

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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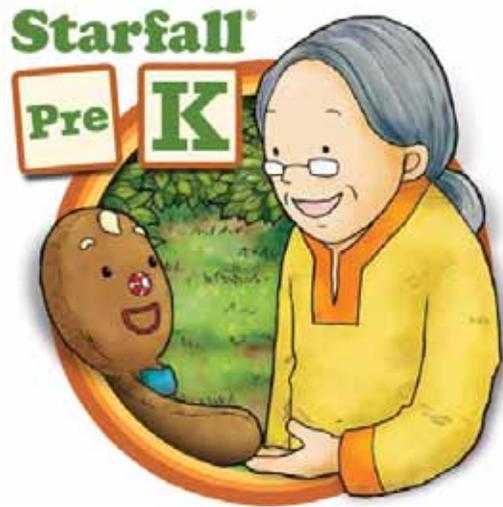
Starfall®



Be a Good Friend

Unit 1 • Week 3





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Unit 1: Off to School

Week 3: Be a Good Friend

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Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign-up routine and involve them in creating class rules that they will follow this year. Children will also:

- learn more about their new friends (classmates) and their favorite toys
- make a Friendship Quilt
- learn about and practice good manners
- draw what happens next and dictate sentences
- learn where rain comes from
- discuss kind deeds they can do for each other
- discover folk tales

Starfall Books & Other Media

The Little Red Hen and other Folk Tales

The Little Red Hen and other Folk Tales Audio CD

The Gingerbread Boy as told by Brandi Chase

"Carrot Soup Characters" Blackline

Starfall's Selected Nursery Rhymes

Starfall Sing-Along, Volumes 1 and 2



Preparation

Prior to Learning Centers on **Day 1**, familiarize yourself with the suggested routines for center sign-up and choose one, or decide on another method that will work best for you.

At Learning Center time, engage in informal Small Group instruction in the Learning Centers and interact with the children. The Learning Center Guide contains specific ideas and questions for each week that will engage children, encourage creativity, and expand critical thinking skills.

Day One

Morning Meeting — Have a soft ball available for children to roll.

Circle Time — Decide what your class rules for the year will be. Children will include them in their list of suggested rules. Take a digital photo of each child, and print copies for use on the printed class rules list.

Story Time — You will need four raw carrots. Save them for use again on **Day 2**.

Small Group — Prepare an 8"x8" square of drawing paper for each child. You will also need a quilt, or the *quilt* Picture Card.



Day Two

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — You will need the class rules you and the children wrote on **Day 1**.

Story Time — Choose a cookbook from those you have gathered in the Library Center.

Story Time and Small Group — You will need carrots, onion, celery, cinnamon, a can of vegetable broth, and salt and pepper shakers. **Optional:** Small groups may prepare vegetables for vegetable soup. Take the ingredients home to cook, and serve soup for tomorrow's snack.

Day Three

Gathering — Prepare index cards with individual children's names. Include one for Gingerbread Boy.

Circle Time — Have an envelope and a basket with a handle for "A-Tisket, A-Tasket." You will also use Letter Cards: A, K, and O.



Small Group — Make several copies of the "Characters from Mr. Bunny's Carrot Soup" master blackline and separate the characters. Provide a paper plate and a craft stick for each child.

**Day Four**

Prior to **Day 4**, prepare a writing journal for each child; place 8-10 sheets of manila paper between two sheets of construction paper. Staple the pages together on the left side. **Optional:** Take a photo of each child and affix it to the cover for easy identification. Print the child's first and last name under the photo.

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — Cut construction paper into shapes. You will need a triangle, a circle, and a square for each child, and one large rectangle. Familiarize yourself with "Where's the Shape?" (page "Where's the Shape?" on page 67).

Story Time — Navigate a classroom computer to *Starfall.com*, *I'm Reading: Folk Tales*, "Mr. Bunny's Carrot Soup."

Day Five

No additional preparation is needed.

Outside Activity

Prior to Outside Free Play, gather children and play "Simon Says" to reinforce the classroom rule to walk inside the building. Tell children you will give them a direction but they are only to follow that direction if you say "Simon Says" first. Explain that you will ring a bell when it is time to gather for the next "Simon Says" direction.

- Simon Says run around until you hear the bell.
- Hop up and down. (Oops! Simon didn't say!)
- Simon Says skip until you hear the bell.
- Simon Says talk loudly until you hear the bell.
- Simon Says walk calmly until you hear the bell.

Ask: **Which action shows how we are to move when we are inside?** (walk calmly)

You are all my friends. I have met so many new friends! I'm here to stay!
Your friend,
Gingerbread Boy

Day 2

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

Day 3

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!
Love,
Gingerbread Boy

Day 4

Have you ever wondered where animals go to get out of the rain? I have!
Your friend,
Gingerbread Boy

Day 5

I learned about cooking and rules from my story! Can we read it again?
Love,
Gingerbread Boy

WEEK 3

Day One

Day Two

Gathering	Predict and forecast weather	Predict and forecast weather Weather riddles
Morning Meeting	Gingerbread Boy's Message "The More We Get Together" Friendship ball "The Gingerbread Boy" (song)	Gingerbread Boy's Message "The More We Get Together" "Rain, Rain, Go Away" "It's Raining, It's Pouring"

LEARNING CENTERS

Circle Time	Create class rules Vocabulary: rules "What If?"	"Teddy Bear says, 'Thank You'" Review classroom rules
Story Time	"Mr. Bunny's Carrot Soup" Introduce Folk Tales Ask/answer questions Vocabulary: vegetables, folk tale Story Problems	"Mr. Bunny's Carrot Soup" Introduce Cookbooks Vocabulary: cookbook, carrots, onions, celery, salt/pepper, vegetable broth
Small Group & Exploration	Friendship Quilt Vocabulary: quilt	Make soup (or prepare soup ingredients)



Day Three

Day Four

Day Five

Predict and forecast weather
"The Alphabet Song"
Initial letters in names

Predict and forecast weather
Create Patterns
Vocabulary: pattern

Predict and forecast weather
"Sit or Hop"

Gingerbread Boy's Message
"Rain, Rain, Go Away"
"It's Raining, It's Pouring"
Vocabulary: clouds

Gingerbread Boy's Message
"The Ants Go Marching"

Gingerbread Boy's Message
"The More We Get Together"

The Gingerbread Boy

"The Gingerbread Boy" (song)

Keeping safe



LEARNING CENTERS

"A-Ticket, A-Tasket"

Vocabulary: envelope

"Where's The Shape?"

Introduce shapes

Vocabulary: circle, triangle, rectangle

Share writing journals

Vocabulary: compliment

"Mr. Bunny's Carrot Soup"

Story
Characters



"Mr. Bunny's Carrot Soup"

Teacher's
Literature
Choice: Friends/Friendship



Vocabulary: care

Dramatize "Mr. Bunny's Carrot Soup"



Character puppets



Introduce Writing Journals

Draw pictures with
Gingerbread Boy

Complete projects or conduct
observations and individual
assessments

WEEK 3

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks

Computer Center

Activity — Children listen to and follow along with *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup" and continue to design their own gingerbread men by choosing eyes, noses, etc.

Interaction & Observation

- Interact with the children and ask them about their experiences.
- Use technical computer terms to help build vocabulary (icon, screen, enter key, cursor, keyboard, mouse).

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children dip stamps or vegetables onto stamp pads and then onto construction paper to make prints. Display the finished artwork in the classroom or hallway.

Interaction & Observation

- Regularly introduce a variety of new art materials.
- Interact with children about their designs, shapes, and colors.

Materials

- Stamp pads
- Light-colored construction paper
- A variety of hand stamps
- Optional: Carrots, cucumbers, and/or other vegetables that can be used as stamps when cut in half horizontally

Print/Book Awareness

Connects oral language and print

Emergent Reading

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

Library Center

Preparation — Read illustrated children's cookbooks, vegetable alphabet books, or books similar to these aloud to the children this week, then add them to the Library Center. Suggestions:

- *A First Cookbook for Children* by Evelyne Johnson
- *Vegetable Alphabet Book* by Jerry Pallotta

Activity — Children listen to *The Gingerbread Boy*, "Mr. Bunny's Carrot Soup" and/or other stories as they follow along in the books.

Interaction & Observation

- Lap-read with the children and model expressive reading.
- Ask open-ended questions, and discuss illustrations.

Materials

- The Gingerbread Boy* Audio CD
- The Little Red Hen* and other Folk Tales: "Mr. Bunny's Carrot Soup"
- Copies of *The Gingerbread Boy*
- Optional: Another recorded book from your classroom collection
- Illustrated children's cookbooks

Dramatic Play Center

Preparation — Prepare this center to serve as a family home.

Activity — The children explore and pretend to cook.

Interaction & Observation

- Take an active role in supporting dramatic play.
- Observe and ask questions about what the children are doing.
- Participate occasionally to offer suggestions that help children extend their role play.

Materials

- An illustrated children's cookbook
- Measuring spoons and cups
- Plastic vegetables (include a carrot)
- Small pot for making soup

Creative Arts

Represents fantasy and real-life experiences through pretend play

Engages in cooperative pretend play with other children

Construction Center

Activity — Children construct using the available shapes.

Interaction & Observation

- Discuss the use of shapes.
- Reinforce block play by talking positively with children about their structures.
- Ask open-ended questions about the building process to help children elaborate on their constructions.
- Introduce new vocabulary: *tall, long, short, and numbers.*

Materials

- Blocks of various sizes and shapes

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Describes objects according to characteristics or attributes

Writing Center

Preparation — Write each child's name with a pencil in very large letters on pieces of white construction paper.

Activity — Children trace the letters of their names with different crayons to create a rainbow effect. They then decorate the paper as desired. Display these on the wall or bulletin board when complete.

Interaction & Observation

- Rotate the type and colors of paper and writing tools in the Writing Center to keep it interesting.

Materials

- Crayons
- White construction paper

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Writes own name



Science

Uses tools and equipment to explore objects

Shows curiosity by asking questions and seeking information

Discovery Center

Activity — Children examine the available specimens with magnifying glasses, and draw their observations.

Interaction & Observation

- Display objects in trays or baskets to increase interest and order.
- Build vocabulary and language development by interacting with children about their discoveries.
- Introduce new vocabulary as children explore.

Materials

- Magnifying glasses
- Raw carrots (whole and sliced, with green tops if possible)
- Other vegetables, various seeds, nuts, feathers, small stones, shells, coarse sandpaper, and pieces of textured fabric
- Paper and pencils

Math

Uses rules to create and extend repeating patterns

Recognizes patterns and non-patterns

Math Center

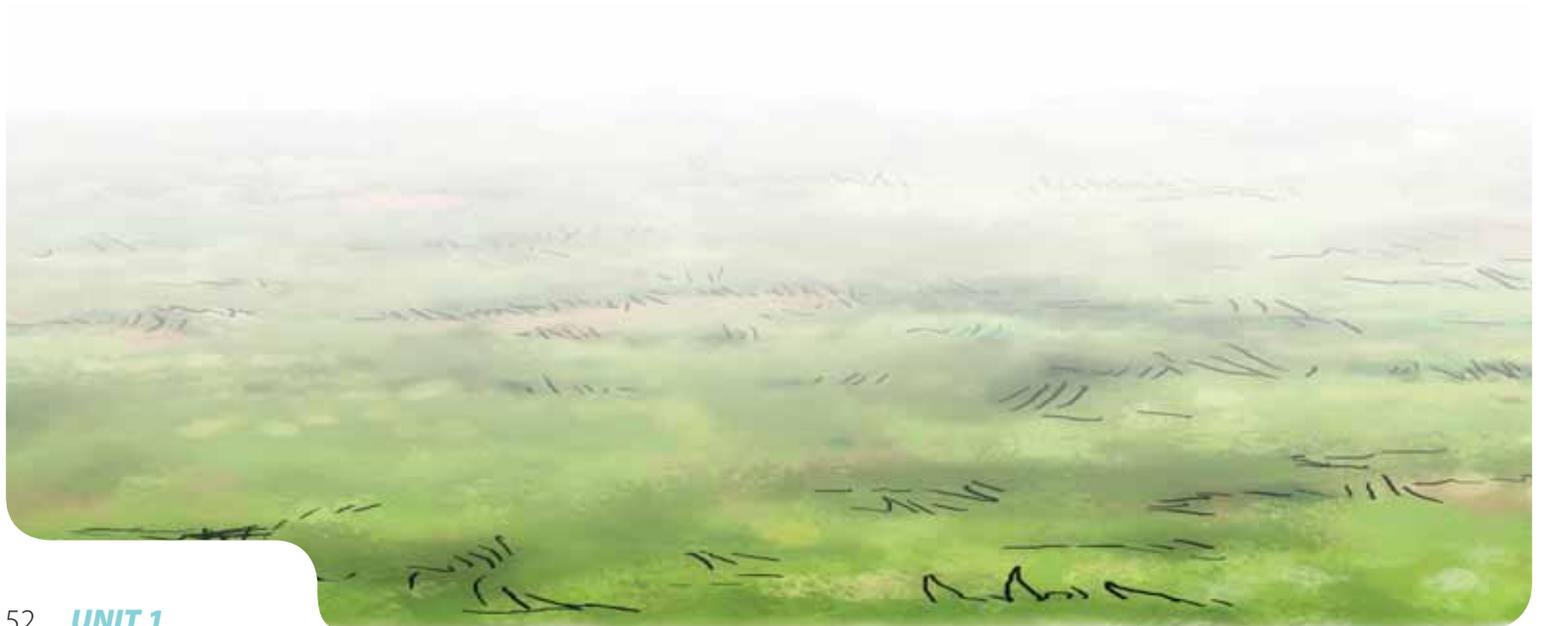
Activity — Children continue to explore math manipulatives, and string wooden beads or use attribute blocks to create patterns.

Interaction & Observation

- Engage children in conversation about shapes, patterns, colors, and number concepts to help them build competence in math.
- Show children examples of patterns.

Materials

- Attribute blocks or wooden beads (in circle, triangle, and square shapes) with string



Gathering

Review the names of the children who are present and those who are absent.

Say: **I wonder how many girls are here today. Girls, come and get your Name Cards and stand together as a group.** (Girls do this.) **Let's count the girls.**

Repeat for the boys.

Ask: **Are there more girls or more boys here today?** (Volunteers respond.) **Let's find out.**

Partner girls with boys. If there are children who don't have partners, count them, then ask: **How many more** (boys/girls) **are there than** (boys/girls)?

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

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

Math

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

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 46. Children form a circle and sing "The More We Get Together."

Materials

- Starfall Sing-Along* Volume 2
- Soft ball

You are all my friends.
I have met so many
new friends! I'm here
to stay!
Your friend,
Gingerbread Boy

The Friendship Ball

Say: **Raise your hand if you think it's fun to make new friends. Let's get to know each other better.**

Indicate the ball. Say: **This is a friendship ball. I will say my name and the name of my favorite Learning Center. Then I will roll the friendship ball to someone. When the ball comes to you, tell us your name and your favorite Learning Center, then roll it to a friend.**

Model the procedure by holding the friendship ball and saying: **My name is** (your name). **My favorite Learning Center is the** (center name) **Center.** Roll the ball to a child and assist the child to use the sentence stems to tell his or her name and favorite Learning Center.

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy you have a surprise for him.

Play *Sing-Along* Volume 2, Track 43. Children listen to "The Gingerbread Boy." Play the song again. Gingerbread Boy joins in singing with the children. Discuss the song.

Introduce new items placed in Learning Centers this week.

The More We Get Together

*The more we get together,
together, together
The more we get together,
the happier we'll be*

*'Cause your friends
are my friends
and my friends
are your friends*

*The more we get together
the happier we'll be*

Sentences & Structure

Uses complete sentences of four or more words

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

Materials

Paper, pencil

Vocabulary

Discusses words and word meanings

Math

Counts sets of objects

Science

Uses senses to explore

Comprehension

Asks and answers appropriate questions about the story

Emergent Writing

Contributes to a shared writing experience or topic of interest

Class Rules

Explain: **Rules help us make good choices and keep us safe and happy. Say, rules.** (Children repeat, *rules.*) **I know a good rule. I will call on children who raise their hands. Let's talk about other times we will need to follow rules.**

Say: **Let's play "What If?" Remember, I call on children who raise their hands.** Ask:

- **What if we never clean up our Learning Centers when we finish playing?**
- **What if everyone runs around the room really fast and we knock each other down?**
- **What if everyone throws their food on the floor at snack time?**
- **What if everyone in our class takes a toy home in his or her pocket every day?**
- **What if everyone talks at the same time?**

Gingerbread Boy whispers that we should create rules so those things don't happen in our class! Say: **That's a great idea Gingerbread Boy!**

Repeat "What If?" questions and assist the children to create rules that prevent each situation. (Example: What if we never clean up our Learning Centers? Rule suggestion: Always clean up when we finish playing.)

Indicate the paper. Say: **I will write the rules on this paper so we won't forget them.**

Print the rules on chart paper, and take digital photos of children to attach.



Observe & Modify

If you have already created classroom rules, review them and give children the opportunity to add new rules.

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Say: **Today we will talk about a special vegetable. Vegetables are foods that help keep our bodies healthy. Say, vegetables.** (Children repeat, *vegetables*.)

Indicate the carrots. Say: **These are vegetables that are very good for our eyes. They grow in the ground. Does anyone know what they are called?** (Volunteers identify the carrots.) **Right, these are carrots. Let’s count them.** Indicate each carrot as you count.

Say: **There are four carrots. If I give one away, how many do I have left?** Hand one carrot to a child. Volunteers determine how many carrots remain. Repeat until there are no carrots left.

The children pass the carrots around, and take turns examining them.

- Volunteers describe the carrots’ appearance.
- They describe their texture and how they feel.
- Children listen to the carrots and describe how they sound!

Ask: **Have you ever eaten carrot soup?** (Accept responses.)

Display *The Little Red Hen and other Folk Tales* pages 40–41, “Mr. Bunny’s Carrot Soup.” Say: **This is a folk tale written by Jennifer Greene.**

A folk tale is a very old story that teaches us an important lesson. The title of this folk tale is “Mr. Bunny’s Carrot Soup.” Look at the picture, or illustration. Is this story true or make-believe? How do you know? Volunteers explain how they know the story is make-believe.

Picture-walk through the story as children comment on the illustrations. Read the story, then ask the following questions:

- **How many carrots did Mr. Bunny have?**
- **What did he want to make?**
- **How many friends did Mr. Bunny meet?**
- **What did they all want?**
- **What did Mr. Bunny do?**
- **Was Mr. Bunny a good friend? Why?**
- **What happened at the end of the story?**
- **How did Mr. Bunny’s friends show they were being good friends?**
- **What can we learn from Mr. Bunny’s friends?**

Review today’s vocabulary.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”

Vocabulary

Uses sensory words

Listening & Speaking

Listens to and discusses literary texts

Comprehension

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

Distinguishes between fiction and nonfiction



vegetable a plant that we can eat to keep our bodies healthy

folk tale a make-believe story that teaches a lesson

Small Group & Exploration

Social Studies

Recognizes his or her role as a member of a group

Creative Arts

Creates original work



Friendship Quilt

During Exploration children do one of the following:

- Move freely among Exploration Activities.
- Participate in a small group activity, then proceed to an Exploration Activity.

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

Indicate the quilt or Picture Card *quilt*. Say: **This is a quilt. Say, quilt.** (Children repeat, *quilt*.) **Quilts are made by sewing small pieces of material together to create blankets.**

Ask: **Who has made new friends?** (Volunteers respond.)

Tell the children you are glad to have them all as new friends. Gingerbread Boy whispers he is also glad to have met so many friends at school!

Say: **Let's make a Friendship Quilt. We will put our pictures together to make one big picture! Ours will be a paper quilt to hang on our wall. You will each draw a picture of yourself and print your name. Then we will put the pieces together to show that we are all friends.**

Distribute one drawing paper square to each child. Children draw pictures of themselves and print their names. Assist those who have difficulty. When all the pictures are complete, display them on a wall as a quilt.

Materials

- One 8"x 8" drawing paper square for each child
- Pencils, markers, crayons, or colored pencils
- Quilt or Picture Card: *quilt*

Gathering

Review the names of children who are present and those who are absent.

Girls form one line, standing shoulder-to-shoulder.

One boy stands and faces the first girl in line. Another stands and faces the second girl. Continue until each girl has a partner. If there are more boys than girls or more girls than boys, they line up without partners.

Ask: **Are there more girls or more boys here today?** (Children observe the lines and respond accordingly.) **How can we tell? Which group has less, girls or boys?**

Children observe the weather, then place the appropriate Weather Card on the Weather Board.

Say: **Listen carefully to these clues about the weather, then raise your hand if you know which Weather Card is correct.**

- **The sun is shining and it is hot. When you go out to play you do not need a coat. On this kind of day it's fun to have a picnic outside. What kind of weather is it?** (sunny/warm)
- **You can't see the sun in the sky. It looks like it might rain. What kind of weather is it?** (cloudy)
- **When you go outside your hat may blow off! The tree branches might move back and forth. What kind of weather is it?** (windy)
- **There are many clouds in the sky. If you go outside you will need an umbrella to keep you dry. What kind of weather is it?** (rainy)

Materials

- | | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Attendance Board and Name Cards |
| <input type="checkbox"/> | Weather Board and Weather Cards |

Math

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

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Say: **Let's make a Friendship Circle.**

Children stand in a circle and cross their arms right over left, holding the hands of the children on either side. Play *Sing-Along Volume 2* Track 46, "The More We Get Together." Children sing the song and sway back and forth while they hold hands.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Starfall Sing-Along Volume 2</i> |
| <input type="checkbox"/> | Umbrella |
| <input type="checkbox"/> | <i>Starfall's Selected Nursery Rhymes</i> and Audio CD |

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

It's Raining!

Read and discuss Gingerbread Boy's message.

Open the umbrella. Ask: **What do you think of when you see an umbrella?** (Children respond, *rain*.) **Did you ever want to go outside to play but couldn't because it was raining?**

Comprehension

Connects events, characters, and actions to specific experiences

Asks and answers appropriate questions

Indicate *Nursery Rhymes* page 20, "Rain, Rain, Go Away."

Ask and accept responses to the following questions:

- **Who do you see in this picture?**
- **What are they doing?**
- **What kind of weather do you notice?**
- **What in the illustration tells us it is raining?**

Say: **Let's listen to this nursery rhyme and see why the children are inside.**

Read the rhyme. Children join in as you repeat it.

Say: **Let's say this rhyme with very quiet voices.** (Do this.) **Now let's say it with deep, loud voices.** (Do this.)

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Read the rhyme. Ask:

- **How is this poem like "Rain, Rain, Go Away"?**
- **Why was the old man in bed?**
- **Would you like to stay in bed on a rainy day?**

Children repeat the rhyme in a whisper and again in deep, loud voices.

Ask: **What do you like to do on rainy days?**

Play *Nursery Rhymes* Audio CD Track 16, "Rain, Rain, Go Away" followed by Track 15, "It's Raining, It's Pouring." Children sing along.

Rain, Rain, Go Away

*Rain, rain, go away
Come again some other day
All the children want to play!
Rain, rain, go away*

It's Raining, It's Pouring

*It's raining, it's pouring
The old man is snoring
He went to bed
and he bumped his head
And he couldn't get up in morning*

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

"Please" and "Thank You"

Indicate the classroom rules from **Day 1**.

Say: **Yesterday we wrote rules that will help make our classroom a safe and peaceful place to learn. Aren't you glad we wrote them? Now we can remember all your good ideas!**

Review the rules. Ask: **Are there other rules we should add to our list?**

Elicit rules not already on the list that you would like the children to follow.

Materials

- Gingerbread Boy
- Classroom rules from **Day 1**
- Pencil
- Starfall Sing-Along* Volume 1
- Gingerbread Boy Stickers for each child

Social/Emotional Development

Helps establish rules/routine

Creative Arts

Expresses self through movement

Conversation

Demonstrates varied uses of language (e.g. using manner words)

Introduce *Sing-Along* Volume 1, Track 34, “Teddy Bear says, ‘Thank You.’” Create simple actions to accompany the song, and demonstrate the actions as the song plays. Children pretend they are ‘Teddy Bear’ as they sing the song and perform the actions.

Ask:

- **Did you hear some of our rules in Teddy Bear’s song?**
- **What rules did Teddy Bear follow?**
- **Did Teddy Bear have good manners?**

Say: **Let’s see if we can remember to say “please” and “thank you” like Teddy Bear.**

Create situations for children to practice “please” and “thank you,” such as:

- Ask a child to find a block and bring it back to you. When the child returns, say: **Thank you,** (child’s name)! Repeat, asking different children to collect objects from the classroom. Thank them by name each time.
- Say: **Boys and girls, please stand quietly.** When all the children are standing, say: **Thank you for being such good listeners!**
- Give each child a Gingerbread Boy sticker. Each child should respond, “Thank you.”

Teddy Bear Says, “Thank You”

Teddy Bear, Teddy Bear
Say “Thank you”

Teddy Bear, Teddy Bear
Say “Please” too

Teddy Bear, Teddy Bear
Share your ball

Teddy Bear, Teddy Bear
Be nice to all

Teddy Bear, Teddy Bear
Raise your hand

Teddy Bear, Teddy Bear
Quietly stand

Teddy Bear, Teddy Bear
Walk, don’t run

Teddy Bear, Teddy Bear
Have some fun!

Story Time

Make Carrot Soup

Read “Mr. Bunny’s Carrot Soup.”

Ask: **How did Mr. Bunny’s friends know how to make carrot soup?** (from a cookbook)

A volunteer retrieves a cookbook from the Library Center. Say: **This is a cookbook. Say, cookbook.** (Children repeat, *cookbook*.) **A cookbook explains how to prepare food, like gingerbread cookies.**

Indicate the cover of the book. Say: **This is the cover. How can you tell this book is about food?** Turn several pages as volunteers respond.

Say: **A cookbook tells what ingredients you need to make something, and it gives you directions to follow.** Ask:

- **Do you think Mr. Bunny’s friends used a cookbook to make carrot soup?**
- **What would happen if the friends just added different kinds of food to their soup, like peanut butter, ice cream, or bananas?**
- **Do you think it would taste like carrot soup?**

Say: **Here is a surprise for Gingerbread Boy. It is a recipe from a cookbook for Carrot Ginger Soup!** Display and discuss the following food items, then distribute them for observation.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A cookbook |
| <input type="checkbox"/> | Carrots, onion, celery, cinnamon,
a can of vegetable broth, salt
and pepper shakers |
| <input type="checkbox"/> | <i>The Little Red Hen</i> and other
<i>Folk Tales</i> : “Mr. Bunny’s
Carrot Soup” |

Comprehension

Makes inferences

Vocabulary

Discusses words and word meanings

Print/Book Awareness

Identifies front cover of a book

carrots	Carrots are vegetables that grow under the ground. The leaves of carrot plants grow above the ground. You know the carrots are ready to harvest when you see a little bit of orange poking up through the ground. To harvest something means to pick it.
onions	Onions are vegetables too. They also grow under the ground. Their stems grow above the ground. You know the onions are ready to harvest when their green tops fall over. Then you pull the onions up out of the soil.
celery	Celery is a vegetable that grows above the ground. It grows as tall stalks with leaves. When it is big and tall you harvest the celery so you can eat it!
cinnamon	The old woman used cinnamon in her gingerbread cookies. Cinnamon is a spice that adds flavor to food. (Recall the spice graph from Week 2 .)
ginger	Ginger is another spice the old woman added to her gingerbread cookies to make them taste good.
salt/pepper	Have you ever eaten popcorn without salt? We add salt and pepper to foods for a better taste. We call salt and pepper <i>seasonings</i> . (Children repeat, <i>seasonings</i> .)
vegetable broth	To make soup we have to add some liquid. The liquid is called <i>broth</i> . (Children repeat, <i>broth</i> .) This is vegetable broth. We'll put all the vegetables into the broth to make soup!

Small Group & Exploration

Taste Vegetables

The children either move freely among Exploration activities, or participate in a small group activity before proceeding to an Exploration Activity.

For the Small Group activity, divide the class into two or three groups. One group attends your Small Group activity while the other(s) engage in Exploration.

After fifteen minutes, the groups switch. Switch a second time if you have three groups.

Choose from one of the following options:

1. If you have cooking facilities available, children help prepare Carrot Soup. If not, children may help prepare the ingredients for you to cook at home.
2. Prepare a tasting platter that includes various vegetables and spices. Children observe and describe the vegetables and spices, then taste them. Encourage them to use descriptive words to compare and contrast.

Materials

- Carrots, onion, celery, vegetable broth, salt and pepper or a platter of vegetables cut into bite-sized pieces and a variety of spices
- Drawing paper
- Markers, pencils

Vocabulary

Understands describing words

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Gathering

Review the names of the children who are present and those who are absent.

Gingerbread Boy whispers that he found the letter of his first name on the Alphabet Chart! His name begins with G. He wants to know what letters the children's names begin with.

Indicate the classroom Alphabet Chart. Say: **Let's sing "The Alphabet Song." I will point to each letter as we sing it. Stand up when we get to Gingerbread Boy's letter, Gg.**

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

Ask: **Do you know what letter your name begins with?**

Distribute prepared index cards. Indicate Letter Card G. Say: **Here's the letter G. Look at your name. Does your name begin with G?**

Gingerbread Boy whispers that his name begins with G. Take Gingerbread Boy to the Gg Alphabet Card and attach his name under it. Repeat until all Name Cards are posted.

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Prepared index cards
- Uppercase Letter Cards (to correspond to the first letter in each child's name)
- Starfall Sing-Along* Volume 1
- Reusable adhesive or double-sided tape

Phonics

Focuses on letter names and shapes

Recites the alphabet in sequence

Morning Meeting

Warm Up Your Brain

Children reach and stretch as they follow these directions:

- **Stand straight.**
- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand straight and switch your arms.**
- **Stretch your left arm up.**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left, then bend to the right.**

Materials

- Umbrella
- Starfall's Selected Nursery Rhymes* and Audio CD

Transitions between activities can be challenging! To settle children for lesson time after active movement, try one of these re-focus techniques:

Say: **Clap once if you can hear me.** Observe responses, then say: **Clap twice if you can hear me.**

Touch your nose, then say: **Touch your nose if you can hear me!** (Instead of touching your nose, try touching your eyes. See if they notice!)

Phonological Awareness

Discriminates rhyming words

Science

Explores the characteristics of clouds

Have you ever played
in the rain? One day
the old woman let me
put on my raincoat
and play in the rain.
It was fun!

Love,
Gingerbread Boy

Where Rain Comes From

To grab the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Read and discuss Gingerbread Boy's message.

Open an umbrella. Say: **Raise your hand if you remember the nursery rhymes we learned yesterday about rain.**

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Play *Nursery Rhymes* Audio CD Track 15. Children sing along as you track the words. Repeat for Track 16, "Rain, Rain, Go Away."

Say: **Listen to these two rhymes! I will say part of the rhyme and you say the missing word.** Read the rhymes, allowing the children to supply the rhyming words.

- **Rain, rain, go away,
Come again some other** (day).
All the children want to play!
Rain, rain, go (away).
- **It's raining, it's pouring
The old man is** (snoring).
**He went to bed
And he bumped his** (head).
And he couldn't get up in morning!

Take the children outside to observe the clouds. Ask: **Where does rain come from?** (clouds) **Many, many raindrops get together and that's what makes a cloud. When there are so many raindrops in the cloud that it gets too heavy, the raindrops fall from the cloud to the ground. Then we have rain!**

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

"A-Ticket, A-Tasket"

To grab the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Indicate Letter Cards A, K, and O. Say: **These are three of the letters of the alphabet. We put letters like these together to make words. Who can think of another kind of letter?**

Gingerbread Boy shares that he got a letter in the mail from his friend the other day. He thinks it's fun to get letters from friends!

Indicate the envelope containing Gingerbread Boy's letter. Read the letter, then place it back into the envelope. Explain that an envelope holds a letter when it is sent, or mailed, to someone.

Say: **Sometimes people send birthday cards in the mail. A birthday card comes in an envelope with your name on it. Have you ever received a letter or card in the mail?**

Indicate *Nursery Rhymes* page 4, "A-Ticket, A-Tasket."

Say: **Here's a rhyme about someone who took a letter in an envelope to a friend, but something happened on the way. Listen to what happened!**

Read "A-Ticket, A-Tasket."

Ask: **What happened to the letter on the way to the friend's house?**

Dramatize "A-Ticket, A-Tasket." (an indoor variation)

- Children sit in a large circle.
- A volunteer holds a basket with an envelope in it.
- The volunteer walks around the inside of the circle.
- At the line, "But on the way I dropped it," the volunteer drops the letter in the center of the circle.
- Change the line, "A little boy picked it up" to "(child's name) picked it up."
- The named child goes to the center of the circle and picks up the letter.
- The volunteer sits in the vacant space.

The teacher chooses the first few names, then the named child chooses another child to retrieve the letter and walk inside the circle as the rhyme is read.

Materials

- Envelope
- Basket
- Starfall's Selected Nursery Rhymes* and Audio CD
- Letter Cards: A, K, O
- Gingerbread Boy's letter from a friend

Vocabulary

Acquires new vocabulary

Listening & Speaking

Follows simple and multiple-step directions



A-Ticket, A-Tasket

*A-ticket, a-tasket
A green and yellow basket*

*I wrote a letter to my friend
But on the way I dropped it*

*I dropped it, I dropped it
And on the way I dropped it*

*A little boy picked it up
And put it in his pocket*

Story Time

Comprehension

Identifies story characters

Retells or reenacts a story after it is read aloud.

"Mr. Bunny's Carrot Soup" Characters

Ask: **Who remembers the story about a bunny and a carrot?**

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, "Mr. Bunny's Carrot Soup."

Ask: **Did you notice all the characters, or actors, in this story are animals? Listen to this story again. When you hear a character or animal in the story, raise your hand. We will make a list.**

Read the story. Pause to list the characters in a column on chart paper. (Mr. Bunny, Mr. Rat, Miss Pig, Mr. Duck, Miss Hen)

Say: **This story would be fun to dramatize, but we will need some actors. Think about which character or animal in the story you would like to be.**

Limit the number of children who can choose each character, so all characters are represented. Write the children's names next to the characters they select on the chart paper.

Say: **Think of the character you chose as you listen to the story again.**

Read "Mr. Bunny's Carrot Soup" again.

Materials

- The Little Red Hen and other Folk Tales*: "Mr. Bunny's Carrot Soup"
- Chart paper, marker

Small Group & Exploration

Create Character Puppets

During Exploration children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity, then proceed to an Exploration Activity

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

Children make character puppets. Review the character list to remind the children of their character choices.

Hand each child a character blackline matching the child's character choice. Children then color the blacklines, cut them out, then glue them to the front of paper plates. Children print their names on the backs of the plates. Tape a craft stick to each paper plate to make puppets for dramatizing the story.

Children discuss their characters as they complete their puppets.

Materials

- Character list from *Story Time*
- One paper plate and one craft stick for each child
- Tape or glue stick
- Prepared "Carrot Soup Characters" blackline copies
- Scissors
- Pencils, crayons, markers, colored pencils



Gathering

Review the names of the children who are present and those who are absent.

Create a girl/boy pattern by choosing a girl, then a boy to stand side-by-side in the front of the classroom. Say:

Here is a girl. Here is a boy.

Choose another girl and boy to stand next to the first ones. Stand behind them and touch each child's head as you say: **Girl, boy, girl, boy.**

Explain: **We are creating a pattern. First we have a girl and boy, then we repeat it with another girl and boy. That's a pattern. Say, pattern.**

Ask: **What do we need next to continue the pattern, a girl or a boy?** (Children respond.) Continue the pattern until you are no longer able to do so.

Say: **We still have children who aren't part of the pattern. Why can't we add them?** Children should understand that in order to continue the pattern there must be a girl (or a boy).

Ask: **How many extra boys (or girls) are there? Are there more boys or girls?**

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

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

Math

Duplicates identical patterns with at least two elements

Science

Observes and describes the weather

Morning Meeting

Warm Up Your Brain

Say: **Let's learn the "Freeze Dance." When you hear music, you dance. When the music stops, freeze! Let's practice.** (Do this.)

Say: **Let's play again. This time when the music stops, freeze and count to five.** (Children freeze and clap as they say each number.)

Repeat "Freeze Dance" several times.

Materials

- Umbrella
- Starfall Sing-Along Volume 2
- Teacher's choice of music for "Freeze Dance"

Have you ever wondered where animals go to get out of the rain?
I have!
Your friend,
Gingerbread Boy

"The Ants Go Marching"

Read and discuss Gingerbread Boy's message. Ask: **Where do you think animals go when it rains?** (Volunteers respond.)

Say: **Listen to this song about what some ants do in the rain.** Play *Sing-Along* Volume 2 Track 40 "The Ants Go Marching."

Math

Recognizes numbers in the environment

Creative Arts

Expresses self through movement

Children stand and perform the following actions each time they hear the word or phrase:

- “Hurrah, hurrah” (raise arms up in the air)
- “One by one” (hold up corresponding number of fingers)
- Perform the action related to the number
- “Boom! Boom! Boom!” (stomp feet)

Repeat the song with actions.

Children recall the actions of the ants (suck his thumb, pick up sticks, etc).

The Ants Go Marching

*The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!
Two by two — tie his shoe.
Three by three — ride a bee.
Four by four — ask for more.
Five by five — jump and dive.
Six by six — pick up sticks.
Seven by seven — write with a pen.
Eight by eight — roller skate.
Nine by nine — drink and dine.
Ten by ten — shout “The End!”*



Observe & Modify

Assess your children’s attention spans to determine how many verses to perform.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

“Where’s the Shape?”

Say: **We are going to talk about shapes.**

Indicate a circle. Say: **This is a circle. Say, circle.** (Children repeat, *circle*.) **We know this is a circle because it has only one curved line.**

Display a triangle. Say: **This is a triangle. Say, triangle.** (Children repeat, *triangle*.) **We know this is a triangle because it has three sides and three corners.** (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

Indicate a square. Say: **This is a square. Say, square.** (Children repeat, *square*.) **We know this is a square because it has four corners, and four straight lines that are all the same size.** (Point to and count the sides and corners.) **Count the sides with**

Materials

- Construction paper shape for each child (triangle, circle, or square) and one of each shape for you
- Large construction paper rectangle

Math

Recognizes basic two-dimensional geometric shapes

Identifies the number of sides of two-dimensional shapes

Creative Arts

Demonstrates ability to use movement and music

me. Point to the sides again, and count aloud with the children. Repeat for the corners.

Children stand in a circle. Distribute a shape to each child. Say: **Put your shape behind your back and listen to this song. When you hear the name of the shape you are holding, raise it high.** Sing verse one of “Where’s the Shape?” Repeat the song for the square and the triangle. Children sit after the song.

To grab the children’s attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Say: **If you have a shape with four corners, and four straight lines that are the same size, hold it up.** (Children do this.) **Right, a square has four straight lines that are the same size and four corners.**

Indicate the large rectangle. Say: **This is a rectangle. Say, rectangle.** (Children repeat, *rectangle*.) **We know this is a rectangle because it has two shorter straight lines and two longer straight lines. It also has four corners. Who can point to a short side?** (A volunteer does this.) **Who can point to a longer side?** (A volunteer does this.)

Display the circle, triangle, square, and rectangle shapes. Say: **I will touch a shape. You name the shape I touch. I might do it really fast so you will have to be good watchers!**

Where’s the Shape?

(Melody: “Where Is Thumbkin?”)

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

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

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

Story Time

Teacher’s Literature Choice: Friends

Indicate “Mr. Bunny’s Carrot Soup.” Ask: **In this story, how was Mr. Bunny a good friend? Mr. Bunny’s friends were very kind to him. What nice thing did they do for him?**

Indicate your choice of book about friends and/or friendship. Introduce the title, author, and illustrator. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. Classmates may help if needed.

Read the story and briefly introduce new vocabulary as it is encountered. Discuss the story as you read to be sure the children understand the characteristics of a good friend. Ask: **What kind things could you do for your friends? When you have an idea, raise your hand to share. We will write your ideas on this chart paper to remember them.**

Write responses followed by the children’s names (to encourage others to share). For repeated responses add only the children’s names. Read the responses aloud. Encourage the children to practice doing kind deeds for each other today. Explain: **When we do kind things for others it shows that we care about them. Say, care.**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”</i> |
| <input type="checkbox"/> | Teacher’s choice of book about friends and/or friendship |
| <input type="checkbox"/> | Chart paper, marker |

Comprehension

Makes inferences

Emergent Writing

Identifies role of author and illustrator

Contributes to a shared writing experience or topic of interest

Print/Book Awareness

Shows where reading begins on a page

Vocabulary

Discusses words and word meanings

Small Group & Exploration

Materials

- Individual writing journals
- Pencils, crayons

Emergent Writing

Uses drawing to convey meaning

Writes own name

Introduce Writing Journals

During Exploration children either move freely among Exploration Activities, or participate in Small Group Activities, then proceed to an Exploration Activity.

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

Say: **Today you will begin to write your own book!** (Indicate a writing journal.) **This is a writing journal.** (Flip through the pages.) **What is inside this writing journal? Right, nothing! Today you will write the first page of your book.**

Distribute writing journals. Children locate the first blank page with your assistance.

Say: **Gingerbread Boy is a good friend to us. He does caring things like writing a special message to us every day! Let's do something to show we care for him. We can draw him pictures. On the first page draw a picture of yourself with Gingerbread Boy. After you draw the picture print your name.** Date the entry at the top of each child's page.

Children will share their writing journal entries on **Day 5**.



Observe & Modify

If children have difficulty printing their names, use a highlighter to print them and direct the children to trace the letters.

Gathering

Review the names of the children who are present and those who are absent.

Use the names from your Attendance Board to play "Sit or Hop." Say: **Let's play "Sit or Hop!" Listen to two names. If the names are the same, you sit. If they are different, you hop. Why don't we practice, ready? Sam, Sam. Are the names the same?** (The names are the same, so children sit.) **Let's try one more. Diane, Turner. Are these names the same?** (The names are different, so children hop.) **Ok, let's begin.** Repeat several times, using names of children in the class.

Children observe the weather, then place the appropriate Weather Card on the Weather Board.

Materials

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

Phonological Awareness

Identifies spoken words as same or different

Listening & Speaking

Follows simple and multiple-step directions

Morning Meeting

Warm Up Your Brain

The children form a Friendship Circle by standing in a circle, crossing their arms right over left, and holding the hands of the children on either side.

Play *Sing-Along Volume 2* Track 46, "The More We Get Together." Children sing the song and sway back and forth while holding hands in the circle.

Materials

- Starfall Sing-Along Volume 2*
 - List of rules from **Day 1**
 - The Gingerbread Boy*
 - Gingerbread Boy
- Optional:**
- The Gingerbread Boy* Audio CD

I learned about cooking and rules from my story! Can we read it again?

Love,
Gingerbread Boy

Review Rules

Read and discuss Gingerbread Boy's message. Say: **Gingerbread Boy wondered if we could read his story again. He said it reminded him of cooking and following rules!**

Read *The Gingerbread Boy* or play *The Gingerbread Boy* Audio CD. Children join in on repeated phrases. Volunteers hold Gingerbread Boy as they answer the following questions, then they choose the next volunteers.

- **Why do you think this story reminded Gingerbread Boy of cooking?**
- **What rule did Gingerbread Boy forget to follow?**
- **Was it safe for Gingerbread Boy to run away?**
- **What happened to Gingerbread Boy when he made the poor choice to run away?**
- **What lesson did Gingerbread Boy learn?**

Indicate the classroom list of rules. Say: **Here is a list of the rules you made for our class. Who can remember one of the rules? Remember, I call on children who raise their hands.** The children recall and review the classroom rules.

Tell Gingerbread Boy he has been a wonderful classmate. Say: **I think we should sing Gingerbread Boy's song.** Play *Sing-Along Volume 2* Track 43. Children sing "The Gingerbread Boy."

Comprehension

Makes inferences

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

Health & Safety

Discusses and utilizes appropriate health and safety procedures

Listening & Speaking

Engages in agreed-upon rules for discussions



Observe & Modify

Project *The Gingerbread Boy* from the *Starfall.com* Talking Library onto a whiteboard. Children listen and observe as the story is read page by page.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

Materials

- Individual writing journals
- Share Chair

Share Chair

Say: **Today you will each have a turn to sit in the Share Chair to share your writing journals. When your friends share their drawings you may *compliment* them on their work. To *compliment* someone means to say something nice to them.** (Children repeat, *compliment*.) **You might say, “You did a good job!” or “That was interesting.”**

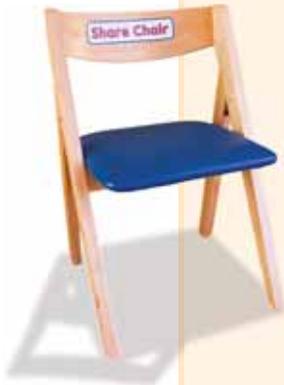
Each child shares the first page of his or her writing journal.

Vocabulary

Discusses words and word meanings

Conversation

Demonstrates varied uses of language (e.g. commenting)



Story Time

Dramatize “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, “Mr. Bunny’s Carrot Soup.” Distribute paper plate puppets. Review character assignments.

Children dramatize the story as you read it. Children who chose the same character act as a group, or they can perform the story several times to give each child an opportunity to participate.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- Character list and paper plate puppets from **Day 3**

Creative Arts

Participates in teacher-guided dramatic activities



Small Group & Exploration

During Exploration children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity and then proceed to an Exploration Activity

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. Group the children to meet their needs.