Begin with free reading and math activities for computers and mobile devices.

Discover even more interactive activities with a Starfall membership!

Shop at store.starfall.com for curricula and educational products.

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Email: helpdesk@starfall.com Phone: 1-888-857-8990 or 303-417-6414 Fax: 1-800-943-6666 or 303-417-6434

Copyright © 2013, 2017 by Starfall Education. All rights reserved. Starfall® and Starfall.com® are registered trademarks in the US, the European Union, and various other countries.
**Unit 3: Your Body**

**Week 9: Staying Healthy**

**Overview & Preparation**

Day 1
- Let’s Stay Healthy ........................................... 205
- Introduce /a/ ............................................... 206
- “One Rice Thousand Gold” .............................. 207
- Solve Story Problems ..................................... 208

Day 2
- Categorizing Healthy and Unhealthy .................. 209
- Introduce Aa ................................................ 210
- Teacher’s Literature Choice: Healthy Foods ........ 211
- My Healthy Food Classroom Book .................... 211

Day 3
- Let’s Stay Healthy: Germs .............................. 213
- List Aa Words, ASL Aa ................................. 213
- Say “Thank You” ........................................ 214
- Play “Concentration” .................................... 214

Day 4
- Let’s Stay Healthy: Sleep and Water ................. 215
- Identify Aa, Bb, Nn, Ss, and Tt ....................... 216
- Teacher’s Literature Choice: Healthy Habits ........ 217
- How Tall are You? ....................................... 217

Day 5
- Order and Compare Short to Tall ..................... 218
- Play “Say It Fast” with Aa, Bb, Nn, Ss, and Tt ..... 219
- Dramatize “One Rice Thousand Gold” ............... 220
This week you will introduce the children to five ways to keep their bodies healthy. They will become familiar with a Chinese fable and learn that many people eat with chopsticks. The children will also:

- practice discriminating rhyming and nonrhyming words
- learn /a/ and identify initial /a/ words
- classify foods as healthy and unhealthy
- learn exercises for staying healthy
- retell and dramatize a Chinese fable
- discover how easily germs are spread
- practice thanking others for their kindness
- discuss characters and settings in a story
- compare and contrast their heights

**Starfall Books & Other Media**

*ABC for Gingerbread Boy and Me*

*Draw Dragon Dot Eyes and other Chinese Fables*  
(Book and Audio CD)

Five Senses Poster

Let’s Stay Healthy Poster

*Star Writer Melodies*

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

*Starfall Sing-Along, Volumes 1 and 2*

**Preparation**

You will need several sets of chopsticks, which may be purchased, donated from a local restaurant, or found online.

**Optional:** On **Day 3** of this week, the children will discuss being hungry and being given something to eat. They will also discuss ways to be nice and show kindness to others. The children may put their words into action by bringing canned and nonperishable food items to school for donation to a local soup kitchen.
Day One
Circle Time — Cut an apple in half horizontally and place it in a small paper bag.

Story Time — You will need a bag of uncooked rice, a fork and a spoon, and several sets of chopsticks.

Small Group — Have six apples available for use in answering story problems.

Day Two
Morning Meeting — Prepare a chart paper with two columns titled “Healthy” and “Unhealthy.”

Story Time — Choose your favorite book about healthy foods to share. Suggestions:
- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *Growing Vegetable Soup* by Lois Ehlert
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

Small Group — Have several magazines, newspaper ads and grocery store food circulars available for children to use to cut pictures of foods.

Day Three
Morning Meeting — Have glitter, paper plates, a pan of water (or a sink), a damp cloth, soap, and paper towels available.

Day Four
Morning Meeting — You will need a full-sized bed sheet.

Story Time — Choose your favorite story about healthy habits to share. Suggestions:
- *Germs! Germs! Germs!* by Bobbi Katz
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *Oh the Things You Can Do That Are Good for You!* by Tish Rabe

Small Group — Have a measuring chart that can be easily attached to the wall, a measuring tape, yardstick, ruler, double-sided tape or reusable adhesive and prepare individual strips of paper for each child.

The measuring chart will also be used in Week 10.

Day Five
Circle Time — If you have more than ten children in your class, you will need to use index cards to create an extra set of Letter Cards: A, a, B, b, N, n, S, s, T, and t.

Story Time — Have props (fishing pole, bowl and chopsticks, clothes, crown, and a bowl of coins) for use to dramatize “One Rice Thousand Gold.”

Snack Suggestion
Throughout this week serve samples of healthy foods such as fruits and vegetables for snack.

Outside Activity
Discuss safety rules before outside free play.

UNIT 3
<table>
<thead>
<tr>
<th><strong>WEEK 9</strong></th>
<th><strong>Day One</strong></th>
<th><strong>Day Two</strong></th>
</tr>
</thead>
</table>
| **Gathering** | Predict and forecast weather  
Calendar Routine: Introduce Days of the Week | Predict and forecast weather  
Calendar Routine |
| **Morning Meeting** | Gingerbread Boy’s Message  
“Where is My Head?”  
Five Senses Poster  
Exercise | Gingerbread Boy’s Message  
Star Writer Melodies  
“Let’s Stay Healthy”  
Let’s Stay Healthy Poster  
Classify foods as healthy or unhealthy |
| **Circle Time** | Phonological Awareness: Blend Onset and Rime  
Introduce and listen for /a/  
“Apple” riddle  
 Discriminate initial /a/ | Phonological Awareness: Segment Compound Words  
Introduce Aa  
Identify pictures of initial /a/ words  
“The Ants Go Marching”  
ABC for Gingerbread Boy and Me |
| **Story Time** | Draw Dragon Dot Eyes and other Chinese Fables: “One Rice Thousand Gold”  
**Vocabulary:** fable, rice, chopsticks | Teacher’s choice of book about healthy foods |
| **Small Group & Exploration** | Number Cards 0 – 6  
Story problems | My Favorite Healthy Food Class Book |
**Day Three**

Predict and forecast weather  
Calendar Routine  

Gingerbread Boy’s Message  
Let’s Stay Healthy Poster  
How germs spread  
**Vocabulary:** germs

**Day Four**

Predict and forecast weather  
Calendar Routine  

Gingerbread Boy’s Message  
“Ten Bears in a Bed”  
Let’s Stay Healthy Poster  
Discuss ways to stay healthy  
Getting enough sleep and drinking water

**Day Five**

Predict and forecast weather  
Calendar Routine  

Gingerbread Boy’s Message  
“Here We Go Round the Mulberry Bush”  
Let’s Stay Healthy Poster  
Review ways to stay healthy  
Compare/contrast heights

---

**LEARNING CENTERS**

**Phonological Awareness:** Blend Onset and Rime  
Show and tell initial /a/ items and pictures  
List initial /a/ words  
Introduce ASL sign for Aa  
Sing “Where Is /a/?”

Draw pictures and dictate sentences to thank someone for being kind

**Phonological Awareness:** The Alphabet  
“The Alphabet Song”  
Review/add words to initial /a/ list  
Review initial Aa, Bb, Nn, Ss, Tt

**Phonological Awareness:** Discriminate Rhyming Words  
Review Aa, Bb, Nn, Ss and Tt  
Sing “Where Is /a/?”

**Teacher’s choice of book about healthy habits**

**“One Rice Thousand Gold”**  
Identify characters and settings  
Dramatize story  
**Vocabulary:** setting, palace

**“Concentration” (Match upper and lowercase letters)**  
**Vocabulary:** concentration

Measure and discuss heights

Complete projects or conduct observations and individual assessments
**Learning Centers**

### Computer Center

**Activity** — Children use the listening ear to hear and follow along with "One Rice Thousand Gold" in *I’m Reading: Chinese Fables*. They review /b/, /t/, /n/, and /s/, and reinforce /a/ at ABCs: S, B, T, N, A. They also explore *It’s Fun to Read: All About Me*.

**Interaction & Observation**
- Notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve any problems that arise.
- Some children may find excelling at computer use affords them a leadership role they might not have otherwise experienced.

### Art Center

**Preparation** — Prepare colored rice by mixing a few drops of food coloring with 1/4 cup of white vinegar in a clean glass jar. Add 1/2 cup of uncooked white rice. Seal the jar and shake vigorously until the rice is evenly coated. Place the jar on a flat surface and let it sit for about five minutes. Drain the rice over a sink and pour it onto newspaper to dry for about 30 minutes (preferably in a sunny location). Repeat for other colors. Store the dry dyed rice in resealable plastic bags. Draw or trace the outline of a bowl or another shape for the children to use in the center.

**Activity** — Children create rice mosaics by gluing rice to fill the area within the outline of the simple object. This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry. Display the finished products on the classroom wall or in the hall for others to enjoy.

**Interaction & Observation**
- The choices children make in the Art Center reflect their thoughts and feelings, and express their individuality and originality.
- Refrain from imposing biases on children’s art projects.

---

**Materials**

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

- **Art Center**
  - Small or half-sheet of art paper with the outline of a bowl or other simple object for each child
  - Glue
  - Dyed rice in your choice of color(s) in small cups or plastic containers
**Library Center**

**Preparation** — Books suggestions:
- *Eating the Alphabet* by Lois Ehlert
- *The Very Hungry Caterpillar* by Eric Carle
- *Everybody Cooks Rice* by Norah Dooley
- *Blueberries for Sal* by Robert McCloskey
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff

**Activity** — Children enjoy the books and audio books and draw pictures to represent their favorites. Hang their drawings near the center.

**Interaction & Observation**
- As children share books, they develop social skills. They also learn about people who are like them and those who are different. It is comforting for children to discover that their fears and experiences are often similar to those of other children.

---

**Dramatic Play Center**

**Preparation** — Change the Dramatic Play Center into a grocery store, and display grocery store ads.

**Activity** — Children browse bookshelf displays and grocery store ads as they shop for groceries, while others pretend to be grocery store employees.

**Interaction & Observation**
- Dramatic play allows children to assume roles and act out situations that cause them fear or worry, providing an opportunity to take control rather than feel powerless.
- Dramatic play also helps children become more empathetic toward others because they have experienced a glimpse of life from their perspective.

---

**Construction Center**

**Activity** — Children use a variety of blocks of different colors, shapes and sizes to build a grocery store with shelves, freezers and other displays. They refer to the book and/or illustrations as models. Take pictures of the children’s creations to hang near this center.

**Interaction & Observation**
- As children play, they discover that their ideas may differ from those of their classmates. This expands their knowledge and teaches them to exchange ideas and also to respect the viewpoints of others.
**Writing Center**

**Activity** — Assist the children to draw and label healthy foods on half of the paper, and unhealthy (junk) foods on the other.

**Interaction & Observation**
- Praise the children’s attempts at drawing and writing.
- Although their writing may still resemble scribble, in the child’s mind these scribbles are decidedly different from their earlier attempts.

**Discovery Center**

**Activity** — Children use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through a funnel and pour it from one container to another.

As the week progresses add chopsticks for children to use to practice picking up grains of rice.

**Interaction & Observation**
- Ask questions to help focus the children’s thinking, encourage problem solving, and nurture their curiosity.
- Wonder aloud to promote the children’s exploration.

**Math Center**

**Preparation** — Mix beans together in a large container.

**Activity** — Children sort beans into a muffin tin or small containers into groups by similarity. They choose Number Cards and count out beans to match the numerals.

**Interaction & Observation**
- Notice whether children understand one-to-one correspondence, or connecting one number with each item. Model this technique if necessary.
Gathering

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

Children place the appropriate Weather Card on the Weather Board for Today’s Weather, Our Prediction, and Tomorrow’s Weather Forecast.

Post or display the linear week calendar graph. Add the days of the week above the columns beginning with Monday.

Introduce the days of the week. Indicate and say the name of each day. Children repeat the names after you.

Say: Today is Monday. It is the first day of our school week. Say Monday. (Children repeat, Monday.) If today is Monday, what is the name of tomorrow? (Children respond.) Monday, Tuesday, Wednesday, Thursday, and Friday are the names of the days we come to school. What do you notice about Saturday and Sunday? Right! They are a different color. That’s because they are the days we don’t come to school. We stay home.

Morning Meeting

Warm Up Your Brain

Play Sing-Along Volume 2 Track 49. Children echo “Where Is My Head?” and perform the actions indicated in the song.

Let’s Stay Healthy

Read and discuss Gingerbread Boy’s message.

Indicate the Five Senses Poster. Say: Last week we talked about five different ways we learn about the world around us. Let’s see if we remember the five senses. Review the five senses, using the poster.

Indicate the Let’s Stay Healthy Poster. Say: Here’s another poster. It says Let’s Stay Healthy. Let’s look at the five things we need to do to stay healthy. Name and discuss the following:

- Eat healthy food
- Drink lots of water
- Exercise
- Wash and brush
- Rest and sleep

Gingerbread Boy whispers that he can’t wait to learn how to stay healthy!

Materials

- Attendance, Weather, and Calendar Routine materials
- Starfall Sing-Along Volume 2
- Five Senses Poster
- Let’s Stay Healthy Poster
- Number Cards: 1-10

Materials

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name

Health & Safety

Discusses appropriate health procedures

Math

Verbally counts in sequence

Recognizes numerals

UNIT 3 205
Say: *Every morning we exercise to get our bodies ready for the day. What other times of the day do we get exercise?* (Children respond.) *Playing outside helps our muscles grow strong and healthy.*

Place the Number Cards face down on the floor or in a pocket chart. A volunteer turns over a card. Assist children in reading the number. Children perform the exercise the corresponding number of times. Volunteers offer ideas for types of exercises. If necessary, offer suggestions such as jumping jacks, hopping, running in place and bending to touch toes.

**Phonological Awareness: Onset and Rime**

Say: *Let’s play a puzzle word game. I’ll give you two parts of a word puzzle and you put them together. Ready? san-d* (sand) *Let’s try some more.*

Continue with *ba-t, ta-pe, ten-t, su-n,* and *fa-n.*

**Introduce /a/**

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

Grandmother reads the riddle “Apple.”

Children solve the riddle.

Indicate the apple, while holding hold both halves together. Grandmother says: *Here is a little house that is red and round. It has no windows or doors. The stem is its chimney. Could it have a star inside?* (Separate the halves of the apple to reveal the star)

Place the Picture Cards in the pocket chart one at a time as they are introduced, beginning with the apple.

Say: *Here is a picture of an apple. Say, apple. Apple begins with /a/. Say /a/.*
• Astronaut begins with /a/. Say, astronaut. Say /a/, astronaut.
• Alligator begins with /a/. Say, alligator. Say /a/, alligator.
• Ambulance begins with /a/. Say, ambulance. Say /a/, ambulance.
• Say, ant. What sound do you hear at the beginning of ant? Right, /a/.

Say: Listen to these words and tell which one begins with /a/. Ready? apple/orange (Children respond.) Right, apple begins with /a/. Say /a/. (Children repeat /a/.)

Say: Let’s pretend we are eating apples. If you hear a word that begins with /a/, eat your apple. If the word doesn’t begin with /a/ put your pretend apple behind your back. Ready?

Say: Alligator. Do you hear /a/ at the beginning of alligator? Say it with me, alligator, /a/. Good! Eat your apple! Let’s try some more. Continue with tent, bear, ants, sun, am, nest, after, ambulance, bed, and at.

Encourage children to listen for /a/ today.

**Story Time**

“One Rice Thousand Gold”

Indicate the fork and spoon. Say: Here is a fork and a spoon. What do you do with a fork? (Children respond.) What kinds of food could you eat with a fork? Repeat with the spoon.

Indicate the bag of uncooked rice. Say: This is a bag of rice. Would you use a fork or a spoon to eat it? (discuss)

Explain: Rice was the first grain grown in China thousands of years ago! People cooked rice by boiling it in water the same way they do today. But people from China do not eat rice with a fork or a spoon. Do you know what they use?

Indicate the chopsticks. Say: People in China use chopsticks to eat rice and other foods. Chinese people prepare their food by cutting vegetables and other foods very small. Children share their chopstick experiences.

Indicate “One Rice Thousand Gold.” Say: The title of this story is “One Rice Thousand Gold.” (Children repeat, “One Rice Thousand Gold.”) It is a Chinese fable about a poor, hungry boy. A fable is a story that teaches a lesson. This fable was told many years ago in China. Then someone wrote it down so people wouldn’t forget it. Let’s listen to what happens and what lesson we learn.

Read the story or play the Audio CD.

Say: The old woman was kind to the boy. Han-Shin never forgot how kind she was, and he did something kind for the old woman. How can you be kind to your friends? Volunteers respond.
Small Group & Exploration

Solve Story Problems

Indicate and identify Number Cards 0 through 6.

Engage children in the following story problems. Volunteers manipulate the apples as you relate the scenarios. Children identify the Number Card that solves the problem then write the number on their whiteboards or on paper.

- Cindy had three apples. Her friend gave her one more. How many apples did Cindy have?
- Katy went to the store with her mommy to buy some apples. Her mommy bought one apple and Katy bought one apple. How many apples did Katy and her mommy buy?
- Jeffrey, Sam, and Mike went on a picnic. Each had an apple in their lunch bag. How many apples did they have altogether?
- Marc had five apples. He ate one. How many apples did he have left?
- Cassie was having a party. She invited six friends. How many apples will she need for each friend to have one?
- Molly brought five apples to school. She gave three of them to friends. How many apples did she have left?

Materials

- Number Cards: 0 - 6
- Six apples
- Whiteboards and dry erase markers, or paper and pencils

Math

Recognizes numerals
Combines sets of objects to create new sets
Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s forecast and predict tomorrow’s weather.

Review the names of the days of the week. Children identify the day of the week.

Morning Meeting

Warm Up Your Brain

Practice relaxation. Children sit on the floor with their legs crossed. Play any track of Star Writer Melodies. Say:

- Put your palms together in front of your chest.
- Take a deep breath.
- Let the breath out slowly and relax.
- Close your eyes and listen to the music.

Categorizing Healthy and Unhealthy

Read and discuss Gingerbread Boy’s message.

Indicate and review the Let’s Stay Healthy Poster. Say: Here’s a great song to remind us what we need to do to stay healthy.

Play Sing-Along Volume 2 Track 21. Children sing “Let’s Stay Healthy” and add actions. They recall previously suggested ways to stay healthy.

Ask: Do you know that some foods are healthy and some are unhealthy? Foods that are healthy help our bodies grow strong. Some foods do not help our bodies at all. They might taste good but they don’t help us stay healthy.

Indicate the chart paper. Introduce the columns Healthy and Unhealthy.

Say: Pretend you are in the grocery store with your mom or dad to buy food. What foods might you put in your shopping cart? Children offer suggestions and indicate in which column the food belongs.

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Oberves and describes the weather and how it changes

Social/Emotional Development

Recognizes own first and last name

Health & Safety

Demonstrates awareness of good nutritional practices

Math

Sorts objects into categories

Let’s Stay Healthy

We stay healthy, yes we do
We stay healthy, yes we do all year long.

We eat lots of healthy food…

We brush our teeth and comb our hair…

We like all kinds of exercise…

So healthy kids we’ll always be…
**LEARNING CENTERS**

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

---

**Circle Time**

### Phonological Awareness: Compound Words

Say: **Take pan away from pancake, what is left?** (cake) **Let’s try another one. Take ginger away from gingerbread. What’s left?** (bread) Repeat for buttermilk and chopsticks. If children need a visual clue, place both hands together as you say the compound word and move your first hand away as you say the first word.

### Introduce Aa

Indicate Letter Card *Aa*.

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

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

Indicate the star. Ask: **Who can find the letter Aa on the Alphabet Chart?** A volunteer identifies *Aa* and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate *Aa* and review other letters with stars: *Bb, Tt, Nn, and Ss.*

Indicate *ABC for Gingerbread Boy and Me.*

Say: **Let’s look at Aa. Here are some pictures of things that begin with Aa.**

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

Say: **Grandmother found a song about ants that she would like us to learn.**


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

---

**Materials**

- Grandmother
- Letter Card *Aa*
- Star
- *ABC for Gingerbread Boy and Me* by Starfall
- *Starfall Sing-Along Volume 2*
- Basket or bag
Story Time

Teacher’s Literature Choice: Healthy Foods

Indicate your choice of book about healthy foods. Discuss the author and illustrator. Picture-walk through the book as children discuss what is happening on each page. Pause briefly to discuss new vocabulary as it is encountered. Ask and answer questions about the book.

Small Group & Exploration

My Healthy Food Classroom Book

Children cut out pictures of their favorite healthy foods and glue them onto drawing paper to create pages for a My Favorite Healthy Food classroom book. Be sure they write their names on their papers.

Assemble the classroom book and place it in the Library or Dramatic Play Center.

Materials

- Teacher’s choice of book about healthy foods

- Magazines, newspaper ads, and/or grocery store ads
- Drawing paper
- Scissors
- Glue sticks

Comprehension

- Identifies sequence of events
- Connects events, characters, and actions in stories to specific experiences

Fine Motor Skills

- Demonstrates control, strength, and dexterity to manipulate objects

Health & Safety

- Demonstrates awareness of good nutritional practices

Emergent Writing

- Writes own name
Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s forecast and predict tomorrow’s weather.

Review the names of the days of the week. Children identify the day of the week.

Warm Up Your Brain

Children:
- Jump with feet apart, and stretch their arms straight out to their sides
- Lean to the left, bending one leg and stretch
- Take the hand (on the side of the bended knee) down and across their bodies to touch their opposite ankles
- Stand straight
- Repeat the exercise leaning to the right side

Let’s Stay Healthy: Germs

Read and discuss Gingerbread Boy’s message.

Indicate the Let’s Stay Healthy Poster. Say: We exercise every morning in the classroom and when we go outside to play. We have been learning about healthy food. Today we will learn why it is important to wash our bodies and brush our teeth.

Pour some brightly colored glitter onto a paper plate. A volunteer dampens his or her hands with a wet cloth and places them in the glitter. Indicate how much of the glitter sticks to the child’s hands. The child shakes hands with each of the other children. Children examine their hands and notice that glitter has spread from the first child’s hands.

Say: Glitter is much like germs. Germs spread when we touch others, and sometimes that is how we catch colds and get sick. The good news is that we can keep germs from spreading, like the glitter, by washing our hands. Now, let’s wash our hands to get rid of the glitter.

Explain that the best way to avoid spreading germs is to keep our hands clean through hand washing. Go to the sink, wet your hands, and apply soap. Explain that soap removes germs better than washing with water alone. Rub your hands together for fifteen seconds as the children count with you. Then rinse and dry.

Materials

- Attendance, Weather, and Calendar Routine materials
- Let’s Stay Healthy Poster
- Pan of water or classroom sink
- Soap
- Paper towels
- Glitter
- Paper plate
- Damp cloth

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I’m so proud of myself!

Your friend,

Gingerbread Boy

Health & Safety

Discusses and utilizes appropriate health and safety procedures

Vocabulary

Discusses words and word meanings

Science

Makes and verifies predictions

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name
Each child washes his or her hands while the class counts to fifteen together. Point out that the glittery “germs” are gone after hand washing.

Say: There’s another way to help keep germs away. When you sneeze, germs can spread to other people. Instead of giving our germs to others, we’re going to give them to our shirts! Germs can’t live long on clothes. So let’s all say, “Give your sneeze a shoulder.” (Children repeat.) Pretend to sneeze into your shoulder!

Explain that when we take a bath or shower, we wash germs off our bodies. When we brush our teeth, we keep our teeth and gums clean and healthy.

If your school or district does not allow glitter, substitute shaving cream or flour.

See Learning Centers for Week 9, pages 202-204. After cleanup, the children gather to share their experiences.

### Phonological Awareness: Onset and Rime

Say: Let’s play a puzzle word game. Listen to two parts of the puzzle and put them together. Ready? Use g-erms (germs), r-ice (rice), f-ish (fish), m-ilk (milk), and b-eans (beans).

### List Aa Words, ASL Aa

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

Indicate ABC for Gingerbread Boy and Me. Review the pictures of objects in the book that begin with Aa.

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

Say: We have learned the letter Aa and /a/. Now let’s learn to make the letter Aa with our fingers! Indicate the Starfall American Sign Language Poster and demonstrate the ASL sign for Aa. Say: This is the letter Aa in sign language. Now you try it. Children sign Aa.
Review the hand signs for Tt, Bb, Ss, and Nn. Say: **Watch, here are three hand signs together that spell a word.** Sign and say b-a-t. **Now you try. Listen: /b/ /a/ /t/, bat.** Sign as you say the sounds.

Say: **You just used sign language to sign the word bat!**

Say: **Grandmother would like to sing her song to help us remember /a/.** Sing “Where Is /a/?” Each time /a/ or the letter Aa is used, children make the Aa hand sign.

**Story Time**

**Say “Thank You”**

Indicate “One Rice Thousand Gold.”

Ask: **Can you remember a time when you were really hungry? How did you feel when someone gave you something to eat? Did you remember to say thank you?** (Children respond.)

In this story the old woman gave Han-Shin something to eat because he was hungry. What did Han-Shin do to thank the old woman?

Discuss ways we can thank others for doing kind things for us.

Ask: **Can you think of something nice that your mom, dad, brother, or sister has done for you?** (wash your clothes, fix dinner, played with you, etc.)

Say: **Think of someone you would like to thank for being kind or doing something nice for you.** Draw them a picture. Think of a special message and I will write it under your picture. Then you can give the picture and message to your special person.

**Small Group & Exploration**

**Play “Concentration”**

Display Letter Cards Aa, Bb, Nn, Ss, and Tt. Children identify each letter.

Arrange the upper and lowercase letters on a tabletop to play a matching game.

Say: **Today we will learn a matching game called “Concentration.” You have to think hard to play this game.** When we pay close attention to something that is called concentration. (Children repeat, concentration.) **We will try to match a lowercase letter with its uppercase letter partner.** (demonstrate)

Children take turns finding matches. As matches are made, Gingerbread Boy holds them.
Review the first and last names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s forecast and predict tomorrow’s weather.

Review the names of the days of the week. Children identify the day of the week.

Warm Up Your Brain

Lay a sheet on the floor. Ten volunteers lie closely together side by side on the sheet. Number the volunteers from 1 to 10. Explain: Here are ten little bears in a bed. Listen to this song. When the song says to “roll over” the ten bears will all roll and the one on the end will roll off the sheet!

Play Sing-Along Volume 2 Track 38. Children sing along with “Ten Bears in the Bed” and one volunteer rolls off the sheet with each verse. Repeat the song so all children have an opportunity to participate.

Let’s Stay Healthy: Sleep and Water

Read and discuss Gingerbread Boy’s message.

Indicate the Let’s Stay Healthy Poster. Say: We’ve talked about exercise, eating healthy food, washing and brushing. Today let’s talk about rest and sleep. During the day you run on the playground, learn at school, eat meals, and do many other activities. At night your body and brain get to rest, right? Wrong! While you are in dreamland, your body and brain are very busy getting ready for a new day. That is why it is so important to get plenty of sleep.

Ask: Did you know…

- your brain needs sleep so you can remember what you’ve learned, concentrate, think of new ideas and solve your problems?
- your body needs sleep so your muscles, bones and skin can grow?
- sleep helps you get better when you are sick?

Discuss why it is important to get plenty of sleep.

Say: Another thing your brain and body need is plenty of water. When we drink water it cools our bodies and helps our muscles work smoothly. Water also helps us get better when we are sick. It gets rid of germs in our bodies. When we use the bathroom, we flush away the germs. All living things need water to live: hamsters, trees, and you! Remember to drink plenty of water!
Phonological Awareness: The Alphabet

Grandmother says: *A* is the beginning of the alphabet. *Can you sing* “The Alphabet Song” *for me?*

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

**Identify Aa, Bb, Nn, Ss, and Tt**

Indicate the list of Aa words.

Say: *Let’s look at the words we wrote that begin with Aa.* Review the list. Ask: *What other words you would like to add to the list?* Add additional words.

Place Letter Cards Aa, Bb, Nn, Ss, and Tt across the top row of a pocket chart leaving a space between each letter. Children identify each letter.

Distribute the Picture Cards. Say: *Look at your picture and think about what sound it begins with.*

- A volunteer names his or her picture and places it under the correct letter in the pocket chart.
- The class confirms his or her choice.
- Grandmother nods or shakes her head to say yes or no.
- The volunteer chooses the next child to come forward.

Compare and contrast which letter has the most or least Picture Cards.
**Teacher’s Literature Choice: Healthy Habits**

Indicate your choice of book about healthy habits. Discuss the author and illustrator. Picture-walk through the book and discuss what is happening on each page. Read the book. Briefly pause to introduce new vocabulary as it is encountered. Ask and answer questions about the book.

**How Tall are You?**

Explain: **One way to know if you are growing in a healthy way is to measure how tall you are.** Here is a measuring tape, a yardstick and a ruler. Which one would be the best to measure how tall you are? (Accept all answers.) Right, you could use all three. (demonstrate)

Indicate the measuring chart.

Say: **Today we will use this measuring chart.**

Distribute strips of paper. Each child writes his or her name on a strip. Continue: **We’ll tape your name next to the mark that shows how tall you are. At the end of the year, we’ll measure you again to see how much you have grown.**

Be sure to measure Gingerbread Boy and add his name to the chart!

Discuss who is the tallest in the group and those who are near the same height. Emphasize that Gingerbread Boy is shortest member of the class, so as not to embarrass the shortest child.

On **Day 5** you will compare and contrast all members of the class, including Gingerbread Boy.

---

**Materials**

- Teacher’s choice of book about healthy habits

**Vocabulary**

- Acquires new vocabulary

**Comprehension**

- Uses illustration clues to predict
- Identifies role of author and illustrator

**Math**

- Becomes familiar with standard measuring tools and their uses
- Compares and orders groups of objects (more, fewer, less, same)
Review the first and last names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s forecast and predict tomorrow’s weather.

Review the names of the days of the week. Children identify the day of the week.

**Warm Up Your Brain**

Play *Nursery Rhymes* Audio CD Track 11. Children sing and make up actions to the following verses of “Here We Go Round the Mulberry Bush.”

- This is the way we exercise….so early in the morning.
- This is the way we wash and brush….so early in the morning.
- This is the way we eat healthy foods….so early in the morning.
- This is the way we rest and sleep….so early in the morning.
- This is the way we drink our water….so early in the morning.

**Order and Compare Short to Tall**

Read and discuss Gingerbread Boy’s message.

Indicate the Let’s Stay Healthy Poster. Say: **This week we have learned ways to help us grow strong and healthy. What is one way to stay healthy?** Continue until all five areas are identified and discussed.

Say: **Look at the measuring chart. Gingerbread Boy is the shortest member of our class. Who is the tallest?** Compare and contrast using the information on the chart.

Say: **Let’s see if the chart is correct.** Referring to the chart, line up children from shortest to tallest. Children confirm the results on the measuring chart.
Phonological Awareness: Rhyming Words

Say: **Listen to these words: cake, bake. Do they rhyme?** (Children respond.) **Now listen to these words: apple, banana. Do they rhyme?** (Children respond.)

Say: **Jump up and sit down if these words rhyme. Cross your arms across your chest if they do not.** Ready? Use corn/born, lettuce/zucchini, grape/drape, pear/beer, and carrot/cup.

Play “Say It Fast” with Aa, Bb, Nn, Ss, and Tt

Place Letter Cards Aa, Bb, Nn, Ss, and Tt face up in a pocket chart.
Say: **Grandmother would like us to play a game called “Say It Fast.”** Grandmother whispers the directions to you.

Say: **Grandmother would like me to point to the letters, then you name them.** Do this slowly.

Grandmother whispers to you again. Say: **Now Grandmother would like to see how fast you can name the letters!** Indicate the letters randomly, and as quickly as children are able to name them. Repeat each letter several times. Grandmother says: **Great job!**

Indicate the bag of letters. Children individually draw letters and take them to their places. Grandmother whispers letters to you and you say them to the children. Children match upper and lowercase letters and place them under the Letter Cards in the pocket chart.

Indicate **ABC for Gingerbread Boy and Me.** Name a letter. Choose two children to partner and locate that letter in the book. Repeat for the other letters. Review the illustrations on each of the selected pages.

Children sing “Where Is /a/?”

Where Is /a/?
(Melody: “Where Is Thumbkin?”)
Where is /a/? Where is /a/?
Here I am. Here I am.
A stands for /a/
in apple and ant
/a/ /a/ /a/, Aa, Aa, Aa
Dramatize “One Rice Thousand Gold”

Say: **Today when you hear “One Rice Thousand Gold” listen for the names of the characters and notice the pictures. Remember, characters are the people or animals in stories.**

Read “One Rice Thousand Gold.”

Ask: **Who were the characters in this story?** (Han-Shin, his mother and father, a few women, people in Han-Shin’s kingdom when he became king)

Say: **The setting of a story is where the action takes place. In this story, things happened in several places. What was the setting at the beginning of the story?** (Han-Shin’s house) **Where was the next place?** (near water) **The last setting was Han-Shin’s palace. A palace is a very large house.** (Children repeat, *palace.*)

Children dramatize the story.

- **Setting** - Select three locations to represent Han-Shin’s first home, the fishing hole, and the palace.
- **Characters** - Select children to act as Han Shin, Han Shin’s mother and father, Old Woman, other women, people in Han Shin’s palace.

Dramatize the story again to give all children the opportunity to participate.

If your children are not ready to dramatize this story, picture-walk through the book and discuss the characters and settings. If you have access to a projection device, cue up Starfall.com; *I’m Reading: “Chinese Fables”* and project the story for this discussion.

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.