

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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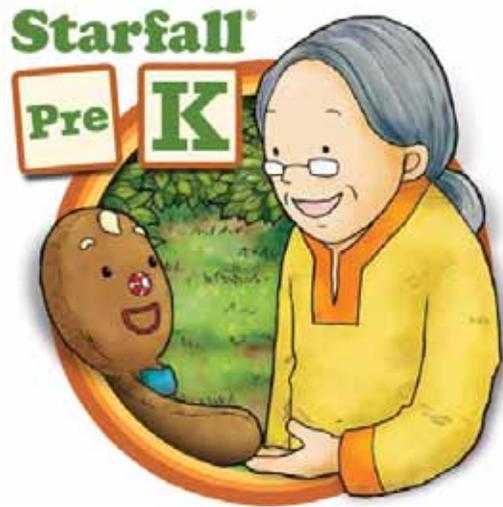
Starfall®



Things Change

Unit 7 • Week 24





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Unit 7: Your Environment

Week 24: Things Change

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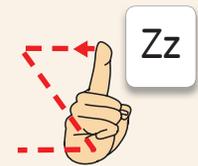
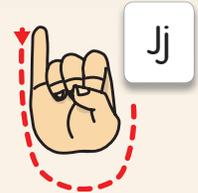
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Week 24: Things Change

This week you will teach the children about how living things change and grow. They will discover some of the many ways in which they have grown and changed this year. The children will also:

- learn /j/ and /z/ and identify initial /j/ and /z/ words
- discuss how babies grow and change and become adults
- become familiar with the life cycle of a butterfly
- practice creating and finding patterns in the classroom
- reflect on and make a list of things they have learned this year
- match uppercase and lowercase letters



Starfall Books & Other Media

The Ant and the Chrysalis as told by Myrna Estes

The Ant and the Chrysalis Sequence Cards

Butterfly Life Cycle Cards

Riddle Cards (blackline)

ABC for Gingerbread Boy and Me

Starfall American Sign Language Poster

Starfall Sing-Along Volumes 1 & 2

Starfall's Selected Nursery Rhymes



Preparation

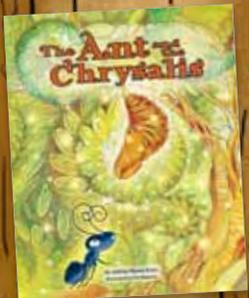
Prepare your choice of music for this week's Warm Up Your Brain Exercises.

Day One

Story Time — Choose a book about growing up and changing to share. Suggestions include:

- *I'm Growing* by Aliko
- *The Growing-Up Feet* by Beverly Cleary

Small Group — Prepare several construction paper triangles and rectangles in varying sizes and orientations. You will also need shaving cream or play dough for each child.



Day Two

Morning Meeting — Cut apart the Butterfly Life Cycle Picture Cards.

You will also need four types of pasta: ditalini, fusilli (spiral), conchiglie rigate (shell), and farfalle (bow tie). Prepare a small plastic bag containing one of each type of pasta for yourself and each child. These will also be used on **Day 3**.



You have changed so much this year. Are you bigger now than when you first came to school?
Your pal,
Gingerbread Boy

Day Three

Story Time — You will need the drawings/writings from **Day 3** and the Share Chair.

Small Group — Use a dark-colored marker to divide a paper plate or paper strip for each child into four sections.

Day Four

Small Group — You will need a coffee filter and a clothespin for each child, a spray bottle filled with water, and washable markers.

Day Five

Morning Meeting — Cut apart the Riddle Cards and place them in a bag or basket. Prepare your choice of music and two crepe paper streamers for each child.

Circle Time — Children will match upper and lowercase Letter Cards. Be sure to distribute the Letter Cards appropriately.

Story Time — Choose a caterpillar and/or butterfly book to read to the children. Suggestions include:

- *Leo the Late Bloomer* by Robert Kraus
- *The Very Hungry Caterpillar* by Eric Carle
- *Waiting for Wings* by Lois Ehlert
- *Peter's Chair* by Ezra Jack Keats
- *The Caterpillar and the Polliwog* by Jack Kent



I didn't know butterflies start out as caterpillars. I love learning new things!
Do you?
Love,
Gingerbread Boy

I always wondered how caterpillars became butterflies. Did you know?
Your friend,
Gingerbread Boy

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!
Your pal,
Gingerbread Boy

It's been fun learning about how we have grown and changed. I made up some riddles for you!
Love,
Gingerbread Boy

Snack Suggestions

Butterfly Snacks

Children construct their own butterfly snacks by spreading cheese on celery or crackers. They add pretzels for wings and raisins for eyes.



Gross Motor Skills

Moves with balance and control

Ants on a Log

Spread peanut butter or cream cheese on celery and sprinkle raisins on top. Be sure to check for food allergies.

Outside Activity

Caterpillars

Children lie inside sleeping bags and pretend to be caterpillars inside their chrysalises. They try to move across the grass inside the sleeping bags.

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Match baby and adult

Gingerbread Boy's Message

Butterfly Life Cycle Cards



Life Cycle Pasta

Vocabulary:
chrysalis, emerge, pasta

LEARNING CENTERS

Circle Time

Phonemic Awareness: Blend Consonant/Vowel/Consonant

Introduce /j/

Identify initial *Jj* words

"Jellybeans" riddle

"Jack and Jill"

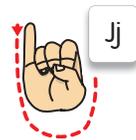
Phonemic Awareness: Blending onset and rime

Introduce *Jj*

List initial *Jj* words

Introduce ASL sign for *Jj*

"Where Is /j/?"



Story Time

Teacher's Literature Choice: Growing Up

"The Ants Go Marching"

The Ant and the Chrysalis



Small Group & Exploration

Shape Orientation

The Ant and the Chrysalis: write and illustrate what happened next

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
"Head, Shoulders, Knees
and Toes"
Form and identify patterns

Gingerbread Boy's Message
List things learned this year

Gingerbread Boy's Message
Choose Picture Cards to match
riddles



LEARNING CENTERS

Phonological Awareness:
Syllables in words
"Zipper" riddle
Introduce /z/
Identify initial /Zz/ words
"Zipper Coat"

Phonological Awareness:
Rhyming Words
Introduce Zz
List initial /Zz/ words
Introduce ASL sign for Zz
"Where Is /z/?"



Phonemic Awareness:
"The Alphabet Song"
Match upper and lowercase
Letter Cards

*The Ant and
the Chrysalis*



Share writings/
illustrations

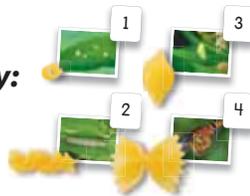
The Ant and the Chrysalis
Sequence Cards



Teacher's Literature Choice:
Caterpillars and Butterflies

Sequence Butterfly Life
Cycle Cards

Vocabulary:
cycle



Create coffee filter butterflies



Complete projects or conduct
observations and individual
assessments

WEEK 24

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Computer Center

Activity — Children enjoy *It's Fun to Read: "All About Me," I'm Reading: Fiction, "I Can Do It"* and "Come Play With Me." They review shapes at *Geometry and Measurement, "Triangles"* and review /q/, /u/ and reinforce /j/, and /z/ at ABCs: U, Q, J and Z.

Interaction & Observation

- Review the Starfall Media and Technology Standards and assess your children as they work in the Computer Center. Notice if they enjoy using electronic forms of storybooks and information texts, and use technology to explore and review information.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Preparation — Book suggestions include:

- *Are You an Ant?* by Judy Allen
- *The Ants* by Brian D. McClure
- *Very First Things to Know About Ants* by Patricia Grossman

Activity — Children create ants using pictures and books for reference. They roll play dough into three small balls and stick them together to form the body. They use pipe cleaner pieces to form legs and antennae, and tiny balls of play dough for the eyes.

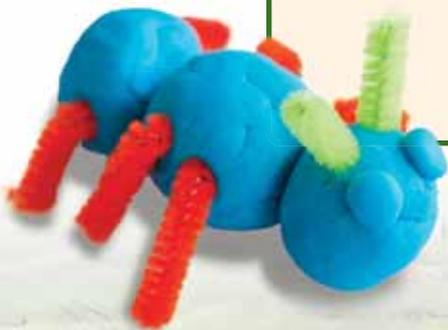
Place the completed ants on small squares of colored construction paper and display them in various places in the classroom. Children write their names and the word *ant* on their papers (e.g. *Melissa's ant, Michael's ant*).

Interaction & Observation

- Compliment children on their completed artwork. For prekindergarten children, art is an exciting means of self-expression. When it is appreciated by others, they feel truly special.
- Displaying children's artwork around the classroom builds self-esteem and helps children learn to appreciate art as they become aware of it in their everyday lives.

Materials

- Play dough
- Pipe cleaner pieces
- Enlarged pictures and several picture books about ants



Library Center

Preparation — Include *The Ant and the Chrysalis* after it is introduced on **Day 2** and other books about growing and changing. Suggestions include:

- *I'm Growing!* by Aiki
- *My, Oh My--A Butterfly!* by Tish Rabe
- *The Very Hungry Caterpillar* by Eric Carle
- *When I Grow Up...* by Peter Horn

Activity — Children read and listen to *The Ant and the Chrysalis*. They also enjoy other books about growing and changing.

Interaction & Observation

- Interact with children at the Library Center by asking questions about their print and book awareness such as: Where are the author and illustrator's names? Where is the front cover? Back cover? Can you point to the title? Where is the first page of the book? Will you show me the last page in the book?

Materials

- The Ant and the Chrysalis*
(Book & Audio CD)
- Books about growing and changing

Motivation for Reading

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

Enjoys reading and reading-related activities

Dramatic Play Center

Preparation — Book suggestions include:

- *Camping Out* by Mercer Mayer
- *Curious George Goes Camping* by Margaret & H. A. Rey
- *Fred and Ted Go Camping* by Peter Eastman

Activity — Children pretend to go camping. They cook meals, dine, and sleep outdoors. They also enjoy books about camping.

Interaction & Observation

- Stimulate dramatic play and extend ideas by conversing with the children as you join them on a camping trip. Ask what children are cooking, how they slept last night in their sleeping bags, what their plans are for the day, and where they might be going for a walk.
- Read a book about camping to them as they snuggle in their sleeping bags.

Materials

- Small freestanding tent
(if room size permits)
- Sleeping bags
- Plastic foods, utensils, and dishes
- Small cooler
- Additional camping gear
- Books about camping

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — The children use the available materials with their block structures in open-ended creative play. They may make tents, houses, rivers, mountains, cushions for cars or airplanes they build, etc.

Interaction & Observation

- The inclusion of drawing paper, pencils, and crayons encourages children to draw pictures and write or dictate sentences about their structures.
- Labels and simple drawings of the structures, how they were built, or future plans for expanding the structures naturally bring print into the Construction Center.

Materials

- Various sizes and shapes of blocks
- Fabric remnants, carpet squares
- Construction paper scraps
- Paper, pencils

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Demonstrates willingness to choose a variety of familiar and new experiences



Writing Center

Emergent Writing

Uses drawing to convey meaning

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

Activity — Children draw pictures of themselves in their favorite Learning Centers, and dictate or write sentences about what they like to do there.

Interaction & Observation

- Interact with children in the Writing Center reminiscing about prekindergarten memories and activities they have participated in this year (special celebrations, holiday activities, field trips, classroom speakers, games, etc.).
- Discuss how the children have grown and changed. Encourage them to think of ways they are different than they were at the beginning of the school year.

Materials

- Drawing paper
- Pencils, crayons

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Works with others to solve problems

Science

Uses tools and equipment to explore objects

Preparation — Book suggestions include:

- *Magnets* by Anne Schreiber
- *Magnets: Pulling Together, Pushing Apart* by Natalie M. Rosinsky
- *What Magnets Can Do* by Allan Fowler

Activity — Place the listed items in an empty water table. Children use magnets to determine whether the objects are magnetic or not magnetic, and sort the objects into separate tubs accordingly. Add additional objects as the week progresses.

Interaction & Observation

Interact with children as they experiment, and help them learn more about magnets by sharing books about magnets.

Materials

- Empty water table
- Various types and sizes of magnets
- Two small tubs for sorting
- Container filled with plastic and metal bottle caps, coins, thumb tacks, paper clips, counting chips, plastic beads, pencils, seashells, marbles, metal and plastic buttons, bread ties, pebbles, keys, cotton balls, etc.
- Books about magnets

Math Center

Math

Categorizes (sorts) examples of two-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes

Activity — Children sort two- and three-dimensional shapes, and use available materials to draw and color two- and three-dimensional shapes of their own.

Interaction & Observation

- As you interact with the children, assess their understanding and recognition of shapes and dimensions.
- Ask them to describe how the three-dimensional shapes are different from the two-dimensional shapes (a picture of an ice cream cone versus a three-dimensional cone).
- How is artwork they draw different from something they make with play dough?
- Does it look different? Feel different?
- Can they look at both sides of a drawing of a butterfly? A play dough ant?

Materials

- Three-dimensional geometric shapes (cube, rectangle, pyramid, cylinder, sphere, and cone)
- Pictures of the two-dimensional geometric shapes above
- Drawing paper
- Pencils, crayons

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Instruct the children to move in one direction when the music plays, freeze when the music stops, and change directions when they hear the bell. Ask:

What should you do when the music plays? (move)

What should you do when the music stops? (freeze)

What should you do when the bell rings?

(change directions)

Remind the children they may move in a variety of ways (walk, tiptoe, slide, gallop, or jump to the beat). Alternate between playing and stopping the music, and ringing a bell. Change the timing and order frequently to determine if the children can follow your directions.

Materials

- Teacher's choice of music
- Picture Cards: *acorn, baby, baker, butterfly, caterpillar, dog, frog, plant, puppies, seeds, tadpole, tree*
- Pocket chart
- A bell

You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,
Gingerbread Boy

Growing and Changing

Read and discuss Gingerbread Boy's message.



Indicate the Picture Cards *baby* and *baker* as you place them side by side in a pocket chart.

Say: **Here is a picture of a baby. A baby starts out very small and grows bigger and bigger every day until it becomes a child. You are children. Will you always be children?** (Volunteers respond.) **No, you are growing all the time. One day you will be an adult.**

Indicate the *baker* Picture Card. Ask: **Does the adult look like the baby? What kind of work does this adult do?** (baker) **How are the baby and the adult the same? How are they different? A baby changes as it grows, just like you did.**

Identify the following Picture Cards as you place them in the pocket chart: *acorn, baby, caterpillar, puppies, seed, and tadpole.*

Identify and distribute the remaining Picture Cards: *butterfly, dog, frog, plant, and tree.* Say: **Let's play a matching game.** (Indicate the *tadpole* Picture Card.)

This is a tadpole. Who has the Picture Card that shows what this tadpole will be when it grows up? The child with the *frog* Picture Card places it next to the *tadpole* Picture Card. Continue for the remaining cards.

Mix the Picture Cards and children again match the immature and adult pairs.



Comprehension

Compares and contrasts

Science

Notifies changes in living things over time

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes (Book & Audio CD)
- Picture Cards: *jacket, jeep, jellybeans, jet*

Phonemic Awareness: Blend Consonant/Vowel/Consonant

Say: **Listen to these sounds: /j/ /e/ /t/. Now you say them: /j/ /e/ /t/. Blend those sounds together to make a word. /j/ /e/ /t/, jet. Let's try some more.**

Use: /j/ /a/ /m/ jam, /j/ /a/ /k/ Jack, /j/ /i/ /l/ Jill.



Phonological Awareness

Blends three phonemes

Listens for beginning sounds

Introduce /j/

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

Display the Picture Cards *jacket, jeep, jellybeans* and *jet*.

Say: **Here is a picture of jellybeans. Say, jellybeans. Jellybeans begins with /j/. Say /j/.** Continue:

- **Jacket begins with /j/. Say, jacket. Say /j/, jacket.**
- **Jeep begins with /j/. Say, jeep. Say /j/, jeep.**
- **Say, jet. What sound do you hear at the beginning of jet? Right, /j/.**

Say: **Jellybeans begins with /j/. Listen to these two words. Which one begins with /j/, jellybeans or eggs? (jellybeans) Jellybeans begins with /j/. Say /j/.** (Children repeat, /j/.) **Listen again, basket or Jack. Which one begins with /j/? (Jack)**

Say: **Let's pretend we are eating jellybeans.** (demonstrate) **If you hear a word that begins with /j/, pretend you are eating a jellybean. If the word doesn't begin with /j/ sit on your hands. Ready?**

Ask: **Do you hear /j/ at the beginning of jump? Say it with me, jump, /j/!** (Children repeat, *jump, /j/*.) **Good, eat a jellybean. Let's try some more.** Continue for *juice, up, finger, jam, key, and January*.

Indicate *Nursery Rhymes* page 22, "Jack and Jill." Grandmother says: **This is a nursery rhyme called "Jack and Jill." What sound do you hear at the beginning of Jack and Jill? (/j/) Listen to this rhyme.**

Read and discuss "Jack and Jill."

Encourage children to listen for /j/ today.

Jellybeans

I am often found in Easter baskets, but I'm not an egg.

I can be any color and I taste very sweet.

My shape is oval and I'm usually small.

My name begins with /j/.

What am I?

Story Time

Teacher's Literature Choice: Growing Up

Indicate your choice of book about growing up. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the illustrations. Read the book, pausing to briefly introduce new vocabulary as it is encountered, and to ask and answer questions about what was read.

Materials

- Teacher's choice of book about growing up

Small Group & Exploration

Shape Orientation

Indicate a triangle. Say: **We learned that a triangle has three sides and three corners or angles. Let's count the sides and corners of this shape.** (Do this.) **Is this a triangle?** (Volunteers respond.) **How do we know this is a triangle?** The children should be able to state that they know it is a triangle because it has three sides and three corners.

Indicate other triangles. Say: **I wonder what shape this is. How can we tell?** (Volunteers respond.) **Right, we can count the number of sides and corners.** Repeat this for other triangles. Explain: **These triangles are all different, but they are all triangles because they have three sides and three corners.**

Repeat this procedure for the rectangles. The children should be able to state that they know they are rectangles because they have four straight sides and four corners.

Provide shaving cream or play dough and children create a variety of triangles and rectangles.

Materials

- Prepared construction paper triangles and rectangles
- Shaving cream or play dough

Vocabulary

Discusses words and word meanings

Comprehension

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

Math

Recognizes basic two-dimensional geometric shapes

Understands that two-dimensional shapes are equivalent in different orientations

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Bell
- Butterfly Life Cycle Picture Cards
- Pocket chart
- Life cycle pasta bag for each child

Warm Up Your Brain

Give children the following directions:

- **Pretend you are a caterpillar wiggling around on the floor.**
- **At the sound of the bell, freeze.** (Explain that the caterpillar is changing into something very special.)
- **This time at the sound of the bell, sit on the floor and place the bottoms of your feet together in front of you. Hold onto your feet, and let your knees drop toward the floor. Sit tall and flap your legs up and down like a butterfly.**
- **This time at the sound of the bell, fly around the room like a butterfly!**

I didn't know
butterflies start out
as caterpillars. I love
learning new things!
Do you?

Love,
Gingerbread Boy

Science

Notices changes in
living things over time

Describes characteristics
in the appearance and
behavior of animals



Introduce the Butterfly Life Cycle

Read and discuss Gingerbread Boy's message.

Say: **Let's help Gingerbread Boy learn how a caterpillar changes into a butterfly.**

Place the Butterfly Life Cycle Cards in a pocket chart as you indicate and explain each one:

- **Here is an egg. The egg looks very still on the outside, but it is busy on the inside. Soon a tiny caterpillar will hatch out of the egg. How would you describe a caterpillar? How do you think they feel? Are they furry? Are they slimy?**
- **The caterpillar eats and eats and eats and eats! When it's ready, it climbs a branch and hangs upside down.**
- **Soon it changes into something called a *chrysalis*.** (Children repeat, *chrysalis*.) **A *chrysalis* looks very still on the outside, but inside the caterpillar is growing and changing.**
- **All of a sudden the chrysalis begins to wiggle and the caterpillar *emerges*, or comes out, but it isn't a caterpillar anymore. It has changed into a butterfly.**

Distribute a life cycle bag to each child. Say: **This is *pasta*.** (Children repeat, *pasta*.)**We can use these *pasta* shapes to remind us of a butterfly's life cycle. Find and hold up the pasta that looks like a little egg.** (Children do this.) Repeat for *caterpillar*, *chrysalis*, and *butterfly*.Children place their pasta pieces in the correct order on top of their bags. After they have done this correctly, direct them to place the pasta back in the plastic bags. Collect the bags for use on **Day 3**.

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. 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: /j/ /am/ (jam), /j/ /ug/ (jug), /j/ /ar/ (jar), /j/ /ack/ (Jack), /j/ /ill/ (Jill).

Materials

- Grandmother
- Star
- Letter Card Jj
- Chart paper, marker
- Starfall American Sign Language Poster
- ABC for Gingerbread Boy and Me by Starfall



Jj

Phonological Awareness

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

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Introduce Jj, List Jj Words, ASL Jj

Indicate Letter Card Jj.

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

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

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

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

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

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

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

Sing "Where Is /j/?" Each time /j/ is used, children make the Jj hand sign.

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

Where Is /j/?

(Melody: "Where Is Thumbkin?")

Where is /j/? Where is /j/?

Here I am. Here I am.

/j/ in jellybeans, /j/ in jacket

/j/ /j/ /j/, Jj, Jj, Jj.

Story Time

Comprehension

Uses illustration clues to predict

Vocabulary

Discusses words and word meanings



Introduce *The Ant and the Chrysalis*

Play *Sing-Along* Volume 2 Track 40. Children sing “The Ants Go Marching.”

Indicate *The Ant and the Chrysalis*. Say: **Here is a book about an ant that meets a chrysalis. Raise your hand if you remember what a chrysalis is.** (Volunteers respond.) **Let’s read to find out what happens. If you hear a word you don’t understand, raise your hand so we can talk about it.**

Read pages one through sixteen. Ask: **What do you think will happen next?** (Volunteers respond and explain reasons for their predictions.) **Let’s read to discover how the story ends.**

Finish reading the book. Briefly recall the children’s predictions to determine their accuracy.

Materials

- Starfall Sing-Along* Volume 2
- The Ant and the Chrysalis*
as told by Myrna Estes

Small Group & Exploration

Creative Writing

Say: **At the end of the story the ant climbed onto the butterfly’s back and away they flew. Where do you think they went?** (Volunteers respond.) **Let’s write what may have happened next.**

Each child writes about and illustrates what happened next.

Encourage the children to use kid writing. They may also dictate sentences for you to write beneath their drawings.

Children will share their sentences and drawings on **Day 3**.

Materials

- The Ant and the Chrysalis*
as told by Myrna Estes
- Journal or drawing paper
- Pencils, crayons

Emergent Writing

Uses drawing to convey meaning

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

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

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

Starfall Sing-Along Volume 1

Warm Up Your Brain

Play *Sing-Along* Volume 1, Track 12. Children sing “Head, Shoulders, Knees, and Toes” and do accompanying movements.

Say: **This song is sung in a pattern. First comes the head, then come the shoulders. What comes next?** (knees and toes) Repeat “Head, Shoulders, Knees, and Toes.”

I always wondered
how caterpillars
became butterflies.
Did you know?
Your friend,
Gingerbread Boy

Create Patterns

Read and discuss Gingerbread Boy’s message.

Say: **The life cycle of a butterfly creates a pattern.** Select a volunteer to represent each stage:

- **First there is an egg.**
- **Second is a caterpillar.**
- **Third is a chrysalis.**
- **Fourth is a butterfly.**

Continue: **Then the butterfly lays an egg and the pattern begins all over again. Let’s repeat this pattern: egg, caterpillar, chrysalis, butterfly.**

Say: **Let’s make patterns.** Arrange children in different patterns, such as:

- Children with short sleeves and children with long sleeves (AB pattern)
- Boys and girls (AB pattern)
- Children with blonde hair, children with black hair, and children with brown hair (ABC pattern)
- Children with short hair, children with medium length hair and children with long hair (ABC pattern)

Say: **Let’s find patterns in the classroom.**

Indicate several obvious patterns such as the floor or rug pattern, heating vents, windows, and window blinds (line, open space, line, etc.).

Children identify other patterns and explain how the patterns would continue. Ask: **What would come next? What part repeats?**

Science

Notices changes in living things over time

Math

Duplicates identical patterns with at least two elements

Uses rules to create and extend repeating patterns

Uses ordinal numbers from first to fifth

LEARNING CENTERS

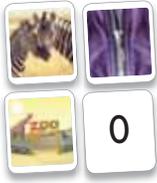
See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: jac-ket. Now put them together to form a word: jacket. This time hold up one finger for each part. Ready? jac-ket**

Children say *jacket* and hold up a finger as they say each syllable. Repeat for *Jan-u-ar-y* (January), *jel-ly* (jelly), *jump* (jump) and *joy-ful* (joyful).



Phonological Awareness

Counts syllables

Listens for beginning sound

Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: zebra, zipper, zoo, zero
- Pocket chart

Introduce /z/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.**

Grandmother reads the riddle "Zipper." Children solve the riddle.

Display the Picture Cards *zebra*, *zipper*, *zoo*, and *zero*. Say: **Here is a picture of a zipper. Say, zipper. Zipper begins with /z/. Say /z/.** Continue:

- **Zebra begins with /z/. Say, zebra. Say /z/, zebra.**
- **Zoo begins with /z/. Say, zoo. Say /z/, zoo.**
- **Say, zero. What sound do you hear at the beginning of zero? Right, /z/.**

Say: **Zipper begins with /z/. Listen to these two words. Which one begins with /z/, zipper or coat? Right, zipper begins with /z/. Say /z/.** (Children repeat, /z/.) **Listen again: plant or zoo. Which one begins with /z/?** (zoo)

Grandmother says: **Let's listen to a song about a coat with a zipper.**
Play *Sing-Along* Volume 1 Track 49, "Zipper Coat."

Say: **Now let's sing together. If you hear a word that begins with /z/, pretend you are zipping up your coat. Ready?** Children sing "Zipper Coat."

Ask: **Do you hear /z/ at the beginning of zoo? Say it with me, zoo, /z/.** (Children repeat, zoo, /z/.) **Good, zip up your coat. Let's try some more.** Continue with *baby*, *zero*, *hop*, *quack*, *zebra*, *ball*, and *zigzag*.

Encourage children to listen for /z/ today.

Zipper

*It is used to keep a jacket or coat closed.
Sometimes you need help lining it up to make it work.
It has many little teeth.
These teeth don't bite.
It's name begins with /z/.*

What is it?

"Zipper Coat"

*Oh, do you have a zipper coat
A zipper coat
A zipper coat
Oh do you have a zipper coat
That goes zzzzip?*

*Oh, yes I have a zipper coat
A zipper coat
A zipper coat
Oh, yes I have a zipper coat
That goes zzzzip!*

Story Time

Share Chair

Indicate *The Ant and the Chrysalis*.

Say: **Let's read *The Ant and the Chrysalis*. Then you will share your writings and illustrations and share what you think happened next.**

Read *The Ant and the Chrysalis*.

Children sit in the Share Chair to share their writings and illustrations. Children do a class cheer after each sharing.

Materials

- The Ant and the Chrysalis*
as told by Myrna Estes
- Illustrations/writings from **Day 3**
- Share Chair

Listening & Speaking

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

Small Group & Exploration

Create the Butterfly Life Cycle

Place Butterfly Life Cycle Picture Cards in random order in a pocket chart.

Ask: **Are these pictures in the order of the life of a butterfly?** (Volunteers respond.) **No, they aren't. Let's put them in order.** (Children assist to do this.) **This is called a butterfly life cycle. A cycle is like a pattern. The butterfly lays an egg on a leaf and the cycle begins.** (Indicate and name the stages in the cycle so children understand that it repeats.)

Distribute the pasta bags. Assist children in putting their pasta pieces in order to represent the butterfly life cycle.

Distribute paper plates. Children write their names on the back. Indicate Number Cards 1 through 4. Assist the children to:

- count the sections on the paper plate
- copy the numbers into the sections
- glue the pasta pieces in the appropriate order

Children illustrate their plate sections if time allows.

Materials

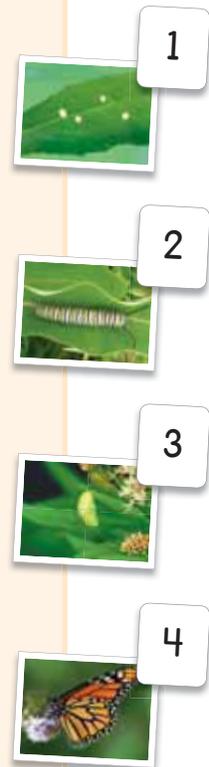
- Butterfly Life Cycle Picture Cards
- Number Cards 1 through 4
- Prepared pasta bags
- Paper plates or strips of heavy stock paper
- Glue, crayons, pencils

Science

Notices changes in living things over time

Creative Arts

Explores visual materials and activities



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Chart paper
- Marker

Warm Up Your Brain

Play "Let's Make a Pattern." Explain to children they will make patterns with their movements.

Lead the children in an AB movement pattern. Demonstrate the pattern by clapping three times. Pause and then stomp your feet three times. Then ask the children to repeat the pattern. Repeat several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an AB pattern because there are two different movements.

Lead the children in an ABC movement pattern:

- **Clap your hands.** (Clap three times.)
- **Stomp your feet.** (Stomp three times.)
- **Hop up and down.** (Hop three times.)

Repeat this several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an ABC pattern because there are three different movements.

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,
Gingerbread Boy

Science

Notices changes in living things over time

Emergent Writing

Contributes to a shared writing experience or topic of interest

Look What We've Learned!

Read and discuss Gingerbread Boy's message.

Say: **Like the caterpillar, you have grown and changed this year. You have learned so much since the first day of school. Let's make a list of all the things we have learned this year.**

Gingerbread Boy whispers he learned how to be a good listener. Commend Gingerbread Boy for being a great listener this year and write his response on the chart paper.

Add volunteers' responses to the list. Gingerbread Boy adds to the list as necessary to remind the children of what they have learned this year.

Review the list. Say: **Caterpillars grow and change into butterflies. You have grown into very smart and loving children!**

LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Zero and hero rhyme. Listen to these words: zoo/you.** (Children repeat, zoo/you.) **Do they rhyme? (yes) Zoo, and you rhyme. Listen to these words: jug/mug.** (Children repeat, jug/mug.) **Do they rhyme?** (Volunteers respond.)

Materials

- Grandmother
- Letter Card Zz
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag



Zz

Phonological Awareness

Identifies rhyming words

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Introduce Zz, List Zz Words, ASL Zz

Indicate Letter Card Zz. Say: **This is the letter Zz.**

(Children repeat, z.) **One Z is uppercase and one is lowercase, but both letters are Zz. The letter Zz stands for /z/ (z sound). Each time I touch the letter Zz, say /z/.**

Touch the Letter Card several times, quickly and slowly and children say /z/.

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

Indicate the star. Ask: **Who can find the letter Zz on the Alphabet Chart?**

A volunteer identifies Zz and attaches the star on or above the Wall Letter Card.

Grandmother helps the volunteer locate Zz and review the other letters with stars.

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

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

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

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

Children circle Zz in their words after you write them.

Sing "Where Is /z/?" Each time /z/ is used, children make the Zz hand sign.

Where Is /z/?

(Melody: "Where Is Thumbkin?")

Where is /z/? Where is /z/?

Here I am. Here I am.

/z/ in zipper, /z/ in zebra.

/z/ /z/ /z/, Zz, Zz, Zz.

Story Time

Sequence *The Ant and the Chrysalis*

Indicate *The Ant and the Chrysalis*.

Place the *The Ant and the Chrysalis* Sequence Cards in random order in a pocket chart. Children discuss whether or not the story makes sense in this order.

They work together to reorder the Sequence Cards correctly. Volunteers take turns to retell the story.

Comprehension

Identifies sequence of events



Materials

- The Ant and the Chrysalis* as told by Myrna Estes
- The Ant and the Chrysalis* Sequence Cards
- Pocket chart



Observe & Modify

If the children have difficulty ordering the Sequence Cards, read the story, and allow volunteers to order the cards as you read.

Small Group & Exploration

Create Butterflies

Children use markers to color coffee filters, then they spray the filters with water. Assist the children to twist the coffee filters and clip them in the center with

clothespins to create butterfly bodies and wings. Children add faces and antennae to the clothespins to complete their butterflies.

Materials

- Coffee filter for each child
- Spray bottle with water
- Washable markers
- Clothespins

Creative Arts

Explores visual materials and activities

Shows care and persistence in a variety of art projects



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Distribute two streamers to each child. Play your choice of music. Children pretend they are dancing butterflies as you give directions to fly like a butterfly, land on a flower, flutter from flower to flower, and fly in a circle.

Materials

- Two crepe paper streamers per child
- Teacher's choice of music
- Picture Cards: *acorn, baby, baker, bird, butterfly, caterpillar, dog, eggs, frog, plant, puppies, seeds, tadpole, tree*
- Prepared riddles
- Bag or basket
- Pocket chart

It's been fun learning about how we have grown and changed. I made up some riddles for you!
Love,
Gingerbread Boy

Riddles: What Am I?

Read and discuss Gingerbread Boy's message.

Display the Picture Cards in a pocket chart. A volunteer selects a riddle from the bag or basket. Read the riddle. Another volunteer locates the Picture Card that answers the riddle and turns it face down in the pocket chart.

Comprehension

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



LEARNING CENTERS

See Learning Centers for **Week 24**, pages 556-558. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: “The Alphabet Song”

Say: **We have learned all the letters of the alphabet.**

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

Say: **Now let’s sing “The Alphabet Song” slowly and add the sign language hand signs for each letter. Ready?** (Do this.)

Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Starfall American Sign Language Poster
- All upper and lowercase Letter Cards
- Letter Cards *Jj* and *Zz*

Match Alphabet Letters

Say: **We have learned all the letters and sounds. Who would like to play a matching game?** (Children respond.) **Here are some upper and lowercase letters. Your job is to find the child who has the card that matches yours. Let’s practice!**

Distribute Letter Cards *Z, z, J, and j* to four children. Ask: **Who has uppercase Z?** The child who has the uppercase *Z* Letter Card finds the child with the matching letter, lowercase *z*. Repeat for *J*.

Distribute one card to each child. Children find their matches and pairs stand next to each other. Check the results and make any necessary adjustments. Redistribute the Letter Cards and repeat.

Phonics

Recites the alphabet in sequence

Recognizes most letters when named

Names most letters

Organize the matching upper and lowercase Letter Cards in sets to match the number of children. Substitute pairs in subsequent games to provide practice with all of the letters.

Story Time

Teacher's Literature Choice: Caterpillars & Butterflies

Indicate your choice of caterpillar and/or butterfly book. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the pictures. Read the book pausing to discuss what was read and introduce new vocabulary as it is encountered.

Materials

- Teacher's choice of book about caterpillars and/or butterflies

Vocabulary

Acquires new vocabulary

Uses illustrations to find the meanings of unknown words

Comprehension

Asks and answers appropriate questions about the story

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.