

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

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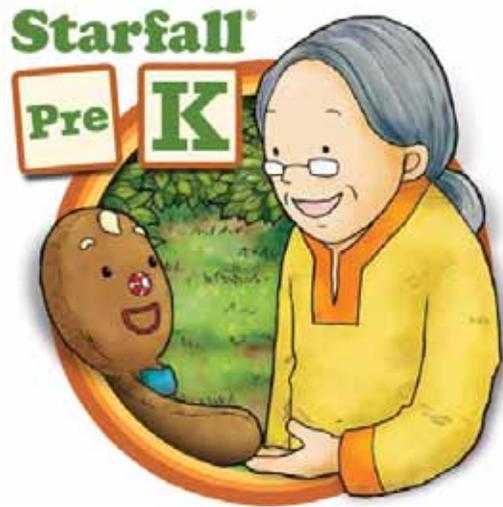
**Starfall®**



# **Dinosaurs**

**Unit 5 • Week 18**





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# Unit 5: Animals Everywhere

## Week 18: Dinosaurs

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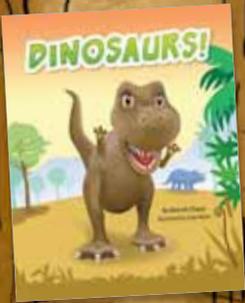
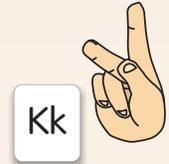
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# Week 18: Dinosaurs

This week you will teach the children about many different species of dinosaurs and how, through the work of paleontologists and their discoveries, we have come to know about these extinct creatures. The children will also:

- learn /k/ and identify initial and final /k/ words
- discover just how large some dinosaurs were
- find out why a dinosaur wouldn't be a good classroom pet
- become familiar with dinosaur names and create dinosaur names of their own
- make their own fossils
- vote for their favorite dinosaur book of the week
- distinguish between true and not true



## Starfall Books & Other Media

*Dinosaurs* by Brandi Chase

*Dinosaurs* Audio CD

Dinosaur Poster

*ABC for Gingerbread Boy and Me* by Starfall

American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along Volumes 1 and 2*



## Preparation

Sometime during the week, surprise the children by creating a volcano at the sand table. Form a mound of sand around a sturdy paper cup containing  $\frac{1}{4}$  cup baking soda. In another container, mix 1 cup water,  $\frac{2}{3}$  cup vinegar,  $\frac{1}{3}$  cup dish washing liquid, and several drops of red food coloring. Slowly add this mixture to the paper cup. Be prepared for the eruption to occur immediately!

Prior to **Day 1**, gather books about dinosaurs that feature tyrannosaurus rex, and prepare music choices for this week's "Warm Up Your Brain" and "Freeze-a-Roo" activities.

**Optional:** Take photos of each child's face. Trim them for children to glue to the faces of their dinosaur illustrations on **Day 2**.

### Day One

*Morning Meeting* — Prepare a length of rope or yarn that measures forty feet.

*Small Group* — Draw and cut out two dinosaur footprints approximately 17" long by 13" wide from butcher paper. Plant-eater dinosaur footprints work best.

Prepare to paint the bottom of one foot of each child with tempera paint. Provide newspaper for children to stand on as they wait for others to finish, and have a tub of water and paper towels available for easy cleanup.



**Day Two**

Save the list of the children's dinosaur names from today's *Morning Meeting* for use in *Small Group*.

**Day Three**

*Morning Meeting* — Plan to have enough small dog bone treats for each child to use one or two, and enough play dough for each child to form a fossil. You will also need newspaper or a place mat for each child.

*Story Time* — Choose a dinosaur book to read and discuss. Suggestions include:

- *Dazzle the Dinosaur* by Marcus Pfister
- *Digging Up Dinosaurs* by Alikei
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen
- *How Do Dinosaurs Say Good Night?* by Jane Yolen

*Small Group* — Have heavy stock paper, books with illustrations of dinosaur skeletons, and pasta shells (rigatoni and elbows) for children to use to create dinosaur skeletons.

**Day Four**

*Circle Time* — Have the list of /k/ words from **Day 3** available.

*Small Group* — You will need play dough for each child. **Optional:** Provide plastic dinosaurs to create imprints.

**Day Five**

*Morning Meeting* — Children will use a plastic bone or a pencil for "Dinosaur, Dinosaur, Where's Your Bone?"

*Story Time* — Gather all dinosaur books you have read this week for children to choose their favorite.

*Circle Time* — Prepare a set of cards for each child with the letters *D, E, F, M, K,* and *O*. (Use index cards or create Letter Cards using the ABC Generator on *Starfall.com*.)

**Snack Suggestions****Dino Dip**

Cut some fresh broccoli, leaving some of the stem intact. Add a small amount of green food coloring to the dressing. Place some broccoli and a spoonful of green dressing on a plate for each child.

Children pretend they are diplodocus munching on treetops as they enjoy the broccoli with dip.

**Ingredients**

- Broccoli
- Ranch dressing
- Green food coloring

**Gross Motor Skills**

Moves with balance and control

Combines a sequence of large motor skills

I read a book about dinosaurs. Could we get a dinosaur for a class pet?

Your pal,  
Gingerbread Boy

**Day 2**

It would be funny to have a dinosaur name. My name could be Gingerosaurus!

Love,  
Gingerbread Boy

**Day 3**

I learned so many new dinosaur words. My favorite is fossill! What is yours?

Your friend,  
Gingerbread Boy

**Day 4**

What if you woke up one morning and found a baby dinosaur in your yard?

Your pal,  
Gingerbread Boy

**Day 5**

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.

Love,  
Gingerbread Boy

**Outside Activity****Move Like a Dinosaur**

Discuss the various ways dinosaurs moved (walked on all fours, walked on two legs, flew, took small steps, big steps, etc.).

Children line up and you announce a movement. They move to the other side of the playground using the movement announced.

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

Dinosaur Poster

List problems of having a dinosaur as a classroom pet



Gingerbread Boy's Message

Dinosaur Poster

Create and discuss dinosaur names



**Vocabulary:** paleontologist

**LEARNING CENTERS**

**Circle Time**

Phonemic Awareness:  
Alphabetical Order

"The Alphabet Song"

"Kittens" riddle

Introduce and listen for /k/

"Three Little Kittens"

Phonological Awareness:  
Words in a Sentence

Introduce Kk



*ABC for Gingerbread Boy and Me*

Identify initial /k/ words

**Story Time**

*Dinosaurs*

Nonfiction

"Dinosaur Dance"



*Dinosaurs*

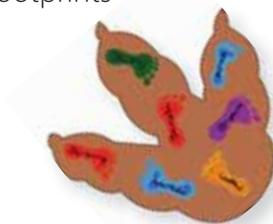
**Vocabulary:**

dinosaur, fossil, crest, asteroid, apatosaurus, stegosaurus, triceratops, corythosaurus, compsognathus, tyrannosaurus rex, yutyranus



**Small Group & Exploration**

Dinosaur footprints



Children draw a picture of themselves as dinosaurs and write sentences using scribble writing or inventive spelling

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message  
Review dinosaur vocabulary  
Create fossils

Gingerbread Boy's Message  
Write a class story about a baby dinosaur

Gingerbread Boy's Message  
"Dinosaur, Dinosaur, Where's Your Bone?"  
"True or Not True"  
**Vocabulary:** museum

### LEARNING CENTERS

Phonemic Awareness:  
Blend Consonant/Vowel/  
Consonant  
*ABC for Gingerbread Boy and Me*  
List initial /k/ words  
Introduce ASL sign for Kk  
"Where Is /k/?"  
"Three Little Kittens"

Kk



Phonological Awareness:  
Syllables in Words  
Introduce final /k/

Phonological Awareness:  
Rhyming Words  
Review initial /k/  
"Where Is /k/?"

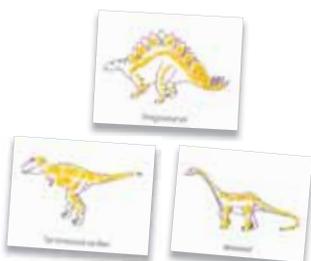
Teacher's Literature Choice:  
Dinosaurs

*Dinosaurs*  
"Ten Big Dinosaurs"  
Dinosaur Picture  
Cards



"Dinosaur Dance"  
Children choose a favorite  
dinosaur book

Create pasta dinosaur skeletons



Make dinosaur imprints in  
play dough  
Dinosaur Poster

Complete projects or conduct  
observations and individual  
assessments

# WEEK 18

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

### Phonics

Matches some letters to their sounds

## Computer Center

**Activity** — Children enjoy ABCs: D, Dinosaur Dance, review /o/ and reinforce /k/ at ABCs: O and K.

### Interaction & Observation

- Computer use promotes intellectual development and helps bridge the gap between concrete and abstract thinking. Observations and anecdotes recorded over time provide insight into each child's growth.
- Observe and evaluate computer use. What language development is occurring? Which skills and concepts have the children mastered? How well can they focus on an activity?

### Materials

- Computers set up to access [Starfall.com](http://Starfall.com)
- Headsets

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Emergent Writing

Uses scribbles/writing to convey meaning



## Art Center

**Activity** — Each child chooses a color of play dough, creates his or her own dinosaur, and gives it a name.

Children place their dinosaurs on their pieces of poster board and write their names (and the names of their dinosaurs) on them. Display the dinosaurs in the classroom or a hallway Dinosaur Museum.

**Optional:** Children paint pictures of their favorite dinosaurs. Display *Dinosaurs* or classroom dinosaur books for reference.

### Interaction & Observation

- Creating with play dough strengthens the muscles in children's hands as they develop fine motor coordination.

### Materials

- Play dough of different colors, enough for each child to form a dinosaur
- Variety of plastic dinosaurs
- Pictures of dinosaurs
- 4" x 6" piece of poster board for each child



## Library Center

**Preparation** — Include *Dinosaurs* after it is introduced on **Day 2**. Other book suggestions include:

- *Danny and the Dinosaur* by Syd Hoff
- *Dinosaur Bones* by Bob Barner
- *Dinosaurs!* by Gail Gibbons
- *First Dinosaur Encyclopedia* by Caroline Bingham

**Activity** — Children read and listen to *Dinosaurs* and enjoy other dinosaur books.

### Interaction & Observation

- Discuss the books in this center with children to help them distinguish the differences between fiction and nonfiction.
- Give children opportunities to share and explain their own thinking about nonfiction to enable them to learn and remember information.

### Materials

- Dinosaurs* by Brandi Chase
- Dinosaurs* Audio CD
- Books about dinosaurs

### Print/Book Awareness

Connects oral language with print

### Comprehension

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

Distinguishes between fiction and nonfiction

## Dramatic Play Center

**Activity** — This center becomes an outdoor area. The children place blankets over chairs to create caves. They crawl along the floor, pretend to eat from trees, and use their imaginations to become cave-dwelling prehistoric animals.

### Interaction & Observation

- After you have read a dinosaur-themed book, place it in the Dramatic Play Center for children to dramatize.
- Dramatization helps promote understanding of the text as well as expand the children's knowledge of the topic.

### Materials

- Blankets
- Several chairs

### Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

## Construction Center

**Activity** — Encourage children to use their imaginations and building blocks to create a Dinosaur Land with caves, trees, dinosaurs, and rivers, etc. They use pencils and paper to label constructions.

Take photos to place in the Construction Center to inspire other builders.

### Interaction & Observation

- Allow time before cleanup for other children to visit the Construction Center and view what has been created.
- Invite other classes to walk through the classroom on their way to lunch or outside play to provide an opportunity for children to inspire each other.

### Materials

- Wooden blocks and other building toys
- Books about dinosaurs
- Pictures of dinosaurs in their habitats
- Pencils, paper
- Large and small plastic dinosaurs

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

### Social/Emotional Development

Works with others to solve problems



## Writing Center

### Emergent Writing

Uses drawing to convey meaning

Uses letter-like shapes or letters to write words or parts of words

**Activity** — Present children with this drawing and writing prompt: “What would a dinosaur’s home look like?”

Children draw and dictate or write about a dinosaur’s home. Combine the pages into a class book and place it in the Library Center, or add them to the wall of your Dinosaur Museum for children in other classes to enjoy.

### Interaction & Observation

- Frequent opportunities for children to write help provide practice in holding and controlling writing materials correctly, as well as to write for specific purposes.

### Materials

- Manila paper for each child
- Pencils, crayons

## Discovery Center

### Science

Participates in scientific investigations

Uses tools and equipment to explore objects

**Activity** — Bury plastic toy dinosaurs in the sand table. Children sift through the sand searching for dinosaurs you have buried using the tools provided, pretending they are paleontologists.

When they discover the dinosaurs, they use magnifying glasses to study and compare them to the pictures, to determine each kind of dinosaur through comparison. The children also make volcanos in the sand, and tracks with dinosaur feet.

### Interaction & Observation

- Talk with children about different kinds of dinosaurs, noting similarities and differences.
- At cleanup time, remind the children to bury the dinosaurs for the next day.

### Materials

- Sand table
- Small plastic dinosaurs
- Paleontologist/straw hats or caps
- Tools (brushes, digging tools, etc)
- Maps

## Math Center

### Math

Understands that numbers always represent the same quantity

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

**Preparation** — Create sets of “Dino Battle” cards by preparing 3"x5" index cards with various amounts (0 – 10) of stickers or dinosaur stamps on them. **Optional:** Place 5 to 50 small plastic dinosaurs in a clear plastic jar with a lid for children to estimate.

**Activity** — Each pair of children has a set of “Dino Battle” cards. Each player lays down the top card from his or her stack and they compare the number of dinosaurs to see which has the most. The child with the most collects both cards. If the cards are equal both children keep their own card. At the end of the game, the children count to learn who has the most cards (or they play for fun without counting at the end).

### Interaction & Observation

- Model one-to-one correspondence frequently during daily routines to help children link numbers to each item in a set.
- Teach strategies for keeping track of counting. Demonstrate how to touch each sticker or stamp as it is counted and how to count across rows rather than skip around.

### Materials

- 3"x5" index cards
- Dinosaur stickers or stamps
- Clear plastic jar
- Optional:** small plastic dinosaurs

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

Play "Gingerbread Boy, May I?" Explain: **Gingerbread Boy is the leader. He will give a direction and we will ask, "Gingerbread Boy, may I?" before we follow it.**

Gingerbread Boy whispers the following directions:

- Sit criss-cross applesauce.
- Stand and hop three times.
- Take four steps backward.
- Take five steps forward.
- Jog in place.
- Jump up and down ten times.
- Lie on your stomach and pretend to swim.

### Materials

- Dinosaur Poster
- Forty feet of rope or yarn

I read a book about dinosaurs. Could we get a dinosaur for a class pet?  
Your pal,  
Gingerbread Boy

### Introduce Dinosaurs

Read and discuss Gingerbread Boy's message.

Say: **Stand if you think a dinosaur would make a good class pet.** (Volunteers explain their choices.) Continue: **Roar like a dinosaur if you think a dinosaur would not make a good pet.** Assess prior knowledge as volunteers explain their choices.

Indicate the Dinosaur Poster. Volunteers identify the dinosaurs and objects. Encourage them to ask questions regarding the information on the poster.

Say: **Dinosaurs lived a long time ago. They needed the same things that other animals need to live. Do you think dinosaurs needed space to live? What other things do you think dinosaurs needed?** (water, food, air)

Ask: **Do you think a dinosaur would fit in our classroom? Let's find out.**

Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other or run out of space. Discuss potential problems that could arise from having a dinosaur as a classroom pet.

### Science

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

Shows curiosity by asking questions and seeking information

### Math

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



## LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Alphabetical Order

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

### Introduce /k/

Say: **Look at the Alphabet Board. Let's say the alphabet together.** (Indicate the letters as children recite the alphabet.) **We have learned several letters. Raise your hand if you can name one letter you have learned.** Volunteers respond to name letters that have stars posted above them.

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

Display the Picture Cards *kangaroo*, *kitchen*, *kite*, and *kitten*. Say: **Here is a picture of kittens.** (Children repeat, *kittens*.) **Kittens begins with /k/.** (Children repeat, /k/.) Repeat for *kangaroo* and *kitchen*. Continue: **Say, kite. What sound do you hear at the beginning of kite?** (/k/)

Say: **Listen to these two words: meow, kittens. Which one begins with /k/?** (kittens) **Kittens begin with /k/.** (Children repeat, /k/.) **Listen again: net, kite. Which one begins with /k/?** (kite)

Say: **Let's pretend we are kittens.** (Children meow.) Continue: **Listen to these words. If you hear /k/ at the beginning, meow like a kitten. If the word doesn't begin with /k/, put your finger to your mouth. Ready?** Use: *king, tent, key, puppy, mother, kind, and kitchen*.

Indicate *Nursery Rhymes* pages 44 - 45, "Three Little Kittens." Children describe the illustrations, then you read the text. They stand when they hear the word *kittens*.

Encourage children to listen for /k/ today.

### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *kangaroo*, *kitchen*, *kite*, *kitten*
- Pocket chart

#### Phonological Awareness

*Listens for beginning sounds*

#### Phonics

*Recites the alphabet in sequence*



#### Kittens

*We are baby animals.  
We have whiskers and love to purr.  
Our mother is a cat.  
Our name begins with /k/.  
What are we?*

## Story Time

### Dinosaur Dance

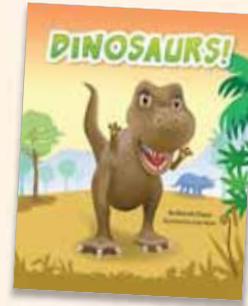
Ask: **Did you know no one has ever seen a dinosaur? When dinosaurs lived there were no people yet! What do you think dinosaurs did all day? Do you think they ever danced? Here's a song called "Dinosaur Dance." Let's pretend to be dancing dinosaurs!**

Play *Sing-Along* Volume 2 Track 8. Children listen and dance to "Dinosaur Dance."

Indicate *Dinosaurs*. Locate the title and author. Explain this is a nonfiction book that contains real information about dinosaurs.

Read *Dinosaurs* and ask:

- **How are dinosaurs and people alike?**
- **Did dinosaurs need food, water, and air to live?**
- **How did dinosaurs change after they hatched from their eggs?**
- **Do dinosaurs live now or did they live a long time ago?**
- **What is something you learned about dinosaurs you didn't know before?**



#### Materials

- Starfall Sing-Along* Volume 2
- Dinosaurs* by Brandi Chase

#### Creative Arts

*Demonstrates ability to use movement and music*

#### Science

*Compares, contrasts, and classifies objects and data*

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

*Notices changes in living things over time*

#### Comprehension

*Recalls important facts of information text*

## Small Group & Exploration

### Create Dinosaur Footprints

Indicate two dinosaur footprints. Say: **These are footprints from a plant-eating dinosaur. Are they bigger or smaller than your feet?** (They are much bigger.) **Take off one of your shoes and look at it.** (Children do this.) Ask: **How many of your shoes would fit inside these dinosaur footprints?** (Children estimate.)

Paint the bottom of one foot of each child. Assist children in placing their feet inside the dinosaur footprints. Use a marker to add their names.

As children finish, they stand on newspaper. When all are finished use water and paper towels to wash their feet.

Display the finished footprints in the classroom or hallway.

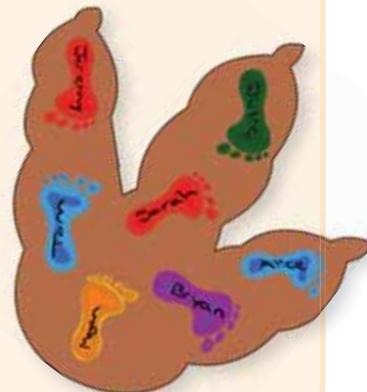
#### Materials

- Prepared dinosaur footprints
- Tempera paint in a variety of colors
- Paintbrushes
- Newspaper
- Tub of water and paper towels
- Marker

#### Math

*Becomes familiar with standard and nonstandard measuring tools and their uses*

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



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Materials

- Teacher's choice of music
- Dinosaur Poster
- Chart paper
- Marker

## Warm Up Your Brain

Play "Dinosaurs and Dancers." Discuss, demonstrate, and practice moving like dinosaurs. Contrast this with how dancers move. Explain that you will play music and say "dinosaurs" or "dancers." When you say "dinosaurs" the children stomp to the music. When you say "dancers" they move lightly.

It would be funny to  
have a dinosaur name.  
My name could be  
Gingerosaurus!

Love,  
Gingerbread Boy

## Creative Arts

Expresses self through  
movement

## Comprehension

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

## Vocabulary

Discusses words and  
word meanings

## Science

Describes characteristics  
in the appearance and  
behavior of animals

## Dinosaur Names

Read and discuss Gingerbread Boy's message.

Recall the rope (yarn) activity from **Day 1**. Say: **Dinosaurs were the biggest animals ever to live on Earth. Some were bigger than elephants or buses.**

Indicate the Dinosaur Poster. Engage children in a discussion to:

- identify the various dinosaurs pictured
- identify the objects to which dinosaurs are compared

Ask: **Could dinosaurs and people live together?** Discuss why or why not.

Explain: **The word *dinosaur* means great lizard. Scientists called *paleontologists* have discovered very large dinosaur bones. They could tell the bones are millions of years old. The paleontologists could also tell how big dinosaurs were from the bones. The scientist who discovers the dinosaur bones gets to name the dinosaur.** Explain:

- **Some dinosaurs were named after paleontologists.**
- **Some dinosaurs were named for friends of paleontologists.**
- **Some dinosaurs were named after the places they were discovered.**
- **Some dinosaurs were named because of how they looked. For example, an iguanodon has teeth like an iguana.**

Say: **Gingerbread Boy said his dinosaur name could be *Gingerosaurus*. Let's give ourselves dinosaur names. What is yours?** Children take turns revealing their dinosaur names. Classmates may assist children to create dinosaur names as you list them on chart paper. Save the list for use in **Small Group**.

## LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

# Circle Time

## Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *I have three kittens.***

**Now, you say it.** (Children repeat the sentence.)

**Listen again.** Repeat the sentence, *I have three kittens.*

Ask: **How many words did you hear?** (Children respond.) **Let's check.**

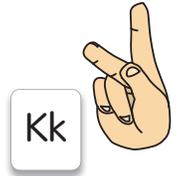
Assign one child to each word in the sentence to stand in front of the class.

Stand behind each child as you repeat the sentence, *I have three kittens.*

Repeat for *I have a kitten for a pet.*

### Materials

- Letter Card Kk
- Star
- Grandmother
- ABC for Gingerbread Boy and Me* by Starfall



## Introduce Kk

Ask: **What sound do you hear at the beginning of kittens?** (/k/)

Indicate Letter Card Kk.

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *kittens*, /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 kittens. Indicate the word, kittens.)

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

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### Phonics

*Matches some letters to their sounds*

### Print/Book Awareness

*Distinguishes relationship between print and illustrations*

# Story Time

## Dinosaurs Vocabulary

Indicate *Dinosaurs*. Say: **This book includes several new vocabulary words. Let's talk about some of them.**

Place the Picture Cards face down in a pocket chart. A volunteer reveals one. Identify the vocabulary word and children repeat. Briefly discuss its meaning. Repeat until all words have been introduced.

### Materials

- Dinosaurs* by Brandi Chase
- Bag or basket
- Picture Cards: *apatosaurus*, *asteroid*, *compsognathus*, *corythosaurus*, *crest*, *dinosaur*, *fossil*, *paleontologist*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*, *yutyranus*
- Tape or push pins



**dinosaur**

an animal that lived millions of years ago



**fossil**

part of an animal or plant from a long time ago, found in earth or rocks



**crest**

a growth on top of an animal's head, such as feathers, fur, or a bone



**asteroid**

a big rock that circles the sun



**paleontologist**

a scientist who studies fossils to learn about animals and plants from long ago



**apatosaurus**

a plant-eating dinosaur with a long neck and tail and a small head



**stegosaurus**

a plant-eating dinosaur



**triceratops**

a three-horned plant-eating dinosaur



**corythosaurus**

a duck-billed dinosaur with a crest on its head



**compsognathus**

a meat-eating dinosaur



**tyrannosaurus rex**

a meat-eating dinosaur, known as the king of dinosaurs



**yutyranus**

the largest known feathered dinosaur, ancestor to modern birds

Read *Dinosaurs*. Children raise their hands when they hear vocabulary words.

Place the Picture Cards in a bag or basket for use on **Day 3**.

### Vocabulary

Acquires new vocabulary

Uses illustrations to find the meanings of unknown words

### Science

Shows curiosity by asking questions and seeking information

Compares, contrasts, and classifies objects and data

## Small Group & Exploration

### Draw Dinosaur Pictures

Children draw pictures of themselves as dinosaurs. They write their own sentences to explain their illustrations using scribble writing or inventive spelling. Children read their sentences and you write them correctly underneath their writing.

Label their papers with their dinosaur names.

**Optional:** Take digital photos of each child's face. Trim them for children to glue to the faces of their dinosaur illustrations.

#### Materials

Dinosaur names from

#### Morning Meeting

Drawing paper

Crayons, markers, pencils

#### Emergent Writing

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

*Uses drawing to convey meaning*

*Uses letter-like shapes or letters to write words or parts of words*

I learned so many new dinosaur words. My favorite is fossil! What's yours?  
Your friend,  
Gingerbread Boy

**Phonics**

Recognizes/names some letter sounds

**Print/Book Awareness**

Connects oral language and print

**Vocabulary**

Discusses words and word meanings

**Science**

Uses tools and equipment to explore objects

Participates in scientific investigations

Notices changes in living things over time



**Morning Meeting**

**Warm Up Your Brain**

Sing "Dino Pokey" to the melody of "Hokey Pokey."

**Fossils**

Read and discuss Gingerbread Boy's message.

Indicate the bag or basket containing the Picture Cards. A volunteer draws one.

- Name the picture and children repeat.
- Identify the beginning letter.
- Attach the Picture Card under the corresponding letter on your Alphabet Board.

Say: **Gingerbread Boy said his favorite word is fossil. Paleontologists found fossil skeletons or bones of dinosaurs in stones or rocks. They used special tools to scrape away the stone and take the bones out. Then they put the bones together like a puzzle to see how the dinosaur would have looked. Let's see how a fossil might look.**

Distribute a piece of newspaper or a place mat and play dough to each child.

- Children flatten their play dough.
- Distribute a dog bone treat or two to each child.
- Children push the treats into their play dough.
- They remove the dog bone treats and observe the prints in their play dough.

Explain: **This is how dinosaur fossils were formed. Bones made prints in the mud. The mud hardened and bones became rock or stone. Paleontologists learned about dinosaurs by studying the fossils.**

Discard the dog bone treats and place the molds in a safe place. Children check them in a day or two and notice they have hardened the way fossils do.

Distribute wet wipes for children to wash their hands.

**Materials**

- Picture Cards: *apatosaurus, asteroid, compsognathus, corythosaurus, crest, dinosaur, fossil, paleontologist, stegosaurus, triceratops, tyrannosaurus rex, yutyranus*
- Tape or pins
- Play dough for each child
- Small dog bone treats
- Newspaper or place mat for each child
- Wet wipes

**Dino Pokey**

(Melody: "Hokey Pokey")

You put your claws in,  
You put your claws out,  
You put your claws in,  
And you shake them all about.  
You do the Dino-Pokey  
And you turn yourself about  
That's what it's all about!

(Repeat with feet, teeth and head.)

**LEARNING CENTERS**

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Blend Consonant/ Vowel/Consonant

Say: **Listen to these sounds: /d/ /o/ /t/. Now you say them.** (Children repeat, /d/ /o/ /t/.) **Now blend the sounds together to make a word: /d/ /o/ /t/, dot.** **Let's try some more.** Repeat for /n/ /a/ /p/ *nap*, /m/ /e/ /n/ *men* and /d/ /a/ /d/ *dad*.

#### Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)

### List Kk Words, ASL Kk

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with Kk. Say: **Let's make a list of words that begin with the letter Kk. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with K, then accept suggestions. Children circle Kk in their words.

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

Say: **Grandmother would like us to sing a song to remember /k/.** Sing "Where Is /k/?" Each time /k/ or the letter Kk is used children form the Kk hand sign.

Grandmother says: **Let's play a game. Listen to these words. If the word begins with /k/ give a thumbs up.** (demonstrate) **If the word doesn't begin with /k/, give a thumbs down.** (demonstrate) **Ready?** Use: *keep, keyhole, doll, kiss, kind, octopus, farm, and kitty.*

Play *Nursery Rhymes* Audio CD Track 43. Children sing "Three Little Kittens."

#### Where Is /k/?

(Melody: *Where Is Thumbkin?*)

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

*Here I am. Here I am.*

*/k/ in kitten, /k/ in kitchen*

*/k/ /k/ /k/, Kk, Kk, Kk.*

#### Phonological Awareness

*Blends three phonemes*

*Listens for beginning sound*

#### Phonics

*Matches some letters to their sounds*



### Observe & Modify

/k/ can be confusing to children since it is produced by both Cc and Kk. Help them to better understand by creating a chart with two columns, one for Cc and one for Kk. Remind them that Cc stands for the /k/ in *cat*, and Kk stands for the /k/ in *kitten*. Write the words in the corresponding columns. Continue with other CC and Kk words if more clarification is required.

## Story Time

### Teacher's Literature Choice: Dinosaurs

Indicate your choice of dinosaur book and identify the author and illustrator. Picture-walk as children discuss illustrations. Volunteers point to where the text begins on each page. Read the story, pausing briefly to introduce new vocabulary as it is encountered. Ask and answer questions about the story.

#### Materials

- Teacher's choice of book about dinosaurs

#### Vocabulary

Discusses words and word meanings

#### Comprehension

Asks and answers appropriate questions about the story

#### Fine Motor Skills

Coordinates hand and eye movement

Demonstrates control, strength, and dexterity to manipulate objects

#### Creative Arts

Shows care and persistence in a variety of art projects

## Small Group & Exploration

### Create Dinosaur Skeletons

Indicate and briefly discuss illustrations of dinosaur skeletons. Children draw large pictures of dinosaurs and glue pasta to them to create their own dinosaur skeletons.

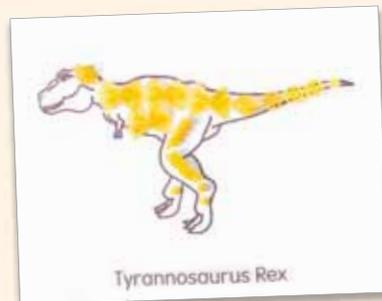
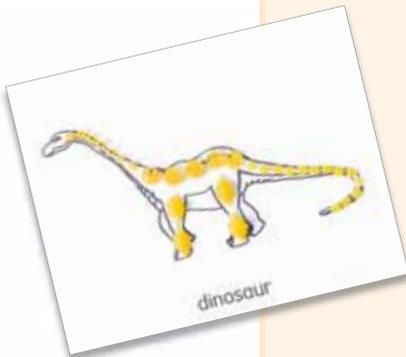
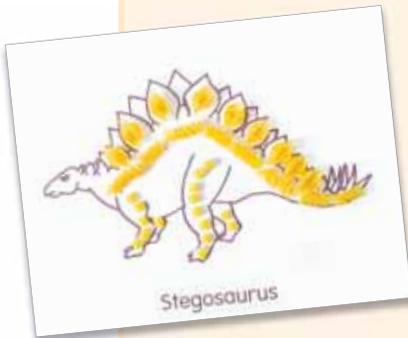
**Optional:** Use the Picture Generator in the Parent-Teacher Center at [teach.starfall.com](http://teach.starfall.com) to generate dinosaur outlines to use as guides for the children's skeletons.

#### Materials

- Books with illustrations of dinosaur skeletons
- Heavy stock paper
- Glue
- Pasta (shells, rigatoni, elbows)
- Pencils, crayons

#### Optional:

- Generated dinosaur picture for each child



## Gathering Routine

Continue this routine as with previous weeks.

### Morning Meeting

#### Materials

- Chart paper
- Markers

#### Warm Up Your Brain

Children pretend to go on a dinosaur hunt. Clap your hands on your legs to sound like footsteps. Every minute or so announce an obstacle and model the corresponding movement for children to perform.

Suggestions:

- big stones (leap)
- caves (crawl)
- mountains (climb)
- swamps (stomp)
- logs (walk on tiptoes)

What if you woke up one morning and found a baby dinosaur in your yard?  
Your pal,  
Gingerbread Boy

#### Write a Class Story

Read and discuss Gingerbread Boy's message.

Volunteers respond to the following questions:

- **What would you feed a baby dinosaur?**
- **Where would a baby dinosaur sleep?**
- **What story do you think a baby dinosaur would like to hear?**
- **What might you play together?**
- **What do you think a baby dinosaur might say to you?**
- **How do you suppose a dinosaur could get into your yard?**

Indicate the chart paper. Say: **Let's write a story about what might happen if a baby dinosaur came to our classroom to visit.**

Write "Once upon a time a baby dinosaur came to our classroom." Volunteers offer responses to continue the story. Add their suggestions to the chart paper. Periodically read the story so children hear its progress. Lead them to offer a conclusion, then read the completed story.

#### Gross Motor Skills

*Combines a sequence of large motor skills*

#### Comprehension

*Connects events, characters, and actions in stories to specific experiences*

#### Emergent Writing

*Contributes to a shared writing experience or topic of interest*



#### Observe & Modify

If children have difficulty suggesting sentences, help them by asking questions such as "What book do you think the baby dinosaur might want us to read?" or "At which Learning Center do you think the baby dinosaur would like to play?"

# LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *di-no-saur*. Put them together: *dinosaur*. This time clap for the parts.**

**Ready? *di-no-saur*** (clap, clap, clap). Children say, *dinosaur*. Repeat with *kit-tens*, *kid*, *ket-tle*, *fos-sil* and *dig*.

### Materials

- Grandmother
- List of *Kk* words from **Day 3**
- Picture Cards: *kangaroo*, *key*, *king*, *kitchen*, *kite*, *kitten*

### Introduce Final /k/

Indicate the list of *Kk* words. Say: **Look at these words that begin with *Kk*.** (Review the list.) Ask: **What other words you would like to add to the list?** (Add additional words.)

Review the ASL hand sign for *Kk*.

Gather children in a semicircle. Indicate the Picture Cards *kangaroo*, *key*, *kitchen*, *kite*, *king*, and *kitten* and place them on the floor as volunteers name the pictures.

Grandmother says: **Look closely at these pictures that begin with /k/. I will take one away. You tell what is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children determine which card is missing. Repeat several times.

Grandmother asks: **Did you know *Kk* can be at the beginning of a word OR at the end of a word? Listen for /k/ in this word: *pick*.** (Emphasize /k/ at the end.) **Now you say it: *pick*. Where do you hear /k/ in *pick*? Right, it's at the end. Say, *pick*.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in these words: *sick*, *black*, *take*, *off*, *cake*, and *trick*.

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 kitten, /k/ in kitchen*  
*/k/ /k/ /k/, Kk, Kk, Kk.*

### Phonological Awareness

Counts syllables

Isolates ending sound

### Phonics

Recognizes/names some letter sounds



If peeking is a problem, cover the Picture Cards with a small cloth or paper.

## Story Time

### “Ten Big Dinosaurs”

Sing “Ten Big Dinosaurs.”

Indicate and name the Picture Cards.

Indicate *Dinosaurs*. Say: **This book will teach us about seven different kinds of dinosaurs.** (Seven volunteers hold the Picture Cards.) **When you hear the name of the dinosaur you are holding come stand in the front of the room as we read about it.**

Read *Dinosaurs*.

### Materials

- Dinosaurs* by Brandi Chase
- Picture Cards: *apatosaurus*, *compsognathus*, *corythosaurus*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*, *yutyranus*

### Ten Big Dinosaurs

(Melody: “Ten Little Indians”)

One big, two big, three big dinosaurs,  
Four big, five big, six big dinosaurs,  
Seven big, eight big, nine big dinosaurs,  
Ten big din-o-saurs!

### Comprehension

Recalls important facts of information text



## Small Group & Exploration

### Create Dinosaurs

Children reference the Dinosaur Poster as they create their own dinosaurs with play dough. They may also make imprints in the play dough with small plastic dinosaurs.

As they complete their projects, children compare their dinosaurs.

### Materials

- Play dough
- Dinosaur Poster
- Optional:**
- Small plastic dinosaur toys

### Creative Arts

Creates original work

**Morning Meeting**

**Materials**

- Teacher's choice of music for "Freeze-a-Roo"
- Plastic or dog bone (or a pencil)

**Warm Up Your Brain**

Play "Freeze-a-Roo," and name the following motions in turn for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are a:**

- **roaring dinosaur**
- **baby dinosaur hatching from an egg**
- **dinosaur stomping through a swamp**
- **sleeping dinosaur**

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.  
Love,  
Gingerbread Boy

**Gross Motor Skill**

Combines a sequence of large motor skills

**Listening & Speaking**

Follows simple and multiple-step directions

**Comprehension**

Recalls important facts of information text

**"Dinosaur, Dinosaur" and "True or Not True"**

Read and discuss Gingerbread Boy's message.

Explain: **Gingerbread Boy could see real dinosaur bones at a museum! A museum is a building people visit to see and study important objects like fossils or art.**

Say: **Let's play a fun game called "Dinosaur, Dinosaur, Where's Your Bone?"**

This game is played like "Doggie, Doggie, Where's Your Bone?"

- Place the toy bone under a chair in the front of the room. One child takes the role of the dinosaur and sits in the chair, facing away from the other children.
- Tap a child on the shoulder. This child quietly goes forward to remove the bone from under the chair, returns to his or her place, and sits on the bone to hide it.
- Children chant "Dinosaur, Dinosaur, Where's Your Bone?"
- The dinosaur has three chances to guess who has the bone.
- The child with the bone becomes the next dinosaur.

**"Dinosaur, Dinosaur, Where's Your Bone?"**

*Dinosaur, Dinosaur,  
where's your bone?  
Somebody took it  
from your home.  
Guess who.  
Was it you?  
Or was it someone  
from the zoo?*

Play "True or Not True." Say: **Let's think about what we have learned about dinosaurs. If you hear something that is true, roar like a dinosaur. If you hear something that is not true, shake your head "no."** Use the following statements:

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists found fossils of dinosaur bones.** (true)
- **Dinosaurs would make good pets.** (not true)
- **A tyrannosaurus rex was very big.** (true)

# LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming Words

Say: **Listen to these words: chick, brick, trick.**

**Now you say them.** (Children repeat, *chick, brick, trick.*)

Ask: **What do you notice about these words?** (They rhyme.) **Listen to these words: clock, sock, lock. Now you say them.**

(Children repeat, *clock, sock, lock.*) Ask: **Do these words rhyme?** Repeat for *hat/cat/dog, hide/side/ride, and tap/car/map.*

### Materials

- Prepared Letter Cards (D, E, F, M, K, and O) in a plastic bag for each child
- Grandmother

### Recognizing Letters: "My Turn, Your Turn"

Say: **Today we are going to help each other learn letters. Let's make a fish bowl.**

Gather children in a circle. A volunteer demonstrates "My Turn, Your Turn" in the center of the fish bowl as you explain the procedure:

- **Flash the Letter Cards one at a time to your partner.**
- **Your partner will identify the letter.**
- **If your partner has trouble identifying the letter, you can help. If it's the letter O, ask, "Is this the letter D or O?" and when they guess right, say "Right, it's O!"**
- **When you are finished, it's your partners turn to flash cards back to you.**

Distribute a bag of letters to each child.

Grandmother says: **Stand up, hand up, partner up.** (Children do this.) **Now it's time for you to play "My Turn, Your Turn."** Tap one partner in each pair to begin.

After an appropriate amount of time, gather the children's attention by saying: **Clap once if you can hear me. Clap three times if you can hear me. Great job! Let's give each other a big rocket cheer!**

### Phonological Awareness

*Discriminates rhyming words*

### Phonics

*Focuses on letter names and shapes*

### Conversation

*Demonstrates knowledge of verbal conversational rules*

## Story Time

### Comprehension

*Identifies basic similarities in and differences between two texts on the same topic*

*Recalls information from stories*

### Dinosaur Book Vote

Play *Sing-Along Volume 2* Track 8. Children listen and dance to “Dinosaur Dance.”

Display all dinosaur books read this week. As you indicate and name each book, a volunteer holds it and faces the class. The children decide which of the books is their favorite and explain why. They vote for their favorite books by standing next to the volunteers holding their choices.

Read the book with the most votes.

### Materials

- |                          |                                     |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <i>Starfall Sing-Along Volume 2</i> |
| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase    |
| <input type="checkbox"/> | All dinosaur books read this week   |

## 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.