

Reinforces concepts through dramatic play

Math

Counts in sequence

Health, Safety & Nutrition

Demonstrates personal hygiene and emerging self-care skills

Reading

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

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility

Discuss that if a child or a classmate isn't feeling well at school, the children should report it to the teacher.

Let's Stay Healthy: Sleep and Water

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We've talked about exercise, eating healthy food, washing and brushing our teeth. Today let's talk about rest and sleep. During the day you run on the playground, learn at school, eat meals, and do many other activities. At night your body and brain get to rest, right? Wrong! While you are in dreamland, your body and brain are very busy getting ready for a new day. That is why it is so important to get plenty of sleep.**

Ask: **Did you know...**

- **your brain needs sleep so you can remember what you've learned, concentrate, think of new ideas and solve your problems?**
- **your body needs sleep so your muscles, bones and skin can grow?**
- **sleep helps you get better when you are sick?**

Discuss why it is important to get plenty of sleep.

Materials

- Let's Stay Healthy Poster

I took a long walk and then ate a healthy dinner last night. Did you eat healthy food for dinner too?
Your pal,
Gingerbread Boy

Say: **Another thing your brain and body need is plenty of water. When we drink water it cools our bodies and helps our muscles work smoothly. Water also helps us get better when we are sick. It gets rid of germs in our bodies. When we use the bathroom, we flush away the germs. All living things need water to live, hamsters, trees, and you! Remember to ask for water to drink when you are thirsty and drink plenty of water! Also remember that water is very important and we have to be careful not to waste it.**

Approaches to Learning

Shows curiosity to explore a variety of activities and discuss a range of topics, ideas, and tasks

LEARNING CENTERS

See Learning Centers for Week 9, pages 216-218. After cleanup, the children gather to share their experiences. They take turns sharing topics they are curious about and would like to explore.

Circle Time

Materials

- Starfall Sing-Along Volume 1

Phonological Awareness: The Alphabet

Grandmother says: **A is the first letter of the alphabet. Can you sing "The Alphabet Song" for me?**

Play *Sing-Along Volume 1* Track 2. The children sing "The Alphabet Song."

Alphabet Knowledge

Recites alphabet in sequence

Identify Aa, Bb, Nn, Ss, and Tt

Indicate the list of Aa words.

Say: **Let's look at the words we wrote that begin with Aa.** Review the list. Ask: **What other words you would like to add to the list?** Add additional words.

Place the Aa, Bb, Nn, Ss, and Tt Letter Cards across the top row of a pocket chart leaving a space between each letter. The children identify them.

Distribute the Picture Cards. Say: **Look at your picture and think about what sound the picture begins with.**

- A volunteer identifies his or her picture and places it under the correct letter in the pocket chart.
- The class confirms his or her choice.
- Grandmother nods or shakes her head to say yes or no.
- The volunteer chooses the next child to come forward.

Compare and contrast the sets of Picture Cards to determine which letter has the most or least Picture Cards.

Materials

- Picture Cards: *alligator, ambulance, ants, apple, astronaut, bear, bed, bread, bus, nest, net, nose, teeth, skateboard, sun, tent, toes, toothbrush*
- Letter Cards: *Aa, Bb, Nn, Ss, Tt*
- Pocket chart
- Grandmother
- List of Aa words from Day 2



Math

Compares groups of objects (more, fewer, less and/or same)

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds

Story Time

Teacher's Literature Choice: Healthy Habits

Indicate your choice of book about healthy habits.

Children identify the roles of the author and illustrator. Picture-walk through the book and discuss what is happening on each page. Read the book. Briefly pause to introduce new vocabulary as it is encountered. Ask and answer questions about the book. Encourage the children to use new vocabulary in their responses.

Materials

- Teacher's choice of informational book about good health practices

Reading

Uses illustrations to make inferences or predict

Identifies the roles of author and illustrator

Vocabulary

Discusses words and their meanings

Uses words and phrases acquired through conversations and read alouds

Small Group & Exploration

How Tall are You?

Explain: **One way to know if you are growing in a healthy way is to measure how tall you are. Here is a measuring tape, a yardstick and a ruler. Which would be the best one to measure how tall you are?**

(Accept all answers.) **Right, you could use all three.**

(Demonstrate)

Indicate the measuring chart.

Say: **Today we will use this measuring chart.**

Distribute strips of paper. Each child writes his or her name on a strip. Remind them to begin their names with a capital letter. Continue: **We'll tape your name next to the mark that shows how tall you are. At the end of the year, we'll measure you again to see how much you have grown.** Be sure to measure Gingerbread Boy and add his name to the chart!

Discuss who is the tallest in the group and those who are near the same height. Emphasize that Gingerbread Boy is shortest member of the class, so as not to embarrass the shortest child.

On Day 5 you will compare and contrast all members of the class, including Gingerbread Boy.

Materials

- Measuring chart on a door or wall
- Measuring tape, yard stick, and a ruler
- Individual strips of paper
- Double-sided tape or reusable adhesive
- Pencils
- Gingerbread Boy

English Conventions

Recognizes first letter of names is capitalized

Math

Becomes familiar with standard measuring tools and their uses

Compares and orders groups of objects (more, fewer, less, same)

Measures length

Writing

Uses appropriate writing conventions with adult assistance

Gathering

Alphabet Knowledge

Recognizes and names letters, especially those in their own name

Print Concepts

Focuses on letter names and shapes

Social Studies

Begins to categorize time intervals

Science

Makes and verifies predictions

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Allow time for a few volunteers each day this week to identify the letters in their names. They may seek assistance from their classmates or the teacher.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 11. The children sing and make up actions to the following verses of "Here We Go Round the Mulberry Bush."

- This is the way we exercise...so early in the morning.
- This is the way we wash and brush...so early in the morning.
- This is the way we eat healthy foods...so early in the morning.
- This is the way we rest and sleep...so early in the morning.
- This is the way we drink our water...so early in the morning.

Materials

- Starfall's Selected Nursery Rhymes* Audio CD
- Dragon

Creative Arts

Expresses concepts or ideas through movement

Enjoys participating in music activities

Order and Compare Short to Tall

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **This week we have learned ways to help us grow strong and healthy. What is one way to stay healthy?** Continue until all five areas are identified and discussed.

Say: **Look at the measuring chart. Gingerbread Boy is the shortest member of our class. Who is the tallest?** Compare and contrast the children's heights using the information on the chart.

Say: **Let's see if the chart is correct.** Referring to the chart, line up the children from shortest to tallest, placing Gingerbread Boy in the shortest position. The children confirm the results on the measuring chart.

Materials

- Let's Stay Healthy Poster
- Gingerbread Boy
- Measuring chart

Math

Compares and orders groups of objects by a single attribute

Becomes familiar with standard and nonstandard measuring tools and their uses

It was fun to see how tall you are on the measuring chart. I am the shortest one in our class!

Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 9, pages 216-218. After cleanup, the children gather to share something they learned today that they will teach their parents.

Approaches to Learning

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

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Say: **Listen to these words, *cake, bake*. Do they rhyme?** (Volunteers respond.) **Now listen to these words, *apple, banana*. Do they rhyme?** (Volunteers respond.)

Say: **Jump up and sit down if these words rhyme. Cross your arms across your chest if they do not. Ready?** Use *corn/born, lettuce/zucchini, grape/drape, pear/bear, and carrot/cup*.

Phonological Awareness

Discriminates rhyming words

Speaking & Listening

Follows simple and multiple-step directions

Play "Say It Fast" with Aa, Bb, Nn, Ss, and Tt

Place the Aa, Bb, Nn, Ss, and Tt Letter Cards face up in a pocket chart. Say: **Grandmother would like us to play a game called "Say It Fast."** Grandmother whispers the directions to you.

Say: **Grandmother would like me to point to the letters, then you name them.** Do this slowly.

Grandmother whispers to you again. Say: **Now Grandmother would like to see how fast you can name the letters!** Indicate the letters randomly, and as quickly as children are able to name them. Repeat each letter several times. Grandmother says: **Great job!**

Indicate the bag of letters. Children individually draw letters and take them to their places. Grandmother whispers letters to you and you say them to the children. The children match upper and lowercase letters and place them under the Letter Cards in the pocket chart.

Indicate *ABC for Gingerbread Boy and Me*. Name a letter. Choose two children to partner and locate that letter in the book. Repeat for the other letters. Review the illustrations on each of the selected pages.

The children sing "Where Is /a/?"

Materials

Letter Cards Aa, Bb, Nn, Ss, and

Tt in a bag or basket

Letter Cards: A, a, B, b, N, n, S,

s, T, t

Pocket chart

Grandmother

ABC for Gingerbread Boy

and *Me* by Starfall

Alphabet Knowledge

Recognizes and names letters

Print Concepts

Focuses on letter names and shapes



Story Time

Creative Arts

Participates in teacher-guided dramatic activities

Language Development

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

Reading

Identifies characters, settings, and major events in a story

Social Studies

Understands similarities and respects differences among people including those from different cultures

Dramatize “One Rice Thousand Gold”

Say: **Today when you hear “One Rice Thousand Gold” listen for the names of the characters and notice the illustrations. Remember, characters are the people or animals in stories.**

Read “One Rice Thousand Gold.”

Ask: **Who were the characters in this story?** (Han-Shin, his mother and father, a few women, people in Han-Shin’s kingdom when he became king)

Say: **The setting of a story is where the action takes place. In this story, things happened in several places. What was the setting at the beginning of the story?** (Han-Shin’s house) **Where was the next place?** (near water) **The last setting was Han-Shin’s palace. A palace is a very large house.** (Children repeat, *palace*.)

The children dramatize the story.

- Setting - Select three locations to represent Han-Shin’s first home, the fishing hole, and the palace.
- Characters - Select children to act as Han Shin, Han Shin’s mother and father, Old Woman, other women, people in Han Shin’s palace.

Dramatize the story again to give all children the opportunity to participate.

Challenge the children by asking if they remember how to say “thank you” in Chinese. Xièxie. (sshyeah-sshyeah)

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Draw Dragon Dot Eyes |
| <input type="checkbox"/> | Folk Tales Volume 2 |
| | Read-Along CD |
| <input type="checkbox"/> | Props (fishing pole, bowl and chopsticks, clothes, crown, bowl of money) |



Observe & Modify

If your children are not ready to dramatize this story, picture-walk through the book and discuss the characters and settings. If you have access to a projection device, cue up *Starfall.com*; *I’m Reading*; “Chinese Fables” and project the story for this discussion.

Small Group Math

Shape Review

Indicate the equilateral triangle, square, and rectangle.

Say: **Here are 3 shapes. Listen to these clues and tell me which shape I am describing.**

- **I have 3 sides and 3 corners. What shape am I?**
- **I have 4 straight sides and they are all the same. What shape am I?**
- **I have 4 straight sides and 4 corners. Two of my sides are longer than the other 2. What shape am I?**

Indicate the 3 different triangles. Say: **These are all triangles because they all have 3 sides and 3 corners.** Turn the triangles in different directions. Ask: **When I turn these shapes are they still triangles?**

Distribute the triangles and squares. Say: **I wonder what would happen if we tried to put some of these shapes together. Let's experiment.**

Interact with children as they try to make new shapes by putting several shapes together (2 triangles to form a square, 2 squares to form a rectangle, and so on). Children explain what shapes they are using and/or creating.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Three different triangles
(Isosceles, Equilateral, Right) |
| <input type="checkbox"/> | One square |
| <input type="checkbox"/> | One rectangle |
| <input type="checkbox"/> | Several identical triangles
and squares for each child |

Math

Identifies shapes regardless of orientations or size

Describes, compares, creates, and composes basic shapes

Recognizes and identifies basic two-dimensional shapes