

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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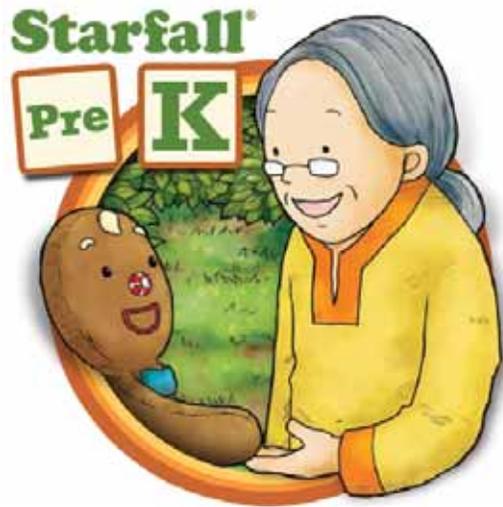
Starfall®



Look At You!

Unit 1 • Week 2





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Unit 1: Off to School

Week 2: Look At You!

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Week 2: Look At You!

This week you will continue to introduce children to ongoing routines they will experience in your classroom, such as Learning Centers, Small Group, and Gingerbread Boy's daily messages (beginning **Day 3**). Children will also:

- learn print concepts such as cover, title, top, bottom, author, and illustrator
- identify rhyming words
- sequence using terms beginning, middle, and end and first, next, and last
- identify setting and characters
- ask and answer questions
- recognize the clock, triangles, squares, circles, and the first letter in their names
- compare and contrast
- learn same, different, and determine "how many"

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards and Audio CD

"Five Gingerbread Men" Supplement

Blacklines: "Gingerbread Boy's Learning Center Clues" and "Gingerbread Boy Outline"

Starfall Emotion Cards

Starfall Sing-Along, Volumes 1 & 2

Starfall's Selected Nursery Rhymes (Book and Audio CD)

Preparation

Establish locations for the eight Learning Centers. Activities and materials within these centers will change weekly. See this week's Learning Centers (pages 28-29) for specific materials.

Day One

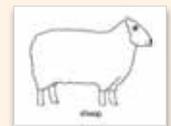
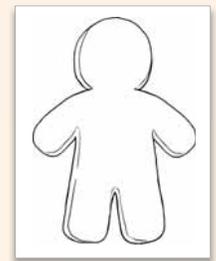
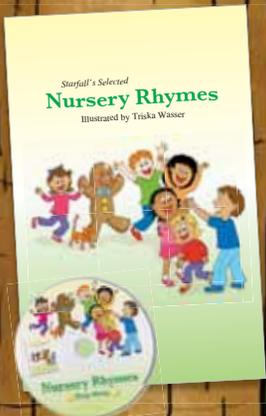
Story Time — You will need a world map or globe with which to indicate India.

Small Group — Using the Picture Card Generator in the Parent-Teacher Center at teach.starfall.com, print one large sheep pattern for each child. Have several bags of cotton balls and wiggly eyes available.

Day Two

Morning Meeting — Familiarize yourself with the song "Where Is Our Gingerbread Boy?" (page 33). Hide Gingerbread Boy in the Library Center area next to *The Gingerbread Boy* book. Cut apart "Gingerbread Boy's Learning Center Clues" and place them in their respective centers.

Art Center — Post a sign with Gingerbread Boy on it that reads "Draw me with you."



Small Group — Prepare a special snack from Gingerbread Boy. Place cinnamon, cardamom, nutmeg, and ginger in individual plastic bags and label each bag. Title a sheet of chart paper “Our Favorite Spice.” Create four columns; title each with the name of one of the spices.

Day Three

Morning Meeting — Designate a place in your Writing Center where Gingerbread Boy’s message will appear. You will select a volunteer to retrieve the message and bring it to the group. You can write these messages by hand, or print them from the message generator in the Parent-Teacher Center at teach.starfall.com.



Circle Time — Familiarize yourself with the chant “Five Little Gingerbread Men.” (page 37)

Circle Time and Small Group — Cut out the five small gingerbread men from the supplement page. Attach magnets to the back of each.

Discovery Center — Prepare cinnamon play dough for tomorrow’s center. Combine dry ingredients in a large saucepan. Gradually stir in water and vegetable oil. Cook over medium heat, stirring constantly, until a ball forms. Remove the mixture from heat, and let it cool until you can knead it smooth on wax paper. The dough keeps well if stored in an airtight container.

Day Four

Gathering — Gather uppercase Letter Cards for the first letter of each child’s name.

Discovery Center — Hide the cinnamon play dough in your Discovery Center.

Circle Time — Familiarize yourself with the song “Where’s the Shape?” (page 40) Choose construction paper in three colors. Cut one into a large circle, one into a square, and the other into a triangle.

Story Time — Choose an alternate version of *The Gingerbread Man* story to read. The children will compare and contrast it to the Starfall version.

Small Group — Duplicate one “Gingerbread Boy Outline” page for each child, and cut out circles, squares, and triangles in various colors and sizes. Place some cinnamon, nutmeg, cardamom and ginger into small plastic cups.



Day Five

Story Time — Choose a favorite book to share with the children. Select vocabulary to introduce as you read.

Outside Activity

Review outside safety rules.

Play “Fox, Fox, Gingerbread Boy.” All the children except one, designated as the Fox, sit in a large circle. The Fox walks around the circle tapping each child gently on the shoulder, saying “fox” with each tap. After a few taps, the Fox will shout, “Gingerbread Boy!” The child whose shoulder was just tapped becomes the Gingerbread Boy, and jumps up to chase the Fox around the circle back to the empty space. If the Fox gets back to the empty space without being tagged, the tapped child becomes the next Fox and the game continues. If the Fox is tagged, he or she continues as the Fox. The Fox must choose a classmate who has not yet had a turn to be Gingerbread Boy.

Dough Ingredients

- 2 cups flour
- 1 cup salt
- 4 tsp. cream of tartar
- 2 Tbsp. vegetable oil
- 2 cups water
- 4 teaspoons cinnamon

Day 3

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Day 4

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Day 5

I am so happy that I will be in your class this year. Thank you for being my friends.
Love,
Gingerbread Boy

Gross Motor Skills

Combines a sequence of large motor skills

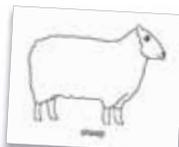
WEEK 2

Day One

Day Two

Gathering	Attendance and Weather Routines Add Name Cards to Attendance Board	Attendance and Weather Routines Gingerbread Boy is absent!
Morning Meeting	"Mary Had a Little Lamb" Describe fleece Supply missing words in rhyme Vocabulary: fleece	"Where Is Thumbkin?" "Where is Our Gingerbread Boy?" 

LEARNING CENTERS

Circle Time	"Head, Shoulders, Knees, and Toes" Introduce parts of the body; compare/contrast with Gingerbread Boy Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles	"Open Them, Shut Them" Label objects Introduce the clock "There's a Neat Little Clock"
Story Time	Review <i>The Gingerbread Boy</i> ; discuss the book's cover, top, and bottom Review cover, title, author, and illustrator Introduce characters Retell story  Vocabulary: characters, India	<i>The Gingerbread Boy</i> Describe illustrations Vocabulary: spices, cinnamon, ginger, cardamom, nutmeg 
Small Group & Exploration	Decorate sheep  	"Our Favorite Spice" graph Vocabulary: graph

Day Three

Day Four

Day Five

Attendance and Weather Routines Count names to determine larger number	Attendance and Weather Routines Recognizing first letter of names	Attendance and Weather Routines One-to-One Correspondence
Gingerbread Boy's Message "Where Is Thumbkin?" "Pat-a-Cake" Interpret spice graph	Gingerbread Boy's Message "Pat-a-Cake" Cinnamon play dough	Gingerbread Boy's Message Emotion Cards "Open Them, Shut Them" 

LEARNING CENTERS

"Pat-a-Cake" Introduce zero and counting to five  "Five Little Gingerbread Men" Vocabulary: zero	"Open Them, Shut Them" "Where's the Shape?" "There's a Neat Little Clock" Introduce circle, square, and triangle	Distinguish letters, numbers, shapes, and pictures "The Alphabet Song"
<i>The Gingerbread Boy</i> Story Sequence Cards Count story characters Dramatize <i>The Gingerbread Boy</i> 	Compare and contrast <i>The Gingerbread Boy</i> and an alternate version	Teacher's Literature Choice Selected vocabulary from story
Introduce "how many" and making comparisons 	Decorate gingerbread boys with shapes and spices 	Complete projects or conduct observations and individual assessments

WEEK 2

LEARNING CENTERS

Computer Center

Preparation — Include up to three computers and six sets of headsets with splitters. Set up computers with a *Starfall.com* desktop shortcut.

Activity — Children explore the ABCs on *Starfall.com*.

Computer Center



Art Center

Preparation — Place a worktable, art easel, and chairs near a sink in an uncarpeted area. Include various types and colors of paper, crayons, pencils, and scissors.

Art Center



Library Center

Preparation — Locate this center in a quiet, carpeted area of your classroom. Provide comfortable seating and bookshelves or baskets filled with a variety of picture and alphabet books. Decorate this area with print-rich posters and pictures. Include a table and chairs with a CD player and headsets in the center.

Add *The Gingerbread Boy* book and CD after it has been introduced. Add variations of *The Gingerbread Man* books later in the week.

Library Center



Dramatic Play Center

Preparation — Begin with a child-sized kitchen that might include a telephone, refrigerator, sink, stove, table, and chairs. Stock the kitchen with pots, pans, cooking utensils, dishes, and tableware. Include dolls, a doll bed, and clothing. Add paper and pencils for creating grocery lists.

Dramatic Play Center



Begin by opening a few Learning Centers, gradually opening the others to avoid overwhelming the children with too many choices and activities at once.

Construction Center

Preparation — Establish the Construction Center in a carpeted area with shelves to store the changing building materials. Introduce only wooden building blocks this week. Include paper and pencils for creating signs.

You will add other construction materials in future weeks.



Writing Center

Preparation — Place the suggested materials for **Week 2** in the center of a worktable and chairs. Include writing paper, pencils, and laminated alphabet and numbers 0-9 charts, as well as a class list of first names. Children will work with various materials in this center; develop a system for keeping them organized. Gingerbread Boy will leave his daily message in the Writing Center. Designate a place where children can easily find it.



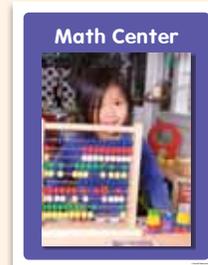
Discovery Center

Preparation — Place a sand table and water table near a sink in an uncarpeted area. Introduce only the sand table this week.



Math Center

Preparation — Establish this center close to shelves with labeled tubs containing math manipulatives. Common manipulatives include counting cubes, links, buttons, and counters. Include paper and pencils.



Social/Emotional Development

Recognizes own first name

Science

Makes predictions

Gathering

Place the Name Cards in the appropriate columns of the Attendance Board.

Children gather in a circle. Distribute Name Cards. Say:

Today you will bring your Name Card to the Attendance Board, place it on the board, and say your name.

The order in which children bring their names is determined by where they are in the circle. Begin with a child near you. If you have Name Cards remaining, children determine where they should be placed. (absent column)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today's weather?** (A volunteer chooses the card.) **Let's put that picture under "Today's Weather."** (Place the Weather Card.) **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting**Warm Up Your Brain**

Play *Sing-Along* Volume 2, Track 50. Children sing "Where Is Thumbkin?" Demonstrate traditional movements to accompany the song.

Materials

- Starfall Sing-Along* Volume 2
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Cotton balls (one for each child)

**Phonological Awareness**

Identifies spoken words as same or different

Vocabulary

Understands describing words

Finish the Rhyme

Indicate *Nursery Rhymes* page 27, "Mary Had a Little Lamb." Recite the rhyme together. Explain: **This rhyme tells us that Mary's lamb has fleece.**

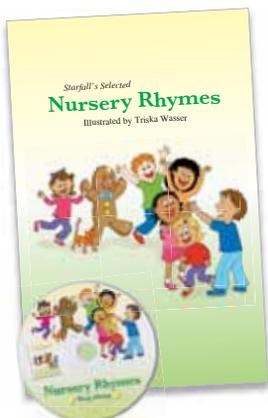
Read the first line, "Mary had a little lamb, its fleece was white as snow." Say: **Fleece is the coat of wool that covers a lamb's body. Say, fleece.** (Children repeat, *fleece*.)

Indicate a cotton ball. Say: **This is a cotton ball. It feels a little like lamb's fleece.** (Distribute a cotton ball to each child.) **Who can describe how it feels?** (Volunteers respond.) **The rhyme says the fleece was white as snow. Why do you think the author of the rhyme said it looked like snow?**

Say: **Listen carefully to the rhyme again. I will leave out a word and you say the missing word. Let's try one together. Mary had a little (blank). What word is missing?** Children respond with the missing word. Continue the rhyme and omit the last word in each line. Pause as children supply the missing words.

Say: **Let's play a listening game. I'll say two words. If the two words are the same, hold up your cotton ball. Let's try one: snow, snow. Are they the same?** (Children raise their cotton balls.) **Yes! Snow and snow are the same. Let's try some more.** Continue for *Mary/snow, day/day, school/play, laugh/laugh, rules/rules, and fleece/lamb.*

Play *Nursery Rhymes* Audio CD Track 24. Children sing "Mary Had a Little Lamb."



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29.
After cleanup, children gather to share their experiences.

Circle Time

Compare/Contrast Body Parts

Play *Sing-Along* Volume 1 Track 12, "Head, Shoulders, Knees, and Toes."

Volunteers name and indicate the body parts mentioned in the song (head, shoulder, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles).

Play "I Spy." Indicate a body part and ask children to touch that body part to insure that they are familiar with each.

Gingerbread Boy whispers that he doesn't think he has all those body parts.

Share Gingerbread Boy's concern. Compare and contrast Gingerbread Boy's body parts with the children's.

Repeat the song.

Materials

- Starfall Sing-Along* Volume 1
- Gingerbread Boy

Head, Shoulders, Knees, and Toes

*Head, shoulders, knees, and toes,
knees and toes*

*Head, shoulders, knees, and toes,
knees and toes and*

Eyes and ears and mouth and nose

*Head, shoulders, knees, and toes,
knees and toes*

*Fingers, elbows, hips, and ankles,
hips and ankles*

*Fingers, elbows, hips, and ankles,
hips and ankles*

Hair and cheeks and chin and neck

*Fingers, elbows, hips, and ankles,
hips and ankles*

*(Repeat three times, getting
faster each time.)*

Science

Compares, contrasts,
and classifies
objects and data



Story Time

Sequence *The Gingerbread Boy*

Indicate *The Gingerbread Boy*. Review the front cover, title, author, and illustrator. Explain that this story takes place in a country far away called India, and locate India on a world map or globe.

Say: **Listen carefully for the animals Gingerbread Boy meets along the way.**

Read the story. Ask:

- **What was the first animal Gingerbread Boy met?** (squirrel)
- **What was the next animal Gingerbread Boy met?** (fawn)
- **What was the last animal he met?** (fox)

Explain: **Each of these animals is a character in the story. Other characters in the story are the old woman and Gingerbread Boy.**

Say: **A story always has a beginning, a middle, and an end.** Ask the following questions, and accept responses:

- **Who remembers how *The Gingerbread Boy* began?**
- **What happened in the middle of the story?**
- **How did the story end?**

Place *The Gingerbread Boy* Sequence Cards in a pocket chart in random order. Volunteers describe the cards. Ask: **Are these cards in the order of the story? Why or why not?**

Two volunteers order the Sequence Cards as they retell the story. The class determines if the Sequence Cards are in order and explains why or why not. The children close their eyes as you mix up the Sequence Cards. Two new volunteers order the Sequence Cards and retell the story. The class again determines if the order is correct.

Explain: **Another word for story order is *sequence*. We put the cards into the correct *sequence* to tell the story.**

Materials

- The Gingerbread Boy*
- Gingerbread Boy
- World map or globe
- The Gingerbread Boy*
- Sequence Cards

Social Studies

Understands maps are representations of actual places

Vocabulary

Acquires new vocabulary

Comprehension

Identifies sequence of events

Listening & Speaking

Describes familiar people, place, things, and events



Emergent Writing

Writes own name

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Small Group & Exploration

Design Sheep

Divide your class into two or three small groups. Small groups will meet during Exploration time.

Children write their names at the bottom of their pages, then glue cotton balls and wiggly eyes on the outline of the sheep.

Materials

- Generated sheep page for each child
- Cotton balls (several bags)
- Wiggly eyes
- Glue
- Marker

Gathering

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."**

Ask: **Do you think the weather will be the same or different this afternoon?** (discuss)

Indicate the Attendance Board and say: **When I call your name, say, "I am here!"**

Continue the Attendance Routine as usual, but today, call Gingerbread Boy's name last. Say: **Someone seems to be missing today. Has anyone seen Gingerbread Boy?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Science

Observes and describes the weather

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50. Children sing "Where Is Thumbkin?" Demonstrate traditional movements to accompany the song.

Materials

- Starfall Sing-Along* Volume 2
- Gingerbread Boy's clues, hidden in the Learning Centers

Where Is Gingerbread Boy?

Pretend to look around the class, searching for clues as to where Gingerbread Boy might be. Find the first clue from Gingerbread Boy and read it aloud: **Do you remember my name? (Pause for response.) I have been having fun exploring in the center where you build things. Bet you can't find me!**

Lead the children on a search for Gingerbread Boy. Follow the clues as you discover them. Teach and sing "Where Is Our Gingerbread Boy?" as you move from center to center. At the end of the search, invite Gingerbread Boy to become part of the class and stay all year!

Each day assign a different child to take care of Gingerbread Boy. He or she can carry Gingerbread Boy to the different activities.

Where Is Our Gingerbread Boy?

(Melody: "Oh Where Oh Where Has My Little Dog Gone?")

Oh where, oh where is our Gingerbread Boy?

Oh where, oh where can he be?

He was here last night, but now he is gone

Oh where, oh where can he be?

Social/Emotional Development

Works with others to solve problems



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Comprehension

Compares and contrasts

Print/Book Awareness

Connects oral language and print

Math

Becomes familiar with standard measuring tools and their uses

“There’s a Neat Little Clock”

Play *Sing-Along* Volume 1 Track 25, “Open Them, Shut Them!”

Say: **Look around our classroom. What are some of the things you see?** Encourage the children to look around the room and name objects.

Indicate the index cards. Say: **Let’s label our room.** Explain that you will write the names of classroom objects on the cards and attach them near the objects.

Indicate the clock. Ask: **Who can find the clock in our classroom? How can a clock help us at school? (Pause for responses.) The clock helps us know when to do things during the day. If we didn’t have a clock we wouldn’t know when it was time to eat lunch!**

Display *Nursery Rhymes*, page 23. Indicate the cover and title, then open the book to “There’s a Neat Little Clock.”

Say: **We have been talking about the clock. Who remembers why we use clocks? (Pause for responses.) Listen to this rhyme about a clock.** Read the rhyme.

Say: **Point to your face.** (Children do this.) **A clock has a face too. Is the clock’s face the same as your face?** Children compare and contrast their faces to the face of a clock.

Say: **Wave your hands. How many hands do you have? (Volunteers respond.) Let’s count the hands on the clock.** (Do this.)

Ask: **Are the hands on the clock the same as our hands? How are they different?**

Play *Nursery Rhymes* Audio CD Track 19, “There’s a Neat Little Clock” several times and encourage the children to recite along. Make up actions to accompany the rhyme.

Materials

- Starfall Sing-Along* Volume 1
- Starfall’s Selected Nursery Rhymes* and Audio CD
- Index cards, marker
- Tape or sticky tac

There’s a Neat Little Clock

*There’s a neat little clock,
In the schoolroom it stands
And it points to the time
With its two little hands
And may we, like the clock
Keep a face clean and bright
With hands ever ready
To do what is right*

Story Time

Spices for Gingerbread Boy

Display page 3 of *The Gingerbread Boy*. Children describe the illustration. Indicate the ingredients on the table.

Say: **The old woman has all the ingredients or foods that she needs to make gingerbread cookies. Who can find the bag of flour in the illustration? (A volunteer identifies the flour.) I see four bottles of spices. Remember, spices are added to food to make it taste good.**

Display the cinnamon, nutmeg, cardamom, and ginger spice bags. Children describe each spice.

Materials

- Labeled bags of cinnamon, nutmeg, cardamom, and ginger
- The Gingerbread Boy*

Vocabulary

Acquires new vocabulary

Understands describing words

Comprehension

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

cinnamon	ground-up bark of a cinnamon tree
nutmeg	ground-up seed of a nutmeg tree
cardamom	seed pods of a plant — used often in India
ginger	ground-up root from a ginger plant

Ask: **From which one of these spices did Gingerbread Boy get his name? I wonder what his name would have been if he was named after nutmeg?**
Children share possible names. Repeat for cardamom and cinnamon.

Ask: **Did this story take place at the zoo?** (Volunteers respond.) **Let's look at the illustrations to find the *setting* of the story, or where the story took place.**

Children name and describe the setting on each page.



Observe & Modify

Cardamom can be expensive or difficult to find in some areas. You may modify this plan to include only cinnamon, nutmeg, and ginger.

Small Group & Exploration

"Our Favorite Spice" Graph

Divide the class into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 10-15 minutes the groups switch. Switch a second time if you have three groups.

Display the four spice bags. Say: **Let's smell each spice, then you will decide which spice smells best to you.**

Display the "Our Favorite Spice" graph. Say: **This is a special chart called a *graph*. Say, *graph*.** (Children repeat, *graph*.) **A *graph* is a picture chart that tells us something. This *graph* will tell us which spice is the class favorite!**

Indicate the graph title and spice names at the top of each column. Each child chooses his or her favorite spice and colors a square in the appropriate column.

Materials

- Labeled spice bags
- "Our Favorite Spice" graph and a marker

Math

Uses graphs to answer simple questions

Gathering

Math

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

Science

Observes and describes the weather and how it changes

Place the Name Cards in the Attendance Board. Add Gingerbread Boy's Name Card.

Say: **Let's count the names of the children who are present, or here today.** Indicate each name and encourage children to count with you.

Say: **Let's count how many children are absent, or not here today.** (Repeat as for present.) **Which number is bigger?**

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** A volunteer does this.

Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50, "Where Is Thumbkin?" Children add cross movement by crossing their hands in front of their chests for each movement.

Materials

- Gingerbread Boy
- "Our Favorite Spice" graph from **Day 2**
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along* Volume 2

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Math

Uses graphs and charts to answer simple questions

Analyze the Spice Graph

Gingerbread Boy whispers that he put a special message in the Writing Center. Lead the children to the Writing Center to find his message, then bring it back to your meeting place to read. Hereafter, you will select a volunteer to retrieve Gingerbread Boy's message from the Writing Center (or a designated location of your choice) every day.

Read and discuss Gingerbread Boy's message.

Recite "Pat-a-Cake."

Open *Nursery Rhymes* to "Pat-a-Cake," page 32. Say: **Here is a picture of the "Pat-a-Cake" rhyme. What do you see in the picture?** (Pause for responses.) **Let's pretend we are bakers and we will bake a cake.** Pretend to put on your baker's hat.

Make up actions to accompany the rhyme. For example, pretend to stir flour in a bowl; clap, roll, and skywrite "B"; open an oven door then eat the cake.

Say: **Let's show Gingerbread Boy the "Our Favorite Spice" graph.**

Display the "Our Favorite Spice" graph. Review the graph title and spice names. Four volunteers come forward to hold the spice bags.

Pat-a-Cake

*Pat-a-cake, pat-a-cake
Baker's man
Bake me a cake
As fast as you can*

*Pat it and roll it
And mark it with a 'B'
And put it in the oven
For Baby and me*

Say: **This is the “Our Favorite Spice” graph. Each of you decided which spice smelled best to you. The spice with the most colored squares under it tells us which one is our class favorite. Let’s count the colored squares under each column. I will write the numbers next to the spices. (Do this.) Which spice has the most colored squares? (Volunteers respond.) Which spice has the fewest colored squares?**

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

“Five Gingerbread Men”

Sing or play *Nursery Rhymes* Audio CD Track 29, “Pat-a-Cake.” Children stand, join hands, then drop hands and sit in a circle or semi circle on the floor.

Hold up the empty cookie sheet. Ask: **How many gingerbread men are on this cookie sheet?** (Children note there are no gingerbread men on the sheet.) **Right, none! We have a word for none: zero. Say, zero.** (Children repeat, zero.)

Place one gingerbread man on the cookie sheet and ask how many gingerbread men are on the cookie sheet. Repeat until all five gingerbread men are on the cookie sheet.

Tell the children you need their help with a rhyme. Choose five volunteers, and number them 1-5. The volunteers remain seated. Read the rhyme “Five Gingerbread Men.” Volunteer number 5 removes a gingerbread man from the cookie sheet and slowly pretends to run back to his or her place.

Repeat for volunteers 4, 3, 2, and 1, counting down the number word in the rhyme accordingly until all five gingerbread men have been removed.

Repeat with another set of five volunteers until all children have had a turn. Encourage the children to chime in during the rhyme.

Materials

- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Large rectangular cookie sheet
- Five small gingerbread man cutouts

Math

Verbally counts in sequence

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



Five Gingerbread Men

*Five little gingerbread men
lying on a tray*

*One jumped up
and ran away*

*He said, “Run, run, as fast as you can
You can’t catch me, I’m the
gingerbread man!”*

Story Time

Gingerbread Boy Characters

Indicate *The Gingerbread Boy*. Ask: **Do you remember how many characters are in Gingerbread Boy's story?** (Children name them.) **Let's read to find out if we named them all. When you hear the name of a character, touch your nose. I will write the characters' names on this paper so we don't forget.**

Read the story. As children identify the characters, list them on the chart paper. (old woman, Gingerbread Boy, squirrel, fawn, fox) Use Sequence Cards next to the words to help identify the animals. Review the list of characters.

Say: **Let's pretend we are the characters in this story and act it out! How many characters are in the story?** (five) **Do we have enough children to act out our story?** (yes) **Oh, I think we have more children in our class than characters in the story! I have an idea.**

Place the Sequence Cards indicating the characters and the chant cards in a bag or basket and indicate it.

Say: **Here's a bag** (or basket) **with all the character's names. Some cards say "chant." Each of you will draw a card from the bag. If you get a "chant" card you will help Gingerbread Boy with his part: "Run, run, as fast as you can. You can't catch me, I'm the Gingerbread Man."**

When the parts have been determined, read the story. Children assist with their character's lines where appropriate.

Materials

- The Gingerbread Boy*
- The Gingerbread Boy Story*
- Sequence Cards
- Prepared chant cards
- Bag or basket
- Chart paper, marker

Comprehension

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Small Group & Exploration

One-to-One Correspondence

Divide the class into two or three groups. One group attends your Small Group while the other(s) engage in Exploration. After fifteen minutes, the groups switch. Switch a second time if you have three groups.

Lay the five small gingerbread men before the children. Count them together. Ask: **If we have five gingerbread men, how many buttons do we need in order to give each gingerbread man one button?** A volunteer places one button on each gingerbread man. Repeat for the other counting manipulatives.

Place six buttons above the gingerbread men. Ask:

- **How many gingerbread men are there?**
- **How many buttons are there?**
- **Are there more gingerbread men or more buttons?**

Repeat several times with sets of more or less manipulatives than gingerbread men.

Materials

- Five small gingerbread man cutouts
- Seven each of various counting manipulatives such as buttons, counters, blocks, etc.

Math

Verbally counts in sequence

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

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



Gathering

Children gather in a circle. Review the names of the children who are present and those who are absent.

Distribute Name Cards. Choose a volunteer to come forward. Say: **This is** (child's name)'s **Name Card**. **His** (or her) **name begins with** (first letter of child's name).

Indicate the Letter Card that corresponds to the letter. Say: **If your name begins with** (chosen letter), **touch your nose**.

Repeat for other names, changing the action each time. (Suggestions: Pat the top of your head. Hop up and down. Touch your chin. Turn around once.) Children refer to their Name Cards to match the beginning letter of their names to the Letter Cards.

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** Choose a volunteer to place the Weather Card on the Weather Chart.

Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Uppercase Letter Cards to represent the first letter of each child's name

Phonics

Focuses on letter names and shapes

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 29. Children chant "Pat-a-Cake."

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Gingerbread Boy
- Prepared play dough (See **Day 3** Preparation Notes for cinnamon play dough recipe.)

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Cinnamon Play Dough

A volunteer retrieves Gingerbread Boy's message from the Writing Center. Read it to the children.

Say: **I wonder if Gingerbread Boy baked something for us today.**

Gingerbread Boy whispers that he didn't bake anything, but he did make something, and it is in the Discovery Center! Take the class to the center to discover the play dough. Encourage the children to smell the play dough.

Ask: **What do you notice about this play dough?** (cinnamon smell) **Do you think we can eat this play dough?** (no) **Why not?** Accept responses, and explain why the play dough is not to be eaten.

Distribute play dough to each child. Children experiment forming objects of their choice. Encourage children to share their creations with each other.

Fine Motor

Demonstrates control, strength, and dexterity to manipulate objects

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Math

Recognizes basic two-dimensional geometric shapes

Compare Shapes

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Indicate *Nursery Rhymes* page 23, "There's a Neat Little Clock." Read the rhyme. Ask: **What shape is this clock?** (Volunteers respond.) **This clock is a circle. A circle is a shape. Trace a circle in the air.** (Children do this.)

Display the large construction paper circle, square, and triangle. Say: **Here are three shapes.** (Indicate the circle.) **This is a circle. Say, circle.** (Children repeat, *circle*.) **It is the same shape as the clock.**

Repeat for the square and the triangle, finding objects in the classroom that match the shapes for comparison.

Ask: **Do these three shapes look the same?** (no) **Let's sing a song about how these shapes are different from each other!**

Hide the shapes behind your back. Reveal each as you sing "Where's the Shape?"

Volunteers hold the shapes. Repeat the song. As the shapes are named, volunteers stand, twirl around, and raise the shapes above their heads. Children sing along.

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along*, Volume 1
- Prepared construction paper shapes (circle, square, and triangle)

Where's the Shape?

(Melody: "Where Is Thumbkin?")

Where's the circle?
Where's the circle?
Here it is! Here it is!
It has only curved lines
It goes round and round
It's a circle! It's a circle!

Where's the square?
Where's the square?
Here it is! Here it is!
It has only straight lines
They are all the same size
It's a square! It's a square!

Where's the triangle?
Where's the triangle?
Here it is! Here it is!
It has only three sides
Count them, 1-2-3!
It's a triangle! It's a triangle!

Story Time

Gingerbread Story Comparison

Indicate *The Gingerbread Boy*. Children take turns retelling the story.

Say: ***The Gingerbread Boy* story was first told a long, long time ago. Since then many people have written their own stories about the Gingerbread Boy. We read one version of the story, retold by Brandi Chase. Here's another Gingerbread book. Listen to how this story is the same and how it is different from the first book we read.**

Read your selected Gingerbread story. Use the following questions to lead children as they compare and contrast your selection with *The Gingerbread Boy*.

- **Were the characters in this story the same or different?**
- **Did the Old Woman create the same kind of Gingerbread Boy, or was he different in this book?**
- **Did this book end the same way our first book ended?**
- **Which story did you like best? Why?**

Materials

- The Gingerbread Boy*
- Gingerbread story of your choice

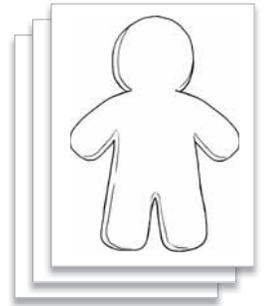
Comprehension

Recalls information from stories

Compares and contrasts

Listening & Speaking

Describes familiar people, places, things, and events and, with prompting and support, provides additional detail



Small Group & Exploration

Decorate Gingerbread Boy

Divide the class into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

Children sprinkle a variety of spices onto their Gingerbread Boys, and attach paper shapes of various colors and sizes with glue. Encourage them to be creative; they can even make their Gingerbread Boys look silly! You or the children print the children's names on their creations.

Children who were unable to complete this activity may do so during Exploration on **Day 5**.

Materials

- One copy of the "Gingerbread Boy Outline" page for each child
- Prepared paper triangles, circles, and squares in various colors and sizes
- Cups of spices
- Glue

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Recognizes basic two-dimensional geometric shapes



Gathering

Math

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

Science

Observes and describes the weather and how it changes

Children gather in a circle. Review the names of the children who are present and those who are absent.

Say: **Let's count how many children are present today.** (Indicate each name as the children count.)

Say: **Let's count again. This time each of you will only say one number.** The child nearest you begins saying "one," the next child says "two," and so on.

Ask: **Did we count the same number both times?** (Children respond.) **The number of names on our Attendance Board is the same as the number of children present today!**

Children observe the weather then place the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Say: **Let's sing the song we learned about different kinds of weather. Listen for the kind of weather we observed today.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" Children repeat the simple actions to accompany the song from **Week 1**.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Starfall Sing-Along*, Volume 1

I am so happy that I will be in your class this year. Thank you for being my friends.
Love,
Gingerbread Boy

Morning Meeting

Warm Up Your Brain

Play and sing *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Materials

- Sing-Along* Volume 1
- Gingerbread Boy
- Starfall Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Surprised*

Review Emotions

Read and discuss Gingerbread Boy's message.

Display the Emotion Cards. Review each emotion. Ask the following questions as volunteers choose the appropriate Emotion Cards: **How did you feel when...**

- **you first met Gingerbread Boy? Do you remember how he felt?**
- **you first came to school and met me, and all your classmates?**
- **someone was playing with a toy you wanted and wouldn't share?**
- **Gingerbread Boy made cinnamon play dough for you?**
- **Gingerbread Boy was on the fox's nose?**
- **you got to go to all the new Learning Centers?**

Comprehension

Makes inferences

Social/Emotional Development

Recognizes and identifies feelings



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Classify Letters, Shapes, and Numbers

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

Say: **We have been learning about letters.** (Indicate and identify *A*, *B*, and *C*). **We have found some of these letters in our names. Where else do you see letters?**

Help children identify letters on the Alphabet Chart.

Display Shape Cards *circle*, *triangle*, and *square*.

Ask: **Are these letters or shapes?** (Children identify shapes.) **Right! They are shapes. Who can name these shapes?** (Volunteers respond.)

Indicate and identify Number Cards 2, 3, and 4. Say: **These are numbers. Numbers tell us how many.**

Indicate and identify Picture Cards *baker*, *clock*, and *lamb*. Say: **These are pictures.**

Say: **Let’s play a game. I will place these cards in the pocket chart.** (Place the cards in the pocket chart, face down.) **I will choose a volunteer to reveal one of the cards. You tell the class if the card is a letter, number, shape, or picture. Ready?**

Continue until each card is classified.

Materials

- Starfall Sing-Along* Volume 1
- Picture Cards: *baker*, *clock*, *lamb*
- Letter Cards: *A*, *B*, *C*
- Numbers and Shape Cards:
circle, *square*, *triangle*, 2, 3, 4
- Pocket chart

Phonics

Focuses on letter names and shapes

Math

Recognizes two-dimensional geometric shapes

Recognizes numerals

Comprehension

Sorts objects into categories



Observe & Modify

If you have more than 12 children in your class, add additional Letter and/or Picture Cards so each child will have a turn.

Story Time

Materials

Teacher's choice of book

Print/Book Awareness

Identifies front cover, title, author, illustrator

Comprehension

Uses illustration clues to predict

Vocabulary

Discusses words and word meanings

Teacher's Literature Choice

Introduce your literature choice. Identify the front and back covers, the title, author, and illustrator. Picture-walk through the first half of the book and children predict what the story is about. Read the story, pausing to discuss new vocabulary as it is encountered. Lead children to determine whether or not their predictions were accurate.

Small Group & Exploration

There are no Small Group lessons on **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice. Group the children to meet their needs.