

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®

Pre K




Your Family

Unit 2 • Week 5





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Week 5: Your Family

This week you will introduce the children to your Calendar Routine, through which they will learn to determine school days, home days, and special days. Children will be introduced to the letter/sound routine this week, and you will get to know each other better as you and the children share information about your families.

The children will also:

- learn /b/ and identify initial and final /b/ words
- graph their opinions of the little red hen's decision
- be introduced to compound words
- learn the American Sign Language sign for *Bb*
- sequence story events
- blend onsets and rimes
- discuss chores and ways to help their families at home
- predict how changing a story element affects the story
- compare and contrast an alternate version of *The Little Red Hen* with the Starfall version



Bb

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Grandmother

"Mulberry Bush" Sequence Cards

Starfall Sing-Along Volumes 1 & 2

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

The Little Red Hen and other Folk Tales (Book and Audio CD)

Preparation

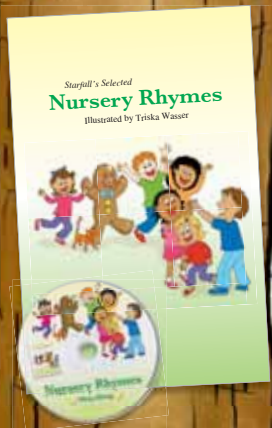
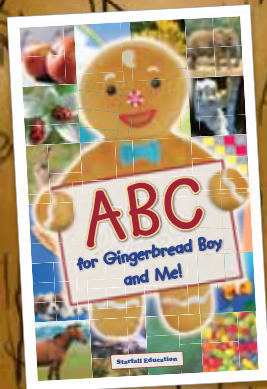
Prior to **Day 1**, review *Read Me First* for an explanation of the Calendar Routine, and check for birthdays or other special events that will take place this week.

Familiarize yourself with the Grandmother doll. Create a voice to use for when she speaks, or pretend she whispers messages for you to relay to the children.

A star will be placed above each letter on the Alphabet Chart when the letter is introduced. You will need reusable adhesive or double-sided tape. *Bb* is this week's target letter.

Encourage children to bring items or pictures of objects that begin with *Bb* to class. Designate a basket or bag for collecting these items throughout the week.

If possible, learn your children's family situations prior to introducing this week's family theme.



Day One

Story Time — Hide a corn muffin or a picture of a corn muffin in a paper bag.

Small Group — The children will make houses with construction paper. For each child, prepare an 8½"x14" paper rectangle, a 5"x5" white paper square, and a triangle cut out of a piece of 8½"x14" paper so that one edge fits the top of the rectangle to make a roof.



Someone in my family is here to visit us today. I can't wait for you to meet her!

Your pal,
Gingerbread Boy

Day Two

Morning Meeting — Create a graph on chart paper titled "Did the Little Red Hen Do the Right Thing?" Children will vote whether they agree or disagree with the little red hen's decision not to share her muffins.

Story Time — Choose a book about families to share with the children. Suggestions include *The Family Book* by Todd Parr, *This Is My Family* by Gina and Mercer Mayer, *Molly's Family* by Nancy Garden, *All Families Are Special* by Norma Simon, *All Kinds of Families* by Mary Ann Hoberman, or *My Family Is Forever* by Nancy Carlson.

Sometimes it's hard to know right from wrong. Grandmother is teaching me how to make good choices.

Love,
Gingerbread Boy

Day Three

Circle Time — Familiarize yourself with the American Sign Language Poster, and learn the hand sign for the letter *Bb*.

Day Four

Circle Time — Have the chart paper list of *Bb* words created on **Day 2** available.

Story Time — Select an alternate version of *The Little Red Hen*. Suggestions include *The Little Red Hen* by Paul Galdone, *The Little Red Hen* by Patricia McKissack, or *The Little Red Hen* by Byron Barton.

I like to help my grandmother around the house. Do you help your family by doing jobs at home?

Your friend,
Gingerbread Boy

Day Five

Morning Meeting — Have family drawings from **Day 3** available for the children to share.

Circle Time — Place several uninflated balloons and a small container of blowing bubbles in a small paper bag.

Story Time — Choose a book about pancakes or grandmothers to share. Suggestions include *If You Give a Pig a Pancake* by Laura Numeroff, *What Grandmas Do Best* by Laura Numeroff, or *The Grandma Book* by Todd Parr.

Have you ever wondered what it would be like to live on a farm? I think it would be fun!

Your pal,
Gingerbread Boy

Snack Suggestion

Serve mini corn muffins for snack.

**Gross Motor Skills**

Moves with balance and control

Combines a sequence of large motor skills

Outside Activity

Children play "Duck, Duck, Hen," a variation of "Duck, Duck, Goose."

Have bubble-blowing wands, fly swatters, and/or sand strainers available. Make bubble solution by pouring water (distilled works best) into a large bucket. Slowly add one cup of dish detergent. Mix gently to avoid creating extra bubbles, and add three tablespoons of glycerin (found in lotion aisles of most drug stores). Prepare the solution early so it has time to settle. Leftover solution may be stored in a sealed container for later use.

I love your family pictures. Can you tell me about them?

Love,
Gingerbread Boy

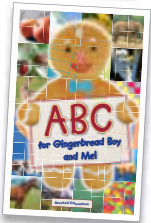

WEEK 5

Day One

Day Two

Gathering	Predict and forecast weather Introduce Calendar Routine Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message "Looby Loo" Meet Grandmother "Diddle, Diddle, Dumpling" Vocabulary: left, right, family	Gingerbread Boy's Message "Did the Little Red Hen Do the Right Thing?" graph Vocabulary: tally mark

LEARNING CENTERS

Circle Time	Phonological Awareness: Same/different Introduce /b/ "Bear" riddle "Teddy Bear, Teddy Bear"	Phonological Awareness: Compound words Introduce Bb "Baa Baa Black Sheep" <i>ABC for Gingerbread Boy and Me</i> 
Story Time	"Pat-a-Cake" "The Little Red Hen"  Review happy, sad, angry, excited Vocabulary: sorry, disappointed, corn muffin	Teacher's choice of book about families
Small Group & Exploration	Rectangle, Triangle, Shape Draw families 	Draw what you like to do with your family

Day Three

Day Four

Day Five

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Gingerbread Boy's Message
Sequence "The Little Red Hen"
"Here We Go Round the Mulberry Bush"
"What If?"
Chores
Vocabulary: mend, scrub

Gingerbread Boy's Message
"Hot Cross Buns"
"Farmer in the Dell"
Vocabulary: farmer

Gingerbread Boy's Message
Share family pictures

LEARNING CENTERS

Phonological Awareness:
Blend onset and rime
ABC for Gingerbread Boy and Me
List initial /b/ words
ASL sign for *Bb*
"Where Is /b/?"



Phonological Awareness:
Blend syllables
Introduce /b/ in final position
Add initial /b/ words to list
"Little Boy Blue"

Phonological Awareness:
Rhyming Words
Initial /b/ objects
"Where Is /b/?"

"Mix a Pancake"
"The Little Red Hen"



Compare and contrast Starfall's
"The Little Red Hen" with an
alternate version

Teacher's choice of book about
pancakes or grandmothers

Sequence "Here We Go Round
the Mulberry Bush"



"Mix a Pancake"
Compound words

Complete projects or conduct
observations and individual
assessments

WEEK 5

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

Computer Center

Activity — Children listen to and follow along with *I'm Reading: Folk Tales*, "The Little Red Hen" and reinforce /b/ at ABCs: B.

Interaction & Observation

- Talk with the children about their computer experiences to encourage interest and help them focus on what they are doing and why.
- Describe the results of what you see the children doing. (Example: Point out a page turning when a child clicks a button with the mouse.)

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Uses oral language to describe or explain art

Fine Motor Skills

Coordinates hand and eye movements

Art Center

Preparation — Consider adding one or two new paint color choices to this center. Demonstrate how to place a smock or old shirt over school clothes before children begin painting.

Activity — Children paint pictures, incorporating the letter *B* or *b* into their artwork. They share their artwork and describe how they turned *B* or *b* into something else. Display art in the hallways or on classroom walls.

Interaction & Observation

- Involve children in deciding which artwork to display in the classroom and which they would like to take home.
- Help children learn to appreciate art by having them share their creations, and by changing art displays often.

Materials

- Art easel
- Tempera paints
- Paintbrushes
- Water
- Art paper with either a large uppercase *B* or a large lowercase *b* printed in the middle

Print/Book Awareness

Connects and print

Motivation for Reading

Enjoys reading and reading-related activities

Library Center

Preparation — Bookmark "The Little Red Hen" in *The Little Red Hen and other Folk Tales*. Suggestions for books that complement this week's theme include:

- *Walter the Baker* by Eric Carle
- *If You Give a Moose a Muffin* by Laura Joffe Numeroff

Activity — The Children enjoy reading the available books and/or following along with the CD.

Interaction & Observation

- Encourage children to pretend reading to you.
- Keep the interests and ages of your children in mind when you are selecting books for the Library Center. Colorful, detailed illustrations appeal to younger preschoolers, while some older preschoolers appreciate humor.

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- The Little Red Hen and other Folk Tales* (Book and Audio CD)
- Various versions of "The Little Red Hen"
- Books about teddy bears (some with audio)
- Illustrated children's cookbooks
- Other books that complement this week's theme

Dramatic Play Center

Preparation — The Dramatic Play Center becomes a bakery this week. Prepare a sign to name the bakery. Children may choose a name, or name it “The Little Red Hen’s Bakery.”

Activity — Children bake imaginary bread using the provided materials and by pretending to follow cookbook recipes.

Interaction & Observation

- Ask questions about what you see happening to help children focus on their pretend situations.
- As they pretend, children form images in their minds, which is an early form of abstract thinking.

Materials

- Muffin pans
- Hand egg beater
- Cake pans
- Measuring cups and spoons
- Aprons
- Illustrated bread cookbooks
- Chef hats if available
- Bakery name sign

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Preparation — Mount farm pictures and include illustrated farm books for children to use as visual stimulation.

Activity — Children use blocks to build a farm. They may include a barn, a fence, and/or a silo for storing grain.

Interaction & Observation

- As you visit this center, tell children what you observe them doing individually.
- Ask open-ended questions that will encourage children to talk about their structures.

Materials

- Picture books about farms
- Illustrations of farm buildings
- Building blocks

Social/Emotional Development

Works with others to solve problems

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

Activity — Children write their names and *Bb* at the top of their papers. They then draw pictures of objects that begin with *Bb*, or cut out magazine images of *Bb* objects to glue to their pages.

Interaction & Observation

- Compile the papers into a class book about the letter *Bb*.
- Share the class book with the children, then place it in the Library Center.

Materials

- 8½"×11" paper
- Recycled magazines
- Crayons, scissors, and glue

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds



Science

Uses tools and equipment to explore objects

Uses senses to explore

Discovery Center

Preparation — The corn you provide can be yellow, white, and/or multicolored, either on the cob or off. You may also include a toy barn, tractor, animals, farmer, cracked corn or popcorn kernels, and hay or straw.

Activity — Children use magnifying glasses, clear marbles, or bottles to explore corn, husks, silk, and kernels. They draw what they see through the magnifying lenses. If the additional materials are provided, children may pull corn in the tractor and hide animals in the hay.

Interaction & Observation

- Ask open-ended questions to help focus the children's thinking and encourage problem-solving.
- Children describe how the various items feel and look.

Materials

- Magnifying glasses, clear marbles, or clear plastic bottles filled with water
- Paper, pencils, and crayons
- Husks, silks, and corn

Math Center**Math**

Recognizes numerals

Understands that numbers always represent the same quantity

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

Preparation — Print the numerals one through six in the bottom of cupcake liners or egg carton halves.

Activity — Children place counters into cups, matching the number of counters to the number printed inside each cup.

Interaction & Observation

Model one-to-one correspondence if necessary, and make comparisons using terms such as "more than" and "less than."

Materials

- Muffin tins with cupcake liners or egg cartons (cut in half)
- Counters



Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Post or display the Linear Calendar. Say: **This is our weekly calendar. It will help us know what day it is. It will also tell us if something special will happen this week.**

Explain: **Each box stands for a day of the week.**

- Indicate and name each day.
- Indicate the school and home pictures that identify days the children are at school and days they stay home.
- Demonstrate how to place a star or clothespin on the current day.
- Indicate Special Day Cards that will remind the children of special events such as birthdays and holidays. If there is a birthday or special event this week, add the Special Day Card to that day.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Calendar Routine Materials (Linear Calendar, star or clothespin, Special Day Cards)

Math

Sequences familiar events in time

Uses graphs and charts to answer questions

Morning Meeting

Warm Up Your Brain

Discuss the difference between the left and right sides of the body. Use a marker to write "L" on the children's left hands, and "R" on their right.

Play *Sing-Along Volume 1*, Track 19. Children sing "Looby Loo" and follow the actions suggested in the song.

Materials

- Starfall Sing-Along Volume 1*
- Starfall's Selected Nursery Rhymes*
- Grandmother

Someone in my family is here to visit us today. I can't wait for you to meet her!
Your pal,
Gingerbread Boy

Introduce Grandmother

Read and discuss Gingerbread Boy's message.

Say: **This week we will talk about our families. Would you like to meet someone who is part of Gingerbread Boy's family?**

Whisper to Gingerbread Boy that it is time for him to introduce his special family member.

Say: **Gingerbread Boy would like to introduce someone very special to him. When the old woman made him into a gingerbread cookie, she became just like a grandmother to him.** (Children greet Grandmother.)

Grandmother says: **I am so happy to meet you. Gingerbread Boy has told me all about you. I wanted to see Gingerbread Boy's school. Do you like school?** (Children respond.)

Grandmother says: **Gingerbread Boy and I live together because we are a family. Can you tell me about your families?** (Children share names of their family members.)

Gross Motor Skills

Distinguishes left and right

Social Studies

Recognizes his or her role as a member of a group



Say: **Let's show Grandmother a nursery rhyme about a family.** Display *Nursery Rhymes* page 7, "Diddle, Diddle, Dumpling." Children describe what they see in the picture. Encourage them to identify the mother, father, and child.

Say: **It looks like it is bedtime for the child in this family. Listen to this rhyme, then you can say it with me.** Read the rhyme, then repeat it as children join in.

Ask Grandmother if she would like to come to school every day to help the children learn. Grandmother says: **I would be happy to help. I love letters and sounds. Maybe I could help you learn your letters.**

Discuss new additions to the Learning Centers prior to Learning Center time.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

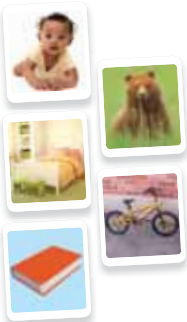
Circle Time

Phonological Awareness: Same/Different

Say: **Close your eyes and listen: *bat, cat*. Now open your eyes. Say: *bat, cat*.** (Children repeat, *bat, cat*.) **Are *bat* and *cat* the same word, or are they different?** (Children respond.) **Listen again: *basket, basket*.** **Are these words different or are they the same?** (Children respond.) **Let's try some more. Ready?** Repeat with *baby/table* and *boat/boat*.

Materials

- Grandmother
- Starfall Sing-Along* Volume 2
- Picture Cards: *baby, bear, bed, bike, book*
- Pocket chart



Phonological Awareness

Identifies spoken words as same or different

Listens for beginning sound

Creative Arts

Expresses self through movement

Throughout these lesson plans, when you see a letter between slash marks (i.e. /b/), say the letter sound, rather than the name of the letter.

Introduce /b/

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

Grandmother reads "Bear." Children solve the riddle.

Display Picture Cards *baby, bear, bed, bike, and book*.

Say: **Here is a picture of a *bear*.** (Children repeat, *bear*.) **Bear begins with /b/.** (Children repeat, /b/.) Continue, pausing for children to repeat words and sounds:

- **Baby begins with /b/. Say *baby*. Say /b/, *baby*.**
- **Bed begins with /b/. Say *bed*. Say /b/, *bed*.**
- **Bike begins with /b/. Say *bike*. Say /b/, *bike*.**
- **Say *book*. What sound do you hear at the beginning of *book*?**

Bear

*I am a large animal with lots of fur!
I live in the forest.
I growl if I am scared.
You might have a stuffed animal
that looks like me.
My name begins with /b/.
What animal am I, a duck or a bear?*

Introduce *Sing-Along* Volume 2, Track 37. Children sing “Teddy Bear, Teddy Bear” and perform the actions in the song.

Say: **Listen to these two words: duck, bear. Which one begins with /b/?** (Children respond.) **Right! Bear begins with /b/.** (Children repeat, /b/.)

Say: **Let’s pretend we are bears. Ready? Teddy Bears, Teddy Bears, bounce a ball.** (Children pretend to bounce balls.) **Now say these words: bounce, ball.** (Children repeat, bounce, ball.) **Do you hear /b/ at the beginning of bounce and ball? Say the words again: bounce, ball, /b/.** (Children repeat, bounce, ball, /b/.) **Let’s try some more.**

Repeat the “Teddy Bear, Teddy Bear” game with the actions listed below. After each action is performed, children name the sound they hear at the beginning of the emphasized words. Reinforce the sound /b/, rather than the letter name.

- **Bite a banana**
- **Bang on a box**
- **Balance on a boat**
- **Bat a ball**
- **Blow up a balloon**

Encourage children to listen for /b/ today!

Teddy Bear, Teddy Bear

*Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.
Teddy bear, teddy bear,
Shine your shoes.
Teddy bear, teddy bear,
Skidoo.*

*Teddy bear, teddy bear,
Go upstairs.
Teddy bear, teddy bear,
Say your prayers.
Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night.*



Story Time

How Does the Little Red Hen Feel?

Ask: **What kinds of foods do you think Gingerbread Boy’s family likes to cook?**

Indicate *Nursery Rhymes* page 32, “Pat-a-Cake,” and recite the rhyme together. Ask: **What did the Baker’s Man and Baby make?**

Indicate “The Little Red Hen.” Say: **This is a folk tale about a little red hen. The little red hen baked something too. What do you think she baked?**

Say: **Let’s listen to this story to see what the little red hen baked.** Read “The Little Red Hen.”

Indicate the corn muffin (or picture). Explain: **A a muffin can be made from wheat or corn. This muffin was made using ground corn.**

Indicate the *happy, sad, and excited* Emotion Cards and briefly review the emotions.

Materials

- Starfall’s Selected Nursery Rhymes*
- The Little Red Hen and other Folk Tales: “The Little Red Hen”*
- A corn muffin (or a picture of a corn muffin) in a paper bag
- Emotion Cards: *angry, disappointed, excited, happy, sad, sorry*

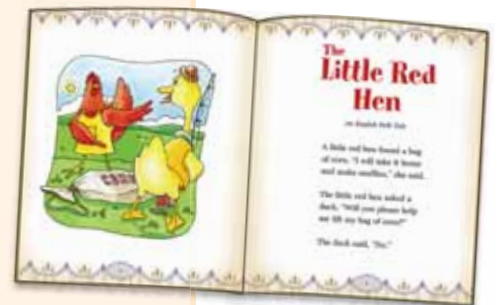
Comprehension

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

Makes inferences

Social/Emotional Development

Recognizes and identifies feelings



Say: **When you do something wrong you may feel *sorry* you did it. Say, *sorry*.** (Children repeat, *sorry*.) Indicate the *sorry* Emotion Card. Continue: **Have you ever felt *sorry* for something you did?**

Say: **If you were supposed to clean up your room and you chose not to, your mom or dad may feel *disappointed*. Say, *disappointed*.** (Children repeat, *disappointed*.) Indicate the *disappointed* Emotion Card. Continue: **We feel *disappointed* when we want something to happen and it doesn't. Has anyone ever felt *disappointed*?**

Ask the following questions. Volunteers choose the appropriate Emotion Cards and explain their choices.

- **How did the little red hen feel when she found a big bag of corn?**
- **How did the little red hen feel when she asked for help and the duck said “No”?**
- **How did the little red hen feel when she had to do all of the work herself?**
- **How did she feel when all the animals wanted to eat the muffins she made?**
- **How do you think the animals felt when the little red hen told them they could not eat the muffins?**
- **What lesson did the animals learn?**
- **Do you think they will help next time? Why or why not?**

How would the story be different if all the animals had agreed to help the little red hen with the work?



Small Group & Exploration

Design a House

Indicate the Picture Card *house*. Children identify the shapes found in the houses. Children construct their own houses using the large rectangle for the house and the triangle for the roof.

Distribute rectangular-shaped paper and white squares. Children draw pictures of their families on the squares, and glue them to the rectangles to create the door of a house.

Children dictate the names of family members and you label them.

Distribute the triangles. Children glue them to the top to create the roof.

Materials

- 8½" x 14" rectangle and triangle construction paper for each child
- 5"x5" White paper square for each child
- Crayons, markers, pencils
- Glue stick
- Picture Card: *house*

Math

Recognizes basic two-dimensional geometric shapes

Fine Motor Skills

Uses writing and drawing tools

Social/Emotional Development

Names family members and relationships



Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar introduced on **Day 1**:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	Special Day Cards (if needed)

Math

Uses graphs and charts to answer questions

Morning Meeting

Warm Up Your Brain

Gather children in a circle. Display the Dice Cards face-down in a pocket chart. Say: **These dots look like the eyes Sung Yow added to his dragons.**

Explain: **I will reveal a Dice Card and we will count the dots. Let’s try it.** (Do this several times.) **This time when I reveal a Dice Card we will jump up and down for each dot we see. Ready?** Volunteers continue to reveal Dice Cards and suggest movements, such as hopping, spinning, and walking.

Materials	
<input type="checkbox"/>	Dice Instructional Cards: 1-6
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Chart paper graph titled “Did Little Red Hen Do the Right Thing?”
<input type="checkbox"/>	Markers

Sometimes it’s hard to know right from wrong. Grandmother is teaching me how to make good choices.
Love,
Gingerbread Boy

“Did Little Red Hen Do the Right Thing?”

Read and discuss Gingerbread Boy’s message.

Indicate “The Little Red Hen.” Children retell the story as you picture-walk through the book. Ask: **Do you think any of the animals were sorry they didn’t help the little red hen? Do you think the little red hen should have shared her muffins?**

Make a graph to see what the children think by doing the following:

- Explain that people have different ideas about the right way to act.
- Encourage the children to think about the decision the little red hen made.
- Indicate the graph and read the title, “Did Little Red Hen Do the Right Thing?”
- Explain that there is no right or wrong answer; the children are each to make their own decision.
- Explain that children will make tally marks to indicate their choice on the graph and demonstrate.

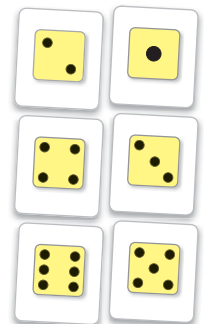
Children make tally marks in the “Yes” column if they agree with the little red hen’s decision or in the “No” column if they disagree. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren’t willing to help.

Math

Uses graphs and charts to answer questions

Social/Emotional Development

Recognizes and identifies feelings



LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Say: **Listen: base, ball. Let's put those two words together: baseball. Now you try one. What word do you get when you put foot and ball together?** (Children respond, *football*.)

Bb

Materials

- Grandmother
- Letter Card: *Bb*
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Basket or bag for target letter

Phonological Awareness

Listens for beginning sounds

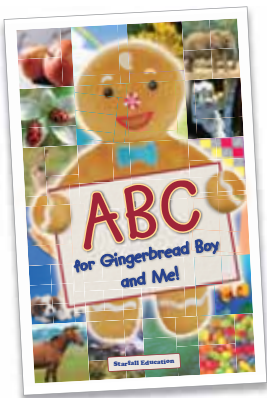
Combines words to make a compound word

Phonics

Focuses on letter names and shapes: *Bb*

Print/Book Awareness

Distinguishes relationship between print and illustrations



Introduce *Bb*

Indicate *Nursery Rhymes* page 6, "Baa Baa Black Sheep."

Say: **Grandmother found a nursery rhyme she would like us to learn.** Use the Grandmother doll and a grandmotherly voice to read the rhyme to the children.

Ask: **Did you hear any words that begin with /b/?** (Children respond.) **Listen again.** Repeat the rhyme. Children identify *baa*, *black*, and *bags*.

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

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

Indicate the star. Ask: **Who can find the letter *Bb* on the Alphabet Chart?** A volunteer identifies *Bb* and attaches the star on or above the Wall Letter Card.

Indicate *ABC for Gingerbread Boy and Me*. Say: **This is Gingerbread Boy's ABC book. It will help us learn letters and sounds. The title is *ABC for Gingerbread Boy and Me*. Gingerbread Boy put a message in this book for us. Let's read it.** Read the rhyme on page 1 of *ABC for Gingerbread Boy and Me*.

Display pages 4-5. Say: **Let's look at Bb. Here are some pictures of things that begin with Bb.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *Bear*, /b/.)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Point to the picture of the bear. Point to the word *bear*.)

Instruct children to bring items or pictures of items that begin with *Bb* from home.

Play *Nursery Rhymes* Audio CD, Track 4. Children sing "Baa Baa Black Sheep."

Baa, Baa, Black Sheep

*Baa, baa, black sheep,
Have you any wool?*

*Yes sir, yes sir,
Three bags full*

*One for my master,
One for my dame,
One for the little boy
Who lives down the lane*

*Baa, baa, black sheep,
Have you any wool?*

*Yes sir, yes sir,
Three bags full*

Story Time

Teacher's Literature Choice: Families

Indicate your choice of book about families.

Introduce the title, author, and illustrator. Picture-walk through the book. Volunteers describe the illustrations and make predictions about the story.

Read the book, pausing briefly to discuss vocabulary as it is introduced. Ask questions about the story to check comprehension and to compare and contrast it with the children's predictions.

Materials

- Teacher's choice of book about families

Vocabulary

Acquires new vocabulary

Comprehension

Uses illustration clues to predict

Compares and contrasts

Small Group & Exploration

My Family

Say: **Families like to do all kinds of things together.**

One thing families do is play games. What do you like to do with your family? (Volunteers respond.) **Let's make a class book of some of the things we like to do with our families. Draw something your family enjoys doing. You can tell me about your drawing and I will write a sentence for you.**

Assemble completed pages into a class book. Add a construction paper cover and title the book "Fun Times with Our Families." Children will share their pages on **Day 5**.

Materials

- Drawing paper for each child
- Markers, crayons, pencils

Emergent Writing

Uses drawing to convey meaning

Social Studies

Recognizes his or her role as a member of a group

Gathering

Math

Verbally counts in sequence

Uses graphs and charts to answer questions

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Morning Meeting

Warm Up Your Brain

Place the Number Cards inside the bag or basket. A volunteer draws a Number Card and identifies the number (with your help). Children join you in counting from one up to the number on the Number Card while hopping, jumping, clapping hands, tapping heads, etc.

Materials

- Number Cards: 1-10
- Bag or basket
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- The Little Red Hen and other Folk Tales: "The Little Red Hen"*

I like to help my grandmother around the house. Do you help your family by doing jobs at home?
Your friend,
Gingerbread Boy

Math

Recognizes numerals

Comprehension

Makes inferences

Identifies sequence of events

Creative Arts

Expresses self through movement

Helping Your Family

Read and discuss Gingerbread Boy's message.

Indicate “The Little Red Hen.” Ask: **What is this story about?** Tell the beginning of the story. Children then tell what happened next until the full story is related in sequence. They may help each other when necessary.

Ask: **What problem did the little red hen have?** Discuss how no one was willing to help her. Continue: **When you are part of a family everyone should help each other.** **Let's play “What If?”** Ask the following questions, and accept responses:

- **What if no one washed the dirty clothes?**
- **What if you never put away your toys?**
- **What if the floor was dirty and no one swept it?**
- **What if your mom or dad asked you to help and you just wanted to play?**
- **What if your mom or dad had to do all the work at home by themselves?**



Indicate *Nursery Rhymes* pages 14 and 15, "Here We Go Round the Mulberry Bush."

Discuss the illustrations, then read the rhyme.

Ask: **What chores or jobs did you hear in the rhyme?** (wash, iron, and mend clothes, sweep and scrub the floor, bake bread)

Say: **To mend clothes means to sew them when they are torn. What do you think scrub the floor means?** Explain that to "scrub the floor" means to wash it.

Play *Nursery Rhymes* Audio CD, Track 11. Make up actions for each verse. Children perform the actions as they sing "Here We Go Round the Mulberry Bush."

Here We Go Round the Mulberry Bush

*Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.*

*This is the way we wash our clothes...
So early Monday morning.*

*This is the way we iron our clothes...
So early Tuesday morning.*

*This is the way we mend our clothes...
So early Wednesday morning.*

*This is the way we sweep the floor...
So early Thursday morning.*

*This is the way we scrub the floor...
So early Friday morning.*

*This is the way we bake our bread...
So early Saturday morning.*

LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

Circle Time

Phonological Awareness: Blend Onset & Rime

Say: **Let's play a puzzle word game. I'll give you two parts of a word and you put them together. Ready? b-at (bat) Let's try some more.** Continue with *b-un (bun)* and *b-ake (bake)*.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Starfall American Sign Language Poster
- Grandmother

List **Bb** words, ASL **Bb**

Children who brought pictures or items that begins with /b/ "show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review pictures of words that begin with *Bb*.

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

Start with children's names that begin with *B*, then accept suggestions.

Children circle the *Bb* in their words after you write them.

Say: **We have learned the letter **Bb** and /b/. Now let's learn to make the letter **Bb** with our fingers.** Indicate the Starfall American Sign Language Poster. Explain that sign language is a way people who can't hear or talk can communicate with their hands. We can make a sign for each letter with our fingers.

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Emergent Writing

Contributes to a shared writing experience or topic of interest



Demonstrate the American Sign Language sign for *Bb*.

Say: **This is *Bb* in sign language. Now you try it.** (Children sign *Bb*.) Say: **Grandmother made up a song to help us remember /b/.**

Sing "Where Is /b/?" Each time /b/ or the letter *Bb* is used children make the *Bb* hand sign.

Where Is /b/?

Melody: ("Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

B stands for /b/ in bear and ball

/b/ /b/ /b/, *Bb*, *Bb*, *Bb*

Story Time

Little Red Hen Makes Pancakes

Say: **Let's learn to make a fish bowl.** (Children sit in a circle.) **This is our fish bowl. Now we need two fish.**

Choose two volunteers to be fish.

Say: **Sit criss-cross, knee to knee. You will be partners.** Tap one child on the head and say he or she is partner number one. The other child will be partner number two.

Say: **Think of a favorite food. Partner number one, look at your partner and say, "My favorite food is (name of food)."** (The child does this.) **Now, partner number two, look at your partner and say, "My favorite food is (name of food)."** (The child does this) **Well done! Let's give them a rocket cheer!**

Select two new volunteers for the fish bowl. Remind them to sit criss-cross, knee to knee and look at their partners. Identify partner one and partner two.

Ask: **Remember how the little red hen made muffins? What if you could change the story so the little red hen made something else? What would it be?** **Partner one, tell your partner what you would like the little red hen to make.** (The child does this.) **Partner two, tell your partner what you would like the little red hen to make.** (The child does this.) **Let's give them a Rocket Cheer!**

Gingerbread Boy whispers that he would like the little red hen to make pancakes. Indicate "The Little Red Hen."

- Read the story and replace muffins with pancakes.
- Briefly discuss the difference in this story and the original.
- Tell Gingerbread Boy you have a funny poem about pancakes!
- Play *Sing-Along* Volume 2, Track 25. Children join in as you recite "Mix a Pancake."

Affirm the class for correct responses by doing a Rocket Cheer. The children place both hands together with fingers pointed up, near the waist. Keeping the hands together, they wiggle them upward like a rocket taking off. When the children's hands reach over their heads, they separate in a big circle movement, and the children say, "Ah!"

Materials

- The Little Red Hen* and other Folk Tales: "The Little Red Hen"
- Starfall Sing-Along* Volume 2
- Gingerbread Boy*

Mix a Pancake

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can.

Small Group & Exploration

Sequence “Here We Go Round the Mulberry Bush”

Indicate *Nursery Rhymes* page 14, “Here We Go Round the Mulberry Bush.”

Say: **Gingerbread Boy would like us to read this rhyme together.**

Place the Sequence Cards on a table. Explain: **These pictures show the chores from “Here We Go Round the Mulberry Bush.” Listen as I name each picture, then see if you can find the card that matches.**

Mix up the Sequence Cards. Children work together to put them in order, and give reasons for their choices.

Materials

- Starfall's Selected Nursery Rhymes*
- “Mulberry Bush” Sequence Cards
- Gingerbread Boy

Comprehension

Identifies sequence of events

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



Gathering

Math

Verbally counts in sequence

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 30. Children stand in two lines facing each other and chant “Hot Cross Buns” while performing the following actions with their right hands:

- **Hot** — tap their knees
- **Cross** — clap their hands
- **Buns** — put their right hands out and cross their midlines then clap

Repeat using left hands for “Buns,” then again using both hands.

Materials

- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Gingerbread Boy

Have you ever wondered what it would be like to live on a farm? I think it would be fun!

Your pal,
Gingerbread Boy

Listening & Speaking

Follows simple and multiple-step directions

Social Studies

Describes characteristics of where he or she lives and visits

“The Farmer in the Dell”

Read and discuss Gingerbread Boy’s message.

Say: **We all live with our families. Some people live in houses, some live in apartments, and some families live in mobile homes. We all live in a** (city/town). **Some families live on farms. Let’s sing a song about a farmer and his family for Gingerbread Boy.** (Choose a child to be the farmer.) **Listen carefully, because the farmer will choose a wife during the song!**

Play *Nursery Rhymes* Audio CD, Track 7 “Farmer in the Dell.” During the song, children choose succeeding volunteers. As each character is chosen he or she moves to the center of the circle with the farmer.

Ask: **Who are the members of the farmer’s family?** (farmer, wife, child, dog, cat, rat)

Repeat the song.

Farmer in the Dell

*The farmer in the dell,
The farmer in the dell,
Hi-ho, the derry-o,
The farmer in the dell.*

The farmer takes a wife...

The wife takes the child...

The child takes the dog...

The dog takes the cat...

The cat takes the rat...

The rat takes the cheese...

The cheese stands alone...

LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

Circle Time

Phonological Awareness: Blend Syllables

Say: **Let's play a word game. Listen to these parts: sis-ter.** (Clap for each syllable.) **Let's put them together: sister.** Repeat with *bun-ny* (bunny), *bas-ket* (basket), and *but-ter* (butter).

Materials

- Starfall's Selected Nursery Rhymes
- Grandmother
- List of *Bb* words from **Day 3**

Introduce Final /b/

Indicate *Nursery Rhymes* page 26, "Little Boy Blue."

Say: **Grandmother found another nursery rhyme with /b/!**

Use Grandmother and her voice to read the rhyme. Repeat it as the children join in. Ask: **What words did you hear that begin with /b/?** (boy, blue, blow)

Indicate the list of *Bb* words. Say: **Let's look at the words we wrote that begin with *Bb*.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** Add words to the list as children supply them.

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

Ask: **Did you know that /b/ can be at the beginning of a word and it can be at the end of a word? Listen for /b/ in this word: *cub*.** (Emphasize /b/ at the end.) **Now you say it, *cub*.** (Children repeat, *cub*.) Ask: **Where do you hear /b/ in *cub*, at the beginning or at the end?** (the end) **Right! It's at the end. Say, *cub*.** (Children repeat, *cub*.)

Say: **Listen to these words. If you hear /b/ at the end of the word, make the *Bb* hand sign.** Emphasize /b/ in the following words: *tub*, *grab*, *sun*, and *sub*.

Little Boy Blue

*Little Boy Blue,
Come blow your horn.
The sheep's in the meadow,
The cow's in the corn.*

*Where is the boy who looks
after the sheep?
He's under the haystack,
fast asleep.*

*Will you wake him?
No, not !!
For if I do,
he's sure to cry.*

Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound

Story Time

Comprehension

Compares and contrasts

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

Vocabulary

Acquires new vocabulary

“The Little Red Hen” Comparison

Indicate and read “The Little Red Hen” (Starfall version). Volunteers identify the characters. (little red hen, duck, turkey, goose)

Say: **Here is another little red hen book. It was retold by** (author) **and illustrated by** (illustrator). **Let’s listen to how this story is the same and how it is different from the story we already know.**

Read the story. Introduce new vocabulary as it is encountered. Compare and contrast the characters, settings, what was cooked, and the problem in the stories. Children vote to see which version of the story they prefer.

Materials

- The Little Red Hen* and other Folk Tales: “The Little Red Hen”
- Alternate version of *The Little Red Hen*

Small Group & Exploration

Compound Words

Play *Sing-Along* Volume 2, Track 25. Children recite “Mix a Pancake.”

Say: **Today we will play a game. Let’s look at these pictures. First, listen and then repeat the name of the picture after me. Ready?** Flash each Picture Card for non-compound words, and name them (*ball, brush, cake, coat, corn, cup, dog, foot, house, pan, pop, rain, and tooth*). Children repeat each name.

Distribute these Picture Cards. Children name their pictures as they receive them.

Ask: **What would happen if we put two Picture Cards together?**

- Place the Picture Card *pancake* in the pocket chart.
- Identify the picture and children repeat, *pancake*.

Say: **Pancake is made of two words, pan and cake. Who has the picture of the pan? Bring it to the pocket chart and put it next to the picture of the pancake. Who has the picture of the cake? Bring your Picture Card and place it next to the pan.**

Demonstrate that pan and cake together make pancake. Put one hand up for pan and your other hand up for cake. Then move your hands together for pancake quietly, without clapping. Repeat with *cupcake, popcorn, football, doghouse, toothbrush, and raincoat*.

Materials

- Starfall Sing-Along* Volume 2
- Pocket chart
- Picture Cards: *ball, brush, cake, coat, corn, cup, cupcake, dog, doghouse, foot, football, house, pan, pancake, pop, popcorn, rain, raincoat, tooth, toothbrush*

Phonological Awareness

Combines words to make a compound word



Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- | | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | Attendance Board and
Name Cards |
| <input type="checkbox"/> | Weather Board and
Weather Cards |
| <input type="checkbox"/> | Special Day Cards (if needed) |

Math

Verbally counts
in sequence

Uses graphs and charts
to answer questions

Morning Meeting

Materials

- | | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Family pictures from Day 2 |
|--------------------------|-----------------------------------|

Warm Up Your Brain

Say: **Listen carefully and follow these directions.**

- **Put your left hand on right shoulder.**
- **Turn your head slowly to the right and look over your shoulder. Count to ten.**
- **Put your right hand on your left shoulder.**
- **Turn your head slowly to the left. Count to ten.**
- **Cross both arms touching opposite shoulders. Raise your chin. Count to ten.**
- **Clap, clap, clap!**

I love your family
pictures. Can you tell
me about them?
Love,
Gingerbread Boy

Sharing Family Pictures

Read and discuss Gingerbread Boy’s message.

Children take turns sharing family pictures completed on **Day 2**. Encourage them to compliment the speaker and ask questions about the photos.

Conversation

Demonstrates varied
uses of language

Listening & Speaking

Describes familiar people

Social/Emotional Development

Names family
members and
relationships

LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104.
After cleanup, children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Overemphasize the rhyming words in this activity to help children recognize them. Say: **Close your eyes and listen: bell, tell. Open your eyes.**

Say: bell, tell. (Children repeat, *bell, tell.*) **Bell and tell rhyme. Say: bell, tell, fell.** (Children repeat *bell, tell, fell.*) **I rang the bell and Susi fell. Bell and fell rhyme. Say: Can you think of other words that rhyme with bell, tell, and fell?** (sell, well, yell)

Materials

- Several balloons (not inflated) and a container of bubble solution in a small paper bag
- Grandmother
- Picture Cards: *baby, bear, bed, bike, book*

Review Bb /b/

Indicate the small paper bag (closed) and Grandmother.

Grandmother says: **I brought in some things that begin with /b/. I hid them in this bag. Can you guess what they are? Remember, their names begin with /b/.** Volunteers share their guesses.

Remove several balloons from the bag. Blow them up and tie them as the children observe. Say: **Say balloons.** (Children repeat, *balloons.*) **Why do we have balloons today?** (Children share guesses.) Continue: **We have them because balloons begin with /b/. Watch me blow up this balloon!** Blow up a balloon, then toss it in the air. Volunteers take turns blowing up balloons.

Say: **There is one more thing in the bag that begins with /b/. Guess what it is.** Volunteers share their guesses. Remove the bubbles and blow them in the children's direction. Volunteers take turns blowing bubbles.

Gather children in a semicircle. Volunteers name the Picture Cards *baby, bear, bed, bike,* and *book* as you place them on the floor. Say: **Look closely at these things that begin with /b/. I will take one away and you tell what it is. Ready? Close your eyes.** Remove one of the Picture Cards. Children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /b/?"

Where Is /b/?

(Melody: "Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

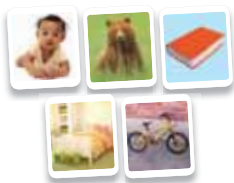
B stands for /b/ in bear and ball

/b/ /b/ /b/, Bb, Bb, Bb

Phonological Awareness

Listens for beginning sound

Identifies rhyming words



Story Time

Materials

- Teacher's choice of book about
pancakes or grandmothers

Teacher's Literature Choice: Pancakes or Grandmothers

See literature suggestions in the Preparation Notes for **Day 5, Story Time**, or choose your own favorite book about pancakes or grandmothers.

Indicate your choice of book and discuss its author and illustrator. Discuss the illustrations as you picture-walk through the book. Read the book and briefly discuss new vocabulary as it is encountered. Ask children questions about the book.

Vocabulary

Acquires new vocabulary

Asks and answers appropriate questions about the story

Identifies role of author and illustrator

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 have been absent or need additional practice with skills.