

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

If you have questions or comments, please contact us.

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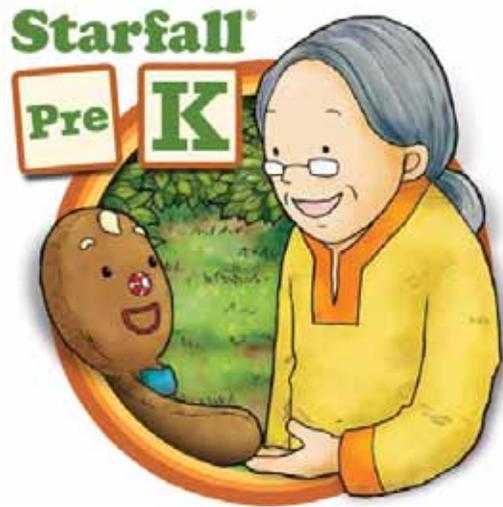
Starfall[®]



Outer Space

Unit 4 • Week 13





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Unit 4: The Great Outdoors

Week 13: Outer Space

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Week 13: Outer Space

This week you will teach the children about the night sky. They will discover that there are billions of planets and stars, like our sun, and they will learn how to tell the difference. The children will also:

- learn the letter Cc and /k/ and identify initial and final /k/ words
- listen to a nonfiction selection about an astronaut
- learn about the sun and other stars
- discover the Big Dipper constellation
- clap and count words in sentences
- learn about the International Space Station
- use connect cubes as measuring tools
- blend and clap syllables
- illustrate and dictate sentences about outer space

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Reach for the Stars by Starfall

Starfall's Selected Nursery Rhymes and Audio CD

Why the Sun and the Moon Live in the Sky retold by Starfall

Star Pattern, Big Bear, Big Dipper, and Rocket Blacklines

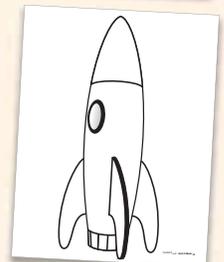
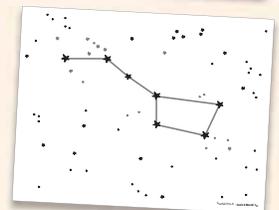
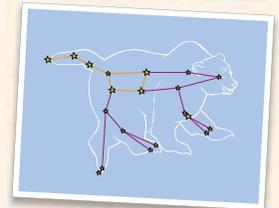
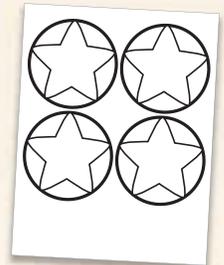
Preparation

Select music for use during this week's Warm Up Your Brain Exercises.

Day One

Story Time — Use construction paper to prepare large sun and moon shapes. Attach a ruler or a craft stick to each. Have either a blue bed sheet, blue blanket, blue towel or a large piece of blue craft paper on hand.

Small Group — You will need light colored chalk, black construction paper for each child, and hair spray.



Day Two

Morning Meeting — Cut eight circles from heavy stock paper. Attach a craft stick to each circle. Label and number them as follows: Mercury-1, Venus-2, Earth-3, Mars-4, Jupiter-5, Saturn-6, Uranus-7, and Neptune-8. Also prepare a large construction paper sun and have paper plates available for use as planets outside our solar system.

Small Group — Duplicate the star pattern blackline and cut out one star for each child. Have a straw for each child to attach to the stars to create wands.

**Day Three**

Morning Meeting — You will need the Big Dipper blackline, the Big Bear blackline, and a ladle or large-handled spoon.

Story Time — Title a sheet of chart paper “Things I Still Wonder About.”

Small Group — Have the rocket blackline available along with blocks of varying sizes, and nonstandard measuring tools such as connect cubes.

Day Four

Story Time — Choose a book about stars, space, or rockets to share with the children. Suggestions include:

- *Draw Me A Star* by Eric Carle
- *Ottie and the Star* by Laura Jean Allen
- *Our Stars* by Anne Rockwell
- *Roaring Rockets (Amazing Machines)* by Tony Mitton and Ant Parker
- *The Night Sky* by Alice Pernick
- *There's No Place Like Space: All About Our Solar System* by Tish Rabe
- *Twinkle, Twinkle, Little Star* by Iza Trapani

Small Group — Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or tip of a sharpened pencil. You will also need clay or play dough for each child.

Day Five

Morning Meeting — Have a duplicated copy of the class story for each child, one copy for the classroom, and craft materials such as construction paper, cotton, glitter and stickers available for use in decorating covers for the stories.

Story Time — Have the following books available: *Who Likes the Rain*, *Thermometers*, *How the Turtle Cracked Its Shell*, *Why the Sun and Moon Live in the Sky*, *Reach for the Stars*, and the teacher’s literature choice books from **Weeks 11-13**.

Snack Suggestion

For each child, put 1/8 cup of any flavor instant pudding and 1/4 cup milk (not low fat) into a small plastic bag. Seal the bags securely. Children gently knead the mixture until pudding forms. Snip off one end of the corner of the bags. The children squeeze the pudding directly into their mouths!

Outside Activity

Play a variation of “Duck, Duck, Goose” by changing it to “Sun, Sun, Earth.”

Gross Motor Skills

Moves with balance and control

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,
Gingerbread Boy

Day 2

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,
Gingerbread Boy

Day 3

Did you see all those stars in the night sky? I tried to count them, but there were too many!

Your friend,
Gingerbread Boy

Day 4

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,
Gingerbread Boy

Day 5

I love the story you wrote yesterday. I can't wait to read it again!

Love,
Gingerbread Boy

Gathering	Gathering Routine	Gathering Routine
Morning Meeting	Gingerbread Boy's Message Introduce night sky "The Man in the Moon" "Star Light, Star Bright" "Twinkle Twinkle Little Star" "Wynken, Blynken and Nod"	Gingerbread Boy's Message Re-create solar system Vocabulary: solar system, planets, Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, astronomer

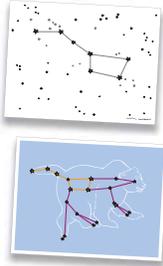
LEARNING CENTERS

Circle Time	Phonological Awareness: Alphabet Sign Language Introduce and listen for /k/ "Cow" riddle "Hey Diddle Diddle" "Little Boy Blue"	Phonological Awareness: Compound words Introduce Cc Listen for initial /k/ <i>ABC for Gingerbread Boy and Me</i>
Story Time	<i>Why the Sun and the Moon Live in the Sky</i>  Vocabulary: visit, promise, flow Story characters Dramatize story	<i>Reach for the Stars</i>  Vocabulary: astronaut Discuss nonfiction and photographs Answer questions "I'm a Little Rocket"
Small Group & Exploration	Draw night pictures	Make star wands 

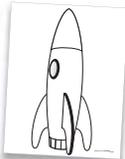
Day Three

Day Four

Day Five

Gathering Routine	Gathering Routine	Gathering Routine
Gingerbread Boy's Message "Ten Little Stars" Introduce Big Dipper and Big Bear "Twinkle Twinkle Little Star"  Vocabulary: stars, constellation, ladle, dipper	Gingerbread Boy's Message Write class story about a visit to another planet	Gingerbread Boy's Message Make covers for class story

LEARNING CENTERS

Phonological Awareness: Words in a sentence Introduce ASL sign for Cc List initial /k/ words Sing "Where Is /k/?" <i>ABC for Gingerbread Boy and Me</i>	Phonological Awareness: Syllables "There Was a Crooked Man" Introduce/discriminate final /k/	Phonological Awareness: Rhyming words Review <i>Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt</i> "Where Is /k/?" "The Alphabet Song"
<i>Reach for the Stars</i> The International Space Station Partner share 	Teacher's choice of book about stars, space or rockets	Pre K Book Club
Build and measure rockets Tallest/shortest 	Three-dimensional shapes Vocabulary: cube, sphere, cylinder, cone, pyramid, rectangular prism	Complete projects or conduct observations and individual assessments

WEEK 13

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Computer Center

Activity — Children enjoy *It's Fun to Read: Poetry*, "If I could Touch the Sky," *Numbers: "Rocket" and "Zero,"* and *Math Songs: "10 Little Monkeys."* They also review /b/, /t/, /n/, /s/, /a/, /p/ /l/, and /r/, and reinforce /k/ at ABCs: S, B, T, N, A, P, L, R, and C.

Interaction & Observation

- Continue to observe children as they work. Talk with them about their experiences and ask them to describe what they are doing.
- Ask questions such as: How did you decide what activity to work on today? Which activity did you like most? How do you get back to the ABCs?

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children write their names at the bottom of black construction paper using white crayons. They place star stickers randomly on the paper, and connect the stars with white crayons to create constellations.

Interaction & Observation

- It is vital that children's artwork be attractively displayed in the classroom to reflect the importance of their creativity.
- Make the art gallery area easily accessible to the children so they may view and share what they have created.

Materials

- Black construction paper for each child
- Star stickers
- White crayons

Print/Book Awareness

Connects oral language and print

Library Center

Activity — Children read along and listen to *Why the Sun and the Moon Live in the Sky* and *Reach for the Stars* Audio CDs after they are introduced on **Days 2 and 3**.

They also enjoy picture books (including audio versions) from your classroom or school library relating to space.

Interaction & Observation

- Nurture language development when talking with children in the Library Center.
- Paraphrase and extend ideas to help children express their thoughts about what they are reading and hearing.
- Discuss the illustrations. Ask children to retell a story in their own words.

Materials

- Why the Sun and the Moon Live in the Sky* (Book and Audio CD)
- Reach for the Stars* (Book and Audio CD)
- Books about space, astronauts, space shuttles, moon rocks, and/or astronomy

Dramatic Play Center

Preparation — Turn the Dramatic Play Center into a space shuttle by including a large cardboard box with cut out windows for light. Place space pictures on the outside of the box, and props inside. Cover firefighter or bike helmets with foil to create space helmets.

Activity — Children become astronauts and work inside the Space Shuttle using props to communicate with NASA.

Interaction & Observation

- Vary this center with props that relate to different units of study and reflect children's interests.
- To increase your inventory of props, send a note to parents about an upcoming theme and ask for items. You can also write NASA for free materials, or ask local doctors, dentists, veterinarians, firemen, librarians, chefs, and others in the community to visit your classroom or donate materials for this center.

Materials

- Large cardboard box
- Rocks for moon rocks
- Space pictures
- Walkie-talkies, phones, or an old outdated computer
- Helmets, aluminum foil

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Children build space stations and rockets, using pictures for reference.

Interaction & Observation

- Offer encouragement and engage in conversation with children as they work. Get down on the floor to converse and offer support when children are trying to solve problems.
- Ask questions or make comments such as: Can you think of a different block that might work better here? How many astronauts will fit into your space shuttle? You had to be very careful when you made this rocket so tall. Why do you think your space shuttle collapsed?

Materials

- Wooden blocks of various shapes
- Books with photos of shuttles and rockets
- Pictures of space stations and rockets

Fine Motor Skills

Coordinates hand and eye movements

Social/Emotional Development

Works with other to solve problems

Writing Center

Activity — Children draw and color pictures of things that begin with the sound /k/ (cat, cap, caterpillar, cup, car, cow, computer, castle, cookies, etc.) and write or dictate sentences about them. Write sentences in pencil and children trace the words with felt tip pens.

Interaction & Observation

- When taking dictation, write in pencil in large letters so children can trace over the words with a felt tip pen or pencil.
- As their fine motor skills improve, take the dictation with a felt tip pen and leave space for children to copy directly under each dictated word.

Materials

- Crayons, pencils
- Drawing paper
- Felt tip pen for tracing

Emergent Writing

Uses scribbles/writing to convey meaning

Fine Motor Skills

Uses writing and drawing tools



Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates states of matter

Activity — Add mild dish detergent to the water table. Children experiment with bubbles and continue to explore the properties of water using the available tools. Surprise them midweek by adding a few drops of food coloring to the soapy water.

Interaction & Observation

- As children explore the properties of water, engage them in conversation and ask questions such as: What happens when you squeeze the sponge in the soapy water? Can you hold water in one hand? What about two hands? What happens to the soap when you stir the water with the wire whisk? What do you like best about water?

Materials

- Water table
- Mild dish detergent
- Wire whisks
- Measuring cups and spoons
- Large plastic or wooden spoons
- Sponges

Math Center

Math

Uses rules to create and extend repeating patterns

Activity — Children continue to explore patterns using different types of objects, rather than concentrating on the color, size or shape of the previously used math manipulatives.

A possible AB/AB pattern might be button/stone, button/stone.
An ABC/ABC pattern might be crayon/shell/pencil, crayon/shell/pencil.

Interaction & Observation

- Some additional questions to ask as children create new patterns are:
Can you use two objects that you can write or draw with to make a pattern?
Can you make a pattern using three objects? How could you read this pattern?
(shell/stone, shell/stone — ab/ab, or pencil/bean/chalk, pencil/bean/chalk — abc/abc)

Materials

- Objects such as buttons, beans, shells, small stones, crayons, pencils, chalk



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." Children line up one behind the other. The first child passes the ball over his or her head to the next child in line without turning around. The pattern continues until the ball reaches the last child in line. The children turn to face the opposite direction and begin again.

Materials

- Teacher's choice of music
- Ball
- Starfall's Selected Nursery Rhymes*
- Globe

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,
Gingerbread Boy

Introduce Earth

Read and discuss Gingerbread Boy's message.

Ask: **Do you remember the rhyme we learned last week about a man in the moon? Let's read it again.** Read *Nursery Rhymes* page 47, "The Man in the Moon."

Explain: **There is not really a man in the moon. When some people look at the moon they think it looks like a face. Last week we also learned about the daytime star. Who remembers its name?** (sun)

Say: **Let's take a look at the night sky.** Indicate *Nursery Rhymes* pages 46 and 47. Read "Star Light, Star Bright," "Twinkle, Twinkle Little Star," and "Wynken, Blynken, and Nod." Repeat the rhymes as children join you. Children discuss the illustrations.

Indicate the globe. Say: **This is planet Earth. The blue on the globe shows the water on Earth. The other colors show the land.** Volunteers locate the water and land on the globe.

Explain: **Planet Earth has no light of its own, but every morning when we come to school it is light outside. Where does Earth get its light?** (the sun, or the daytime star) **Do you remember where the moon gets its light?** (the sun) **Our daytime star is busy during the day and during the night!**

Ask: **What else do we see in the night sky?**

- **There are billions of other stars like our sun in the night sky. They are so far away that we don't feel their heat, but we can see them "twinkle." There are also other planets, like Earth in the sky. We can tell they are planets because they don't twinkle like stars.**
- **The stars and planets don't go away during the day. They are still in the sky, but our sun makes the sky so bright we can't see them.**

Take the children outside to observe the sky and to try to find the stars and planets. Remind them that the sun is so bright we can't see the stars and planets during the day. Review last week's flashlight experiment.

Discuss new additions to the Learning Centers prior to sign-up.

Comprehension

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

Science

Explores the characteristics of the sun, moon, stars and/or clouds

LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298–300. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Alphabet Sign Language

Say: **I'll show you a letter in sign language and you make its sound. Let's try one! Ready? Form the ASL hand sign for Aa.** (Children say, /a/.) Repeat for *b, t, n, s, a, p, l* and *r*. Choose volunteers to produce the letter sounds.



Phonics

Matches some letters with their sounds

Phonological Awareness

Listens for beginning sounds

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Picture Cards: *car, coat, corn,* and *cow*
- Pocket chart

Introduce /k/

Say: **Grandmother has a riddle for us. Listen to her clues to solve the riddle.** Grandmother reads the riddle "Cow."
Children solve the riddle.

Display the Picture Cards *car, coat, corn,* and *cow*. Say: **Here is a picture of a cow. Say, cow. Cow begins with /k/. Say /k/.**
Continue as follows:

- **Coat begins with /k/. Say, coat. Say /k/, coat.**
- **Corn begins with /k/. Say, corn. Say /k/, corn.**
- **Say, car. What sound do you hear at the beginning of car? Right, /k/.**

Say: **Listen to these two words and tell which one begins with /k/: cat, dog.** (Children respond, *cat*.) **Right! Cat begins with /k/.** (Children repeat, /k/.) **Listen again. Which one begins with /k/, candle or rabbit?** (Children respond, *candle*.)

Say: **Let's pretend to chew grass like cows!** (Children do this.) **Listen to these words. If you hear /k/ at the beginning, chew, chew, chew. If the word doesn't begin with /k/, sit down. Ready?** Use: *camel, ant, pop, crayon, cookie, carrot, nose, red* and *comb*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle."

Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /k/.** Play *Nursery Rhymes* Audio CD Track 12 and sing "Hey Diddle Diddle." Ask: **What words begin with /k/?** (*cat, cow*)

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Read the rhyme. Say: **Listen to this rhyme again. This time when you hear a word that begins with /k/ raise your hand.** Read the rhyme slowly and clearly. Children raise their hands when you read *come, cow, corn,* and *cry*.

Play *Nursery Rhymes* Audio CD Track 23. Children sing "Little Boy Blue."

Encourage children to listen for /k/ today.

Cow

*I am a female farm animal
that gives milk.
I can be milked by hand
or machine.
My babies are called calves.
My name begins with /c/.*

What am I?



Observe & Modify

Only the hard Cc sound is addressed here. Its marking is indicated as /k/. If you have a child whose name begins with a soft Cc sound, such as Cindy, explain that Cc can stand for both /k/ and /s/.

Story Time

Why the Sun and the Moon Live in the Sky

Display *Why the Sun and the Moon Live in the Sky*. Say:

This is an African Folk Tale. It is retold by Starfall.

The Illustrator is Jing Lili.

Introduce the following vocabulary prior to reading the story.

visit	to go and stay with someone for a while
promise	to say you will do something (Example: I promise to eat my vegetables.)
flow	to move smoothly (Example: The water will flow down the hill.)

Say: **Listen as I read to find out why the sun and moon live in the sky.**

Read the book. Ask: **Why did the sun and the moon live in the sky?** (discuss)

Who are the characters in this story? (sun, moon, water, water animals)

Let's pretend we are the characters.

- Select volunteers to be the sun and moon. Explain they will hold the paper sun and moon at waist level. The sun character will begin close to the water. The moon character will be a short distance away.
- Explain to the sun and moon characters that as the story is read they will hold their signs higher and higher. At the end of the story they should be holding the sun and moon by the end of the sticks.
- Select two volunteers to be the water. They will stand apart from each other holding the blue sheet. They will wave the sheet to simulate water moving.
- Select several children to represent the water animals. They will pretend to swim in the water.
- The remaining children will be the audience.

Read the story and prompt children to dramatize the events.

Materials

- Why the Sun and the Moon Live in the Sky* retold by Starfall
- Prepared sun and moon
- Blue bed sheet, blanket, towel, or large piece of blue craft paper

Vocabulary

Acquires new vocabulary

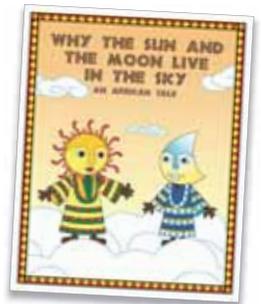
Comprehension

Identifies story characters

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

Creative Arts

Participates in teacher-guided dramatic activities



Small Group & Exploration

Create Nighttime Chalk Drawings

Children use chalk to draw night pictures on black paper. Take the pictures outside (away from the children) and spray them with hair spray to affix the chalk.

Materials

- Black construction paper for each child
- Light colored chalk
- Hair spray
- Newspaper

Creative Arts

Creates original work

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Teacher's choice of music
- Ball or globe
- Prepared planets and large sun

Warm Up Your Brain

Play "Pass the Ball." Gather children in a circle. Pretend a ball or globe is planet Earth. Play music of your choice while children pass the ball to the child on their left. Occasionally stop the music, and instruct the children to freeze. They resume passing the ball when you start the music again.

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,
Gingerbread Boy

Gross Motor Skills

Distinguishes left from right

Science

Explores the characteristics of the sun, moon, and stars

Vocabulary

Discusses words and word meanings

Asks questions about unknown objects and words

The Solar System

Read and discuss Gingerbread Boy's message.

Say: **Earth is part of a neighborhood in the sky called the solar system. In this neighborhood are the sun and eight planets. The sun is in the middle of our solar system. The eight planets travel around the sun. Let's create our solar system right here!**

Explain: **There are eight planets in our solar system. Some planets are too close to the sun for us to live on because it would be too hot.** Distribute Mercury and Venus to volunteers while the rest of the children line up along a wall and wait. Continue: **We live on the planet Earth. It is just right for us because it is not too hot and not too cold.** A volunteer holds Earth. **The other planets are too far from the sun. It would be too cold for us to live on them.** Volunteers hold Mars, Jupiter, Saturn, Uranus, and Neptune.

A volunteer holds the sun and stands in the middle of the circle. Name the planets in order and children form a circle around the sun. Say: **Let's move as our solar system moves. The planets circle, or orbit, around the sun** (counterclockwise). **Let's move.** The sun stands still while the planets travel, or orbit, around it.

Explain: **A person who studies the solar system is called an astronomer.** (Children repeat, *astronomer*.) **Astronomers help us understand the sky. They also help us understand Earth and all the other planets in our solar system.**

Encourage children to ask questions about the solar system.

LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Display Picture Cards *boy, girl, cake, cup,* and *cow* on the left side of a pocket chart. Children identify the pictures.

Say: **We can make new words if we put two of these pictures together. Who can find the two pictures that make cowboy?** A volunteer puts *cow* and *boy* together. Discuss the meaning of the words *cow, boy,* and *cowboy*. Add the *cowboy* Picture Card beside *cow* and *boy* in the pocket chart. Repeat for *cowgirl* and *cupcake*.



Materials

- Picture Cards: *boy, cake, cow, cowboy, cowgirl, cup, cupcake, girl*
- Pocket chart
- Grandmother
- Letter Card Cc
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Cc

Introduce Cc

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

Phonological Awareness

Combines words to make a compound word

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Print/Book Awareness

Connects oral language and print

Story Time

Reach for the Stars

Say: **Our story today is true, or nonfiction. Once upon a time a little girl had a dream to study the stars. Then she decided she wanted to do more than that. She wanted to see the stars up close. This little girl's name was Stephanie. She grew up and became an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title. Explain that the book has real photographs. As you read, pause to discuss them.

- Read pages 1 through 5. Ask: **What did Stephanie want to become?**
- Read pages 7 through 10. Ask: **Where do you think all the astronauts are going? How will they travel to outer space? Let's read to find out.**
- Read pages 11 through 14. Ask: **Why does the rocket need so much power? This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets!** Chant "I'm a Little Rocket" and children perform the actions.
- Read pages 15 through 17. Ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Gather children in a circle. A volunteer stands in the center of the circle holding the globe. Say: **Let's pretend we are rockets orbiting Earth. Ready?** Children walk in a circle around the globe.

You will read the second part of the book on **Day 3**.

Materials

- Reach for the Stars by Starfall
- Globe

Comprehension

Distinguishes between fiction and nonfiction

Recalls important facts of information text

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

Science

Explores the characteristics of the sun, moon, and stars



I'm a Little Rocket

*I'm a little rocket
(Children squat.)
Point toward the sky
(Point arms upward.)
4...3...2...1
(Children repeat slowly.)
Blast off! Fly!
(They spring into the air.)*

Small Group & Exploration

Create Star Wands

Children color and cut out the stars with your assistance. They write their names on the stars and decorate them. Staple the stars to the straws.

Collect the wands for use on **Day 3**.



Materials

- Star pattern cutout for each child
- Straw for each child
- Pencils, crayons
- Stapler or tape

Optional:

- Glue, glitter

Fine Motor Skills

Uses writing and drawing tools

Listening & Speaking

Follows simple and multiple-step directions

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children line up one behind the other. The first child passes a ball over his or her head to the next child in line without turning around. That child passes the ball between his or her legs to the next child. Children continue the pattern until the ball reaches the last child in line. The children then turn to face the opposite direction and resume.

Materials

- Ball
- Starfall's Selected Nursery Rhymes* Audio CD
- Ladle or large-handled spoon
- Big Dipper/Big Bear blacklines
- Star wands from **Day 2**

Did you see all those stars in the night sky?
I tried to count them,
but there were too many!

Your friend,
Gingerbread Boy

The Stars

Read and discuss Gingerbread Boy's message.

Distribute the star wands from **Day 2**. Number ten children one to ten. They sit side by side in front of the class. Explain that they will stand and "twinkle" when they hear their numbers. Sing "Ten Little Stars." Repeat so all children have a turn.

Ask: **Did you know a star is a ball of hot gas burning far, far away? When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light.**

Ten Little Stars

(Melody: Ten Little Indians)

One little, two little, three little stars.

Four little, five little, six little stars.

Seven little, eight little, nine little stars.

Ten little stars in the sky!

Play *Nursery Rhymes* Audio CD Track 45 "Twinkle, Twinkle, Little Star."
Children pretend they are twinkling stars as they join in singing.

Explain: **There are groups of stars that can be seen in the night sky called constellations. Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people or things. Each picture is a constellation.** (Children repeat, *constellation*.)

Indicate the ladle or large-handled spoon. Say: **This is a ladle. You can use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Let's pretend we have dippers and scoop some soup.** (Children do this.)

Indicate the Big Dipper blackline. Say: **This is the Big Dipper. It's easy to find in the night sky. It is part of a constellation called the Big Bear. If you can find the stars in the dot-to-dot pattern for the Big Dipper then you have found the constellation called the Big Bear. Let's count how many stars there are in the Big Dipper.** (7)

Indicate the Big Bear blackline. Discuss the pattern and arrangement of the stars on both blacklines. Volunteers trace the Big Dipper pattern inside the Big Bear constellation with their fingers.

Seven volunteers arrange themselves and pretend to be the stars in the Big Dipper.

Math

Verbally counts in sequence

Science

Explores the characteristics of the sun, moon, and stars

Vocabulary

Discusses words and word meanings

LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The sun is hot.***

Now, you say it. (Children repeat.) **Listen again.**

Repeat the sentence. Select a volunteer to represent each word in the sentence to stand in the front of the group. Repeat the sentence, tapping each volunteer. Say: **Let's count words in the sentence.**

How many words did you hear in the sentence?

Children hold up one finger for each word.

Assign one child to each word in the sentence, "The sun is hot." The four children stand in front of the class. Stand briefly behind each child as you say his or her word. Ask: **How many words are in this sentence?** Repeat with several simple sentences.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother

List Cc Words, ASL Cc

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with Cc.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter C. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with C then accept suggestions. Children circle Cc in their words.

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

Grandmother says: **Let's sing a song to remember /k/.**

Sing "Where Is /k/?" Each time /k/ or the letter Cc is used children make the Cc hand sign.

Where Is /k/?

Melody: ("Where Is Thumbkin?")

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

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.

Phonics

Matches some letters to their sounds

Phonological Awareness

Listens for beginning sounds

Distinguishes individual words within spoken phrases or sentences

Emergent Writing

Contributes to a shared writing experience or topic of interest



Observe & Modify

When making the list of Cc words, list only those words that begin with the hard Cc (/k/) sound. If children present words that begin with Cc using the soft Cc (/s/) sound, have them listen carefully to determine the beginning sound.

Story Time

Review *Reach for the Stars*

Indicate *Reach for the Stars*. Picture-walk from page 1 to page 17. Children recall information learned on **Day 2**.

Read pages 18 through 20. Ask: **What happens if you open a bag of popcorn in space?** (It would all float away.) **When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.**

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for awhile. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station and they help us learn more about our solar system.**

Read pages 25 through 29.

Indicate and read the chart paper titled: *Things I Still Wonder About*. Say: **We have learned about the sun, stars, planets, rockets, and astronauts. Are there still things you wonder about? I'll write your questions on this chart paper and we will try to find the answers this week.** Remind children that only one child should speak at a time.

Review the list with the class.

Materials

- Reach for the Stars*
- Chart paper, markers

Comprehension

Recalls important facts of information text

Science

Explores the characteristics of the sun, moon, stars

Listening & Speaking

Understands by asking and answering relevant questions

Emergent Writing

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Small Group & Exploration

Measure Rockets

Indicate the rocket blackline. Say: **Here is a picture of a rocket. Each of you will use blocks to build your own rocket. See how tall you can make it without it falling over. Then we will measure your rockets.**

Children build rockets.

Ask: **Which rocket is the tallest?** (Children respond.) **Which rocket is the shortest?**

Distribute connect cubes. Say: **We will use these cubes to measure the rockets.** (demonstrate) **Children connect and count the cubes as they measure each rocket.**

Write each child's name and his or her cube count on chart paper.

If time permits, children draw pictures of their rockets.

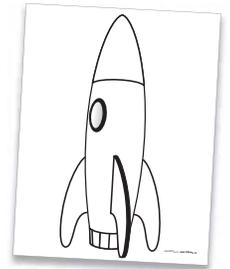
Materials

- Rocket blackline
- Blocks of varying sizes and shapes
- Nonstandard measuring tools
(such as connect cubes)
- Chart paper
- Pencils

Math

Becomes familiar with nonstandard measuring tools and their uses

Measures or compares the height of one or more objects using a nonstandard reference



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,
Gingerbread Boy

Emergent Writing

Contributes to a shared writing experience or topic of interest

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Warm Up Your Brain

Play "Pass the Ball." Gather children in a circle. Play music as the children pass a ball to the right. Stop the music periodically. When the music stops, the children freeze. Repeat the game with the children passing the ball to the left.

Materials

- Teacher's choice of music
- Ball
- Chart paper
- Marker

Class Story: Space Trip

Read and discuss Gingerbread Boy's message.

Say: **Let's write a story about taking a trip to another planet. To which planet should we go?** Volunteers respond and the class decides. **I'll write the story so we don't forget it.**

Begin by writing, "Once upon a time our class took a trip in a rocket to (class choice). When the rocket was in the air..."

Ask: **What happened when the rocket was in the air?** Accept volunteers' responses and write one. Ask: **What happened next?** As you write, add the children's names in parentheses after their responses.

Continue to ask what happened next, or add prompts to help direct the story. Read the story when it is finished. Say: **Every story needs a title, or name. What should the title of our story be?**

Type the completed story, then duplicate a copy for each child and one for the classroom. On **Day 5** children will create individual covers for the story.

LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables

Say: **Listen to these word parts: cob-bler. Now put them together: cobbler. This time clap for the parts. Ready? care-ful** (clap, clap) Children say, *careful*. Repeat for *curtain*, *cap*, and *cottage*.

Materials

- Grandmother
- List of Cc words from **Day 3**
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

Introduce Final /k/

Say: **Let's look at these words that begin with Cc.** (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 hand sign for Cc.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 39, "There was a Crooked Man." Read the rhyme. Children stand each time they hear a word that begins with /k/. Play *Nursery Rhymes* Track 39. Children sing "There was a Crooked Man."

Ask: **Did you know /k/ can be at the beginning of a word or at the end of a word? Listen for /k/ in this word: magic.** (Emphasize /k/ at the end.) **Now you say it: magic.** **Where do you hear /k/ in magic?** (at the end) **Say, magic.**

Children stand and face partners. If there is an odd number of children, partner with a child. Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in the following words: *music, night, traffic, sun, artistic, moon, plastic* and *fabric*.

There was a Crooked Man

*There was a crooked man,
Who walked a crooked mile,
He found a crooked penny
And smiled a crooked smile.
He bought a crooked cat,
Which caught a crooked mouse,
And they all lived together
In a little crooked house.*

Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound

Print/Book Awareness

Connects oral language and print

Comprehension

Recalls information from stories

Vocabulary

Acquires new vocabulary

Story Time

Teacher's Literature Choice: Space

Share your choice of book about stars, space, or rockets with the children. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Ask and answer questions about the book.

Materials

- Teacher's choice of book about space

Small Group & Exploration

3-D Geometric Shapes

Indicate the 3-D shape Picture Cards. Say: **Look at these special shapes. They are not flat like circles, triangles, squares or rectangles.** Identify each 3-D shape.

Indicate the die. Say: **Let's play a matching game. Here is a die. Which of the special shapes does the die most look like?** (Children respond, *cube*.) A volunteer holds the cube Picture Card and die. Repeat for ball (sphere), toilet paper roll or glass (cylinder), party hat (cone), shoebox (rectangular prism), and pencil or cheese wedge (pyramid).

Say: **We've been talking about rockets, planets, the sun, and the moon. Do any of those things look like these shapes?** Distribute clay or play dough to each child.

Say: **Which shape would you make to look like a planet?** (Children respond, *sphere*.) **Use your play dough to make a sphere.**

After the sphere, the children construct rockets using several 3-D shapes.

Materials

- 3-D Shape Picture Cards: *cube, sphere, cylinder, cone, pyramid, rectangular prism*
- Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil
- Clay or play dough



Math

Recognizes basic two-dimensional geometric shapes

Identifies three-dimensional shapes

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

It is less important for children to remember the names of three-dimensional shapes than it is to hear the names, practice comparing and contrasting the shapes, and to recognize the difference between two and three dimensions.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." Review the week's Pass the Ball exercises. Children choose the exercise they would like to repeat.

Read the Class Story

Read and discuss Gingerbread Boy's message.

Read the class story from **Day 4**. Discuss illustrations that would be appropriate for the cover. Distribute individual copies. Children use crayons, markers, and/or craft materials to decorate covers. Staple the covers to the story copies. Create a copy for the classroom library.

Materials

- Ball
- Story written on **Day 4**
- Drawing paper
- Craft materials: construction paper, cotton, glitter, stickers
- Glue or glue sticks
- Scissors
- Pencils, crayons, marker
- Duplicated copies of class story

I love the story you wrote yesterday. I can't wait to read it again!
Love,
Gingerbread Boy

Fine Motor Skills

Uses writing and drawing tools

Creative Arts

Shows care and persistence in a variety of art projects

LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Listen carefully for words that rhyme in this song.** Play *Nursery Rhymes* Audio CD Track 39, "There Was a Crooked Man."

Review the rhyme. Children identify the rhyming words, mile/smile and mouse/house.

Materials

- Grandmother
- Letter Cards: Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt
- Picture Cards: apple, bear, cow, ladybug, nest, puppies, rabbit, skateboard, tent
- Bag or basket
- Pocket chart

Review Cc /k/

Indicate the pocket chart. Grandmother asks: **Can we play a matching game?**

Say: **I will put the letters we have learned in this pocket chart. Name the letters as I place them in the pocket chart.** (Do this.) **Now let's count them.** (9)

Ask: **Are these all the letters in the alphabet? No! Let's sing "The Alphabet Song" very, very slowly. When we get to a letter we have learned, stand.** Remind the children to check the Alphabet Chart for the letters that have stars. Children stand for the letters they know and sit for the letters they don't while singing "The Alphabet Song."

Phonological Awareness

Identifies rhyming words

Listens for beginning sound

Phonics

Recites the alphabet in sequence

Matches some letters to their sounds

Indicate the Picture Cards. A volunteer closes his or her eyes, then draws a Picture Card. Identify it and ask: **Which letter stands for the sound you hear at the beginning of this picture?** The volunteer locates the Letter Card and places the Picture Card on top of or next to it.

Sing "Where Is /k/?"

Where Is /k/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.



Story Time

Pre-K Book Club

Say: **We have learned about weather, seasons, stars and planets.** Indicate the unit books.

Say: **Let's make a book club! A book club is a group of people who get together to read and talk about books. Look at all the books we have read!**

Divide the class into small groups and give each group one book. Choose a leader for each group to hold the book. Groups discuss the books and what they have learned from them.

After a short time, get the children's attention by saying: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.** When the class is ready, each group takes a turn to share one thing they learned from their book.

Materials

- Who Likes the Rain*
 - Thermometers*
 - How the Turtle Cracked Its Shell*
 - Why the Sun and Moon Live in the Sky*
 - Reach for the Stars*
 - Teacher's literature choices
- from **Weeks 11-13**

Comprehension

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

Recalls information from stories

Conversation

Demonstrates knowledge of verbal conversational rules

Provides appropriate information for the setting

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.