

**This is a one-week excerpt from the Starfall Pre-K Teacher's Guide.**

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# ***Here We Are!***

***Unit 1 • Week 1***





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# Unit 1: Off to School

## Week 1: Here We Are!

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# Week 1: Here We Are!

This week you will get to know the children as you introduce them to many of the ongoing routines they will experience in your classroom, including the attendance and weather routines, and Exploration Time. Children will also:

- learn print concepts such as cover, title, top, bottom, author, and illustrator
- learn same and different, and determine “how many”
- recite the alphabet
- recognize their first names
- recognize the first letter in their names
- observe and describe the weather
- ask and answer questions about a literature selection



## Starfall Books & Other Media

Plush Gingerbread Boy

*The Gingerbread Boy* as told by Brandi Chase

“My name is...” Blackline

Starfall Emotion Cards

*Starfall Sing-Along*, Volumes 1 & 2

*Starfall's Selected Nursery Rhymes* (Book & Audio CD)

Weather Cards

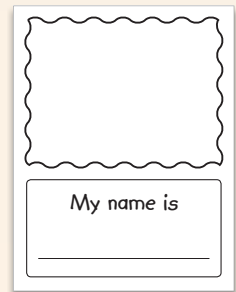
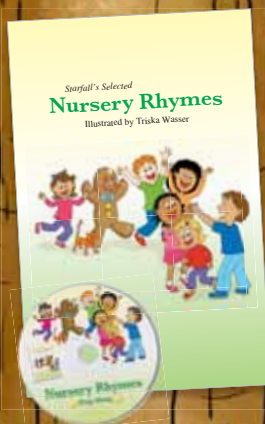
**Note:** Keep the Grandmother doll hidden. You will introduce her in **Week 5**.

## Preparation

Create a Weather Board using the Weather Cards and a word card that reads, *Today's Weather*. You will use this board throughout the year. (See *Read Me First* page 13, “Daily Routines.”)

Create an Attendance Board using a pocket chart to display names. Create Name Cards by taking photos of the children and one of Gingerbread Boy and affixing them to horizontal cards with the children’s names printed on them. (You may use the Word Card Generator in the Parent-Teacher Center at [teach.starfall.com](http://teach.starfall.com) to print the cards.) Laminate the Name Cards. You will use them throughout the year during the Attendance Routine. Set Gingerbread Boy’s card aside. You will first use it on **Day 2**.

Establish a cabinet or shelf that will house activities such as wooden puzzles, games, paper, markers, books, and other materials that will not be used in the Learning Centers. They will be used during Exploration Time.



Take a photo of yourself and each child. You will use these to create a Class Book.

The book *The Gingerbread Boy* will be used throughout **Weeks 1** and **2** to help establish Gingerbread Boy as a class member.

### Day One

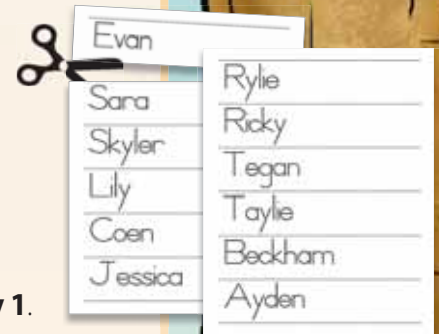
Keep plush Gingerbread Boy out of sight until you introduce him to the children in today's *Morning Meeting*.

Determine outside safety rules to share with the children, and determine the bell or signal you will use to announce Exploration cleanup. This signal will be used throughout the year.

*Story Time* — Choose a book about the first day of school to share. Suggestions include:

- *If You Take a Mouse to School* by Laura Numeroff
- *Froggy Goes to School* by Jonathan London
- *Meet the Barkers* by Tomie dePaola

*Small Group* — Use the Word Card Generator in the Parent-Teacher Center at [teach.Starfall.com](http://teach.Starfall.com) to create a Name Card with dotted lines for each child.



### Day Two

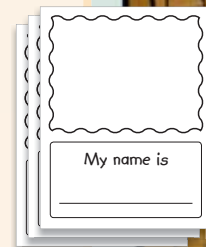
Prepare to discuss any questions or issues from Exploration Time time on **Day 1**.

*Small Group* — Have a mirror available for children to view their happy faces.

### Day Three

*Gathering* — Familiarize yourself with the “Freeze” game as described on page 15, and choose a song to use as you play.

*Small Group* — Duplicate the “My name is...” Blackline. You will need one for yourself and one for each child.



### Day Four

*Morning Meeting* — Familiarize yourself with “What’s the Weather?” (page 19)

### Day Five

*Morning Meeting* — Designate a special chair as the Share Chair for use when sharing writings, drawings, and personal projects.

*Story Time* — Choose a favorite book to share.



## Snack Suggestion

Purchase or prepare cookies in the shape of Gingerbread Boy. Children add icing and raisins for buttons and eyes.



## Outside Activity

Discuss safety rules before children have outside free play.

### Health & Safety

Identifies basic safety rules

# WEEK 1

## Day One

## Day Two

<b>Gathering</b>	Introduce Attendance Routine <b>Vocabulary:</b> present, absent	Attendance Routine Add Gingerbread Boy's Name Card to Attendance Board
<b>Morning Meeting</b>	"Open Them, Shut Them" Introduce Gingerbread Boy 	"Put Your Hands in the Air" Introduce "Mary Had a Little Lamb" Top/bottom, title of book Shared writing: list animals <b>Vocabulary:</b> title
<b>Learning Centers</b>	<b>Vocabulary:</b> exploration	Review rules and Exploration
<b>Circle Time</b>	"Open Them, Shut Them" "The Alphabet Song" Letters in children's names	"If You're Happy and You Know It" Feelings  <b>Vocabulary:</b> feelings, happy
<b>Story Time</b>	Teacher's Literature Choice: First Day of School <b>Vocabulary:</b> author, illustrations, illustrator	Teacher's literature choice "Open Them, Shut Them"
<b>Small Group &amp; Exploration</b>	"Open Them, Shut Them" "If You're Happy and You Know It" Handprint Mural 	Draw happy faces for "We're Happy" class book

## Day Three

## Day Four

## Day Five

Attendance Routine Introduce "Freeze" Review first letters in names	Attendance Routine Introduce Weather Routine	Attendance Routine Weather Routine One-to-one correspondence (children/snacks) "What's the Weather?"
"Open Them, Shut Them" Weather Card riddles Introduce Weather Board and Weather Cards Routine <b>Vocabulary:</b> sunny, cold, windy, snowy, cool 	"What's the Weather?"	Introduce the Share Chair Share photo pages 
Exploration	Review sharing and cleanup rules Exploration	"Open Them, Shut Them" Favorite Exploration activities
"If You're Happy and You Know It" Feelings <b>Vocabulary:</b> excited, silly "Freeze" 	"If You're Happy and You Know It" Feelings <b>Vocabulary:</b> sad, angry, afraid 	"Mary Had a Little Lamb" Create new versions
Introduce <i>The Gingerbread Boy</i> Discuss book cover, title, top and bottom, author, and illustrator 	Read <i>The Gingerbread Boy</i> Ask and answer questions 	Teacher's literature choice Read/retell story Selected Vocabulary from story
Photo page for class book or portfolios Using glue/glue sticks <b>Vocabulary:</b> forest, fawn, spices, cottage, exotic 	Continue photo page for class book or portfolios 	Exploration

# WEEK 1

## Day One

### Print/Book Awareness

Connects oral language and print

### Social/Emotional Development

Recognizes own first name

## Gathering

Place the Name Cards in the appropriate columns of the Attendance Board. (One column for children who are present, the other for children who are absent.)

Indicate the Attendance Board. Say: **This is our Attendance Board. It tells us who is at school today. There are two places for names. One is for the names of children who are here, or present; the other is for names of children who are not here, or absent. Let's see who is present today! When I point to and read your name, please stand up.**

One by one, indicate each name on the Attendance Board and read the names aloud. Children stand when their names are called. After you have determined who is present, read the names of the children who are absent.

### Materials

- Attendance Board
- Name Cards

## Morning Meeting

### Warm Up Your Brain

Say: **Show me your hands.** (Children raise their hands into the air.) **We use our hands to do many different things.**

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Say: **Let's learn another song about our hands.**

Play *Sing-Along* Volume 1 Track 25. Children sing "Open Them, Shut Them." Teach hand motions to accompany the words.

Ask: **Did you think we were really going to put our hands in our mouths? Isn't that a silly song?**

### Materials

- Starfall Sing-Along*, Volume 1
- Plush Gingerbread Boy

### Put Your Hands in the Air

*Put your hands in the air and give a clap. (clap clap)*

*(repeat)*

*Put your hands in the air and wiggle them up there.*

*Put your hands in the air and give a clap, in your lap!*

### Open Them, Shut Them

*Open, shut them, open, shut them, Give a little clap*

*Open, shut them, open, shut them, Lay them in your lap*

*Creep them, creep them, slowly creep them, right up to your chin,*

*Open up your little mouth, But do not let them in!*



### Social/Emotional Development

Recognizes own first name

### Meet Gingerbread Boy

Say: **I brought a special friend to school today.**

Reveal plush Gingerbread Boy. Say: **This is Gingerbread Boy. Let's say hi to him!**

Pretend Gingerbread Boy is whispering in your ear. Say: **Gingerbread Boy says he can't wait to meet you and learn your names! Let's tell Gingerbread Boy our names.**

Hand Gingerbread Boy to a child. The child states his or her name, then passes Gingerbread Boy to the child next to him or her. Continue until everyone has introduced themselves to Gingerbread Boy.





## Learning Centers

Use this time to introduce your Exploration Area. (See *Read Me First* page 4, Exploration.)

Pretend Gingerbread Boy whispers another secret. Say: **Gingerbread Boy says he likes to play. Do you like to play, too?**

Say: **At school, we have a special place for play. This place is the Exploration Area. Exploration means to investigate or learn about something. Say, exploration.**

(Children repeat, *exploration*.) Tour your Exploration Area and the materials available there. The children should understand they are to clean up projects before beginning new ones.

Say: **Let's play in our Exploration Areas!** (Display your bell or other chosen signal). **When I ring this bell, it means you have five minutes before cleanup time.** Demonstrate this.

Say: **When I ring the bell again it is time to clean up.**

Children participate in Exploration activities, then practice cleaning five minutes before Exploration Time is over.

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them" as the children gather. After the song, the children share their Exploration experiences.

### Materials

- Bell or other signal
- Suggested Exploration items:
  - paper, crayons, play dough,
  - books, wooden puzzles,
  - manipulatives, small blocks,
  - dolls, and dollhouses
- Starfall Sing-Along*, Volume 1

### Social/Emotional Development

Uses materials appropriately and puts them away

Helps establish rules, routine

After Week 1, the children will do Learning Center activities in this time slot every day. Have your Centers ready for introduction next week! See 'Read Me First' page 3 for information on setting up your Learning Centers.

## Circle Time

### Introduce the Alphabet

Draw children's attention to the classroom Alphabet Chart.

Say: **This is the alphabet. The alphabet is made of many letters. We use letters to write words. Each letter has a name.** Slowly indicate each letter as you say the alphabet aloud.

Gingerbread Boy whispers to you that he knows a song about the alphabet called "The Alphabet Song." Ask: **Do any of you know the "Alphabet Song"?**

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat the song as children sing along.

Display the A Letter Card. Say: **This is the letter A. Say, A.** (Children repeat, A.) Ask: **Can you find a letter that looks like A on our Classroom Alphabet Chart?** Instruct children to raise their hands if they see the letter A on the classroom Alphabet Chart. Repeat for B and C.

Display a child's Name Card. Indicate and name the first letter of the name. The child uses a pointer to locate the first letter of his or her name on the Alphabet Chart. Repeat for the other children.

### Materials

- Starfall Sing-Along*, Volume 1
- Letter Cards: A, B, C
- Children's Name Cards
- Pointer

### Phonics

Recites the alphabet in sequence

Focuses on letter names and shapes



## Story Time

### Materials

- Teacher's choice of book about the first day of school

#### Print/Book Awareness

Identifies front cover

#### Comprehension

Identifies role of author/illustrator

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

### Teacher's Literature Choice: First Day of School

Select one of your favorite books about the first day of school. (See suggestions provided in the Preparation Notes for **Day 1**.)

Choose a volunteer to stand facing the other children. Say: (child's name) **has a front and a back. This is the front of** (child's name).

Instruct the volunteer to turn his or her back to the class. Say: **This is the back of** (child's name).

Ask: **Where is the front of your body?** (Volunteers respond.) **Now show me your back!**

Indicate your literature choice. Ask: **Did you know that books have fronts and backs, too?** Identify the front and back cover of the book.

Say: **Someone writes the words of each book. That person is called an author. Say, author.** (Children repeat, *author*.) **The author of this book is** (author's name). **Do you see pictures in the book? They are called illustrations. We call the person who made them an illustrator. Say, illustrator.** (Children repeat, *illustrator*.) **The illustrator of this story is** (illustrator's name).

Picture-walk through the story and engage children in a discussion about the illustrations. Read and discuss the story.

## Small Group & Exploration

### Make Handprints

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

Say: **This morning we talked about our hands. What are some things you can do with your hands?**

Accept and discuss responses.

Say: **Here's another song about something you can do with your hands.** Introduce *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It." Sing the song and demonstrate appropriate actions.

Explain: **Our hands belong to us and only us! Today you will each make a special handprint. Then we will put them all together to remind us we are all part of one class.**

Children participate in Exploration. During this time place finger paint on the hands of several children or guide them to place one hand at a time onto a large washable ink pad. Children then place their hands on the mural paper to create handprints. Assist children to clean the finger paint from their hands and use paper towels to dry them. They use crayons to write their names near their handprints.

Display the handprint mural on your door for the children to see as they enter each morning.

Formal Small Group sessions will begin in **Week 2**.

### Materials

- Starfall Sing-Along*, Volumes 1 and 2
- Finger paint or large washable ink pads
- Large white mural paper
- Crayons
- Pan of water and paper towels
- Generated Name Cards

### If You're Happy and You Know It

*If you're happy and you know it, clap your hands. (clap clap)*

*If you're happy and you know it, clap your hands. (clap clap)*

*If you're happy and you know it, then your face should surely show it.*

*If you're happy and you know it, clap your hands. (clap clap)*

*If you're happy and you know it, stomp your feet. (stomp stomp)...*

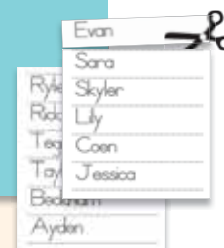
*If you're happy and you know it, shout "Hooray!" (hoo-ray!)...*

*If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...*



### Observe & Modify

If children have difficulty writing their names, use the Word Card Generator in the Parent-Teacher Center at [teach.starfall.com](http://teach.starfall.com) to create Name Cards with dotted lines. Children trace over their names and glue them near their handprints.



### Creative Arts

*Expresses self through movement*

### Emergent Writing

*Writes own name*

# WEEK 1

## Day Two

### Social/Emotional Development

Recognizes own first name

### Math

Verbally counts in sequence

## Gathering

Indicate the Attendance Board. Say: **Let's count how many children are present.** The children count aloud with you.

Say: **Now, let's count how many children are absent.**

Gingerbread Boy whispers that he would like to be in this class too.

Ask: **Would you like Gingerbread Boy to be part of our class this year?** (Accept responses.) **Let's add Gingerbread Boy's name to our Attendance Board and count how many are present now!**

### Materials

- Attendance Board and Name Cards
- Plush Gingerbread Boy
- Gingerbread Boy's Name Card

## Morning Meeting

### Warm Up Your Brain

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

### Materials

- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Chart paper, marker

### Print/Book Awareness

Identifies front cover and title of book

### Emergent Writing

Contributes to a shared writing experience or topic of interest

### Comprehension

Asks and answers appropriate questions

## Introduce Nursery Rhymes

Display *Nursery Rhymes*. Say: **This is our nursery rhyme book.**

Indicate the cover of the book. Say: **Let's look at the cover.** Ask the following questions, pausing for volunteer responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**
- **Who can point to the title?**

Open the book to "Mary Had a Little Lamb" and indicate page 27. Say: **This is Mary. Mary is going to school. Let's see what happened to Mary.**

Read "Mary Had a Little Lamb." Ask:

- **Who went to school with Mary?**
- **Why do you think all the children laughed to see a lamb at school?**
- **If you could bring an animal to school with you, what animal would you bring?**
- **What would you do if someone brought a lamb to school today?**

Write children's responses on chart paper, and save it for **Day 5**.

Play the *Nursery Rhymes* Audio CD, Track 24. Children sing "Mary Had a Little Lamb."

### Put Your Hands in the Air

*Put your hands in the air and give a clap. (clap clap)*

*(repeat)*

*Put your hands in the air and wiggle them up there.*

*Put your hands in the air and give a clap, in your lap!*

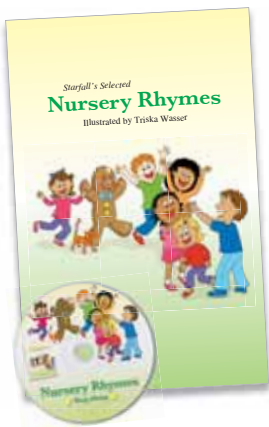
### Mary Had a Little Lamb

*Mary had a little lamb  
Its fleece was white as snow.*

*And everywhere that Mary went,  
The lamb was sure to go.*

*It followed her to school one day,  
Which was against the rules.*

*It made the children laugh and play,  
To see a lamb at school.*



## Learning Centers

Use today's Learning Center time to review and work in the Exploration Area. Ask: **What was your favorite Exploration activity yesterday?** Discuss the children's favorite activities.

Review the rules for the Exploration Area and cleanup before children engage in Exploration activities.

### Materials

- Bell or other signal

### Social/Emotional Development

Uses materials appropriately and puts them away

Helps establish rules, routine

## Circle Time

### Emotions: Happy

Children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Ask: **How did you feel when you sang "If You're Happy and You Know It"?** (Volunteers respond.) **Show me your happy face.**

Explain: **How we feel when things happen to us are our feelings. Say, feelings.** (Children repeat, *feelings*.) **Happy is a feeling.**

Indicate the *Happy* Emotion Card. Say: **This person is happy. What might have happened to make her feel happy?** Discuss scenarios that can make people feel happy. Examples:

- You might feel *happy* when a friend shares a toy with you.
- You might feel *happy* when you go to the park to play.

Gingerbread Boy whispers that it made him happy when he came to school and met new friends. Ask: **What kinds of things make you feel happy?**

Sing "If You're Happy and You Know It."

Indicate the blank drawing paper. Say: **Look at my face. Since I can't see my own face, will you help me draw it?**

Point to your eyes. Say: **I have two eyes, so I will draw two eyes on the paper.** (do this)

Ask: **What color are my eyes?** (Color the eyes after volunteers respond.) **What else do you see on my face?** Add features as children name them.

Say: **I will write my name under my face so everyone knows who did this drawing.** Write your name under your drawing.

Say: **You will each draw a picture of your face later today.**



### Materials

- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 2
- Emotion Cards: *Happy*
- Large sheet of drawing paper
- Markers

### If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, then your face should surely show it.

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet. (stomp stomp)...

If you're happy and you know it, shout "Hooray!" (hoo-ray!)...

If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...

### Listening & Speaking

Participates in group discussions

### Social/Emotional Development

Recognizes and identifies feelings



## Story Time

### Story Review: The First Day of School

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

Indicate your literature choice from **Day 1**. Picture-walk through the book. Children identify times when characters in the story felt happy. Read the story.

Volunteers discuss parts of the story they most enjoyed.

#### Materials

- Starfall Sing-Along* Volume 1
- Teacher's literature choice from

#### Day 1

- Plush Gingerbread Boy

#### Listening & Speaking

*Participates in group discussions*

#### Social/Emotional Development

*Recognizes and identifies feelings*

## Small Group & Exploration

### "We're Happy" Class Book

Children engage in Exploration activities.

During Exploration choose several children at a time to look into a mirror and make happy faces. They then draw their happy faces and write their names on their papers.

Gather the completed drawings. Slide each into a plastic sleeve and insert them into a three-ring binder. Add a cover page titled "We're Happy!" to create a class book. Place the book in the Library Center.

#### Materials

- Bell or other signal
- Drawing paper
- Markers, crayons, pencils
- Mirror
- Three-ring binder
- One plastic sleeve for each child

#### Creative Arts

*Explores visual materials and activities*

#### Fine Motor Skills

*Uses writing and drawing tools*

#### Social/Emotional Development

*Recognizes and identifies feelings*

## Gathering

Indicate the Attendance Board. Say: **Let's count the names of the children who are present, or here today.**

Indicate each name as children count with you.

Say: **Now let's count how many children are absent, or not here today.** (Repeat as with children who are present.) Ask: **Which number is bigger?**

Say: **Let's play "Freeze." When you hear the music, you dance. When the music stops, freeze!** Have your music choice ready, and distribute Name Cards to the children.

Say: **Look at your name. When the music stops, I will say a name. If I say your name, unfreeze and bring your Name Card to the Attendance Board.**

Play "Freeze" until all Name Cards have been placed.

### Materials

- Attendance Board and Name Cards
- Teacher's music choice for "Freeze"

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 25. Children sing and do accompanying hand motions to "Open Them, Shut Them."

### Materials

- Starfall Sing-Along* Volume 1
- Weather Board and Weather Cards
- Pocket chart

## Introduce the Weather

Display and name the Weather Cards in the pocket chart. Children repeat the name of each card.

Ask: **Who knows what a riddle is?** Accept responses. Explain: **A riddle is when you listen to clues, then try to think of an answer. Let's play a game. I'll read a riddle, then I will choose someone to find the Weather Card that shows the answer. Ready?**

- **It's bright outside. It feels hot! It is a good day to play outside. What kind of weather is it?** (sunny)
- **Your hat blows off your head when you go outside! The trees sway back and forth. What kind of weather is it?** (windy)
- **You wear your coat, hat, and mittens. You drink hot chocolate to warm up! What kind of weather is it?** (cold)
- **You can't go outside to play because you would get wet. If you have to go somewhere you need your umbrella. What kind of weather is it?** (rainy)
- **It is so cold flurries are falling from the sky. You need to wear your snow boots! What kind of weather is it?** (snowy)
- **You need a sweater or jacket. It's not really cold but it's not warm either! What kind of weather is it?** (cool)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today's weather?** (A volunteer chooses the card.) **Let's put that picture under "Today's Weather."**

### Math

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

*Verbally counts in sequence*

### Listening & Speaking

*Follows simple directions*

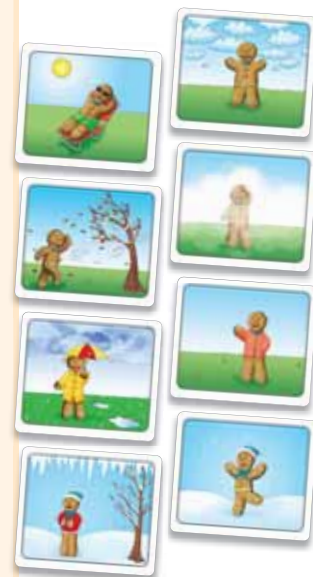
### Comprehension

*Makes inferences*

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

### Science

*Describes weather and how it changes*



## Learning Centers

### Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Review the Exploration options. Children name activities in which they have not yet participated. They try new activities today.

### Materials

- Bell or other signal

## Circle Time

### Emotions: *Excited* and *Silly*

Children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

### Vocabulary

Discusses words and word meanings

### Social/Emotional Development

Recognizes and identifies feelings

### Listening & Speaking

Follows simple directions

### Materials

- Plush Gingerbread Boy
- Emotion Cards: *Excited*, *Happy*, *Silly*
- Starfall Sing-Along* Volume 2
- Teacher's music choice for "Freeze"



Indicate the *Happy* Emotion Card. Say: **We talked about things that make us feel happy. Who remembers some things that make us happy?** (discuss)

Explain: **We have other feelings like happy. Let's learn about some of them.**



Indicate the *Excited* Emotion Card. Say: **This person is excited. Say, excited.** (Children repeat, *excited*.) **You feel excited when you get to do something special. I was excited because I was going to go to the movies.** Gingerbread Boy whispers that he was excited *and* happy to come to school this morning.

Children share times when they felt excited.



Indicate the *Silly* Emotion Card. Say: **Here's another feeling that is like happy. This person looks silly! Say, silly.** (Children repeat, *silly*.) **I acted silly when I pretended to be a clown in the circus. Have you ever acted silly?**

Indicate each Emotion Card. Children make facial expressions to match the feelings.

Play a variation of the "Freeze" game, incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card. You make a face that shows that feeling.**

## Story Time

### Read *The Gingerbread Boy*

Gingerbread Boy whispers that he has brought a book to school today, and he would like you to read it to the class. Reveal the book, *The Gingerbread Boy*.

Say: **The name of this book is *The Gingerbread Boy*.** (Indicate the cover of the book.) **Let's look at the cover.** Ask the following questions and pause for responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**

### Materials

- The Gingerbread Boy*  
as told by Brandi Chase
- Plush Gingerbread Boy

### Print/Book Awareness

Identifies front cover and title of a book

### Vocabulary

Discusses words and word meanings

Uses illustrations to find the meanings of unknown words



Say: **Another word for the name of a book is *title*. The *title* of this book is *The Gingerbread Boy*.** Indicate the book title.

Say: **The *author*, or person who wrote the story, is *Brandi Chase*.** Indicate the author's name.

Say: **The *illustrator*, or person who drew the pictures, is *Masako Styles*.** Indicate the illustrator's name.

Read *The Gingerbread Boy*. Children join in during repeated phrases. Picture-walk through the book. Pause to introduce the following vocabulary. Volunteers identify vocabulary words as they appear in the illustrations. Example: **A fawn is a baby deer. Who can find a picture of a fawn on this page?**

<b>forest</b>	land covered with trees
<b>fawn</b>	a baby deer
<b>spices</b>	something you add to food to make it taste good, like cinnamon
<b>cottage</b>	a small house
<b>exotic</b>	something very different, usually from a different country

Ask Gingerbread Boy how he felt when the old woman saved him. Share his response with the children.

Say: **When you go home today your family might want to know what you learned at school. What will you tell them about *The Gingerbread Boy* story we read today?**



## Small Group & Exploration

### Create Photo Pages

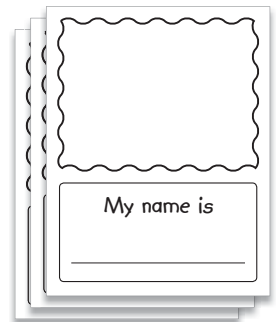
Divide the class into two groups. One group completes photo pages during Exploration today. The other group engages in Exploration activities, and will complete their photo pages on **Day 4**.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Children glue their photos in the top space and write their names on the line.

Photo pages may be made into a class book, or pages may be kept as part of the children's portfolios. Be sure to make a photo page for Gingerbread Boy!

### Materials

- Bell or other signal
- Photo of each child and one of Gingerbread Boy
- Copy of the "My name is..." Blackline for each child in *Small Group*
- Markers
- Glue sticks or glue



### Emergent Writing

*Writes own name*

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

Prepare your own photo page in advance to use as a model.

**Gathering**

**Social/Emotional Development**

Recognizes own first name

**Math**

Verbally counts in sequence

**Science**

Makes predictions

Gather children in a semicircle. Place several paper plates (with children’s Name Cards attached) on the floor. Say: **We will sing a special song. After the song I will say some names. If I say your name, pick up your plate and bring it to me.**

Sing “If Your Name Is on a Plate” to the melody of “If You’re Happy and You Know It.”

Indicate the Attendance Board. Count how many children are present and how many are absent.

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today’s weather?** A volunteer chooses the card and places it on the Weather Board under “Today’s Weather.”

Ask: **Do you think the weather will be the same or different this afternoon?**

**Materials**

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Name Cards attached to paper plates with reusable adhesive

**If Your Name Is on a Plate**

*If your name is on a plate, pick it up*  
*If your name is on a plate, pick it up*  
*If your name is on a plate, then we think you’re really great*  
*If your name is on a plate, pick it up*

**Morning Meeting**

**Vocabulary**

Identifies signs, labels, and environmental print

**Creative Arts**

Expresses self through movement

**Science**

Describes weather

**Warm Up Your Brain**

Say: **Boys, please stand. When I say your name, line up next to each other.** (Boys do this.) **Girls, please stand. When I say your name, line up next to the boys.** (Girls do this.)

Remind children to stay in their lines as they respond to these directions:

- **Girls take two steps forward.**
- **Boys sit with your legs crossed.**
- **Girls clap your hands three times.**
- **Boys stand and clap your hands two times.**
- **Girls hop up and down two times.**
- **Boys hop up and down three times.**

**Materials**

- Starfall Sing-Along Volume 1

**“What’s the Weather?”**

Place the Weather Cards in a pocket chart and review them.

Ask: **Would you like to hear a song about different kinds of weather? Listen for the kinds of weather you see in the pocket chart.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" Create simple actions to accompany the song. Pause after each verse for a volunteer to locate the corresponding Weather Card.

Ask: **Did you hear words that describe today's weather?** Volunteers identify cards representing weather that was mentioned in the song.

Say: **Let's make up some verses for weather words that were not in the song. Which weather words were not in the song?** (cold, cool)

Sing additional verses to incorporate cold and cool.

### What's the Weather?

*What's the weather?  
What's the weather?  
What's the weather like today?*

*It is cloudy, oh so cloudy  
The weather's cloudy today!*

*(repeat with the  
changes below)*

*...It is sunny, very sunny  
The weather's sunny today!*

*...It is rainy, oh so rainy  
The weather's rainy today!*

*...It is windy, very windy  
The weather's windy today!*

*...It is snowy, oh so snowy  
The weather's snowy today!*

## Learning Centers

Ask: **Why is it important to clean up your materials and toys when you are finished with them?** (Volunteers respond.) **What might happen if we pulled out all the toys and didn't put anything away?** Explain the consequences of not putting materials away at cleanup time (messy room, toys can't be found when you want them, etc).

Indicate the *Happy* Emotion Card. Ask: **How do you feel when you want to play with something and it's right where it's supposed to be, all ready for you?** Volunteers respond, *happy*.

Children participate in Exploration activities.

### Materials

- Bell or other signal
- Emotion Card: *Happy*



### Listening & Speaking

*Participates in group discussions*

### Social/Emotional Development

*Helps establish rules, routine*

## Circle Time

### Social/Emotional Development

Recognizes and identifies feelings

### Vocabulary

Identifies signs, labels, and environmental print

### Comprehension

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

### Materials

- Plush Gingerbread Boy
- Starfall Sing-Along Volume 2
- Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Silly*

## Emotions: *Sad, Angry, and Afraid*

Play *Sing-Along Volume 2* Track 15, "If You're Happy and You Know It."

Display Emotion Cards: *Happy, Excited, and Silly*. Say:

**We talked about three feelings, *happy, excited, and silly*. Who can find the picture of *happy*?**

A volunteer finds the card. Repeat with *excited* and *silly*.



Ask: **How do you feel when your friends invite you to a birthday party?** (Accept responses.) **How might you feel if you didn't get invited to a birthday party?** (sad)



Indicate the *Sad* Emotion Card. Ask: **What might have happened to make this person feel *sad*?** (discuss) **Can you think of a time when you were *sad*?** (discuss) **Make a *sad* face.**



Indicate *Angry* and *Afraid* Emotion Cards. Explain: **Here are pictures of two more feelings. One is *angry* and one is *afraid*. Who can point to the person who is feeling *angry*?** Choose a volunteer to do this.

Say: **Sometimes when we get very *angry* we might do or say something unkind. How does that make us feel?** (discuss) **Make an *angry* face.**



Indicate the *Afraid* Emotion Card. Say: **This person is *afraid*. Has anyone ever been *afraid*?**

Gingerbread Boy whispers that he was afraid when he thought the fox was going to eat him. Children share times when they felt afraid.

Say: **Make a face to show how you look when you are *afraid*.**

Ask: **Are *angry* and *afraid* more like feeling *happy* or feeling *sad*?**

Indicate each card as children make facial expressions to match the emotions. Include the *Happy, Excited, and Silly* Emotion Cards from **Day 3**.

Play a variation of "Freeze," incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card. You make a face to match it.**

## Story Time

### Discuss *The Gingerbread Boy*

Gingerbread Boy asks if you can read his story again.

Read *The Gingerbread Boy*.

Say to Gingerbread Boy: **Let's see if the children were good listeners.**

Ask and accept responses to the following questions:

- **Who made the Gingerbread Boy?**
- **Do you think the old woman was excited or sad when the Gingerbread Boy came alive?**
- **Who did the Gingerbread Boy meet when he ran away from the old woman?**
- **How did the Gingerbread Boy feel when he was on the fox's nose?**
- **How do you suppose he felt when the old woman snatched him?**
- **What might the old woman have said to the Gingerbread Boy when they got home?**
- **What lesson do you think the Gingerbread Boy learned?**

Gingerbread Boy whispers that he thinks the children were very good listeners.

#### Materials

- The Gingerbread Boy* as told by Brandi Chase
- Plush Gingerbread Boy

#### Comprehension

Asks and answers appropriate questions about the story

Makes inferences

## Small Group & Exploration

### Complete Photo Pages

Divide the class into two groups. The students who did photo pages during Exploration on **Day 3** will engage in Exploration activities. The rest will complete their photo pages today.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Prepare their photo pages.

Children will share their photo pages on **Day 5**.

#### Materials

- Bell or other signal
- Photo of each child
- Copy of the "My name is..." Blackline for each child in *Small Group*
- Markers
- Glue sticks or glue

#### Emergent Writing

Writes own name

#### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



## Gathering

**Math**

Verbally counts in sequence

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

**Science**

Makes predictions

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

Say: **If there are** (number of children) **here today, how many snacks will we need to prepare?** Pause for responses. Explain: **If there are** (number of children), **we need to prepare** (number of children) **snacks.**

Say: **Remember the weather song we learned yesterday? Let's sing it again!** Play *Sing-Along* Volume 1 Track 40. Children sing "What's the Weather?"

Children observe the weather, then place the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

### Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 1

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat and children sing along.

### Materials

- Starfall Sing-Along* Volume 1
- Photo pages from **Days 3 and 4**
- Share Chair
- Plush Gingerbread Boy

### Share Photo Pages

Gingerbread Boy asks if the children can share their photo pages so he can see all of them. Each child sits in the Share Chair to do this. Demonstrate by sharing your page first. Say: **My name is** (your name). **This is a picture of me.** Assist the children to use the same format when sharing.

**Sentences & Structure**

Uses complete sentences of four or more words



## Learning Centers

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

Children share their favorite Exploration activities of the week and/or name an activity they would like to try. Assist them to speak in complete sentences.

### Materials

- Bell or other signal
- Starfall Sing-Along* Volume 1

*Learning Center activities will begin in this time slot next week!*

**Listening & Speaking**

Participates in group discussions

**Sentences & Structure**

Uses complete sentences of four or more words

## Circle Time

### What Animal Would You Bring to School?

Display *Nursery Rhymes*. Indicate the cover and title, then open the book to page 27, "Mary Had a Little Lamb." Recite the rhyme together. Play the *Nursery Rhymes* Audio CD Track 24 as children sing along.

Indicate the animal list. Say: **Here is the list of animals that might be fun to bring to school.** Review the list.

Say: **Let's pretend you can bring one of these animals to school.** Gingerbread Boy whispers he would like to bring a snake to school.

Say: **Let's make up a new song!** Sing "Gingerbread Boy Had a Little Snake" to the melody of "Mary Had a Little Lamb." A volunteer chooses an animal from the list. Repeat the song using the child's name and the chosen animal.

#### Materials

- Gingerbread Boy
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Animal list from **Day 2**

#### Listening & Speaking

Participates in group discussions

#### Gingerbread Boy Had a Little Snake

*Gingerbread Boy had a little snake  
Little snake, little snake*

*Gingerbread Boy had a little snake  
And he brought the snake to school!*

## Story Time

### Use Illustrations to Predict

Indicate your selected book from **Day 1**. Discuss the front cover, author, and illustrator. The children use the cover illustration to predict what the story is about. Read the story, pausing occasionally to summarize as you read. Briefly introduce new vocabulary as it is encountered.

#### Materials

- Teacher's literature choice from **Day 1**

#### Print/Book Awareness

Identifies front cover and title of book

#### Comprehension

Uses illustration clues to predict

#### Vocabulary

Discusses words and word meanings

## Small Group & Exploration

Children engage in Exploration activities.

#### Materials

- Bell or other signal