

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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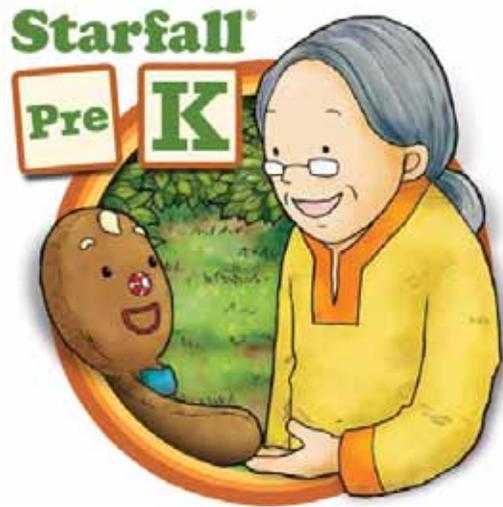
Starfall®



Pets

Unit 5 • Week 14





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Unit 5: Animals Everywhere

Week 14: Pets

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Week 14: Pets

Ee

This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not. The children will also:

- learn /e/ and identify initial /e/ words
- distinguish between real and make-believe
- review beginning sounds and letter identification
- identify story characters, setting and plot
- create individual pages for My Favorite Pet class book

Starfall Books & Other Media

The Frog Prince as told by Brandi Chase



The Frog Prince Audio CD

Animal Poster

ABC for Gingerbread Boy and Me

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 2



Preparation

Inform the children and their parents that each child will need to bring a stuffed animal from home on **Day 3**.

Day One

Morning Meeting — Prepare a chart paper titled “Pets.” On the first line write the sentence stem “A (blank) can be a pet.” After this lesson, save the “Pets” chart paper, as you will refer to it through **Weeks 14, 15** and **16**.

Story Time — You will need a blue bed sheet or blanket.

Small Group — Have one green construction paper circle, two cotton balls, two very small black construction paper circles, four strips of green paper, and one strip of red paper for each child.

Day Two

Remind the children and their parents that each child will need to bring a stuffed animal to school on **Day 3**.

Story Time — Use the Word Generator in the Parent-Teacher Center at teach.Starfall.com to prepare the following word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, and astonish*.

Small Group — Assemble completed individual favorite pet pages into a class book and add a cover for use on **Day 4**.

Day Three

Morning Meeting — Prepare enough red and blue paper strips for half the class to have red and the other half to have blue.

Story Time — Choose a book about pets to share. Suggestions include:

- *Arthur's Pet Business* by Marc Brown
- *The Perfect Pet* by Margie Palatini
- *Wet Pet, Dry Pet, Your Pet, My Pet* by Dr. Seuss
- *Willie's Wonderful Pet* by Mel Cebulash

Small Group — The children will need to hold their stuffed animals which they will take turns to pose in various positions.

Day Four

Small Group — Prepare a strip of construction paper for each child to decorate and wear as a crown. Have beads, stickers and other craft items available for decoration.

Day Five

Morning Meeting — You will need a small rawhide dog bone or a similar object to play "Doggie, Doggie, Where's Your Bone?"

Circle Time — Prepare letter cards by writing the following letters on individual sheets of paper: *E, e, C, c, L, l, P, p, R, r, B, b, T, t, N, n*. Arrange sixteen classroom chairs into four rows of four.

Snack Suggestion

Make "Puppy Chow" by mixing together a rice or corn square cereal, raisins, and small pretzels. Put individual portions in small plastic bags or paper cups for easy distribution.

**Gross Motor Skills**

Moves with balance and control

Listening & Speaking

Follows simple and multiple-step directions

Outside Activity

Play "Leap Frog." Children line up in a straight line facing forward in a large open space. They kneel and cover their heads with their hands. The last child in line places his or her hands on the back of the next child in line and leaps over the child, spreading his or her legs like a frog. The child continues leaping until he or she reaches the front of the line, then kneels with his or her hands overhead. The next player in line repeats the steps until each child has a turn.

Play a variation of "Duck, Duck, Goose" by changing it to "Cat, Cat, Dog."

Give the following directions for children to play "Down Doggie."

- **Get down on your hands and knees.**
- **Keep your hands flat and your knees under your hips. Look straight down.**
- **Straighten your legs as you press your heels down toward the ground.**
- **Return to the starting position.**

Repeat several times.

I've never had a pet.
I think it would be
fun to have one.

Your pal,
Gingerbread Boy

Day 2

I have a sentence for
our "Pets" chart. A
(choose a pet not yet
mentioned) can be
a pet!

Love,
Gingerbread Boy

Day 3

I saw a picture of
a cow jumping over
the moon. Can cows
really do that?

Your friend,
Gingerbread Boy

Day 4

I would like to have a
dog for a pet. May I
see your Favorite Pet
Book so I can learn
about your favorite
pets?

Your pal,
Gingerbread Boy

Day 5

I loved learning about
dogs. Maybe when I
get older, I'll have a
pet dog.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

"Bingo"

Animal Poster

What makes a good pet?



Gingerbread Boy's Message

List animals that do not make good pets

LEARNING CENTERS

Circle Time

Phonological Awareness: Blending Syllables

Introduce and listen for /e/

"Elephant" riddle

Phonological Awareness: Syllables

ABC for Gingerbread Boy and Me

"One Little Elephant Went Out to Play"

Introduce Ee

Listen for initial /e/



Story Time

"Five Little Speckled Frogs" dramatization

The Frog Prince



The Frog Prince

Vocabulary:

vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish



Small Group & Exploration

Make Speckled Frogs



My Favorite Pet class book

Draw favorite pets and dictate sentences

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"Real or Make-Believe"

"Three Little Kittens"

Gingerbread Boy's Message

Share My Favorite Pet class book pages

Gingerbread Boy's Message

Taking care of pets

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

LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant

List initial /e/ words

Introduce ASL sign for Ee

Review ASL signs for A, B, C, L, N, P, R, S, T



Sing "Where Is /e/?"

ABC for Gingerbread and Me

Phonological Awareness: Syllables in words

Review: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt

Match pictures and initial sounds

Phonological Awareness: Rhyming words

"People Alphabet Bingo"

Teacher's Literature Choice: Pets

Select vocabulary

Ask/answer questions

The Frog Prince

Identify story settings, characters and plot



The Frog Prince



Position words: stuffed animals

Decorate character crowns

Vocabulary: crowns

Complete projects or conduct observations and individual assessments

WEEK 14

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *I'm Reading: Comics*, "The Dog and His Bone," and *Colors: "Green."* They also review /r/, /k/ and reinforce /e/ at ABCs: R, C, E.

Interaction & Observation

- You have likely noticed that the Computer Center can be a very social place. Studies have shown that nine times the number of conversations take place while children work on computers as when they do activities like putting a puzzle together.
- To encourage social skills, comment on how well the children work together.

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 work at the art easel to paint pictures of favorite pets or pets they would like to have.

Interaction & Observation

- Engaging in conversations with children in the Art Center can help them learn to appreciate art.
- Use this time for problem solving (too much paint, too little paint, paint gets on table or hands) and concept development (shapes, colors, color mixing).

Materials

- Paint brushes
- Art paper
- Tempera paint

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Library Center

Activity — The children enjoy picture books (including audio versions) from your classroom or school library relating to pets, and listen to nature tapes. They also read along and listen to *The Frog Prince* Book & CD after the story is introduced on **Day 2**.

Interaction & Observation

- Highlight the children's handling of books. (e.g. "I can see how carefully you turn the pages.")
- Encourage children to think critically. (e.g. "Why do you think...?")
- Make connections to the children's experiences. (e.g. "Do you have a pet at home?")

Materials

- The Frog Prince* as told by Brandi Chase
- The Frog Prince* Audio CD
- Books about pets
- Nature tapes with bird sounds

Dramatic Play Center

Activity — The center becomes a veterinarian's office. The children don the doctor's coat and care for stuffed animal pets. They take turns as veterinarians, nurses, feeders, and pet owners.

Interaction & Observation

- Change the props regularly to help maintain the children's interest, and to support the extension of ideas.
- Suggest various situations, and ask the children about their experiences to enrich their dramatic play.

Materials

- Stethoscope, doctor's tools
- Old white shirt for doctor's coat
- Bandages/wrapping tape
- Classroom stuffed animals

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Children build a pet store with blocks, creating cages and pens for various stuffed or plastic animals, using the books and pictures for inspiration.

Interaction & Observation

- Expand the children's knowledge base and refine their natural inquiry skills by encouraging observation about block construction.
- Help children draw conclusions about how things work?

Materials

- Stuffed or plastic animals
- Wooden blocks of various shapes
- Books about and pictures of pet stores

Fine Motor Skills

Coordinates hand and eye movements

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Ask the children: If you could have any animal in the world for a pet, what would you choose?

The children draw animals of their choice and dictate sentences about them. If children are motivated to do their own writing, allow them to do so. After finishing, they read their sentences to you, and you write them correctly beneath their attempts. They then trace over the sentences or copy them underneath.

Tape the edges of the children's papers together (lengthwise) to make a long accordion book, and display it opened and upright on a long shelf.

Interaction & Observation

- Encourage the children's writing by making comments such as "I see you have written your own sentence!" or "Would you like to read me what you wrote?"

Materials

- Crayons, pencils
- White construction or other type of sturdy paper
- Felt tip pen

Emergent Writing

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

Fine Motor Skills

Uses writing and drawing tools



Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates states of matter

Discovery Center

Activity — Children add small amounts of water from spray bottles to the sand in order to sculpt places for pets to play.

Interaction & Observation

- Ask questions such as: What happens when you spray more water on the sand? How does the water change what you can create in the sand? What would happen if you added too much water?

Materials

- Sand table
- Plastic animals (pets)
- Spray bottles of water

Math

Verbally counts in sequence

Recognizes numerals

Math Center

Preparation — Use the Picture Card Generator to generate twenty goldfish on bright yellow construction paper. Use the generator option to number the goldfish with the numerals 1-5. Tape a paperclip to each fish. Include a magnetic toy fishing pole or make your own by tying a three to five foot long piece of string to a dowel and securely tying a magnet to the other end of the string.

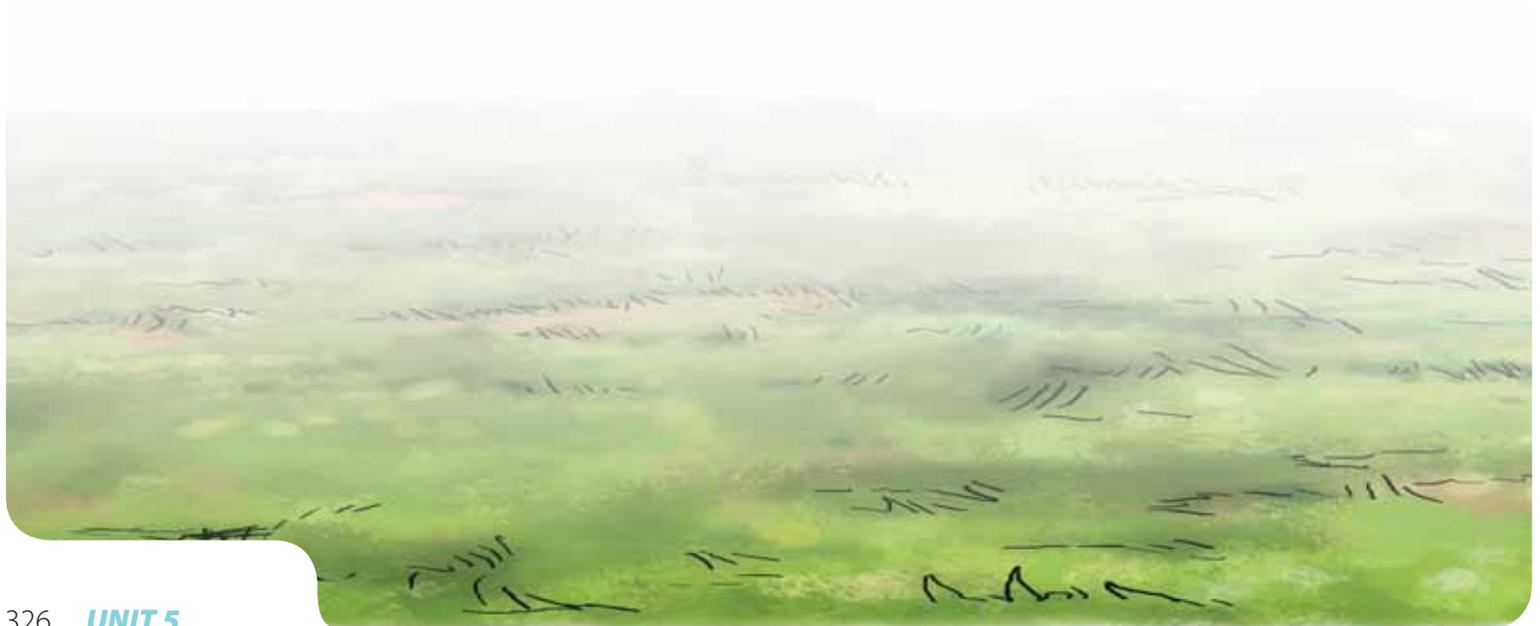
Activity — Place the fish in a large opaque container or tub on the floor so children cannot see inside. Children sit around the tub and take turns fishing. They identify the numbers on the fish they catch and count up to those numbers.

Interaction & Observation

- Monitor the fishing game to ensure safety with the fishing pole, and to assess the children's numeracy skills as they identify numerals and practice counting.

Materials

- Bright yellow construction paper goldfish
- Magnetic fishing pole, wooden dowel, or a piece of string with a magnet
- Tape, paperclips
- Large plastic tub or container



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Say: **Let's play a pattern game. Watch and listen.**
 Demonstrate and say: **Clap, clap, pat; clap, clap, pat.**

Now you try. (Children say the pattern as they clap and pat it.) **Clap, clap, pat, clap, clap, pat. That's a pattern. Let's do the pattern three times.** (Children do this.) **Let's try another pattern. Watch and listen. Stand, sit, stand, sit. Now you try. What would come next in the pattern?** (Children respond, *stand*.)

Materials

- Starfall Sing-Along Volume 2
- Animal Poster
- Prepared "Pets" chart
- Marker

I've never had a pet.
 I think it would be
 fun to have one.
 Your pal,
 Gingerbread Boy

Pets

Play *Sing-Along* Volume 2 Track 5. Children sing and clap "Bingo."

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have a pet.** (Children stand and then sit.)
Stand if you would like to have a pet. (Children stand and then sit.)
Stand if you do not want a pet. (Children stand and then sit.)

Say: **Johnny had a dog. Do you think a dog makes a good pet?**

Indicate the Animal Poster. Identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals would make a good pet?** Discuss why cows, bears, and dolphins would not make good pets.

Indicate the "Pets" chart paper.

- Read the title, Pets.
- Indicate and read the sentence stem, "A (blank) can be a pet."
- Children tell what is missing in the sentence.
- A volunteer names a pet, and you write it in the blank.
- Indicate and read the completed sentence. Children echo you.

Volunteers name other animals that make good pets. Encourage them to use complete sentences. (Example: "A turtle can be a pet.") Write a sentence for each response. Indicate the child's name after his or her response. It is not necessary for each child to respond. You will continue this shared writing activity on **Day 2**.

Bingo

*Johnny had a little dog,
 And Bingo was his name-O.
 B-I-N-G-O!
 B-I-N-G-O!
 B-I-N-G-O!*

And Bingo was his name-O!

*Johnny had a little dog,
 And Bingo was his name-O.
 (Clap)-I-N-G-O!
 (Clap)-I-N-G-O!
 (Clap)-I-N-G-O!
 And Bingo was his name-O!*

*(Continue replacing letters
 with claps as above.)*

Emergent Writing

Contributes to a shared writing experience or topic of interest

Science

Describes characteristics in the appearance and behavior of animals



LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blending Syllables

Say: **Let's clap out the parts of these words. Ready?** Say the word, then children clap the syllables together. Use *Saturday* (Sat-ur-day), *dog* (dog), *umbrella* (um-brell-a), *medicine* (med-i-cine), *turtle* (tur-tle), and *envelope* (en-ve-lope).

Materials

- Grandmother
- An egg
- Picture Cards: *eggs, eggplant, elephant*
- Pocket chart

Phonological Awareness

Counts syllables

Listens for beginning sounds



Introduce /e/

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

Elephant

*I am a very large land animal.
I have a long trunk and big floppy ears.
I would not make a good pet!
What am I?*

Indicate the Picture Cards. Say: **Here is a picture of an elephant. Say, elephant. Elephant begins with /e/. Say /e/.**

- **Eggs begins with /e/. Say, eggs. Say /e/, eggs.**
- **Eggplant begins with /e/. Say, eggplant. Say /e/, eggplant.**
- **Elephant begins with /e/. Say, elephant. Say /e/, elephant.**

Say: **Listen to these words and tell which one begins with /e/. Ready? banana, elephant** (Children respond.) **Right, elephant begins with /e/. Say /e/.** (Children repeat /e/.)

Say: **Let's pretend we are elephants with long trunks. If you hear a word that begins with /e/, raise your trunk. If the word doesn't begin with /e/ put your hands behind your back. Ready? Do you hear /e/ at the beginning of elbow? Say it with me: elbow, /e/. Good! Raise your trunk. Let's try some more.**

Continue using *end, bear, ants, elevator, enter, nest, after, and engine*.

Encourage children to listen for /e/ today.

Due to the nature of vowels, the routine for introducing **Ee /e/** will differ slightly. Only the short sound will be addressed. Short vowel sounds are not used at the ends of words, so some lessons this week will review previously learned letters and sounds.



Comprehension

Identifies role of author and illustrator

Distinguishes between fiction and nonfiction

Vocabulary

Acquires new vocabulary

Story Time

The Frog Prince

Play *Sing-Along Volume 2* Track 12. Children sing "Five Little Speckled Frogs."

Five children come forward. Number them 1 to 5 and explain they will pretend to stand on a log. Spread the blue sheet or blanket out on the floor. Pretend it is a pool of water. During the song, one child at a time jumps into the pool and stays there until all five frogs are in the pool.

Materials

- Starfall Sing-Along Volume 2*
 - Blue bed sheet or blanket
 - The Frog Prince* as told by Brandi Chase
- Optional:**
- The Frog Prince* Audio CD

Indicate *The Frog Prince*. Discuss the author and illustrator. Volunteers identify the title and cover illustrations.

Say: **This is a fairy tale about a castle. A castle is a very big house with many rooms and towers. It is where kings, queens, princes and princesses often live. Outside the castle in this story there is a beautiful fountain.**

Read *The Frog Prince*.

Ask: **What surprised you about this story?** (Volunteers respond.) **Do you think this is a true story? Why or why not? Do you think a frog would make a good pet?** (Discuss)

Five Little Speckled Frogs

*Five little speckled frogs
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs.
(glub, glub)*

Four little speckled frogs...

Three little speckled frogs...

Two little speckled frogs...

*One little speckled frog
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
He jumped into the pool
Where it was nice and cool
Then there were no green speckled frogs.
(glub, glub)*



Observe & Modify

For an opportunity to observe the children's reaction to the story, play the book's audio CD rather than reading the story yourself.

Small Group & Exploration

Create Speckled Frogs

The children will construct paper frogs. Instruct them to fold their green circles in half, and glue the two cotton balls to the outside folded edge to make eyes. The inside of the fold becomes the frog's mouth. The children then add their green strips to make legs.

While the eyes and legs dry, demonstrate rolling a red paper strip around a pencil to curl it, making a spiral frog's tongue. The children then make their tongues and glue them to their frogs, then add the two very small (hole punch size) black paper circles onto the cotton balls, completing the eyes. Using crayons or markers, the children finish their frogs by decorating them with speckles.

When the frogs are dry, children pretend to make them talk by opening and closing the folded circles. If time permits, the children take turns describing their creations.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Each child will need 1 green construction paper circle, |
| | 2 cotton balls, 2 very small black paper circles, 4 strips of green paper, and 1 red strip of paper |
| <input type="checkbox"/> | Crayons, markers |

Creative Arts

Uses oral language to describe or explain art

Fine Motor Skills

Demonstrates control, and dexterity to manipulate objects



Morning Meeting

Materials

- "Pets" chart from **Day 1**
- Marker
- Pointer

Warm Up Your Brain

Children act like cats by following these directions:

- **Get down on all fours.**
- **Arch your back up really tall, like an angry cat.**
- **Give a nice angry cat "hiss"!**

Repeat several times, then give directions for acting like dogs:

- **Stand with your feet flat on the floor.**
- **Slowly bend at your waist until your hands reach the floor.**
- **Give a good bark.**

Repeat several times.

Say: **Now listen carefully. I will say *cat* or *dog*. You do the correct actions.**

I have a sentence for our "Pets" chart. A (choose a pet not yet mentioned) can be a pet!
Love,
Gingerbread Boy

Read the "Pets" Chart

Read and discuss Gingerbread Boy's message.

Indicate the "Pets" chart. Add Gingerbread Boy's suggestion. Children use a pointer to indicate each word as they read responses from **Day 1** with you. Additional sentences may be added.

Say: **Now let's think of some animals that would not make good pets.** Write, "A (blank) is not a pet because (blank)." on the "Pets" chart. Encourage each child to offer a suggestion.

Say: **When your sentence is read, stand and pretend you are the animal.**
Read the sentences.

Print/Book Awareness

Counts words

Sentence & Structure

Combines more than one idea using complex sentences

Science

Describes characteristics in the appearance and behavior of animals

LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables

Say: **Listen: com-pu-ter. Stand if com-pu-ter says computer.** (Children stand.) **Let's try another one. No-ven-ber. Does No-ven-ber say rabbit?** (Children stay seated.) **No, it doesn't, so you didn't stand. Good!** Repeat using *an-i-mal/animal ex-cel-ent/eggplant, el-e-va-tor/elevator, and to-ma-to/tornado.*

Materials

- Grandmother
- Letter Card *Ee*
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall Sing-Along Volume 2*



Ee

Phonological Awareness

Listens for beginning sounds

Counts syllables

Print/Book Awareness

Connects oral language and print

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Introduce *Ee*

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

Say: **Let's skywrite uppercase *E*.** Demonstrate this. **Now, let's skywrite lowercase *e*.** Demonstrate this also. Children find partners, then take turns using their fingers to write uppercase *E* on their partner's backs. After they have done this several times say: **Now write lowercase *e*.**

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: eggs, /e/)
- 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.)

Say: **Grandmother found a song about elephants she would like us to learn.** Play *Sing-Along Volume 2* Track 29. Children sing "One Little Elephant Went Out to Play."

Children listen to the song. Use your fingers to indicate the number of elephants. Play the song again. A volunteer becomes the first elephant. Each elephant chooses the succeeding one.

Grandmother asks: **What sound do you hear at the beginning of elephant?** (/e/)

Encourage children to bring items or pictures of items from home that begin with /e/.

Story Time

Print/Book Awareness

Shows where reading begins on a page

Identifies front cover and end pages of a book

Vocabulary

Acquires new vocabulary

The Frog Prince Vocabulary

Indicate *The Frog Prince*. Discuss the title, author, illustrator, and cover picture. Open the book to any page. Say: **Here is a page from the book. Who can point to where the words begin?** (A volunteer does this.) Repeat for several pages. Ask: **Now who can show us where the story ends?** (A volunteer does this.) Say: **Here is a bag (or basket) with words from the book you may not know. Let's look at them before we read.** A volunteer draws a card from the bag. Read the word and briefly discuss its meaning. Continue for the remaining words.

Materials

- The Frog Prince* as told by Brandi Chase
- Prepared word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish*
- Bag or basket

Page	Word	Meaning
1	vanish	to leave quickly
2	disappear	to go out of sight
3	retrieve	to get something and bring it back
4	distress	to feel upset
5	reluctantly	how you do something you don't want to do
6	disgusting	something you don't like
7	astonish	to surprise or amaze someone

Read *The Frog Prince*, pausing to discuss the story as you read. Children raise their hands when new vocabulary is used.

Small Group & Exploration

Materials

- "Pets" chart from **Day 1**
- Drawing paper
- Pencils, crayons, markers

My Favorite Pet Book

Review the sentences produced on **Day 1**. Children each choose a pet they have or would like to have to create a page in My Favorite Pet classroom book. They draw pictures of themselves playing with their chosen pets, then dictate or write sentences about their pictures.

Create a cover and bind the pages together. Children will share their pages on **Day 4**.

Emergent Writing

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



Observe & Modify

Encourage children who are ready, to write their own sentences using scribble writing. When their sentences are complete, the children read them to you, and you do adult writing underneath.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Instruct the children to perform these animal actions:

- Frog — **Squat with your feet wide apart and bring your arms inside your knees with your palms on the floor. Jump up and say “r-r-r-i-b-b-i-t!”**
- Snake — **Lie on the floor and slither like a snake. Make a hissing sound.**
- Kitten — **Get down on all fours. Pretend you are pushing a ball of yarn with your nose, but don’t touch your nose to the floor!**

Say: **Now listen carefully. When I say frog, snake, or kitten, you do the correct action.**

Materials

- Starfall's Selected Nursery Rhymes (Book & Audio CD)
- Red and blue paper strips
- Bag or basket

I saw a picture of a cow jumping over the moon. Can cows really do that?

Your friend,
Gingerbread Boy

Real or Make-Believe

Read and discuss Gingerbread Boy's message.

Two children draw paper strips from a bag or basket. If they draw the same color, they stand side by side. If they draw different colors, they partner, sitting criss-cross, knee to knee. Continue this until all the children have partnered.

Say: **If you have a red strip, raise your hand. You are partner one. You will share first. If you have a blue strip you will share second.** Read the first of the following questions. Partner one shares. After a short time, say: **Wiggle your nose if you can hear me. This time partner two will share.** Repeat the question, then partner two shares. Continue for each question.

- **A giraffe would make a good pet. Is this real or make-believe? Why?**
- **Cats need food and water every day. Is this real or make-believe? Why?**
- **You can teach dogs tricks. Is this real or make-believe? Why?**
- **A snake can fly. Is this real or make-believe? Why?**

Indicate *Nursery Rhymes* pages 44 and 45, “Three Little Kittens.” Say: **Here is a rhyme about three little kittens. Do kittens walk like people? (no) Is that real or make-believe? (make believe) Right, it is make-believe. Authors sometimes have animals do things people do to make stories and rhymes more fun. Listen to this rhyme.** Read “Three Little Kittens.”

Say: **Let’s play a game called “Real or Make-Believe.”** To play the game, read the following statements. The children stand if the statement is real, or put their fingers over their lips if it is make-believe.

- **Kittens make a mee-ow sound.** (real)
- **Kittens wear mittens.** (make-believe)
- **Kittens have mothers.** (real)
- **Kittens eat pie.** (make-believe)

Play *Nursery Rhymes* Audio CD Track 43. Children recite “Three Little Kittens.”

Comprehension

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

Distinguishes between fiction and nonfiction

Conversation

Follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content

LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324–326. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Blend CVC

Say: **Listen to these sounds: /c/ /a/ /t/.** (Children repeat, /c/ /a/ /t/.) **Let's blend the sounds into a word: /c/ /a/ /t/, cat.** Repeat with /n/ /e/ /t/ *net*; /r/ /a/ /t/ *rat*; and /p/ /e/ /t/ *pet*.

List Ee Words, ASL Ee

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

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

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

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

Display Letter Cards *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt* face down in a pocket chart.

Indicate the American Sign Language Poster. Grandmother says: **We have learned many letters in sign language. Let's review them.**

- A volunteer reveals a Letter Card.
- The volunteer names the letter and shows it to the class.
- The class forms the ASL hand sign for the letter.
- The volunteer chooses a child to reveal the next letter.

Say: **Grandmother would like to sing her song to help us remember /e/.**

Sing "Where Is /e/?" Each time /e/ or letter *Ee* is used children make the *Ee* hand sign.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Starfall American Sign Language Poster
- Letter Cards: *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt*
- Pocket chart
- Grandmother

Phonological Awareness

Blends three phonemes

Listens for beginning sound

Print Awareness

Understands that letters form words

Connects oral language and print



Where Is /e/?

(Melody: "Where Is Thumbkin?")

Where is /e/? Where is /e/?
Here I am. Here I am.
E stands for /e/ in elephant
and egg
/e/ /e/ /e/, Ee, Ee, Ee

Story Time

Teacher's Literature Choice: Pets

Indicate your book choice and read the names of the author and illustrator.

Children identify the role of each. Picture-walk through the book and choose volunteers to point to where reading begins on each page.

Read the book and pause briefly to discuss new vocabulary as it is introduced. When you have finished reading, volunteers share something they remember from the book.

Materials

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Teacher's choice of book |
| | about pets |

Vocabulary

Acquires new vocabulary

Print/Book Awareness

Identifies role of author/illustrator

Comprehension

Recalls information from stories

Small Group & Exploration

Follow Directional Words

Children take turns placing their stuffed animals in position according to the following directions. Choose volunteers to identify the positions.

Say: **Place your animal:**

- **in the basket**
- **under the table**
- **on top of the box**
- **next to the basket**
- **near the box**
- **behind the basket**
- **over the box**
- **between the box and basket**

The children take turns posing their animals and using complete sentences to describe the positions. (Example: My animal is sitting on the table.)

Materials

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Stuffed animals |
| <input type="checkbox"/> | A box and a large basket |

Math

Shows understanding of position words

Gathering Routine

Continue this routine as with previous weeks.

I would like to have a dog for a pet. May I see your Favorite Pet book so I can learn about your favorite pets?
Your pal,
Gingerbread Boy

Morning Meeting

Warm Up Your Brain

Children pretend to be dogs and respond to commands such as fetch, sit, lie down, roll over, bark, beg, etc.

Read My Favorite Pet

Read and discuss Gingerbread Boy's message.

Indicate My Favorite Pet class book from **Day 2**.

Children take turns sharing their pages.

Materials

- Teacher's choice of music
- Ball
- Chart paper, marker

After each child shares, give affirmation by having the class perform a "Marshmallow Clap!" The children begin to clap, but leave a space between their hands as though there is a marshmallow there.

Creative Arts

Uses oral language to describe or explain art

Conversation

Matches language to social and academic contexts

Provides appropriate information for the setting

LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: en-ter.** (Children repeat, en-ter.) **Let's put the parts together to make a word: enter.** (Children repeat, enter.) **This time let's clap for the parts.** Children clap the word parts for engine, elbow, envelope and exercise.

Review Beginning Sounds

Indicate the list of Ee words from **Day 3**. Say: **Let's look at these words that begin with Ee.** (Review the list.)

What other words you would like to add to the list? (Add additional words.)

Place Letter Cards Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt across the top row of a pocket chart. Children identify each letter. Grandmother says: **You are really learning your sounds! Let's play a picture and sound matching game.**

Distribute the Picture Cards. Say: **Look at your picture and decide what sound you hear at the beginning.**

Materials

- Picture Cards: alligator, apple, bear, bed, cow, cup, eggs, elephant, ladybug, lamb, nest, net, puppies, pig, rabbit, red, skateboard, sun, teeth, tent
- Letter Cards: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt
- Pocket chart
- Grandmother

Phonological Awareness

Listens for beginning sound

Counts syllables

Phonics

Matches some letters to their sounds

Math

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

Choose a volunteer.

- The volunteer names his or her picture and places it under the correct letter in the pocket chart.
- The class confirms or corrects his or her choice.
- The volunteer chooses the next child.

Compare and contrast which letters have the most and the least Picture Cards.



Story Time

The Frog Prince Characters

Indicate *The Frog Prince*. Discuss the following points and questions:

- **Every story has characters. One of the characters in this story is the princess. What are the other characters?** (frog, king, queen, prince)
- **The setting of a story is where it takes place. What is the setting of this story?** (garden/fountain and castle)
- **Every story has a problem. This story has two problems. One problem is the princess lost her golden ball. What problem did the frog have?** (He needed a friend to become human again.)
- **Who helped the princess solve her problem?** (frog)
- **Did the frog solve his problem? Who helped the frog solve his problem?** (princess)
- **How did the story end?**

Say: **Listen to the story again. As you listen, pretend you are one of the characters.** Read *The Frog Prince*. Children share their character choices.

Materials

- The Frog Prince* as told by Brandi Chase

Vocabulary

Acquires new vocabulary

Comprehension

Identifies story characters

Recalls important facts of information text

Small Group & Exploration

Create Crowns

Review the names of the story characters (prince, princess, king, queen frog). Say: **Sometimes kings, queens, princesses, and princes wear crowns. Let's make crowns to wear.**

The children write their names on construction paper or paper bag strips. They use construction paper, crayons, markers and beads to decorate them. Staple the ends of the strips together to form crowns. Collect the crowns for use on **Day 5**.

Materials

- Prepared construction paper or paper bag strips
- Construction paper (assorted colors)
- Crayons, markers
- Beads, stickers, stars (optional)
- Stapler
- Scissors

Creative Arts

Shows care and persistence in a variety of art projects

Morning Meeting

Materials

- Chair
- Bone (an eraser may be used)

Warm Up Your Brain

Give the following directions:

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Place your right hand on your lifted left knee.**
- **Return your hand and leg to a resting position.**
- **Lift your left hand and right leg.**
- **Touch your left hand to your right knee.**

The children continue this back and forth pattern for a minute or so, as though walking rhythmically.

I loved learning about dogs. Maybe when I get older, I'll have a pet dog.

Love,
Gingerbread Boy

Listening & Speaking

Follows simple and multiple-step directions

Science

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

A Pet for Gingerbread Boy

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy needs our help so he can have a pet dog one day. Let's play a game to help Gingerbread Boy learn how to take care of a dog.**

Say: **Stand if you think:**

- **a dog is a good pet**
- **a dog needs to eat healthy dog food and drink water every day**
- **it's okay to leave a dog alone in a hot car**
- **a dog needs to be taken outside to go to the bathroom**
- **a dog never needs a bath**
- **it is fine to let your dog run and play in the street**
- **dogs like dog bone treats**
- **a dog needs water, food, and air to breathe like us**

Play "Doggie, Doggie, Where's Your Bone?" Gather children in a circle. One child stands off to the side with his or her eyes closed. This child is the "Doggie." Another child sits on a bone (or eraser). The children chant "Doggie, Doggie where's your bone? Somebody took it from your home. Guess who?" The doggie has three chances to guess who has the bone. The child who was sitting on the bone becomes the next doggie. Repeat the game at a later time to give everyone a turn.

LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

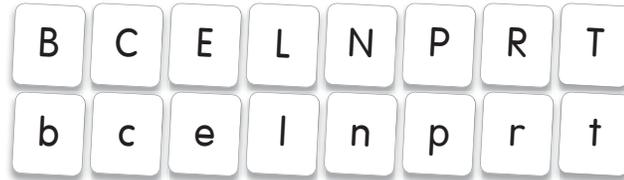
Circle Time

Phonological Awareness: Rhyming Words

Children provide the rhyming words to the following riddles:

- **I am a furry pet. I rhyme with *hat*. What am I?** (cat)
- **I crawl on the ground. I rhyme with *cake*. What am I?** (snake)
- **I love to hop. I rhyme with *log*. What am I?** (frog)
- **I fly in the air. I rhyme with *heard*. What am I?** (bird)
- **I swim in the water. I rhyme with *dish*. What am I?** (fish)

Say: **Who can think of a word that rhymes with *dog*?** Accept responses, including nonsense words.



Materials

- Prepared alphabet letters: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Letter Cards: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Sixteen chairs
- Basket or bag
- Grandmother

Alphabet Bingo

Arrange sixteen chairs into four rows of four.

Grandmother says: **Let's play "People Alphabet Bingo."** Four children sit in one row of chairs. Explain: **When there are four children in a row, that's Bingo.** (Children repeat, *Bingo*.) The four children return to the group and four others sit in a column of chairs.

Continue: **When there are four children in a row this way, that's Bingo too.** (Children repeat, *Bingo*.) Let's put one Letter Card on each chair. (Children may assist.)

A volunteer chooses a letter from the basket, names it, finds a chair with a matching letter and sits on the chair. When four chairs in a row are filled, children shout "BINGO!"

Children may stand while they wait for their turns in order to see more easily.

Phonological Awareness

Identifies rhyming words

Phonics

Focuses on letter names and shapes

Listening & Speaking

Follows simple and multiple-step directions

Story Time

Dramatize *The Frog Prince*

Distribute the crowns from **Day 4**. Children place them on their heads. Recall *The Frog Prince* characters with the children, and choose volunteers to take the roles of the princess, frog, king, queen, and prince. The remaining children pretend to be members of the royal family, and participate during the dinner scenes.

Select areas of the classroom to represent the garden and fountain, the castle and the dining room.

Instruct the child acting as the prince to stand off to the side until the end of the story.

Children dramatize as you read *The Frog Prince*.

Materials

- The Frog Prince* as told by Brandi Chase
- Crowns from **Day 4**

After the dramatization, have the class give a "Round of Applause" by clapping while moving their hands around in circles!

Comprehension

Recalls information from a story

Identifies story characters

Retells or reenacts a story after it is read aloud

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.