

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

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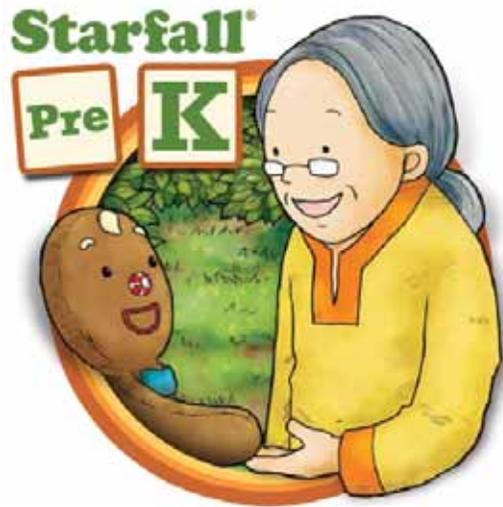
**Starfall®**



# ***How Things Grow***

***Unit 7 • Week 22***





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# Unit 7: Your Environment

## Week 22: How Things Grow

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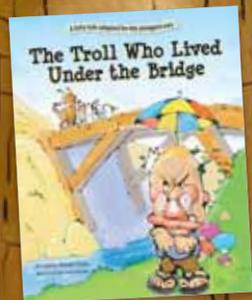
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# Week 22: How Things Grow

This week you will teach the children about how living things grow and change, and the four distinguishing characteristics of living things. The children will also:

- learn /g/ and identify initial /g/ words
- compare and contrast themselves to trees
- be introduced to symmetry
- learn about rulers and measuring charts and how to measure objects
- distinguish between things that are living and those that are nonliving
- compare and contrast baby, school-aged, and adult photos of you
- discover things they can do now that they couldn't do as babies
- practice using pennies and nickels



## Starfall Books & Other Media

*The Green Grass Grew All Around* by William Jerome

*The Green Grass Grew All Around* Audio CD

*The Green Grass Grew All Around* Sequence Cards

*The Troll Who Lived Under the Bridge* as told by Brandi Chase

Handprint Poems Blackline

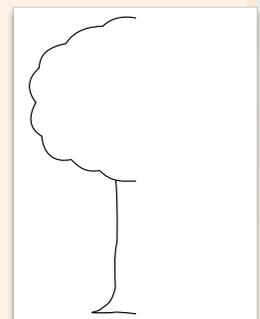
Tree Symmetry Blackline

*ABC for Gingerbread Boy and Me*

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along Volume 1*



## Preparation

Prior to **Day 1**, locate a photos of yourself as a baby, a school-aged child, and an adult.

### Day One

*Morning Meeting* — Prepare a sheet of chart paper with the sentence stem, *I can* (blank).

*Small Group* — Duplicate and cut apart a Handprint Poem for each child.



**Day Two**

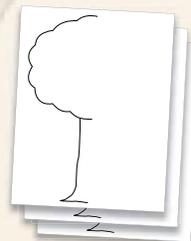
*Small Group* — Have a measuring chart and a ruler available. You may create a measuring chart that resembles a tree or use an existing one. Children will glue their names to the chart. If several children are the same height, attach a sheet of paper for their names.

**Day Three**

*Morning Meeting* — Place a variety of seeds in a small plastic bag. The seeds will be used again on **Day 4** and **Week 23, Day 1**.

**Day Four**

*Morning Meeting* — Prepare an index card with a picture or drawing of a tree to represent living, and one with a picture or drawing of a book to represent nonliving.



*Story Time* — Duplicate a Tree Symmetry blackline for each child.

**Day Five**

*Morning Meeting* — Have five pennies and one nickel for each child available.

*Story Time* — Choose a book about living/nonliving things to share. Suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Living and Nonliving (Nature Basics)* by Carol K. Lindeen
- *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons
- *The Giving Tree* by Shel Silverstein
- *What's Alive?* by Kathleen Weidner Zoehfeld

**Snack Suggestion**

Serve bite-sized pieces of veggies and ranch dip.

**Gross Motor Skills**

Moves with balance and control

**Phonics**

Recites the alphabet in sequence

**Outside Activities****Alphabet Toss**

Children stand in a large circle and toss a ball to the child on their right. Each time the ball is tossed, children chant the next letter of the alphabet. When they have gone through the alphabet, they toss the ball to the left and begin the alphabet again.

**Ball Toss /g/**

Draw simple pictures of words that begin with /g/ on pieces of masking tape (*girl, guitar, grape, game, gate, goat, gift*). Place the masking tape pieces randomly on a large beach ball.

Children stand in a circle. A child tosses the ball. The child who catches the ball looks at the masking tape closest to one of his or her hands and announces the initial /g/ word. Children repeat the word. The child tosses the ball and the game continues.

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?

Your pal,  
Gingerbread Boy

## Day 2

I love the handprints you made for your parents. They will be so surprised!

Love,  
Gingerbread Boy

## Day 3

I wonder how tall I am. Will you measure me?

Your friend,  
Gingerbread Boy

## Day 4

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?

Your pal,  
Gingerbread Boy

## Day 5

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message  
 Compare and contrast baby/child/adult photos  
 List things children can do now  
**Vocabulary:** acorn

Gingerbread Boy's Message  
 Play "Concentration" with immature/mature Picture Cards

**LEARNING CENTERS**

**Circle Time**

Phonemic Awareness:  
 Blend sounds  
 Introduce /g/  
 Identify initial /g/ words  
 "Guitar" riddle

Phonological Awareness:  
 Blend Onset and Rime  
 Introduce Gg  
*ABC for Gingerbread Boy and Me*  
 Identify initial /g/ pictures



**Story Time**

"Mistress Mary"  
*The Green Grass Grew All Around*  
 What would you grow in a garden?



*The Green Grass Grew All Around*  
*The Green Grass Grew All Around* Sequence Cards



**Small Group & Exploration**

Handprint Poems



Use measuring charts to measure heights  
**Vocabulary:** measure

## Day Three

## Day Four

## Day Five

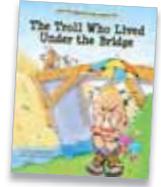
### GATHERING ROUTINE

Gingerbread Boy's Message  
Characteristics of Living Things

Gingerbread Boy's Message  
"Head Shoulders Knees  
and Toes"  
Categorize Picture Cards into  
living/nonliving

Gingerbread Boy's Message

*The Troll Who Lived  
Under the Bridge*



Introduce pennies  
and nickel

**Vocabulary:** nickel

**Review:** pennies

### LEARNING CENTERS

Phonological Awareness:  
Compound Words

*ABC for Gingerbread Boy and Me*

List initial /g/ words

Introduce ASL sign  
for Gg



"Where Is /g/?"

Phonological Awareness:  
Syllables in Words

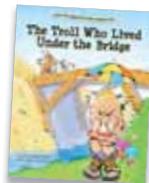
Introduce final /g/

Phonological Awareness:  
Rhyming Words

"What's Missing?"

"Where Is /g/?"

*The Troll Who Lived  
Under the Bridge*



Bigger/smaller

*The Green Grass  
Grew All Around*

*The Green Grass  
Grew All Around*  
Audio CD



Compare children to trees

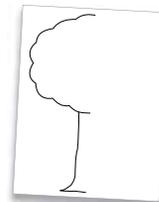
Teacher's literature choice living/  
nonliving book

Use connecting cubes to solve  
story problems



Introduce symmetry

Tree Symmetry  
blacklines



Complete projects or conduct  
observations and individual  
assessments

# WEEK 22

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

## Computer Center

**Activity** — Children enjoy *Holidays: Garden Shop*, *Historical Folk Songs: "The Boll Weevil Song," I'm Reading: Nonfiction, "Come Play with Me," It's Fun to Read: "All About Me."* They review /y/ and /h/ and reinforce /g/ and /v/ at ABCs: Y, H, G, and V.

### Materials

- Computers set up for use with [Starfall.com](http://Starfall.com)
- Headsets

### Interaction & Observation

- Children learn much more from using computer technology than simply how to use the equipment. They increase their language and literacy skills, spatial and mathematical reasoning, and subject knowledge in a way that feels effortless to them.
- Notice the language children use while working at computers. Converse with them about what they are doing and how they make decisions.

## Art Center

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Compares, contrasts, and classifies objects and data

**Preparation** — Label a poster board "Living Things" and label another "Nonliving Things."

**Activity** — Children locate pictures of living or nonliving things in recycled magazines. They cut out pictures and glue them onto the appropriate poster boards to create collages of living and a nonliving things.

### Materials

- Recycled magazines
- Two poster boards

### Interaction & Observation

- Encourage open-ended or process-oriented art activities so children may independently explore different materials and express themselves freely.
- Each child should be allowed to work at his or her own level and pace.

## Library Center

**Preparation** — Book suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Living and Nonliving* by Carol K. Lindeen
- *What's Alive?* by Kathleen Weidner Zoehfeld

### Materials

- The Green Grass Grew All Around* (Book & Audio CD)
- Other books about living and nonliving things

**Activity** — Children read and listen to *The Green Grass Grew All Around* after the book is introduced on **Day 1**. They also enjoy other books from your classroom or school library about living and nonliving things.

### Interaction & Observation

- Read regularly to children in individualized ways such as one-to-one or in small groups, as well as to the entire class.
- Engage in conversations with children in the Library Center that help them understand the content of books, and link books to other aspects of the curriculum.

### Motivation for Reading

Interacts appropriately with books and other materials in a print-rich environment

## Dramatic Play Center

**Preparation** — Book suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *From the Garden: A Counting Book About Growing Food* by Michael Dahl
- *Growing Vegetable Soup* by Lois Ehlert
- *Planting a Rainbow* by Lois Ehlert

**Activity** — Children use a balance scale to weigh toy vegetables and fruits, and run a garden shop, keeping baskets of toy fruits and vegetables neat, taking orders, making sales, and bagging items that have been sold.

### Interaction & Observation

- Children are able to develop cognitively, physically, socially and emotionally as they interact with each other in the Dramatic Play Center.
- Choose developmentally appropriate materials and props thoughtfully to enhance children's natural abilities toward exploration, active learning and role-playing.

### Materials

- Toy cash register, play money
- Toy fruits and vegetables
- Balance scale
- Reusable shopping bags
- Paper, pencils
- Books about gardening

### Motivation for Reading

*Interacts appropriately with books and other materials in a print-rich environment*

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

### Creative Arts

*Engages in cooperative pretend play with other children*

## Construction Center

**Preparation** — Make a book of buildings (barns, schools, skyscrapers, malls, houses, apartments, etc) by gluing recycled magazine pictures to construction paper, and place it in the Construction Center for reference.

**Activity** — Children make buildings with the available materials, and use carpet squares for fields, parking lots, towns, airplane hangars, etc. They measure and record information about what they have built using rulers and measuring tapes.

### Interaction & Observation

- Observe how building with blocks helps children develop motor skills, balance, fantasy play, social skills, eye-hand coordination, organizational skills, and more.
- Increasing standards, accountability, and standardized testing, may make it difficult for early childhood teachers to defend the importance of block building to those who expect mathematics to be about numbers, counting, and worksheets.
- Research on block building reveals that preschool children who are able to build complex structures with blocks have a better chance of mathematical success in middle and high school, even taking into account student's IQ levels, social class, and gender. (Wolfgang, Stannard, and Jones, 2001)

### Materials

- Blocks
- Books about building
- Rulers, measuring tapes
- Recycled building materials
- Paper, pencils

### Social/Emotional Development

*Demonstrates willingness to choose a variety of familiar and new experiences*

### Math

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



## Writing Center

### Fine Motor Skills

Uses writing and drawing tools

### Emergent Writing

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

**Activity** — Children use stamps and stencils to form letters and words.

### Interaction & Observation

- Ask children to identify some of the letters and words they create.
- When needed, assist children with writing letters, words, and messages they wish to convey.
- Give children the support they need to write on their own, including access to the alphabet, available at eye level or on laminated cards.
- Model functional uses of writing and discuss the many ways in which writing is used in daily life.

### Materials

- Various sizes and types of paper
- Alphabet stamps and stamp pads
- Letter stencils

## Discovery Center

### Science

Compares, contrasts, and classifies objects and data

**Activity** — Place various living and nonliving objects in an empty water table. Children sort objects into living and nonliving categories. Converse with them and discuss their reasons for determining the categories.

### Interaction & Observation

Provide varied materials and opportunities for children to learn the basic principles of living and nonliving things, such as:

- differences between living and nonliving things (e.g., plants versus rocks)
- changes in living things over time
- life cycles of plants and animals
- similar needs for water, food, and air of living things
- ways offspring are like their parents

### Materials

- Empty water table
- Various living and nonliving objects (popcorn kernels, small rocks or stones, various dried beans, acorns, packing peanuts, crayons, etc.)
- One container labeled "Living" and another labeled "Nonliving"

## Math Center

### Math

Sorts objects into categories

Counts sets of objects

**Preparation** — Mix four types of seeds and place them in bowls. You will need one bowl of seeds, four cups, and one pair of tweezers or tongs for each child at the Math Center.

**Activity** — Using tweezers or tongs, children practice fine motor skills as they identify and sort mixed seeds from a bowl into four separate cups. After the sorting process, the children count how many seeds they have of each type.

### Interaction & Observation

- Build number awareness using natural objects found in the environment.
- Read books which include counting and sorting.
- Plan activities that provide opportunities and materials to categorize by several attributes such as size, shape, color, and living/nonliving.
- Integrate mathematical terms into everyday conversation.

### Materials

- Four types of seeds
- Bowls and cups
- Tweezers or small tongs

## Gathering Routine

Continue this routine as with previous weeks.

### Morning Meeting

#### Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 12. Children sing “Head, Shoulders, Knees and Toes” and touch appropriate parts of their bodies as they are named.

#### Materials

- Starfall Sing-Along* Volume 1
- Teacher photos (baby, school, adult)
- Prepared chart paper
- Markers

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?  
Your pal,  
Gingerbread Boy

#### Things We Can Do

Read and discuss Gingerbread Boy’s message. Volunteers share their baby stories.

Indicate your baby photo. Ask: **Can you guess who this baby is?** (Volunteers respond.) If the children do not guess it is you, tell them. Indicate your school photo and continue: **This is me when I grew up and went to school.** Indicate the adult photo. Ask: **Do I look older now?** (Volunteers respond.)

Compare and contrast the baby photo and the school-aged child photo. Ask: **How are the photos different? How are the photos the same?** (They both have eyes, ears, etc. They are the same people.)

Compare the baby and the adult photos. Ask: **How are the baby and adult in these photos the same?**

Ask: **What are some things babies can do?** (discuss) **You were a baby once, but now you are in preschool. You can do a lot more now than you could do when you were a baby. Let’s make a list of things you can do now that you have grown.**

Indicate the chart paper. Read the sentence stem, *I can* (blank). List responses with the volunteers’ names next to them.

Read the responses and children shout “hooray” to celebrate all that they can do now that they have grown.

#### Science

*Notices changes in living things over time*

#### Listening & Speaking

*Understands by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said*

## LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Blend Sounds

Say: **Listen to these sounds. Blend them together to form a word, then find the picture that matches it.**

Use /v/ /a/ /n/ (van), /h/ /a/ /t/ (hat), /n/ /e/ /t/ (net), /r/ /a/ /t/ (rat), and /f/ /o/ /x/ (fox).



### Materials

- Grandmother
- Picture Cards: fox, hat, net, rat, van
- Picture Cards: game, girl, goat, guitar
- Pocket chart

### Phonological Awareness

Blends three phonemes

Listens for beginning sound



### Introduce /g/

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

Display the Picture Cards *game, girl, goat, and guitar.*

Say: **Here is a picture of a guitar. Say, guitar. Guitar begins with /g/. Say /g/, guitar.** Continue:

- **Game begins with /g/. Say, game. Say /g/, game.**
- **Girl begins with /g/. Say, girl. Say /g/, girl.**
- **Say, goat. What sound do you hear at the beginning of goat? Right, /g/.**

Indicate the Picture Card *guitar*. Explain: **This is a guitar. What is a guitar used for? Right, it is a musical instrument. Raise your hand if you have ever seen or heard someone play a guitar.**

Say: **Guitar begins with /g/. Listen to these two words. Which one begins with /g/, piano or guitar?** (guitar) **Guitar begins with /g/. Say /g/.** (Children repeat, /g/.) **Listen again: goat or fox. Which one begins with /g/?** (goat)

Say: **Let's pretend to play a guitar.** (demonstrate) **If you hear a word that begins with /g/, pretend you are playing your guitar. If the word doesn't begin with /g/ put your arms behind your back. Ready?**

Ask: **Do you hear /g/ at the beginning of goose? Say it with me, goose, /g/.** (Children repeat, goose, /g/.) **Good, play your guitar! Let's try some more.** Continue for *girl, yarn, web, garden, go, ham, and gum.*

Encourage children to listen for /g/ today.

### Guitar

*I am a musical instrument.*

*I usually have six strings.*

*When you strum my strings I make music.*

*People play me in bands.*

*My name begins with /g/.*

*What am I?*

## Story Time

### Introduce *The Green Grass Grew All Around*

Indicate *Nursery Rhymes* page 28, "Mistress Mary." Children discuss the illustrations. Ask: **What is Mistress Mary doing to help her plants grow?** (watering them)

Read the rhyme. Ask: **What do you think silver bells and cockle shells are?** (Volunteers respond.) **If you had a garden what would you like to grow?** (Volunteers respond.)

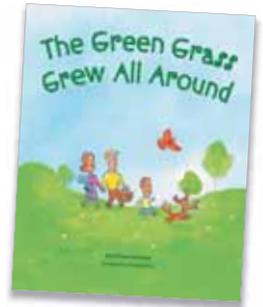
Indicate *The Green Grass Grew All Around*. Explain: ***The Green Grass Grew All Around* is a song which Starfall made into a book.** Picture-walk through the book as children describe the illustrations.

### Materials

- Starfall's Selected Nursery Rhymes*
- The Green Grass Grew All Around* by William Jerome

### Comprehension

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



## Small Group & Exploration

### Create Handprint Poem Gifts

Say: **Hold up your hands. Are your hands bigger or smaller now than they were when you were a baby? What will happen to your hands as you get older?** (They will grow/get bigger.)

Say: **Let's use our hands to make a surprise for your parents. Here is a poem to help us get started.**

Read the poem "My Growing Hands." Discuss the poem and explain what it will mean to parents.

Distribute a large sheet of white paper and a copy of "My Growing Hands" to each child. The children write their ages in the blank space in the poem, glue the poem to the center of their paper sheet, and write their names at the bottom.

Children use washable ink pads or finger paint to coat their hands, then press their hands down on both sides of the poem to create handprints.

After the handprints dry, the children add drawings to decorate their papers.

Laminate the handprints and poems as keepsakes for parents.

### Materials

- Handprint poem for each child
- Large washable ink pads or finger paint
- Large sheet of white paper for each child
- Glue
- Crayons, pencils

### Creative Arts

Creates original work



### "My Growing Hands"

*Here is a gift  
So you can recall  
How my hands looked  
When I was small.*

*I'm \_\_\_\_\_ years old  
And growing so fast  
I wanted to give you  
Something that would last.*

*You taught me to use  
My hands for good  
To hug, to love, and  
Do things I should.*

*So this is to thank you  
And to say  
I love you more  
And more each day.*

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

Play "Open Them, Shut Them." Children open and close their hands and cross their arms in front of themselves as they sing "Open Them, Shut Them."

### Materials

- Picture Cards: *acorn, baby, butterfly, caterpillar, dog, frog, man, plant, puppies, seeds, tadpole, tree*
- Pocket chart

I love the handprints you made for your parents. They will be so surprised!  
Love,  
Gingerbread Boy

### Learn About Life Cycles

Read and discuss Gingerbread Boy's message.

Indicate the *acorn* Picture Card. Say: **This is an acorn. It is a seed that will grow into a tree.** (Indicate the *tree* Picture Card.)

Continue: **Here are some more.** Indicate the remaining Picture Cards in mature/immature pairs as children name them: *baby/man, tadpole/frog, caterpillar/butterfly, puppies/dog, and seed/plant*. Ask: **What do you notice about these pictures?**

Discuss the process of growth from immature to mature for each picture pair.

Place the Picture Cards face down in random order in a pocket chart. Children play "Concentration" as they match the immature and mature animal Picture Cards. As matches are made, children give the Picture Cards to Gingerbread Boy to hold.

Discuss the matches as they are revealed.



## LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

# Circle Time

## Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.** Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

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

### Materials

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



## Introduce Gg

Indicate Letter Card Gg.

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

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

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

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

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

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

### Phonological Awareness

*Combines onset and rime to form a familiar one-syllable word with and without pictorial support*

*Listens for beginning sound*

### Phonics

*Focuses on letter names and shapes*

### Print/Book Awareness

*Connects oral language and print*

## Story Time

### Sequence *The Green Grass Grew All Around*

Indicate *The Green Grass Grew All Around*.

Ask: **What do you remember about this book?**  
(Children respond.) **Yesterday we took a picture-walk through this book. Today I will read the story but I need your help.**

Identify and distribute Sequence Cards to volunteers. Designate an area where the children will line up in order as their Sequence Cards are indicated. They will raise their cards each time they are named.

Read the story.

#### Comprehension

Identifies sequence of events



#### Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Sequence Cards

## Small Group & Exploration

### How Tall Are You?

Two volunteers stand side-by-side. Ask: **Are these children the same height or is one taller than the other?** (Repeat with several pairs of volunteers.)

Ask: **How do we know how tall people are?** (Volunteers respond.) **Right, we measure them. Who has been measured before?** (Volunteers respond.) **Indicate a ruler. Here is a ruler that has the numbers from one to twelve on it.** Indicate the number one above the bottom of the ruler and explain how we measure starting at zero.

Say: **Let's measure how tall this table is.** Measure the height of the table using the ruler. Count as you measure. Ask: **How many rulers tall is this table?**

Choose a volunteer. Ask: **How many rulers tall do you think (volunteer's name) is.** (Children estimate.) **Let's measure to find out.**

Say: **There is another way to measure how tall you are. You can use a measuring chart.** Indicate the chart and demonstrate how it is used.

Continue: **Let's measure how tall you are.** Each child writes his or her name on an index card. Measure children using the chart. Children glue their name cards next to their heights. Discuss the results.

#### Materials

- Measuring chart
- Ruler
- Index cards
- Pencils, crayons
- Glue

#### Math

Becomes familiar with standard and nonstandard measuring tools and their uses

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

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Children follow your directions to perform these actions:

- Pretend you are a chick inside an egg.
- Hatch out of the egg.
- Pretend you are an acorn on the ground.
- Grow up to be a tree and stretch your branches.
- Pretend you are a caterpillar.
- Now you are a butterfly flying in the sky.

## Materials

- Ball, spoon, cup, and ruler
- Variety of seeds in a small plastic bag

I wonder how tall  
I am. Will you  
measure me?  
Your friend,  
Gingerbread Boy

## Characteristics of Living Things

Read and discuss Gingerbread Boy's message. Measure Gingerbread Boy and add his name to the measuring chart.

Indicate the ball. Ask: **Will this ball ever grow bigger?** (Volunteers respond.) **No, it will always be the same size.** (Choose a volunteer to come forward.) **Do you think** (volunteer's name) **will grow bigger?** (Volunteers respond.) **Right!** (He or She) **will grow bigger.**

Explain: **People are living. Living things grow and change. The ball is nonliving. Nonliving things do not grow. Let's find out how we can tell if something is living or nonliving.**

Indicate the spoon and the cup. Say: **All living things need to eat and drink. Some living things use spoons and cups to eat and drink. Some living things get their food and water from nature. The spoon and cup will remind us that living things need to eat and drink.** (Hand the spoon and cup to one volunteer.)

Indicate the ruler. Say: **All living things grow and change. We used a ruler to measure how tall you have grown. The ruler will remind us that all living things grow and change.** (Hand the ruler to a volunteer.)

Indicate the bag of seeds. Say: **Living things can produce babies, or more of themselves, because they have seeds inside. For example, there are seeds inside apples. If you plant those seeds new apples trees will grow. The seeds will remind us that living things can produce more of themselves.** (Hand the seeds to a volunteer.)

Run in place. Say: **All living things can move. I am running in place. You can see me move. Some living things like plants move, but they move on the inside and you can't see the movement. Running in place will remind us that all living things can move.** Select a volunteer to run in place.

## Science

*Notifies changes in living things over time*

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

*Compares, contrasts, and classifies objects and data*

Keep the bag of seeds. You will use it again on Day 4 and Week 23, Day 1.

Volunteers hold up their props as you review the four characteristics of living things. Remind children that in order to be living, an object has to have all four of these characteristics: movement, reproduction, growth, and requirement of water/nutrients.

Indicate the ball. Review the four characteristics to determine whether the ball is a living or nonliving thing.

## LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen to these two words, then put them together to make a new word. Ready? gold, fish** (goldfish)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say grandmother.** (Children repeat, *grandmother*.) **Do you hear two words in grandmother? Let's take the word apart: grand** (Children hold up one of their cubes/chips.) **mother** (Children hold up the other cube/chip.) Say: **Grandmother.** Ask: **What should you do with your cubes now?** (Volunteers respond.) **Right, put them back together.**

Children place their cubes/chips in front of them. Say: **Now, say grasshopper. If we take grass away** (Demonstrate removing a cube to represent the word *grass*.), **what is left?** (Volunteers respond.) **Right, hopper.** Repeat for *grapevine*, *grapefruit* and *grandfather*.

### Materials

- 2 cubes or chips per child
- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother



### Phonological Awareness

Combines words to make a compound word

Deletes a word from a compound word

Listens for beginning sound

### Phonics

Focuses on letter names and shapes

### List Gg Words, ASL Gg

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

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

Indicate the chart paper.

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

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

Grandmother asks: **Will you help me sing my song to remember /g/?**

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

#### Where Is /g/?

(Melody: "Where Is Thumbkin?")

Where is /g/? Where is /g/?

Here I am. Here I am.

/g/ in guitar, /g/ in giggle

/g/ /g/ /g/, Gg, Gg, Gg.



## Observe & Modify

The letter Gg can stand for more than one sound. If a child's name begins with G such as Geraldine, explain that Gg can stand for /g/ or /j/ and is silent in words such as night. It is important for children to recognize that letters may stand for sounds other than the target sound.

## Story Time

### Compare Sizes

Indicate *The Troll Who Lived Under the Bridge*.

Ask: **Who remembers the story *The Troll Who Lived Under the Bridge*?** A volunteer begins the story in his or her own words. Choose additional volunteers to continue the story until it is complete.

Read the story. Say: **Stand and look around to find something smaller than you are.** (Children do this.) **What did you find?** (Volunteers respond.) **Look around the room again and find something that is bigger than you are.** (Children do this.) **What did you find?** (Volunteers respond.) Children sit.

Say: **In the story, the Gruff brothers were all different sizes. One was tiny, one was big, and one was great big.**

Indicate the chart paper. Say: **There are two sentence starters on the chart paper. One says *I am bigger than*. The other says *I am smaller than*. How would you finish one of these sentences? I'll start.** (Indicate the words as you read.) **I am bigger than a book. I'll write *book* in this column. Now, it's your turn.**

Record each child's response in the appropriate column. Write the children's names next to their responses or the children may write their own names.

Read the responses.

#### Materials

- Prepared chart paper
- Markers
- The Troll Who Lived Under the Bridge* as told by Brandi Chase

#### Math

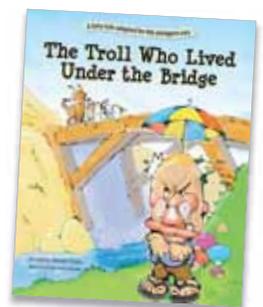
Describes relative position from different perspectives

#### Print/Book Awareness

Connects oral language and print

#### Emergent Writing

Writes own name



## Small Group & Exploration

### Materials

- 10 connecting cubes per child  
and teacher

#### Math

*Counts sets of objects*

*Uses concrete objects to solve complex problems*

*Indicates there are more when combining sets of objects*

*Indicates there are less when removing objects from a set*

### Solve Story Problem Equations

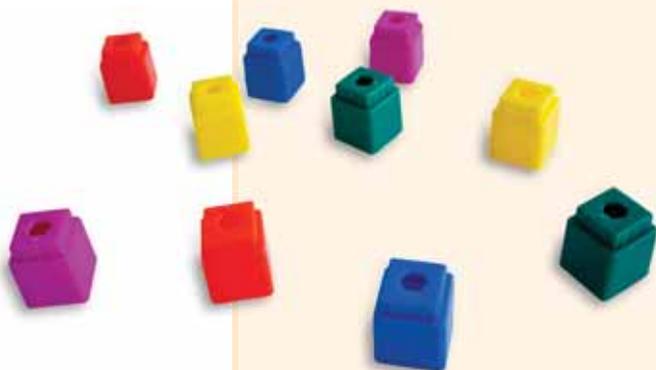
Distribute a set of ten connecting cubes to each child.

Say: **Let's pretend these cubes are goats. Count your goats. How many do you have?** (ten) **Right, you each have ten goats. Listen to these stories and use your goats to figure out how each story ends. Let's do the first one together.**

Say: **Here are five goats. Move five cubes toward you.** (Children move five cubes.) **One of the goats left to eat some grass, so take one cube away.** (Children take one cube away.) **How many goats are left?** (Children count the remaining cubes. Volunteers respond.)

Read the following stories. Children use their cubes to answer. Assist as necessary.

- **Two goats are eating grass. Another goat joins them. How many goats are now eating grass?**
- **There are six goats. Two more goats join them from the other field. How many goats are there now?**
- **Ten goats are walking toward the bridge. One stops to eat grass. How many goats are now walking toward the bridge?**
- **Four goats were playing in a garden. Two goats left to climb rocks. How many goats are still playing in the garden?**



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Read Gingerbread Boy's message. Play *Sing-Along* Volume 1 Track 12. Children sing "Head, Shoulders, Knees and Toes" and do the appropriate motions.

## Materials

- Starfall Sing-Along* Volume 1
- Ball, spoon, cup, and ruler
- Bag of seeds from **Day 3**
- Picture Cards : *alligator, boy, car, dog, flag, guitar, plant, rock, toothbrush, tree*
- Pocket chart
- Prepared index cards

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?  
Your pal,  
Gingerbread Boy

## Determine Living and Nonliving

Distribute the ruler and bag of seeds to two volunteers, and the spoon and cup to a third volunteer. A fourth volunteer runs in place. Refer to the volunteers as you review the four characteristics of living things.

Indicate the Picture Cards. Say: **Let's divide these pictures into a living group and a nonliving group.** Place the index cards with the pictures of the tree and the book in the top row of a pocket chart. Explain that living things will be placed under the tree because a tree is a living thing, and nonliving things will be placed under the book because a book is a nonliving thing.

Individually identify each Picture Card. Volunteers with props stand if appropriate when you ask the following questions to determine if the items are living or nonliving.

- **Does a** (pictured animal/object) **need food and water?**
- **Does a** (pictured animal/object) **grow and change?**
- **Does a** (pictured animal/object) **move?**
- **Can** (pictured animal/object) **make more of themselves?**

Remind the children the answer to all four questions must be "yes" for the item to be placed in the living group. A volunteer places the Picture Card in the pocket chart.

Choose new volunteers after several Picture Cards have been placed.



## Science

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

Compares, contrasts, and classifies objects and data

## LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *gui-tar*. Now put them together to form a word: *guitar*. This time clap for the parts. Ready? *Gui-tar*** (clap, clap) Children say, *guitar*. Repeat with *good*, *gal-lop*, *gas-o-line*, *gift*, and *gar-den*.

#### Materials

- Grandmother
- List of Gg words from **Day 3**
- Pocket chart

#### Phonological Awareness

Counts syllables

Listens for beginning sounds

Isolates ending sound

### Introduce Final /g/

Indicate the list of Gg words.

Say: **Look at these words that begin with Gg.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

Review the ASL hand sign for Gg. Say: **Here is Gg in sign language. Now you make it.**

Grandmother asks: **Did you know Gg can be at the beginning of a word OR at the end of a word? Listen for /g/ in this word: *pig*.** (Emphasize /g/ at the end.) **Now you say it: *pig*. Where do you hear /g/ in *pig*?** (the end) **Say, *pig*.**

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

Say: **Listen to these words. If you hear /g/ at the end, gently clap your partner's hands.** Overemphasize /g/ in the following words: *rug*, *puff*, *leg*, *off*, *tag*, *frog*.

## Story Time

### Compare and Contrast

Indicate *The Green Grass Grew All Around*.

Say: **Listen carefully to this story and think about how you are like this tree.** Play *The Green Grass Grew All Around* Audio CD.

Children stand. Say: **Let's talk about how you are like the tree.**

- **A tree has roots that go down in the hole in the ground; you have feet! Touch your feet.**
- **A tree has limbs and branches; you have legs and arms. Move your legs and arms.**
- **A tree has leaves. You have fingers. Move your fingers.**
- **A tree has a trunk. You have a body. Your body is your trunk. Touch your trunk.**
- **A tree has bark. You have skin. Touch your skin.**
- **A tree needs food and water. You need food and water. Pretend you are eating and drinking.**
- **A tree was once a little seed. You were like a little seed before you were born. Make yourself small like a seed.**

#### Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Audio CD

#### Science

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

Compares, contrasts, and classifies objects and data

#### Gross Motor Skills

Moves with balance and control

- **A tree grows and changes. You are growing and changing all the time. You were once a little baby, and now you are in school. Pretend you are a baby, show how you grew.**
- **A tree moves inside. You move outside. Move your body.**

Say: **One way you are different from a tree is that you can do things a tree cannot do. What are some things you can do that make you different from a tree?** (Volunteers respond.)

## Small Group & Exploration

### Symmetry

Draw a circle on the lower portion of a whiteboard.

Say: **This is a whole circle.** Erase the right half of the circle. **Here is half of the circle. What happened to the other half?** (Volunteers respond.) **Right, I erased it. Who can draw the other half of the circle on the whiteboard so we have a whole circle again?** A volunteer completes the circle.

Using the Tree Symmetry blackline as a guide, draw a whole tree on the whiteboard.

Say: **This is a whole tree.** (Cover the right half of the tree with a piece of paper.)

**This is half of the tree. Who can show us the whole tree again?** (A volunteer removes the paper.) **What do you notice about the right side and the left side of the paper?** (Children respond.) **Right, the sides match.**

Distribute the Tree Symmetry blacklines. Ask: **What do you notice about this tree?** (Only half of the tree is there.) **Your job is to draw the other half of the tree.** Children complete the tree.

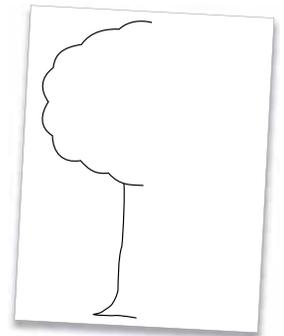
**Optional:** To further demonstrate symmetry, have the children paint the half tree. Then while the paint is still wet, they fold the paper and press down to transfer paint to the other half.

### Materials

- Whiteboard, marker
- Tree Symmetry blackline for each child
- Pencils, crayons

### Math

*Constructs examples of simple symmetry and non-symmetry using concrete objects*



## Morning Meeting

### Materials

- The Troll Who Lived Under the Bridge* as told by Brandi Chase
- Five pennies and one nickel for each child

### Warm Up Your Brain

Play "Cross and Touch." Give children the following directions as you demonstrate the movements:

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Place your right hand on your lifted left knee.**
- **Return your hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Continue this back and forth pattern for a minute or so, as though walking rhythmically.**

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,  
Gingerbread Boy

### Social Studies

Demonstrates an awareness of the uses of money

### Math

Explores the use and meaning of currency and coins

Combines sets of objects to equal a set no larger than ten



### Learn About Pennies and Nickels

Read and discuss Gingerbread Boy's message.

Indicate *The Troll Who Lived Under the Bridge*. Read the last page. Say: **The troll decided to grow new grass. What will he need to do that? Where could the troll get the grass seed and watering can?**

Ask: **Have you ever gone shopping with your mom or dad? Why do you go to stores?** (to buy things) **Do you just pick up the things you want and take them home?** (no) **That's right, you have to pay for them. We use money to buy what we want or need.**

Indicate a penny. Ask: **What is the name of this coin?** (a penny) **A penny is worth one cent.** Indicate a nickel. Ask: **What is the name of this coin?** (a nickel) **A nickel is worth five cents. Having a nickel is the same as having five pennies.**

Spread the pennies and nickels out randomly on a table or the floor. Children work together to sort the coins into a group of pennies and a group of nickels. Children compare and contrast the groups of coins.

Distribute five pennies and one nickel to each child. Say: **Pretend you are going to the store to buy grass seed for three cents. How many pennies would you need to buy the grass seed?** (three) **Right, you would need three pennies or three cents. Show me three of your pennies.** (Children do this.)

Say: **Pretend you need to buy a watering can and it costs five cents. How many pennies would you need?** (five) **You could pay for the watering can with five pennies or you could pay with one nickel. Show me your nickel.** (Children do this.)

Create word problems for additional practice.



### Observe & Modify

If the children are developmentally ready, create word problems that require up to ten pennies per child.

# LEARNING CENTERS

See Learning Centers for **Week 22**, pages 512-514. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming Words

Say: **Listen to these words: goat, coat, boat.**

**Now you say them.** (Children repeat: *goat, coat, boat.*)

**What do you notice about these three words?** (They rhyme.) **Listen to these words: frog, log, dog. Now you say them.** (Children repeat: *frog, log, dog.*)

**What do you notice about these three words?** (They rhyme.) **Listen again. This time one of the words does NOT rhyme: frog, dog, monkey.**

**Now you say them.** (Children repeat: *frog, dog, monkey.*) **Which one does not rhyme?** (monkey) **Let's try one more. Which word does not rhyme, snake, goat, or boat?**

#### Materials

- Picture Cards: *game, garden, girl, goat, goose, grapes, guitar*
- Grandmother



### Play "What's Missing?"

Indicate the Picture Cards *game, garden, girl, goat, goose, grapes, and guitar.*

Grandmother says: **Let's play "What's Missing?"**

Gather children in a semi-circle. Display the Picture Cards on the floor. Volunteers name the pictures.

Say: **Look closely at these pictures that begin with /g/. I will take one away. You say which one is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children name the missing card. Repeat with other Picture Cards.

**Optional:** To extend this activity, each child finds one small object in the classroom and places it on the floor. Children close their eyes as you remove one object. They open their eyes, guess the missing object, and identify its beginning sound.

#### Phonological Awareness

*Discriminates rhyming words*

*Listens for beginning sounds*

#### Phonics

*Recognizes/names some letter sounds*

## Story Time

### Teacher's Literature Choice: Living and Nonliving

Indicate your choice of book and discuss the author and illustrator. Read the book pausing to briefly discuss new vocabulary as it is encountered. Encourage children to ask questions about the book.

#### Materials

- Teacher's choice of book about living and nonliving things

#### Vocabulary

*Acquires new vocabulary*

*Asks questions about unknown objects and words*

#### Comprehension

*Recalls important facts of information text*

## 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.