

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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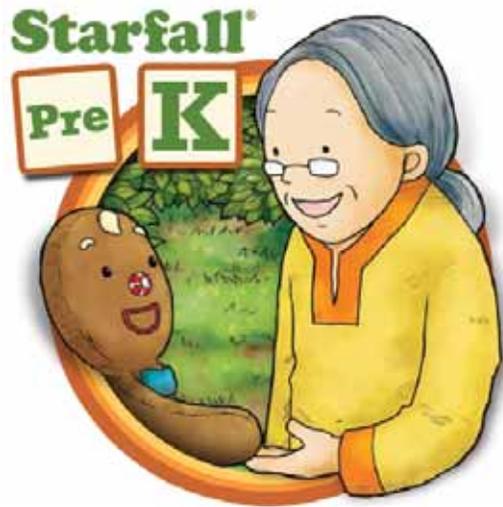
Starfall[®]



Your Five Senses

Unit 3 • Week 8





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Unit 3: Your Body

Week 8: Your Five Senses

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Week 8: Your Five Senses

This week you will begin your study of the body as you introduce the children to the five senses. They will also learn the meaning of forecasting and become meteorologists who daily forecast the weather. The children will also:

- practice discriminating rhyming and non rhyming words
- learn /s/ and identify initial and final /s/ words
- use their five senses to learn about the world around them
- discover that some objects come in pairs
- combine words to form compounds
- dramatize the story “Chicken Little”



Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Five Senses Poster

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

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

Starfall American Sign Language Poster

Starfall Sing-Along, Volumes 1 and 2



Preparation

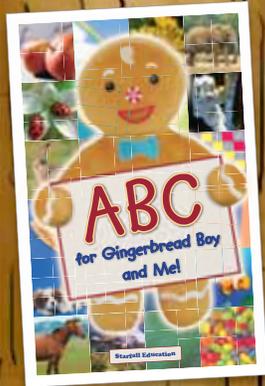
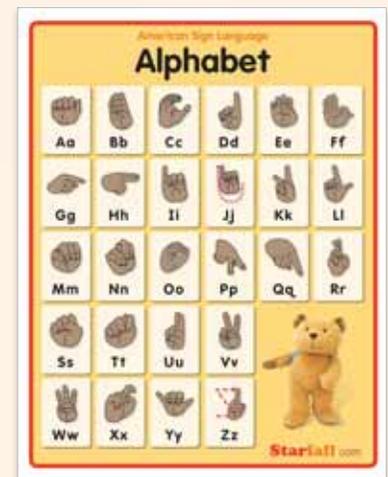
Day One

Gathering — Prepare a sentence strip with the words “Tomorrow’s Weather Forecast” to be attached to your bulletin board next to “Today’s Weather” and “Our Prediction.” Also prepare new name cards which include the children’s first and last names.

Small Group — Gather leaves of different sizes and shapes and prepare crayons without paper wrappings for children to use for leaf rubbings.

Day Two

Small Group — Divide play dough into several small quantities. Create different scents for each by adding pumpkin pie spice, vanilla extract, peppermint extract, gelatin powder, or lemon extract, etc. Children may also each add a scent to their own play dough.



Day Three

Story Time — Choose a book about the senses to share with the children. Suggestions include:

- *How Do You Know?* by Lisa Jayne
- *My Five Senses* by Aliko
- *The 5 Senses* by Nuria Roca
- *The Listening Walk* by Paul Showers

Small Group — Have a pair of shoes available.

Day Four

Morning Meeting — You will need popcorn, salt and a popcorn popper. Have coffee filters, small paper cups or bowls in order to provide the children with individual servings.

Small Group — Have glitter and/or other craft materials available for children to decorate nursery rhyme pages.

Day Five

Morning Meeting — Prior to **Day 5** gather small objects of varying shapes, textures, and sizes, and place one in a small paper bag for each child.

Snack Suggestion

Serve edible play dough as a touch and taste activity. Mix 8 ounces of cream cheese with ½ cup of nonfat dry milk powder and 1 tablespoon of honey. Store the play dough in the refrigerator until snack time.

Children form shapes with edible play dough on wax paper or paper plates. They place the shapes on crackers to eat.

Outside Activities**Hen and Chickens**

Teach and play “Hen and Chickens.” Designate two safe points, such as trees or a fence, some distance apart. Children stand at one end of the area. These are the “chicks.” One child is the hen and stands in the middle between the two points.

When the hen calls for her chicks all the children run from one point to the other while the hen tries to catch them. If they are caught, the children have to stay with the hen and help her catch the rest of the “chicks.” The last chick caught gets to be the hen for the next round.

Old Hen and Chickens

Teach and play the “Old Hen and Chickens” game. Choose a player to be the old hen who leaves the group temporarily. All others sit with their heads bowed. The leader or teacher touches four players on the head. Immediately they become little chickens. The old hen is called back to the group, and when she says, “Cluck, cluck!” the four little chicks answer, “Peep, peep!” (still with their heads bowed, so the old hen has to use her ears to listen). The old hen tries to locate them by sound. She can continue with “Cluck, cluck!” until she identifies a chick. The chick discovered first becomes the old hen. The object of the game is to try to keep the old hen from guessing which chick is answering.

I went for a walk last night and saw the stars and moon. What did you see last night?

Your pal,
Gingerbread Boy

Day 2

I was looking in the mirror and I noticed I have some of the same body parts as you! Can you name them?

Love,
Gingerbread Boy

Day 3

I was counting my body parts. I have a pair of arms and a pair of legs just like you! Do I have a pair of anything else?

Your friend,
Gingerbread Boy

Day 4

I had pancakes for breakfast. I used all of my five senses! I saw them, heard them cooking, smelled them, touched them, and best of all I tasted them!

Your pal,
Gingerbread Boy

Day 5

I love to play games that use my senses. Could we play a senses game?

Love,
Gingerbread Boy

Gross Motor Skills

Combines a sequence of large motor skills

Listening & Speaking

Follows simple and multiple-step directions

WEEK 8

Day One

Day Two

Gathering	Predict weather Introduce forecasting Last Names Calendar Routine Vocabulary: meteorologists	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message Introduce Five Senses Vocabulary: senses, sight, hearing, taste, touch, smell "Head, Shoulders Knees and Toes"	Gingerbread Boy's Message "Parts of My Body" Five Senses Poster  Senses Walk

LEARNING CENTERS

Circle Time	Phonological Awareness: Rhyming words "Skateboard" riddle Introduce and listen for /s/ "Star Light, Star Bright"	Phonological Awareness: Syllables Introduce Ss  <i>ABC for Gingerbread Boy and Me</i>
Story Time	Introduce "Chicken Little"  Describe leaves using five senses Ask/Answer questions about the story	Retell "Chicken Little" in sequence  "Parts of My Body" Using your five senses
Small Group & Exploration	Leaf rubbings Use sensory words to describe leaves 	Use scented play dough to form upper and lowercase letters <i>Bb, Tt, Nn, Ss</i>

Day Three

Day Four

Day Five

Predict and forecast weather Calendar Routine First and last names	Predict and forecast weather Calendar Routine Last names	Predict and forecast weather Calendar Routine Last names
Gingerbread Boy's Message "Looby Loo" Introduce pairs "Yonder in the Pair Pair Patch" Vocabulary: pairs	Gingerbread Boy's Message "Where is My Head?" Using five senses: popcorn 	Gingerbread Boy's Message "Head, Shoulders, Knees and Toes" "What's in the Bag?"

LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> List initial /s/ words Introduce ASL sign for Ss  Sing "Where Is /s/?"	Phonological Awareness: Blending syllables Add initial /s/ words to the list Introduce and discriminate /s/ in final position	Phonological Awareness: Discriminating /s/ Match upper and lowercase letters (<i>Bb, Tt, Nn, Ss</i>) "What's Missing?" Sing "Where Is /s/?" (/b/, /t/, /n/)
Teacher's choice of book about the senses Ask/Answer questions about the story	"Parts of my Body" Rhyming Words "Chicken Little" characters	"Chicken Little" List characters Dramatize "Chicken Little" using senses  Vocabulary: echoing
Two make a pair Ways to represent two	Create nursery rhyme pages	Complete projects or conduct observations and individual assessments

WEEK 8

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Computer Center

Activity — Children use the ear icon to hear and follow along with “Chicken Little” in *I’m Reading: Folk Tales*, practice their number recognition skills at *Numbers: 0-5*, and sing along with *Motion Songs*: “Head, Shoulders, Knees, and Toes.”

They also review /b/, /t/, and /n/, and reinforce /s/ at ABCs: S, B, T, N.

Interaction & Observation

- Boost the children’s confidence in their computer ability and encourage their computer use by making positive comments on specific actions you observe while visiting this center.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children use paint, markers and/or colored pencils to imitate the art they see in the books provided.

Interaction & Observation

- Create an art gallery (bulletin board or hallway) of the children’s art for all to enjoy.
- Display the children’s paintings, etc. for their peers and others to see, and provide illustrations of the art of famous artists to encourage creativity and help the children learn to appreciate art.

Materials

- Art paper
- Art books, illustrated children’s stories, illustrations of art created by famous artists
- Paint, markers, colored pencils

Print/Book Awareness

Connects oral language and print

Science

Uses senses to explore

Library Center

Preparation — Book suggestions include:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle
- *My Five Senses* by Aliko
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr. and Eric Carle
- *The Listening Walk* by Paul Showers

Activity — Children use their senses of sight and hearing to enjoy the books and audio books in this center. They listen to and identify the nature sounds on the CD.

Interaction & Observation

- Observe children and converse with them about what they see and hear.
- Comment on what the children’s interests appear to be and ask questions.
- If you promote a love of stories and books, the children will be more eager to learn to read.

Materials

- The Little Red Hen and Other Folk Tales* and Audio CD
- Nature sounds CD
- Picture books (including audio versions) from your classroom or school library related to the senses

Dramatic Play Center

Activity — Set up the Dramatic Play Center as a doctor's office. Create an examining area with a small cot for the patient and a waiting room with chairs for patients, magazines, and books.

Place an eye chart on the wall at the children's eye level.

Interaction & Observation

- Ask questions about the children's pretend situations.
- Continue to notice the development in the use of props as the children progress from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

Materials

- Eye chart, stethoscope, toy doctor's kit
- Doctor's coat, nurse's smock, and other props
- Clip boards, paper
- Chairs, child's cot

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Uses materials appropriately and puts them away

Construction Center

Activity — Children use blocks to construct farm buildings to house the toy animals. They refer to the book illustrations as models.

Interaction & Observation

- Are the children aware of the differences in the blocks available to them?
- Do they communicate with each other about what they are building?
- Your observations will help you plan future experiences.

Materials

- Picture books with illustrations of farms/buildings/farm animals
- Wooden or plastic farm animal set (chickens, ducks, etc.)

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Writing Center

Activity — Children draw and label the "Chicken Little" characters, including what they think hit Chicken Little on his head in their illustrations.

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- When young children have opportunities to write in casual situations such as these they learn many important literacy skills.

Materials

- Little Red Hen and other folk tales: "Chicken Little"*
- Paper
- Pencils, crayons, markers

Emergent Writing

Uses scribbles/writing to convey meaning

Uses drawing to convey meaning



Discovery Center

Science

Investigates states of matter

Uses senses to explore

Preparation — Mix two cups of water and a small amount of food coloring with six cups of cornstarch to create “goop.” Store the goop in an airtight plastic container when not in use.

Activity — Children manipulate and use their senses to explore the properties of goop. They experiment with pouring it from one container to another and squishing it in small plastic bags.

Interaction & Observation

- Ask questions to help focus the children’s thinking and encourage problem solving, such as: How does the goop feel? Do you like the way it feels? Why/why not? What is goop made of? etc.

Materials

- Goop
- Plastic mats
- Small plastic containers
- Small plastic bags

Math Center

Math

Recognizes numerals

Uses different ways to represent numbers

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

Activity — Children choose a Number Card and draw and color pictures of simple items to match the number on the card. They number the objects in their drawings.

Interaction & Observation

- Notice whether children understand what the number symbols represent.
- Don’t assume that children understand number concepts because they can count. Usually children can count long before they understand what numbers and number symbols represent.

Materials

- Number Cards 1 through 5
- Drawing paper
- Pencils, crayons



Gathering

Indicate the Name Cards and ask: **What is different about the Name Cards today?** Volunteers point out that the Name Cards now have both first and last names on them.

Each child says his or her first and last name and places the Name Card in a pocket chart.

Children place the appropriate Weather Card on the Weather Board. Display "Tomorrow's Weather Forecast" sentence strip next to "Today's Weather" and "Our Prediction."

Ask: **Do you wonder what the weather will be tomorrow? We can make a forecast, or prediction, about tomorrow's weather by looking at today's weather. If it is sunny today, do you think it might snow tomorrow? Weather people called meteorologists study the weather and forecast what the next day's weather might be. Let's be meteorologists and make a forecast.** A volunteer chooses a Weather Card and places it under "Tomorrow's Weather Forecast."

Post or display the linear week calendar graph.

Review that each box stands for a day of the week. Indicate and say each day.

Identify the school and home pictures that distinguish days the children are at school and days they stay home.

Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards (with first and last names)
<input type="checkbox"/>	Weather and Calendar Routine materials
<input type="checkbox"/>	Prepared "Tomorrow's Weather Forecast" sentence strip

Science

Observes and describes the weather and how it changes

Vocabulary

Acquires new vocabulary

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	Picture Cards: ears, eyes, hands, mouth, nose
<input type="checkbox"/>	Bag or basket
<input type="checkbox"/>	Five Senses Poster
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Marker

I went for a walk last night and saw the stars and moon. What did you see last night?
Your pal,
Gingerbread Boy

The Five Senses

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy used his eyes to see the stars and the moon. We learn about the world around us by using different parts of our bodies. I wonder which parts of our bodies help us learn about our world.**

Indicate the bag or basket containing the Picture Cards. A volunteer draws a Picture Card and places it in the pocket chart. Name the body part and discuss the following:



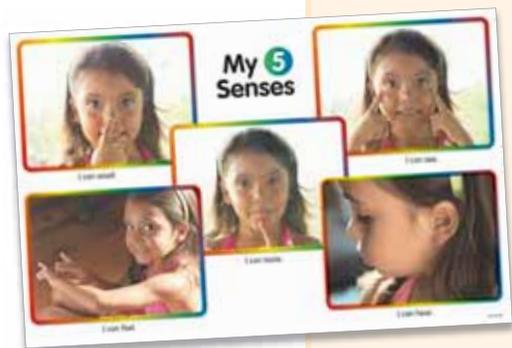
Science

Uses senses to explore

Vocabulary

Understands describing words

- Eyes (sight) **Eyes help us see the world around us. What are some things you see in our classroom?** (Volunteers respond.) **Sight, or seeing, is one of our five senses. Say, sight.** (Children repeat, *sight*.)
- Ears (hearing) **Name some sounds you love to hear.**
 - Nose (smell) **What are some things that smell good?**
 - Mouth (taste) **What is your favorite food to taste?**
 - Hands (touch) **Name some things you like to touch.**



Indicate the Five Senses Poster.

Discuss each picture and read each sentence. Children repeat the sentences. Volunteers match the Picture Card to each sense on the poster.

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Listen to these words: sun, fun. Do the words rhyme? Listen to these words: sun, moon. Do these words rhyme? I will say some words. Clap if they rhyme. Cross your arms on your chest if they do not.** (Use *sock/rock, sat/hop, and sing/wing*.)

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* and Audio CD
- Picture Cards: *seeds, skateboard, snake, sun, stop sign*
- Pocket chart

Introduce /s/

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

Grandmother reads the riddle "Skateboard." Children solve the riddle. Grandmother asks: **Where could you ride safely?** (discuss)

Indicate the Picture Cards. Say: **Here is a picture of a skateboard. Say, skateboard. Skateboard begins with /s/. Say /s/.**

- **Seed begins with /s/. Say, seed. Say /s/, seed.**
- **Snake begins with /s/. Say, snake. Say /s/, snake.**
- **Sun begins with /s/. Say, sun. Say /s/, sun.**
- **Say, stop sign. What sound do you hear at the beginning of stop and sign? Right, both words begin with /s/.**

Skateboard

I am a flat, short board on four small wheels. You can stand on me and ride! My name begins with the letter S. What am I?

Phonological Awareness

Listens for beginning sounds

Discriminates rhyming words



Say: **Listen to these two words. Which one begins with /s/, truck or snake? Right! Snake begins with /s/. Say /s/. Listen again. Which one begins with /s/, rock or skateboard? Right, skateboard! Let's stand on our skateboards.** Demonstrate how to ride a skateboard with your arms out to balance.

Say: **Listen to these words. If you hear /s/ at the beginning, pretend to ride your skateboard. If you don't hear /s/ at the beginning, do nothing. Ready?** Use *sun, napkin, sit, street, see, bottle, neighbor, star, and skunk.*

Indicate *Nursery Rhymes* page 46 "Star Light, Star Bright."

Ask: **What did the children see in the sky? Right, a star.** Read the rhyme. Repeat it as the children join you.

Star Light, Star Bright

*Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.*

Say: **I hear words that begin with /s/. Listen again. Can you think of another word that begins with /s/?** (Children respond.) **There is something else in the sky that begins with /s/. Here is a hint. It is in the sky during the day time. Right, sun begins with /s/. Say, sun.** (Children repeat, *sun.*)

The children stand. Say: **Listen to these words. If the word begins with /s/, spin around and then sit down. If the word doesn't begin with /s/ say, "STOP!"** Say the following words as children respond: *spot, sing, talk, bear, sign, napkin, and sky.*

Grandmother asks: **Can we sing "Star Light, Star Bright?" It's one of my favorite songs!** Play *Nursery Rhymes* Audio CD Track 44. Children sing "Star Light, Star Bright."

Encourage children to listen for /s/ today.

Story Time

Introduce *Chicken Little*

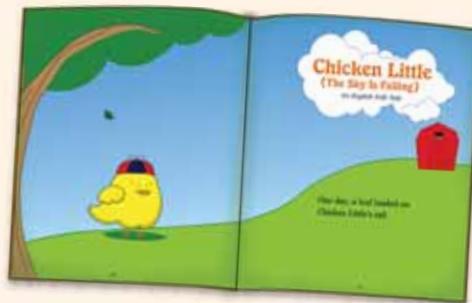
Indicate a leaf. Ask: **Where do you find leaves?** (Children respond.) **Let's use our five senses to learn more about leaves.**

Distribute a leaf to each child. Indicate each sense on the Five Senses Poster. Children use their sense of:

- sight to describe the leaf
- hearing to listen to the leaf
- smell to describe the leaf's odor
- touch to describe how a leaf feels
- taste (Explain that we eat some leaf plants like lettuce. This leaf is food for animals, especially caterpillars, but it is not safe for people to eat.)

Materials

- The Little Red Hen and other folk tales, "Chicken Little"*
- A leaf for each child
- Five Senses Poster



Vocabulary

Understands describing words

Science

Uses senses to explore

Print/Book Awareness

Demonstrates directionality in print

Comprehension

Distinguishes fiction and nonfiction

Asks and answers appropriate questions about the story

Indicate "Chicken Little." The children describe illustrations on pages 22 and 23.

Say: **This is a story about a chicken named Chicken Little and a leaf. Let's read to find out what happens to Chicken Little.**

Indicate where the text begins on the page. Say: **When we read we begin with the first word and move across the line. When the line ends we do a return sweep and go to the beginning of the next line.**

Read the story. Ask:

- **Why did Chicken Little think the sky was falling?**
- **What really happened?**
- **What did Chicken Little do when he thought the sky was falling?**
- **What happened at the end?**
- **Do you think this is a true story or a pretend story?**
- **If you could talk to Chicken Little what would you say?**
- **If you could ask Chicken Little a question what would you ask?**

Small Group & Exploration

Create Leaf Rubbings

Tape a leaf on the table in front of each child. Children place a sheet of paper over their leaves, and rub the side of a crayon over them. The leaf shape will appear. Repeat with different shaped leaves and different colors.

Discuss how the leaves look, feel, and sound as the children create their leaf rubbings.

Materials

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | Leaves of different sizes and shapes |
| <input type="checkbox"/> | Drawing paper |
| <input type="checkbox"/> | Crayons with paper wrapping removed |

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Science

Uses senses to explore



Gathering

Spread the Name Cards on the floor. Say: **When I say your name, find your Name Card and place it in the pocket chart.**

If there are Name Cards remaining after all of the names have been called, ask: **Why are these Name Cards still on the floor?**

Lead children to conclude the Name Cards belong to children who are absent, then ask: **Who is absent today?**

Children place the appropriate Weather Card on the Weather Board.

Review the meaning of the word *meteorologist*. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast. Say: **You were meteorologists today!**

Assist children to identify and mark today's date.

Materials

- Attendance Board and Name Cards (with first and last names)
- Weather and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2*, Track 31. Children sing "Parts of My Body" and add appropriate gestures to accompany the song.

Materials

- Starfall Sing-Along Volume 2*
- Five Senses Poster

Parts of My Body

(Melody: "Twinkle, Twinkle, Little Star")

*Little feet can make you go
Little arms swing to and fro
Little ears can make you hear
Loving words of mother dear
Little nose is useful, too
Little eyes play peek-a-boo
Little tongue can make you say
Happy words in work and play
All together we will do
Things for me and things for you*

I was looking in the mirror and I noticed I have some of the same body parts as you! Can you name them?
Love,
Gingerbread Boy

Senses Walk

Read and discuss Gingerbread Boy's message.

Children compare and contrast themselves with Gingerbread Boy to discover common body parts.

Indicate the Five Senses Poster. Say: **This is a Five Senses Poster. When I indicate a sense, you point to the part of your body that matches it.** (Do this.)

Take a senses walk. Children walk in place and model actions and answer questions as you perform this senses walk:

- **It is a beautiful day today. It looks sunny and feels warm. The wind is blowing. Hold on to your hat!** (Pretend to do this.)
- **Let's walk to the park. Grab your picnic lunch and let's go.**
- **Look, there's a squirrel.** (Point to the imaginary squirrel.)
- **Listen, do you hear the birds?** (Cup your ear and pretend to listen.)
- **I see my neighbor's puppy. Let's pet the puppy. How does it feel?**

Comprehension

Compares and contrasts

Science

Uses senses to explore

Creative Arts

Participates in teacher-guided dramatic activities

Vocabulary

Understands describing words

- **Let's keep walking. Oh no!!!! What is that small black and white animal with the bushy tail? I think it's a skunk! Do you smell it? Hold your nose! We should walk faster.**
- **Listen, do you hear children playing? I think this is the park.**
- **Who's hungry? I smell pizza. It smells good. Let's eat. How does your lunch taste?**
- **Does anyone want to jump rope? Ready? (Pretend to do this.) How about some jumping jacks?**
- **Now we're tired. Let's rest on the nice green grass. Be very quiet. What do you hear?**
- **It's time to go back to school!**

Ask:

- **What did you see on our senses walk?**
- **What did you smell?**
- **What sounds did you hear?**
- **What did you feel or touch?**
- **What did you taste?**



Observe & Modify

If your situation permits, replace the imaginary senses walk with an actual senses walk outside.

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables

Say: **Listen to this word: *sun*. *Sun* has one part so I will bounce this ball once. When I bounce the ball, say *sun*.** (Bounce the ball.) **Listen to this word: *ska-ter*. How many parts did you hear? Say it with me: *ska-ter*.** (Children repeat, *ska-ter*.) **How many times should we bounce the ball?** A volunteer

bounces the ball two times as the class repeats the word. Repeat with *sup-er*, *sock*, *se-cret*, *sum-mer*, *sink*, *sen-ses*, *sis-ter*, and *syl-la-ble*. The other children may bounce imaginary balls along with the volunteers.

Materials

- Ball
- Grandmother
- Letter Card: Ss
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Introduce Ss

Indicate Letter Card Ss. Say: **This is the letter Ss.** (Children repeat, S.)

One S is uppercase and one is lowercase, but both letters are Ss.

The letter Ss stands for /s/ (s sound). Each time I touch the letter Ss, say /s/.

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

Say: **Let's skywrite uppercase S.** (demonstrate) **Now, let's skywrite lowercase s.**

(demonstrate) **Now, find a partner.** (Children find partners.) **Take turns and use**

your finger to write uppercase S on your partner's back. After they have done this several times say: **Now write lowercase s.**

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

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

Indicate *ABC for Gingerbread Boy and Me*. Grandmother helps identify pictures that begin with Ss.

Say: **Let's look at Ss. Here are some pictures of things that begin with /s/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: Skateboard, /s/.)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the skateboard. Indicate the word, *skateboard*.)

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



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Phonological Awareness

Counts syllables

Print/Book Awareness

Distinguishes relationship between print and illustrations

Story Time

What Would You Do?

Indicate *The Little Red Hen and other folk tales*, "Chicken Little."

Picture-walk through the book as volunteers retell the story in sequence.

Say: **When Henny Penny thought the sky was falling, all of her friends believed her. Foxy Loxy asked some very good questions. Do you remember what Foxy Loxy asked?**

- **Do you see the sky falling?**
- **Do you hear the sky falling?**
- **Do you feel the sky falling?**

Ask: **What would have happened if Chicken Little had just looked around to see what really struck him on the head?** (Children respond.) **Chicken Little used his sense of touch when he felt the leaf. What other sense could he have used to check if the sky was falling?**

Materials

- The Little Red Hen and other folk tales*, "Chicken Little"

Comprehension

Makes inferences

Identifies sequence of events

Social/Emotional Development

Recognizes and identifies feelings

Sentences & Structure

Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

Say: **Let's partner share. Listen carefully to these directions.**

- **Stand and put one hand up. Find someone with his or her hand up, touch your hand to theirs and freeze.** When everyone has a partner, children sit where they are.
- **Sit criss-cross, knee to knee. Look at your partner. If I touch your head, you are partner number one.** Touch one child in each pair.
- **Partner number one, raise your hand. You will share first.**

Read the first example from the list below. Partner number one shares.

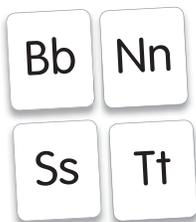
After a short period of time, say: **Clap once if you can hear me. Clap twice if you can hear me. Partner number two, raise your hand. It's your turn to share.** Repeat the example, and partner two shares.

Continue with the remaining examples or create others that apply to your classroom situation.

Examples:

- **Let's pretend your crayons are missing. Before you look for them, you tell the teacher that someone took them. Then you find that your crayons rolled off the table and they are on the floor under your chair. What should you do? What have you learned?**
- **Your mother finds your new pants torn and she blames you for playing too roughly and tearing them even though you weren't playing roughly. You have to stay in your room and can't play. How do you feel?**
- **You can't find your toy car and you blame your brother. You run to your mom and tell her what your brother has done. Your mom tells you that she put it away so that no one would trip over it. How do you feel?**

Say: **Chicken Little didn't use his senses to find out if the sky was really falling. How would the story be different if Chicken Little used his senses and looked around to see what happened?**



Phonics

Focuses on letter names and shapes

Fine Motor Skills

Coordinates hand and eye movements

Small Group & Exploration

Form Play Dough Letters

Mix up the Letter Cards and display them individually. Volunteers identify the letters. Children form the letters with play dough.

Materials

- Scented play dough
- Newspaper, place mat, or tray
- Upper and lowercase Letter Cards: *Bb, Nn, Ss, Tt*



Observe & Modify

Have the children close their eyes and try to form one of the letters with play dough using only their sense of touch.

Gathering

Distribute Name Cards (first and last names). Instruct the children to look at the Name Cards closely. Ask: **How many names are on your card? Right, there are two names. One is your first name and the other is your last name. Do you see a space between the two names?** (Children respond.) **Put a finger on that space.**

Now look at your first name. If your first name begins with A, place your Name Card in the pocket chart.

Continue naming the letters of the alphabet until all the Name Cards are placed in the pocket chart. Check to be sure children place their Name Cards at the appropriate times.

A child places the appropriate Weather Card on the Weather Board. Ask: **Who remembers the name of the person who studies weather?** (Volunteers respond.) **Right, a meteorologist.**

Review yesterday's forecast and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast. Assist children to identify and mark today's date.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards (with first and last names)
<input type="checkbox"/>	Weather and Calendar Routine materials
<input type="checkbox"/>	Pocket chart

Social/Emotional Development

Recognizes own first and last name

Science

Makes and verifies predictions

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volumes 1 and 2

I was counting my body parts. I have a pair of arms and a pair of legs just like you! Do I have a pair of anything else?
Your friend,
Gingerbread Boy

Find Pairs

Read and discuss Gingerbread Boy's message. Ask: **Do you remember when you and a classmate paired up to share? How many were in your pair? Right, there were two. The two of you were a share pair!** Tell Gingerbread Boy you have a song about pairs he might enjoy.

Children stand in a circle. Play *Sing-Along* Volume 2 Track 52. Children sing and add motions to "Yonder in the Pair Pair Patch."

Ask: **How many are in a pair? Right, two.** Volunteers find pairs of the following items in the classroom and bring them to the circle: blocks, crayons, books. Children think of other pairs they might find in the classroom or on themselves (socks, shoes).

The children sing "Yonder in the Pair Pair Patch" again. They substitute the pairs they found in the classroom for the pairs in the song.

Yonder in the Pair Pair Patch

(Melody: "Paw, Paw Patch")

Where oh where can we find a pair?
(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up mittens and put them in the basket
(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up shoes, put them in the basket...

Pick up skates, put them in the basket...

Come on kids, let's go find pairs...

Creative Arts

Expresses self through movement

Vocabulary

Discusses words and word meanings

Math

Uses different ways to represent numbers

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blending

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together. Ready? Soa-p** (soap) **Let's try some more.**

Continue with *sto-p* (stop), *si-t* (sit), *sin-k* (sink), and *stan-d* (stand).



Phonological Awareness

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

Listens for beginning sound

Phonics

Matches some letters to their sounds

Materials

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

List Ss Words, ASL Ss

Children show and tell about pictures or items they brought that begin with /s/.

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

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

Start with children's names that begin with S, then accept suggestions. Children circle the Ss in their words after you write them.

Say: **We have learned the letter Ss and /s/. Now let's learn to make the letter Ss with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Ss.

Say: **This is the letter Ss in ASL. Now you try it.** Children sign Ss.

Say: **Grandmother would like us to sing her song to remember /s/.** Sing "Where Is /s/?" Each time /s/ or the letter Ss is used, children make the Ss hand sign.

Where Is /s/?

(Melody: "Where Is Thumbkin?")

Where is /s/? Where is /s/?

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

/s/ /s/ /s/, Ss, Ss, Ss.

Story Time

Teacher's Literature Choice: Senses

Indicate your book choice and discuss the author and illustrator. Children predict what will happen. Picture-walk and discuss what is happening on each page.

Read the book. Briefly introduce new vocabulary as it is encountered.

Ask and answer questions about the book.

Materials

- Teacher's choice of book about the senses

Comprehension

Uses illustration clues to predict

Vocabulary

Acquires new vocabulary

Small Group & Exploration

Two Make a Pair

Indicate a pair of shoes.

Ask: **How many shoes are in a pair? Right, two! Let's count them: one, two.**

Display the Number Card 2. Say: **This is the number two.**

Roll the die. Children count the dots after each roll and indicate when two appears. Distribute a die to each child. Say: **Roll your die until you get a two.**

Say: **Let's think of the number two. There are many ways to show two. We can make two tally marks.** (Do this on the whiteboard.) **Let's count them: one, two.**

Ask: **What else do we have two of?** (hands, arms feet, legs, ears, eyes)

Encourage children to find two of something in the room to bring and show to the group.

Materials

- Pair of shoes
- One die for each child
- Number Card: 2
- Whiteboard, dry erase marker

Math

Uses different ways to represent numbers

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

2

Gathering

Social/Emotional Development

Recognizes own first and last name

Science

Observes and describes the weather and how it changes

Distribute the Name Cards (first and last names).

Say: **Today let's put our fingers on our last names.**

(Check to see that children do this.)

Say: **Raise your hand if you know what letter your**

last name begins with. Children bring their Name Cards forward as they state the first letters of their last names. Classmates help if needed.

Children place the appropriate Weather Card on the Weather Board.

Review yesterday's forecast and check for accuracy. Discuss the forecasts for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist children to identify and mark today's date.

Materials

- Attendance Board and Name Cards (with first and last names)
- Weather and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children sing "Where Is My Head?" and follow the actions named in the song.

Materials

- Popcorn
- Popcorn popper
- Salt
- Coffee filters or small paper bowls or cups
- Chart paper, marker

I had pancakes for breakfast. I used all of my five senses! I saw them, heard them cooking, smelled them, touched them, and best of all I tasted them!
Your pal,
Gingerbread Boy

Math

Verbally counts in sequence

Science

Uses senses to explore

Use Your Senses: Popcorn

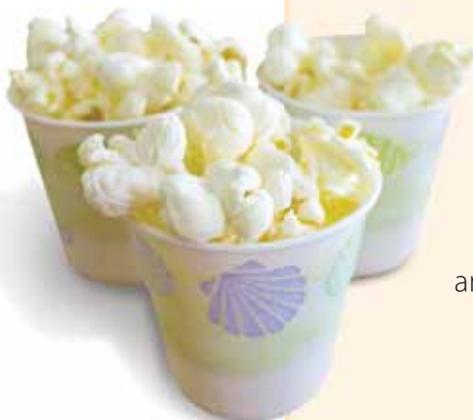
Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster and review the five senses. Say: **Gingerbread Boy used all of his five senses at breakfast this morning.**

Say: **Today let's pop popcorn.** As the popcorn is popping, say: **Raise your hand to tell which of your five senses you are using as the popcorn pops.** List children's responses on chart paper. Count the senses and compare them to the senses in Gingerbread Boy's message.

Say: **We used most of the same senses popping popcorn as Gingerbread Boy did eating pancakes for breakfast! Which sense did Gingerbread Boy use that we haven't used?** (Volunteers respond.) **Raise your hand if you would like to use your sense of taste as you eat the popcorn.**

Distribute popped corn in coffee filters or small paper bowls or cups. As the children enjoy the popcorn, discuss how it looks, smells, feels, and tastes.



LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- Grandmother
- List of Ss words from **Day 3**

Phonemic Awareness: Blending Syllables

Say: **Let's play a game. Listen to these word parts: soc-cer.** Hold up one finger for each syllable.

Let's put them together: soccer. Continue for *show-er* (shower), *se-ven* (seven), *six, sad, stran-ger* (stranger), and *Sa-tur-day* (Saturday). Children hold up one finger for each syllable.

Say: **What did you notice about Saturday? It has three parts! Let's try it again: Sat-ur-day.**

Introduce Final /s/

Say: **Let's look at these words that begin with Ss.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add additional words.

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

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

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

Grandmother says: **Listen to these words. If you hear /s/ at the end, gently clap your partner's hands.** Demonstrate how to give "high fives." Emphasize /s/ in the following words: *grass, cat, bus, can, guess, mess, and pass.*

Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound



Observe & Modify

Some children may have difficulty discriminating between final /s/ and /z/. Overexaggerate these final sounds to help eliminate confusion.

Story Time

Phonological Awareness

Discriminates rhyming words

Comprehension

Identifies story characters

Rhymes and Body Parts

Play *Sing-Along* Volume 2, Track 31 “Parts of My Body.” Children listen for words that rhyme.

Ask: **Did you hear words that rhyme? Let’s see if you can remember the rhyming words.** Read the text and omit the rhyming words for children to supply.

- **Little feet can make you go,
Little arms swing to and** (fro).
- **Little ears can make you hear
Loving words of mother** (dear).
- **Little nose is useful, too
Little eyes play peek-a-** (boo).
- **Little tongue can make you say
Happy words in work and** (play).
- **All together we will do
Things for me and things for** (you).

Indicate “Chicken Little.” Say: **Listen to this story. When you hear a character’s name, raise your hand.** Read the first page of the story. When children raise their hands, say: **The names of the characters in this story rhyme, too. Listen to the story and raise your hand if you hear a name that rhymes.** Continue reading. Children identify Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy.

Say: **Let’s pretend you are part of this story. What would your name be?** Provide examples such as Kimmy Mimmy and Johnny Tohunny. Children think of a word that rhymes with each child’s name.

Materials

- The Little Red Hen and other folk tales*, “Chicken Little”
- Starfall Sing-Along* Volume 2



Observe & Modify

Play the Audio CD version of this story or access it on *Starfall.com*, I’m Reading: Folk Tales: “Chicken Little” to project it.

Small Group & Exploration

Create a Class Nursery Rhyme Book

Indicate *Nursery Rhymes*, and recall favorite nursery rhymes from the first seven weeks. Children choose favorites and illustrate them. Discuss which senses the children use as they create their nursery rhyme pages.

Children dictate the titles of their chosen nursery rhymes and you write them on their papers. Assemble the finished products into a class nursery rhyme book for the Library Center.

Materials

- Starfall’s Selected Nursery Rhymes*
- A sheet of paper for each child
- Pencils, crayons
- Optional:**
- Scented markers, glitter, and/or other sensory craft materials

Emergent Writing

Uses drawing to convey meaning

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses writing and drawing tools

Gathering

Place the Name Cards in the Attendance Board. Say:
Let's play a backward game. When you hear your last name, come get your Name Card and hand it to me.

Call children in random order by their last names until all Name Cards are removed from the Attendance Board.

Children place the appropriate Weather Card on the Weather Board.

Review yesterday's prediction, and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist children to identify and mark today's date.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards (first and last names)
<input type="checkbox"/>	The Weather Board and Weather Cards
<input type="checkbox"/>	Calendar Routine Materials

Science

Observes and describes the weather and how it changes

Social/Emotional Development

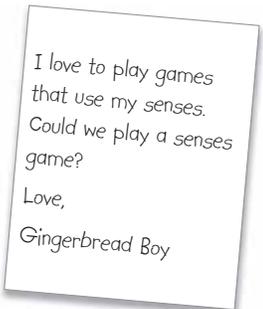
Recognizes own last name

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	A bag for each child
<input type="checkbox"/>	Small objects of various shapes, textures, weight, sizes (one object for each bag)



Use Your Senses: What's In the Bag?

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to play a game that uses our five senses. First let's see if we can name them.** (Volunteers name senses.) **For which sense do we use our fingers and hands?**

Say: **Let's play Gingerbread Boy's game. It's called "What's in the Bag?"**

Indicate the bags with the objects inside. A volunteer chooses a bag and reaches inside to feel the object without removing it.

Ask questions that focus the child on his or her sense of touch: Is it hard or soft? Is it big or little? What shape is it? Is it heavy or light? Is it long or short?

After the child has a chance to touch and feel the object ask: **What's in the bag?**

The child guesses what object is in the bag, then reveals the object to determine if he or she is correct. The child then chooses the next volunteer, and the game continues.

Science

Shows curiosity by asking questions and seeking information

Uses senses to explore

Vocabulary

Understands describing words

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Discriminating /s/

Children stand. Say: **Listen to these words. If a word begins with /s/ touch your nose. If it doesn't begin with /s/ sit down. Ready?**

Use *saw, September, ten, senses, bat, nine, seven,* and *skunk*. Overemphasize the beginning sounds as you say the words.

Materials

- Grandmother
- Letter Cards: *Bb, Nn, Ss, Tt*
- Uppercase Letters: *B, N, S, T*
- Lowercase Letters: *b, n, s, t*
- Pocket chart
- Picture Cards: *seeds, skateboard, snake, stop sign, and sun*

Match *Bb, Tt, Nn, and Ss*

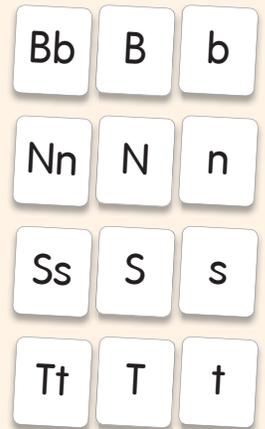
Place Letter Cards *Bb, Tt, Nn, Ss* in the top row of the pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: ***Bb, Tt, Nn, Ss*. Let's play a matching game.**

A volunteer reveals one of the face down Letter Cards, names it, then places it under the matching upper and lowercase letter. Continue until all cards have been matched.

Gather children in a semi-circle. Volunteers name the Picture Cards *seeds, skateboard, snake, stop sign, and sun* as you place them on the floor.

Say: **Look closely at these objects that begin with /s/. I will take one away and you tell which one it is. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds



Observe & Modify

If your children are ready for a challenge, remove two Picture Cards.

Sing "Where Is /s/?" Repeat with /b/, /t/, and /n/.

Where Is /s/?

(Melody: "Where Is Thumbkin?")

Where is /s/? Where is /s/?

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

/s/ /s/ /s/, Ss, Ss, Ss.

Story Time

Dramatize “Chicken Little”

Indicate “Chicken Little.”

Say: **Let’s act out the story. Who are the characters?**

Write the names of the six characters on the chart paper as children name them.

Assign children to character roles and designate a space for them to stand until they enter the scene.

Say: **Before we begin, let’s practice something called *echoing*. I will say a line from the story and you be my *echo*. Let’s try it. The sky is falling.** (Children echo.) **How do you know that?** (Children echo.) **We must tell everyone.** (Children echo.)

Read the story as each group of characters dramatizes its roles together.

Each time you read the lines “The sky is falling,” “How do you know that?” and “We must tell everyone,” all characters echo the lines. Characters act out the directives of Foxy Loxy and use their senses (look to see if the sky is falling, listen to hear if the sky is falling, and touch the air to feel if the sky is falling).

Materials

- The Little Red Hen and other folk tales, “Chicken Little”*
- Chart paper
- Marker

Creative Arts

Participates in teacher-guided dramatic activities

Comprehension

Recalls information from stories

Identifies story characters



Observe & Modify

If your children are not yet ready to dramatize a story, review the line “The sky is falling.” Children chime in each time it is read.

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.