



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
Making Friends
Unit 1 • Week 1

This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.

If you have questions or comments, please contact us.

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

Making Friends

Unit 1 • Week 1

Week 1

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Week 1 Overview

Making Friends

Welcome to school! The children will spend this week getting oriented to classroom routines, schedules, and most importantly, each other! They will also help Backpack Bear overcome common anxieties. This week we will:

- learn about the alphabet.
- learn about Bb /b/.
- identify rhyming words.



Starfall Books & Other Media



Starfall Dictionaries



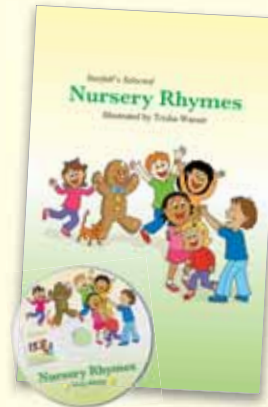
Star Writer Melodies



Backpack Bear's
ABC Rhyme Book



Sing-Along Volume 1



Selected Nursery Rhymes



Literature Selections

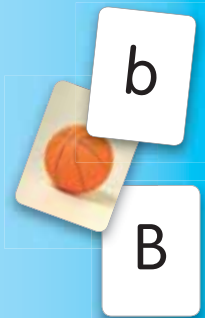
The Kissing Hand—Audrey Penn started taking ballet to control the pain from juvenile rheumatoid arthritis. In spite of the pain, it was evident she had a gift. She performed as a ballerina with the New York City Ballet, National Ballet and the Stuttgart (Germany) Ballet. She wrote her first book, *Happy Apple Told Me*, when the pain from the arthritis prevented her from dancing.

Audrey Penn grew up and now lives with her family in Maryland. Audrey's daughter felt worried about leaving home to attend kindergarten. Audrey observed a raccoon help her baby who seemed uneasy about separating from its mother. Inspired by the raccoon's behavior, Audrey kissed her daughter's hand and told her when she needed a kiss from Mommy to put her hand on her face.

Brown Bear, Brown Bear, What Do You See?—Bill Martin, Jr. (1916-2004) grew up in Kansas. He liked to tell stories and sing folk songs just like those he learned from listening to his grandmother.

Bill Martin, Jr. didn't write books in the usual way. He would tell a story softly to himself over and over until every word sounded just right. He wrote *Brown Bear, Brown Bear, What Do You See?* just like this while he was riding the Long Island Railroad. When he arrived at Penn Station, the story was finished and all the words had been written crossways on a newspaper.

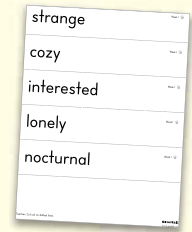
Bill Martin, Jr. eventually moved to Texas. His favorite things were reading and writing books and chocolate ice cream.



Preparation

Each day, prepare Backpack Bear's message and place it in his backpack.

Generate and prepare Vocabulary Cards for Week 1. You will use *strange*, *cozy*, *interested*, *lonely*, and *nocturnal* on Day 5.



Vocabulary Cards

Day One

Hide Backpack Bear in your classroom near a reading area or on a bookshelf.

Write a note "from your principal" stating there should be another child in the class, and place it on your desk.

Create a name card for each child, yourself, and Backpack Bear. Write the first letter of each name in red and the rest of the name in black. You will use these cards throughout the year. Place the name cards in a basket. You will also need a sheet of chart paper, a marker, and a box of crayons for each day's Magic Writing Moment.

Have a beach ball or other large ball available for the children to roll as they learn each other's names.

Note: You will draw a different child's name card for each day's Magic Writing Moment, and work with that child throughout the lesson.

Day Two

You will use Uppercase and Lowercase Letter Cards (A-Z).

Day Three

As part of the routine for introducing a new sound-spelling, the children will sing "The Letter March" (to the melody of "The Ants Go Marching") with that letter's sound and ASL sign. Please:

- memorize "The Letter March" and teach it to your children. (See page 22.)
- learn the ASL sign *Bb*, (pictured).

Prepare a chart paper for Session 2 by writing the following sentences:

- *I can see the dog.*
- *Can you come with me?*
- *Let me see your new book.*
- *Can you see me?*
- *Do you see Tommy on the swing?*
- *Will you go with me to the store?*



Prior to Session 3, prepare the Schema Anchor Chart by taping the Schema Anchor Chart Card 1 to the top middle of a sheet of chart paper. You will add Cards 2, 3, and 4 during the lesson.



Day Four

Prior to Day 4, prepare a green, yellow, and red construction paper circle. The circles should be large enough for the children to see easily, but they should fit in a pocket chart. Place the crayons from two eight-color boxes in a bag.

The children will encounter their *Listening & Writing Books* and *Starfall Dictionaries* for the first time. If you have not already done so, write the children's names on the front covers in permanent marker. They will reference your example when writing their own names.

To introduce the *Starfall Dictionaries*, you will need a collection of 4 or 5 picture and/or grown-up dictionaries, a *Starfall Dictionary* for yourself, and one for each child.

Day Five

Prepare the Capital Letter Anchor Chart by attaching Capital Letter Card 1 to the top center of a sheet of chart paper. You will add Cards 2 and 3 during the lesson.

Duplicate copies of the magnifying glasses blackline, and cut them apart so each child will have his or her own magnifying glass.

Note: Save the magnifying glasses for use in Week 3.



Day 1

Hi! My name is
Backpack Bear. I
want to learn how to
read. May I join your
Kindergarten class?
Your new friend,

Backpack Bear 🐻

Day 2

I brought a surprise.
It's my favorite book!
Could we read it? I
put it on (your name)'s
desk! Your friend,

Backpack Bear 🐻

Day 3

I was practicing Little
Boy Blue. My name
begins with the same
sound as Boy and Blue!
Bb is my favorite letter!

Backpack Bear 🐻

Day 4

We will get a special
book today to help us
learn about letters and
sounds. I'm so excited!

Backpack Bear 🐻

Day 5

I rode the bus to
school today. Do you
know the sound at the
beginning of bus?

Your new pal,

Backpack Bear 🐻

DAY One


DAY Two

Magic Writing Moment	Recognizing names	Recognizing names
Reading Phonological Awareness Phonics High Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	"Simon Says" Title, author, and illustrator Top and Bottom Prediction	Alphabet Order Rhyming Words Prediction Uppercase and Lowercase Letters (A-Z) Review author and illustrator
Listening & Speaking Literature Rhymes, Poems & Songs Concept Development Vocabulary	<i>The Kissing Hand</i> "Mary Had a Little Lamb" "Backpack Is a Little Bear"	<i>Brown Bear, Brown Bear, What Do You See?</i> "Alphabet Song" "Little Boy Blue" <i>Backpack Bear's ABC Rhyme Book</i> <i>Starfall's Selected Nursery Rhymes</i> Introduce Partner Sharing
Writing	Children write their names and draw self portraits	
Social Studies		
Science		

DAY Three

DAY Four

DAY Five

Recognizing names	Recognizing names	Recognizing names
<p>Syllables</p> <p>Bb /b/</p> <p>High Frequency Words:</p> <p>see, me</p>	<p><i>Listening & Writing, p.1</i></p> <p>HF Words: <i>see, me</i></p> <p>Practice <i>Bb /b/</i></p> <p>Beginning, Middle, End</p> 	<p>Initial /b/</p> <p>Introduce Star Word Wall</p>
<p><i>Brown Bear, Brown Bear, What Do You See?</i></p> <p>Introduce Schema Anchor Chart</p> <p><i>Backpack Bear's ABC Rhyme Book</i></p>	<p><i>Brown Bear, Brown Bear, What Do You See?</i></p> <p><i>The Kissing Hand</i></p> <p>Same, different, top, bottom</p> <p>Introduce <i>Starfall Dictionary</i></p>	<p><i>Starfall.com: "ABC Rhymes"</i></p> <p><i>The Kissing Hand</i></p> <p>"Wheels on the Bus"</p> <p>Daytime, nighttime</p> <p>Vocabulary: <i>cozy, interested, lonely, nocturnal, strange</i></p> <p>Introduce Capital Letter Anchor Chart</p>
		Illustrate daytime and nighttime
	Animals given human characteristics	

Speaking & Listening

SL.K.6 *Speak audibly and express thoughts, feelings, and ideas freely*

Magic Writing Moment**Introduce the Magic Writing Moment**

Say: **Today we will learn about the part of our day called the Magic Writing Moment. What do you think makes it magic?** (Volunteers respond.) **It's magic because it's so much fun and you will learn to write, just like that!** (Snap your fingers.) **Let's try it.**

Indicate the basket of name cards. Say: **This basket has name cards in it. Every day, we will select a different name card from the basket until everyone has a turn. Are you ready to see the first name card?**

Ask the child whose name is drawn: **What is your favorite color?**

Indicate the chart paper attached to the whiteboard with magnets. Continue: **I will write a sentence on this chart paper to help us all remember your favorite color.**

Read as you write: (Child's name) *likes the color* (child's favorite color).

Say: **Let's read the sentence together.** Do this.

Ask: **Can you point to your name in the sentence?** The child does this.

Indicate the box of crayons. Continue: **Now see if you can find your favorite color crayon in this box and use it to circle your name in the sentence.** (The child does this.) **Great job!**

Materials

- ☐ Basket with children's name cards
- ☐ Chart paper
- ☐ Box of crayons
- ☐ Marker

Phonological Awareness Warm-Up**"Simon Says"**

Say: **Let's play "Simon Says." I will say an action. Only do the action if I say "Simon says" first. Let's practice: Simon says, put your hands up in the air.** (Pause to allow the children to respond.) **Put your hands on top of your head.**

Observe the children and clarify as needed. Continue with other statements. Compliment the children on being good listeners who are ready for kindergarten!

Materials

- ☐ None

Speaking & Listening

LS.9d *Understand and follow one- and two-step directions*

1

Introduce Backpack Bear and Getting to Know Each Other

The children sit in a circle on a rug or the floor near a pocket chart. Distribute the name cards and the children place them face up on the floor in front of them.

Demonstrate as you explain: **I will roll the ball to one of you. When you get the ball, show your name card and introduce yourself, then place your name card in the pocket chart, and roll the ball to another child. Ready?**

Remind the children to roll the ball only to classmates whose name cards are still on the floor. Assist children who have difficulty or are too shy to respond.

After each child has a turn, tell the children that you are sure there should be one more child in the class. Look through papers on your desk, and discover the note from your principal stating that there should in fact be another student in the class and read it aloud.

Say: **I wonder where the new student is. Does anyone have any ideas?** (Volunteers respond.) **Maybe our new student is shy and he or she is hiding.** Encourage the children to search the classroom until they find Backpack Bear.

Once Backpack Bear is found say: **Boys and girls, this is our new student! His name is Backpack Bear. Can you say hi to Backpack Bear?** The children do this.

Backpack Bear whispers the following to you and you relay it to the children. Say:

- **Backpack Bear is a little shy when he meets so many new people, but he is very excited about learning to read.**
- **Backpack Bear says we should look inside his backpack for a special message.**

Reveal the message in Backpack Bear's backpack. Backpack Bear whispers, "I'll have a new message in my backpack each day!" Post the message on a bulletin board.

Backpack Bear whispers that he has a song that will help the children get to know him better.

Play *Starfall Sing-Along* Volume 1 Track 5, "Backpack is a Little Bear." Repeat the song and encourage the children to sing along with Backpack Bear.

Materials

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Note "from your principal" |
| | placed on your desk |
| <input type="checkbox"/> | Name cards for yourself, |
| | Backpack Bear, and each child |
| <input type="checkbox"/> | <i>Sing-Along</i> Volume 1 Track 5, |
| | "Backpack is a Little Bear" |
| <input type="checkbox"/> | Backpack Bear, hidden in |
| | your classroom |
| <input type="checkbox"/> | Pocket chart |
| <input type="checkbox"/> | Ball |

Listening & Speaking

LS.9d Understand and follow one- and two-step directions

SL.K.6 Speak audibly and express thoughts, feelings, and ideas freely



Formative Assessment

Ask: **Who would like to introduce Backpack Bear to one of the children in our class?**

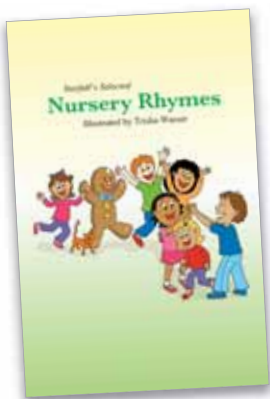
A volunteer chooses another child and introduces him or her to Backpack Bear. The children take turns introducing Backpack Bear as time permits.



Reading

RI.K.1 Ask and answer questions about key details in a text

RI.K.6 Name the author and illustrator of a text and define their roles



***The Kissing Hand*: Introduce Title, Author, and Illustrator**

Indicate *Starfall's Selected Nursery Rhymes* and say: **This book contains several different nursery rhymes. Nursery rhymes are simple songs or poems for children that have been repeated for a very long time. If we want to find the nursery rhyme "Mary Had a Little Lamb," what are some different ways we could find it in this book?**

Lead the children to understand they could either use the index or turn the pages one by one. Turn to page 27 and say: **Let's say this nursery rhyme together.** (Do this.)

Say: **Pictures in books are called illustrations. Say, illustration.** (The children repeat, *illustration*.) **Look at the illustration on this page. Who can find the lamb?**

A volunteer indicates the lamb. Ask:

- **How did you know it was a lamb?**
- **How do you think the lamb might have felt on that first day of school?**

Say: **Let's sing, "Mary Had a Little Lamb" for Backpack Bear.** Play *Sing-Along*, Volume 1 Track 20 and the children sing along.

Indicate *The Kissing Hand*. Say: **Here's a book about another animal's first day of school. It is called *The Kissing Hand*. That means *The Kissing Hand* is the title of this book. Say, title.** (The children repeat, *title*.)

Explain that the illustration on the cover usually shows what a book is about. The children discuss the cover illustration then tell what they think the book might be about.

Say: **The person who wrote the words for this story is Audrey Penn. Who remembers what a person who writes the words for a story is called?**

Explain: **Audrey Penn is the person who wrote the words in this story, so she is the author. Say, author.** (The children repeat, *author*.)

Ask: **Who is the author of this book?** (Volunteers respond.) **Right, Audrey Penn is the author of *The Kissing Hand*. Good job!**

Continue: **There are illustrations, or pictures, in this book that make it more fun to read. Here's a really hard question! What do we call the person who draws pictures for a book?**

Materials

- ☐ *Sing-Along* Volume 1 Track 20, "Mary Had a Little Lamb"
- ☐ *Starfall's Selected Nursery Rhymes* Book
- ☐ *The Kissing Hand* by Audrey Penn

Mary Had a Little Lamb

*Mary had a little lamb
Whose fleece was white as snow
And everywhere that Mary went
Her 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*

Explain: **The person who draws or creates pictures for a book is called an *illustrator*. Say, *illustrator*.** (The children repeat, *illustrator*.) **This story has two illustrators, Ruth Harper and Nancy Leak. They worked together to draw the pictures, or illustrate the story.**

Read the story aloud then ask the following questions.

Did Chester go to school during the day or at night?	<i>Night</i>
Do you think the lamb went to school during the day or at night?	<i>Day</i>
Why is Chester afraid to go to school?	<i>(Answers will vary.)</i>
What does his mother do to help keep him from being afraid?	<i>She kisses his hand, then tells him to put his hand on his cheek.</i>
What did Chester do for his mother when he got home?	<i>He kissed her hand.</i>
If you tell your parents this story tonight, what will you tell them the story was about?	<i>(Answers will vary.)</i>



Formative Assessment

Ask these questions and allow time for the children to discuss their answers.

- **How are the lamb and the raccoon alike?**
- **How are they different?**
- **What is the job of the author in this story?**

Reading

RL.K.6 Name the author and illustrator of a story and identify their roles

Social Studies

ST.4b Use positional words to describe relative location of people, places and things

Writing

W.8d Print name

Introduce Top and Bottom

Show the children *The Kissing Hand* and indicate the top of the book. Say: **This is the top of the book.**

Repeat for the bottom of the book. Then ask:

What else in our room has a top and a bottom?

Move around the room identifying objects with a top and a bottom (whiteboard, map, table, chair). As you indicate the top and bottom of each object, say:

Here is the top of the ____ . Here is the bottom of the ____ .

Indicate *The Kissing Hand* and draw attention to its cover. Ask:

- **Who remembers the title of this book?**
- **Does anyone remember the name of the author of this book?**
- **The author is Audrey Penn. What does an author do?**
- **This book has two illustrators, Ruth Harper and Nancy Leak. Who remembers what an illustrator does?**

Say: **Today you will get to be illustrators just like Ruth Harper and Nancy Leak. Backpack Bear would like to get to know all of you better, so he would like for each of you to illustrate yourself for him.**



Formative Assessment

Distribute drawing paper to each child. Say: **Illustrate, or draw, yourself for Backpack Bear. Hold up your paper and touch the top.** (The children do this.) **Good! Now touch the bottom.** (The children do this.) **Now write your name at the top of your paper.**

After the children have written their names, say: **Use the bottom part of your paper to illustrate or draw yourself. You can even include Backpack Bear!**

Write names using a highlighter for children to trace if they are unable to write their own names.

**Observe
& Modify**

Play *Star Writer Melodies* as the children draw.

Gather the children together to take turns showing Backpack Bear and the class their illustrations.



Display the illustrations where Backpack Bear can study them! After a few days collect the illustrations and file them in the children's portfolios.

Materials	
<input type="checkbox"/>	Drawing paper, pencil, crayons for each child
<input type="checkbox"/>	<i>The Kissing Hand</i>
<input type="checkbox"/>	<i>Star Writer Melodies</i>
<input type="checkbox"/>	Backpack Bear

Magic Writing Moment

Review Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1. Write the child's name and sentence telling his or her favorite color under the first day's sentence.

Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

Phonological Awareness Warm-Up

"The Alphabet Song"

Play *Sing-Along Volume 1* Track 2, "The Alphabet Song." The children name their favorite letters of the alphabet. Say the full alphabet with them.

The children listen carefully as you say the alphabet again. When you pause they tell you the letter that comes next.

- A, B, C, _ (stop)
- L, M, N, O, P, _ (stop)
- Continue to the end. Omit Z.

Sing "The Alphabet Song" together.

Materials

- ☐ *Sing-Along Volume 1* Track 2, "The Alphabet Song"

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

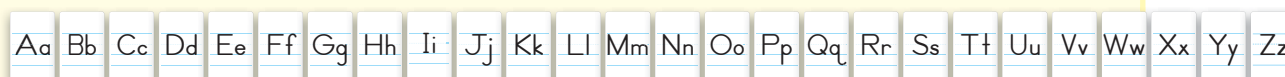


1

Introduce Upper and Lowercase Letters of the Alphabet

Direct the children's attention to the classroom Alphabet Chart. Say: **This is the alphabet. The alphabet is made up of many letters. We use letters to write words. Each letter has a name. Listen.**

Slowly indicate each letter as you recite the alphabet. Repeat a second time. Then encourage the children to recite the alphabet as you indicate each letter.



Choose a volunteer to point to a letter that appears in his or her name on the Alphabet Chart. Name the letter and the children repeat it. Continue with additional volunteers.

Ask: **What do you notice about each of the letters on the Alphabet Chart?** (Volunteers respond.) **There are two different ways of writing every letter.**

Materials

- ☐ Uppercase Letter Cards (A-Z)
- ☐ Lowercase Letter Cards (a-z)
- ☐ Pocket chart
- ☐ Pointer

Reading

RF.K.1.D Name all upper- and lowercase letters

One is called **uppercase, or capital**. Uppercase or capital letters are tall. The other letters are lowercase letters.

Indicate an example of both capital and lowercase letters on the Alphabet Chart. Continue: **The uppercase and lowercase letters both stand for the same letter.**



Formative Assessment

Arrange the capital letters in a pocket chart side-by-side, leaving empty rows between them.

Ask: **What do you notice about the letters in the pocket chart?** Lead the children to understand that they are all capital (or uppercase) letters.

Distribute the lowercase letters. Some children might get more than one letter. Say: **Let's play a matching game. When I call on you, bring your letter to the chart, find the matching capital letter and place your lowercase letter under it. Where can you look if you need help matching your lowercase letter to the capital letter?** (the Alphabet Chart)

Select a volunteer and assist as needed. The child chooses the next volunteer. Continue until all of the capital and lowercase letters have been matched.

Conclude by singing "The Alphabet Song."

Children are not expected to recognize all of the capital and lowercase letters at this time. Use this lesson as an informal assessment.

2

Introduce *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

Materials

- ☐ *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. (placed on your desk)

Reading

RL.K.6 Name the author and illustrator of a story and identify their roles

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts

Read Backpack Bear's message, then go to your desk and locate *Brown Bear, Brown Bear, What Do You See?* Say: **I remember this book. Backpack Bear is right. It will be a fun book to read!**

Explain: **All books have covers. Some are soft and others are hard. There is a front cover** (indicate) **and a back cover** (indicate). **The cover protects the pages and gives us information about what is inside the book. We can look at the cover to find out a book's name, or title. The title of this book is *Brown Bear, Brown Bear, What Do You See?***

Indicate the author's name. Say: **The author's name is Bill Martin, Jr. What does an author do?** (Volunteers respond.) **Yes, an author writes the story.**

Indicate the illustrator's name. Ask: **Who remembers what an illustrator does?** (Volunteers respond.) **An illustrator creates the illustrations, or pictures, in the book. Eric Carle created the pictures for this book. He wanted us to know this book is about a bear, so he gave us a clue. Cover illustrations help us predict what is inside a book, or what the book is about.**

Continue: **As I read, listen for repeating words, or words you hear over and over again. Ready?**

Read the book, demonstrating the qualities of fluent reading (rhythm, intonation, phrasing, and expression). Read the book a second time, pausing to answer children's questions, and encourage the children to chime in during the predictable, repetitive phrases.



Formative Assessment

Choose two volunteers to come forward. Say: **Let's count how many children are here.** Do this.

Continue: **These two children will be partners. Say, partners.** (The children repeat, *partners.*) **We will do a great deal of work this year as partners. These partners will work together to answer a question.**

Steps in partnering:

- Two partners (volunteers) sit criss-cross, knee-to-knee facing each other.
- Say: **First the partners greet each other. Let's try this. Greet each other.** (Hi, Sam; Hi Suzy.)
- **Next the partners discuss the question or subject. Here's your subject: Discuss your favorite animal in the story *Brown Bear, Brown Bear, What Do You See?*** The partners do this.
- Say: **Clap once if you can hear me.** (The children do this.) **Clap twice if you can hear me.** (The children do this.) Explain: **This will be the signal to end the discussion.**
- Ask: **What was your favorite animal?** The partners share with the class.

Continue: **The next step is to compliment your partner. Partners, compliment each other. Say, good job (name).** The partners do this.

Say: **The last thing you do is say good-bye to your partner.** (The partners do this.) **Later, you will all have a chance to partner share.**

3

Introduce *Backpack Bear's ABC Rhyme Book*

Say: **Nursery rhymes for children are very old and they are known by many people. What does it mean when words rhyme?** (Volunteers respond.)

Explain: **A rhyme means some of the words sound the same in the middle and end, like *cat* and *rat*.** (The children say, *cat, rat.*) ***Cat* and *rat* rhyme!**

Indicate *Starfall's Selected Nursery Rhymes* and turn to page 25.

Say: **Raise your hand if you have heard the nursery rhyme called "Little Boy Blue." Listen for words that rhyme as I read.**

Read the rhyme then ask: **What word did you hear that rhymes with *horn*?** (corn) **Yes, *horn* and *corn* rhyme. This time listen for a word that rhymes with *sheep*.**

Repeat the nursery rhyme. Ask: **Did anyone hear one? Right, it is *asleep*. Did you hear any other words that rhyme?** (I, cry)

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Starfall's Selected Nursery Rhymes</i> Big Book and CD |
| <input type="checkbox"/> | <i>Backpack Bear's ABC Rhyme Book</i> |

Phonological Awareness

PA.2b Distinguish rhyming and non rhyming words



Turn to page 13. Say: **Let's try another one. Look at the illustration. What nursery rhyme is this? Right, it's "Humpty Dumpty." How did you know?**

Say: **Let's read the rhyme together.** Repeat it a second time and this time pause for the children to supply the rhyming words for *fall* and *again*.

Say: **Now, let's sing it!** Play *Nursery Rhyme* CD Track 10, "Humpty Dumpty."

Backpack Bear whispers that he has his own rhyme book that might help children learn rhyming words, letters and sounds. Indicate *Backpack Bear's ABC Rhyme Book*.

- Lead the children in a discussion about the cover.
- Turn to page 3 and read the text.
- Instruct the children to listen for words that rhyme as you read the text again. (*you, too; reason, season*)

Backpack Bear whispers that he wrote a rhyme for each letter of the alphabet. Say: **Wow, Backpack Bear that was a big job! We will be sure to read all of your rhymes this year. Let's give Backpack Bear a big clap for all of his hard work!**

Read the /b/ rhyme on page 7, but do not read any of the other rhymes at this time. You will read each rhyme as you introduce its corresponding sound-spelling.



Formative Assessment

Say: **Now let's partner. Everyone stand. Raise your hand up high in the air. Find someone who has his or her hand up, walk toward that person and connect hands.** The children do this.

Continue: **Everyone sit criss-cross, knee-to-knee facing your partner. This is called "Stand Up, Hand Up, Partner Up." Great job! Now, greet each other.**

Touch one child in each partner pair and tell them they are partner number one.

Say: **Partner one, please raise your hand. You heard the "Humpty Dumpty" and "Little Boy Blue" nursery rhymes. Tell your partner which nursery rhyme was your favorite and why. I'll give a signal when it is time for partner two to share.**

Circulate and observe. After an appropriate amount of time, signal the children by saying: **Clap once if you can hear me. Clap twice if you can hear me.** When the children are quiet continue: **Now it is time for partner number two to share. Ready? Begin.**

When the children have had time to share, signal them to stop. When the partners are finished, remind them to compliment each other and say goodbye.

Gather the children back into a group. Say: **Let's give ourselves a rocket cheer!** Teach them the following rocket cheer:

The children place both hands together near their waists, with palms together and fingers pointed up. They wiggle their hands upward like a rocket lifting off. When the children's hands reach above their heads, they separate their hands in a big circular movement, like bursting fireworks, while saying, "Ah!"

If there is an odd number of children in the class, partner with one of the children for this activity.

Magic Writing Moment

My Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Marker

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

Phonological Awareness Warm-Up

Syllables

Say: **Say these words after me: now.** (The children say, *now*.) **Say yesterday.** (The children say, *yesterday*.) **Which word has more parts, now or yes-ter-day?** (Volunteers respond.) **Right, yesterday has more parts. We call those parts syllables. Say syllables.** (The children say, *syllables*.)

Explain: **All words are made of syllables. A word may have one or two, or even more than two syllables, or parts.**

Ask: **Would you like to learn a trick that will help you count the syllables in words? Okay! Place your hand under your chin, like this.** (Demonstrate placing your hand facing down under your chin.) **Now, listen to this word: red. Keep your hand under your chin and say, red. How many times did your chin move?** (Volunteers respond.) **Your chin moved just once. That means red has one part, or syllable.**

Continue: **That is a good trick! Let's try some more. Keep your hand under your chin and say, purple. How many times did your chin move?** (Volunteers respond.) **What does that mean? Right, it means purple has two parts or two syllables.**

Repeat for *blue, orange, violet, yellow, and green*.

Modification: Substitute names of the children rather than using color words.

Materials

- ☐ None

Reading

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

1

Introduce: Bb /b/

Indicate *Backpack Bear's ABC Rhyme Book*. The children discuss the cover. Read the rhyme on page 3.

Ask: **Which words rhyme in the rhyme I just read?** (you/too, reason/season) **We have learned about rhyming words and we have also learned about the letters of the alphabet. Now we are ready to learn letter-sounds.**

Materials

- ☐ Whiteboards, markers
- ☐ Letter Cards: B and b
- ☐ Wall Card: Ball /b/
- ☐ Picture Card: ball
- ☐ ABC Rhyme Book

Reading

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

Step One

Introduce /b/ in the initial position

Read "Bb Ball" on page 7.



Indicate the *ball* Picture Card. Say: **This is a picture of a ball. Say, ball. The word ball begins with /b/. Watch my mouth, /b/. Now you say /b/. The words basketball and bounce begin with the same sound: /b/. (The children repeat, /b/.) I will read the rhyme again. Listen for /b/ in basketball and bounce.**

Read the rhyme again, then repeat it in unison.

Bb Ball

*I have a bouncy basketball,
Here's a game for two:
Bounce a basketball to me,
I'll bounce it back to you!*

Step Two

Discriminate /b/ in the initial position

The children stand. Say: **If you hear /b/ at the beginning of a word I say, jump two times. Ready?**

butter

red

bike

ant

box

blue

Step Three

Connect /b/ to the spelling "Bb"

Teach the children the ASL sign for *Bb*. They sing "The Letter March" with the ASL sign for *b* and sound /b/.



Indicate the *b* Letter Card. Say: **This is the lowercase letter b. The letter b stands for /b/. Each time I touch the letter b, say, /b/. Touch b several times.**

Demonstrate the letter's formation as you write *b* on the board. The children mimic the formation by writing *b* in the air (sky writing), several times.

Distribute whiteboards and markers. The children write *b* on their whiteboards.

Say: **Let's play a game. If the word I say begins with /b/, hold up your whiteboard and say, /b/. If it does not, do nothing! Ready?**

beach

camera

book

bug

basket



Indicate the *B* Letter Card. Say: **This is the uppercase letter B. The uppercase letter B and the lowercase letter b stand for /b/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write *B* on the board. The children mimic the formation by sky writing *B* in the air several times.

Some children have difficulty distinguishing the graphemes *b* and *d*. As a preventive measure, continually reinforce the directionality of *b* well before introducing *d*. For example: write *B* on the board. Erase the top loop to reveal lowercase *b* hiding inside.

**Observe
& Modify**

Step Four Introduce /b/ in the final position

Ask the riddle:

cub

I am a baby animal. My mother and father are bears. What am I?

Explain: **The word *cub* ends with the letter b. The letter b stands for /b/.**

Emphasize the final /b/ as you say the following words. The children repeat each word after you.

rub

tub

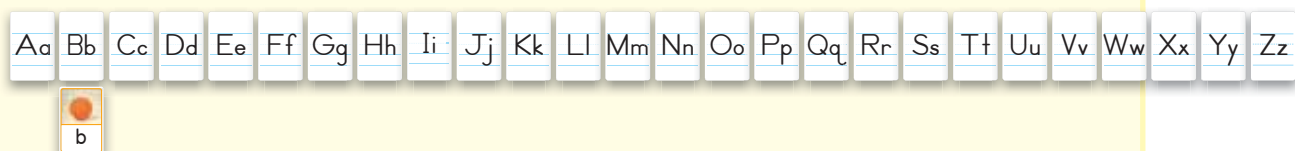
sub

cube

tube

The sound /b/ exists in Mandarin Chinese with a slight difference.
Be sure to emphasize this sound for children who speak Mandarin.**ELL**

This routine will be repeated for each sound-letter introduction.



Display the Wall Card at the end of the lesson.

**Formative Assessment**Say: **Listen to these words. If you hear /b/, stand. If you don't hear /b/ sit on your hands! Remember /b/ can be at the beginning, in the middle or at the end of the word! Ready?**

Say the following words, pausing after each one to allow the children time to respond.

book	bug	cub	tub	basket	table
barn	beach	cube	sub	bike	butter

2**Introduce High Frequency Words: see and me**Say: **Let's read *Brown Bear, Brown Bear, What Do You See?* again. Listen carefully and chime in when I read the word *me* at the end of the rhymes. Remember, rhyming words sound the same in the middle and at the end.**Read the book, emphasizing the words *see* and *me* as you read.**Materials**

- ☐ High Frequency Word Cards:
me, see
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ Prepared chart paper with sentences
- ☐ Whiteboards, markers
- ☐ Pocket chart

Reading**RF.K.3.C** Read common high frequency words by sight



After reading, ask: **Which two words in this story rhyme?** (Volunteers respond.) Say: **Besides rhyming, *see* and *me* are special for another reason. When we read, we see some words more often than others. We call these words *high frequency words*. When we see high frequency words we need to recognize them right away because we will see them often. Say, *high frequency*.** (The children repeat, *high frequency*.)

Continue: **Let's count how many times, or how frequently, Bill Martin, Jr. used the words *see* and *me* in the story.** (*See* is used 23 times including the title and *me* is used 10.)

Place the High Frequency Word Card *see* in the pocket chart. Point to it and say: **This word is *see*. Say, *see*.** (The children repeat, *see*.) **We saw this word frequently in the story we just read. What do we call words that we see frequently or often? They are high frequency words.**

Place the High Frequency Word Card *me* in the pocket chart. Point to it and say: **This word is *me*. Say, *me*.** (The children repeat, *me*.) ***Me* is another high frequency word.**

Divide the class into two groups, Group 1 and Group 2, and distribute whiteboards and markers.

Say: **If you are in Group 1 write *see* on your whiteboards. If you are in Group 2 write *me* on your whiteboards.** (The groups do this.)

At this stage, some children may have difficulty writing letters, particularly "e" and "s." Circulate as children write these words and assist as necessary.

**Observe
& Modify**

Continue: **I will read *Brown Bear, Brown Bear, What Do You See?* again. This time stand when I read your word and show your whiteboards. Ready?**



Formative Assessment

Indicate the prepared chart paper with sentences, and gather the children where they can easily see it. Read the first sentence. A volunteer circles the high frequency word you choose in the sentence and selects the next volunteer. Continue with the remaining sentences.

- **I can see the dog.**
- **Can you come with *me*?**
- **Let me see your new book.**
- **Can you see *me*?**
- **Do you see Tommy on the swing?**
- **Will you go with *me* to the store?**

Add additional sentences as time allows.

Say: **Congratulations! You have learned your first two high frequency words!**

Encourage the children to look for *see* and *me* in other books throughout the week.

Introduce the Schema Anchor Chart

Say: **Let's pretend we are all in a big boat and we want to fish, so we need the boat to stay in one place. How could we keep the boat from moving?** (Volunteers respond.) **We would drop an anchor into the water, and the anchor would keep the boat in one place so we could fish.**

Explain: **Today we'll learn about a different kind of anchor. It's called an anchor chart. Say, *anchor chart*.** (The children repeat, *anchor chart*.) **An anchor chart has information on it that we want to keep in our brains. We're going to "anchor" information into our brains!**

Indicate the Schema Anchor Chart with Card 1 "What is Schema?" attached.

Say: **Here is our first anchor chart. It's called the Schema Anchor Chart. Schema is a very big vocabulary word that means everything that you already know. Say, *schema*.** (The children repeat, *schema*.) **This anchor chart will help us remember what schema means. Who can explain schema to Backpack Bear?** (Volunteers explain.) **Now Backpack Bear is wondering what is in his schema!**

Attach the Schema Anchor Card 2 "My schema is what I already know."

Continue: **Let's look at the picture. Backpack Bear is telling us that he already knows that grass is green, so it is in his schema. Do you wonder what is in YOUR schema? Let's see what you already know.**

- **How many of you know your name?**
- **How many of you know what the color red looks like?**
- **How many of you know how old you are?**

Explain: **All that information is already in your schema!**

Choose volunteers to dictate sentences describing something they already know. Write three of their sentences under the example, such as "Claire knows that her birthday is in April." "Jack knows that cats make good pets."

Indicate Schema Anchor Card 3: "Your schema grows and changes when you connect new information" and read it to the children. Tape it onto the chart paper under the sentences.

Say: **Look at this example. Do you remember that Backpack Bear already knew grass is green? He just learned that grass needs sun, water, and nutrients to grow. What do you think the word nutrients means?** (Discuss)

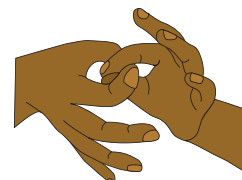
Continue: **Now he connected** (Demonstrate the sign language sign for connect, pictured on the right.) **this new information to information that was already in his schema.**

Materials

- ☐ Prepared Schema Anchor Chart
- ☐ Anchor Chart Cards 2, 3, and 4
- ☐ Marker
- ☐ Tape

Language

L.K.6 Use acquired words and phrases



Partner Share

Say: **Stand up, hand up, partner up. Remember to greet your partner and sit knee-to-knee. Talk to your partner about one new thing you have learned in school. Maybe you learned where the bathrooms are, maybe you learned a new word or sound, maybe you met a new friend. Talk about something new you've learned. Ready? Begin.**

Give the signal to stop. Say: **Clap once if you can hear me. Clap twice if you can hear me.**

Volunteers share what they have learned. Choose several of their sentences, and write them under the Schema Anchor Chart Card 3. For example, Juan met a new friend in kindergarten.

Continue: **Say goodbye and compliment your partner.**

Gather the children around the Schema Anchor Chart.

Indicate and read Anchor Card 4 "My schema is what I see, hear, taste, smell, and touch" and tape it to the chart paper.

Say: **The information that is already in your schema comes from what you learned from things that you saw, heard, tasted, smelled, and touched. When you see, hear, taste, smell, or touch something new you add it to your schema.**

**Formative Assessment**

Say: **Turn to your neighbor and explain what schema means.**

Choose volunteers to share their definitions of schema with the class.

Display the Schema Anchor Chart in your classroom. As children add information to their schema throughout the year, reference this anchor chart.

Magic Writing Moment

My Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

Phonics Warm-Up

Beginning, Middle, End

Place the green, yellow, and red circles horizontally in a pocket chart. The children tell which color is at the beginning of the row (green), the middle (yellow) and the end (red).

Indicate the classroom Alphabet Chart and say: **The alphabet has a beginning, middle, and end.**

- **Who can point to a letter at the beginning of the alphabet?**
- **Who can point to a letter at the end of the alphabet?**
- **Who can point to a letter in the middle of the alphabet?**

Focus attention on the colored dots on each alphabet card.

Explain: **The letters at the beginning of the alphabet have green dots. The letters in the middle of the alphabet have yellow dots, and the letters at the end of the alphabet have red dots. We can look at the dots to help us remember if a letter is at the beginning, middle, or end of the alphabet.**

Materials

- ☐ Classroom Alphabet Chart
- ☐ Prepared green, yellow, and red circles
- ☐ Pocket chart
- ☐ Pointer

Language

L.K.5.A Sort common objects into categories

Observe & Modify

If time allows, line the children up in order by the first letter of their first names then identify the children in the beginning, middle, and end of the alphabet.

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

Science

LS.2e Recognize stories sometimes give plants and animals fictional attributes

Introduce Same and Different and Animals Given Human Characteristics

Indicate the bag containing the crayons. Choose a volunteer to draw two crayons from the bag. Ask:

Are these crayons the same or are they different?

The child responds, identifies the color or colors of the crayons, then returns them to the bag. Continue as time allows with other volunteers.

Backpack Bear whispers to you. Say: **Backpack Bear noticed he is the same as us in some ways but different in others. Let's think about how we are the same as, and different from, Backpack Bear.**

A volunteer holds Backpack Bear in front of the class. Discuss similarities and differences between Backpack Bear and the children. Accept all reasonable responses.

Ask: **Who is really glad Backpack Bear has joined us this year?** (The children respond.)

Indicate *Brown Bear, Brown Bear, What Do You See?* Say: **The author of the book used animals in this story, but the animals act like people!** Ask:

- **Do you remember the name of the author?** (Bill Martin, Jr.)
- **What job does the author have?** (He or she writes the words of the story.)
- **Can animals really talk in human languages?** (No they can't but in this story the animals do talk.)

Continue: **Bill Martin, Jr. pretended that animals in his story could talk. We read another story about animals that could do things that only people do. Who remembers which story that was?**

Indicate *The Kissing Hand*. Say: **In this book a raccoon goes to school. Do raccoons go to school? Why not?**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Crayons from two eight-color boxes in a bag |
| <input type="checkbox"/> | <i>Brown Bear, Brown Bear, What Do You See?</i> |
| <input type="checkbox"/> | <i>The Kissing Hand</i> |



Formative Assessment

Say: **In this book, the animals acted like people. Now it's your turn! Let's see if you can take on the characteristics or actions of animals. Listen and follow my directions. Ready?**

Allow time after giving each direction for the children to enjoy acting like each of the animals before giving the next direction.

- **Pretend you are hopping like a frog.**
- **Howl like a wolf.**
- **Slither like a snake.**
- **Purr like a cat.**
- **Fly in the sky like a bird.**

Say: **Authors often pretend that animals in their stories can act like people. You will hear many stories this year. Try to notice when authors create animals that act like people.**

2

Practice **Bb /b/**

Indicate the Alphabet Chart. Say: **You have learned the letter that stands for the /b/ sound. This is the letter Bb. Remember, each letter in the alphabet has an uppercase and a lowercase letter. Both letters have the same name and stand for the same sound.**

- Print uppercase *B* on the board.
- The children say the letter name, then sky write it together.
- Repeat for lowercase *b*.

Distribute copies of *Listening & Writing Book 1*. Say: **This is the book Backpack Bear is so excited about.**

Step One Name the letters

The children name the letters *B* and *b* as you print them on the board. They:

- indicate the large outlined *Bb* on the worksheet.
- use their fingers to trace inside the letters.
- color the letters with a blue crayon.

Step Two Read the sentence

Read, *Bb is for ball*. Ask: **Do you hear /b/ at the beginning of ball?**

- On the board, print: *Bb is for ball*.
- Track and read the sentence aloud.

Ask: **How is the sentence I wrote on the board different from the sentence on your papers?** (Ball is pictured instead of written.)

- The children color the ball brown.

Step Three Identify the sound in initial position

Ask: **What is the first picture in the middle part of the page?** (boy)

- On the board, replace *ball* with *boy*.
- Read the new sentence.
- Repeat for *bike* and *bear*.
- The children color the boy blue, black, or brown.

Use the next step "Write the Letter" to observe the children's eye-hand, small-motor control. Do not be concerned if children are unable to stay on the dotted lines. The primary instructional focus is the letter/sound relationship.

Materials

- ☐ Blue, black and brown crayons
- ☐ *Listening & Writing Books*, page 1
- ☐ Each child's name card
- ☐ Pencils

Reading

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words



If you have a projector or similar device, project the *Listening & Writing* book page for the whole class, either from a paper copy or from the "Projectables" section of teach.Starfall.com.

Observe & Modify

Step Four

Write the letter

Say: **Look at the letters at the bottom of the page. The dot on each letter tells you where to place your pencil when you begin to trace the letter Bb. Watch.**

Place several “dots” on the board, then demonstrate the letter’s formation. Volunteers practice at the board while the other children sky write the letter.

The children trace uppercase and lowercase Bb letters at the bottom of the page, then color the pictures.



Formative Assessment

Say: **Let’s sky write the capital or uppercase B.** (The children do this.) **Now, sky write lowercase b. Raise your hand if you know a word that begins with /b/.** Select volunteers to answer and the class confirms words that begin with /b/.

3

Introduce Alphabetical Order and the Starfall Dictionary

Note: You will use your own *Starfall Dictionary* each time a word is entered or traced.

Say: **We learned that the alphabet is an example of something that has a beginning, middle and end.**

Indicate the Alphabet Chart and point to each letter as you say the alphabet in unison.

Explain: **The letters in the alphabet are always in the same order. That means every time we write or see the alphabet, each letter is in its own special place, which is the same every time.**

Gather the children around a classroom computer navigated to *Starfall.com*, Learn to Read: Row 1, “Alphabet” (or use projection capabilities if available). Show the video “How the Alphabet Got Its Order.”

Continue: **All of the letters between A and Z are really in the middle of the alphabet, but some are closer to the beginning and some are closer to the end.**

Indicate a classroom dictionary. Say: **This is a dictionary. A dictionary contains many of the words we use in speaking, reading, and writing. The words are organized just like “The Alphabet Song” and our Alphabet Chart. They are in alphabetical order. Words beginning with the letter Aa are at the beginning of the dictionary. Where do you think the words beginning with Zz can be found?** (Volunteers respond.) **Right, at the end!**

Materials

- ☐ *Starfall Dictionary* for yourself and one for each child
- ☐ Classroom Alphabet Chart
- ☐ Collection of dictionaries (4 or 5, both picture and grown-up dictionaries)
- ☐ Pencils

Print Concepts

PC.1 Distinguish letters from words

Reading

RF.K.3.C Read common high frequency words by sight



Dotted high frequency words in the dictionary are printed in block print. It is important for children to be able to recognize print regardless of the style. However, children may enter new words in either block or manuscript.

Divide the children into 4 or 5 groups and distribute a different dictionary (picture or grown-up) to each group.

Say: **Each group has a different dictionary. When I give the signal, look through your dictionary together. Ready? Begin.**

After an appropriate amount of time signal the groups to stop.

Ask: **What did you notice about your dictionary?** Volunteers from each group discuss similarities and differences in the dictionaries.

Distribute a *Starfall Dictionary* to each child. Allow the children a few minutes to look through their dictionaries.

Ask: **Do you see the letters in the top left and top right corners? Did you notice they are in alphabetical order? These letters tell us where to write the new words we learn. Where do you think we should write words beginning with the letter Aa?** (Volunteers respond.) **What about words beginning with the letters Mm or Zz?**

Ask: **What else do you notice about your dictionary?** (Volunteers respond.) **Since the words are already written in the dictionary, when we learn those words you will just trace them. Later you will write words all by yourself!**

Continue: **Locate the page in your *Starfall Dictionary* with the letter that begins your name. Raise your hand when you find it.**

Say: **The first word you will write in your dictionary is your name. Watch me.** Clearly demonstrate how to do this by locating the appropriate page in your *Starfall Dictionary* and printing your name.



Formative Assessment

Say: **We have learned two high frequency words.**

Write the word *me* on the board. Continue: **What letter do you see at the beginning of me?** (Volunteers respond.) **Find Mm in your dictionary then hold it up in the air.** (The children do this.)

Continue: **Place your finger on the word me.** (Check that the children do this correctly.) **Now, trace the letters in the word me.**

Write *see* on the board. Ask: **What letter do you see at the beginning of see?** **Find Ss in your dictionary then hold it up in the air.**

Continue: **Place your finger on the word see.** (Check that the children do this correctly.) **Now, trace the letters in the word see.**

Say: **Let's give ourselves a big clap for writing our first two high frequency words in our *Starfall Dictionaries*!**

Speaking & Listening

LS.9d Understand and follow one- and two-step directions

Magic Writing Moment**My Favorite Color**

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

Phonological Awareness Warm-Up**Initial /b/**

Ask: **Who has ridden on a bus?**

Discuss the children's experiences.

Backpack Bear whispers, "My name and bus begin with the same sound!"

Say: **You are right, Backpack Bear! Everyone say bus, backpack, bear.** The children say *bus, backpack, bear*.

Continue: **Backpack Bear, we know a fun song about a bus. Would you like to hear it?** Play *Sing-Along Volume 1* Track 41, "Wheels on the Bus."

Say: **Let's sing this song for Backpack Bear. As we sing, listen for other words that begin with the sound, /b/.**

After singing, ask: **Did you hear other words that begin with /b/?** Help the children identify other words in the song that begin with /b/. (*bus, beep, and back*)

Say: **Let's sing the song again. This time jump when you hear /b/ words.** Play the song again and observe whether the children jump at the appropriate times.

Materials

- ☐ *Sing-Along Volume 1* Track 41, "The Wheels on the Bus"
- ☐ Backpack Bear

The Wheels on the Bus

The wheels on the bus go round and round...

The wipers on the bus go swish, swish, swish...

The door on the bus goes open and shut...

The horn on the bus goes beep, beep, beep...

The driver on the bus says, "Step back please!"

*The mommy on the bus says,
"I love you! I love you! I love you!"*

*The daddy on the bus says, "Love you, too!"
All through the town.*

1

Introduce the Capital Letter Anchor Chart

Ask: **Who remembers what an anchor chart is?** Discuss anchor charts and review the Schema Anchor Chart.

Say: **Today we will create a new anchor chart. This anchor chart will help us remember when to use capital letters and when to use lowercase letters.**

Indicate the Capital Letter Anchor Chart with Card 1, *What Gets a Capital Letter?* attached.

Say: **Look at Backpack Bear. Did you know that he is a capital letter detective? The words on this card say "What gets a capital letter?"**

Continue: **Backpack Bear told me that he has a hard time remembering when to write capital letters and when to write lowercase letters, so he did a little detective work and created this chart for us.**

Indicate the Magic Writing Moment chart paper.

Say: **Let's look at the sentences on our chart. Who can find a word that begins with a capital letter?** (Volunteers point to words that contain capital letters.) **What did you notice about all the words with capital letters? Right, they are all names of children in our class.**

Indicate Capital Letter Card 2, Names of people and pets. Say: **Backpack Bear tells us that names of people and pets begin with capital letters.**

Attach the card to the chart. Say: **Read the names. Who can think of a name of a person who is not in our class to add to our chart?** Volunteers suggest names. Add the names under the card, drawing attention to the capital letters.

Ask: **Who has a pet? What is your pet's name? Pets' names also begin with capital letters.** Add pet names to the chart.

Say: **Another important place you will see a capital letter is at the beginning of a sentence. A sentence is a group of words that makes up a complete thought. Listen and give a thumbs up if you hear a sentence with a complete thought. Give a thumbs down if you hear a group of words that is not a complete thought. Ready?**

- at the playground
- over the fence
- The girl is playing on the playground.
- I want to jump over the fence.
- out the door
- Can you come to my house and play with me today?

Materials

- ☐ Prepared magnifying glass cut out for each child
- ☐ Magic Writing Moment chart paper from Day 1
- ☐ Capital Letter Anchor Chart Cards 2 and 3
- ☐ Classroom book for each set of partners
- ☐ Prepared Capital Letter Anchor Chart paper with Card 1 attached
- ☐ Marker

Print Concepts

PC.1 Distinguish letters from words



You will use several anchor charts. Consider hanging a clothesline in your classroom and using clothespins to display them.

**Science**

ES.5f Recognize the repeating pattern of day and night

Writing

W.8 Write and draw for a variety of purposes and audiences

Indicate Capital Letter Card 3, Beginning of a sentence.

Say: **Backpack Bear tells us we need a capital letter at the beginning of every sentence.**

Review the examples on Card 3. Ask: **Who can make up a sentence to add to the chart?**

Volunteers make up sentences and you write them under Capital Letter Card 3. Assist the children in creating sentences when their responses are phrases.

**Formative Assessment**

Distribute a magnifying glass cut out to each child. Say: **Let's pretend you are all detectives like Backpack Bear. This will be your magnifying glass.**

Partner the children and distribute a classroom book to each pair. Continue: **You and your detective partner look through your book and try to find capital letters.** Circulate and interact with the partners as they discover capital letters in their books.

2**Nighttime and Daytime**

Turn off the classroom lights and instruct the children to lie down and close their eyes. Softly say: **Let's pretend it is nighttime and we are all fast asleep.**

Turn on the lights and ring a bell. Say: **The sun is up and it's daytime. Everyone up! It's time for school.**

Turn off the lights again and say: **Oh no, it's nighttime again! Everyone go back to sleep.**

Turn on lights again and ring a bell. Say: **The sun is up and it's daytime again. Everyone wake up! It's time for school.**

Ask: **What pattern did you notice?** (Volunteers respond.) **Right, we had day and night over and over. The pattern repeats every day.**

Ask: **Do you go to school during the daytime or at night?** (Volunteers respond.) **Yes, we go to school during the daytime. Who can remember a story about an animal that went to school at night? Right, *The Kissing Hand*.**

Explain: **Raccoons, like some other animals, come out at night to hunt and play. They sleep during the day. We call animals that eat at night and sleep during the day *nocturnal*. Say, *nocturnal*.** (The children repeat, *nocturnal*.)

Indicate the Vocabulary Card *nocturnal* and read the word. Say: **Raccoons are *nocturnal* because they stay awake and hunt at night.**

Materials

- ☐ Vocabulary Card: *nocturnal*
- ☐ *The Kissing Hand*
- ☐ Pencils, crayons
- ☐ Drawing paper
- ☐ Bell

nocturnal

Continue: **In the story *The Kissing Hand*, Chester goes to school at night. He plays with his friends at night. Think about some of the things we do, or some things that happen at night.**

Lead the children to respond with activities such as eat dinner, see the moon, wear pajamas, owls and bats fly, we look at the stars, etc. Repeat for the daytime with activities such as we eat lunch, play in the sun, go to school, wear our shoes, raccoons sleep, etc.



Formative Assessment

Distribute drawing paper, pencils and crayons and instruct the children to write their names.

Demonstrate how to fold the paper in half vertically. Indicate the top left side and say: **On this side of your paper draw a sun.** (The children do this.)

Indicate the top right side and say: **On this side of your paper draw a moon or star.**

Ask: **Should the sun represent the daytime or the night? Right, we see the sun during the daytime. How about the moon and the stars? Right, we see the moon and the stars at night.**

Instruct the children to draw objects that remind them of the daytime such as the sun, flowers, rainbow, playing outside, etc. on the left side of the paper, and objects on the right side that remind them of night, such as the moon, stars, dark sky, campfire, and sleeping in their beds.

Gather the children with their drawings. Ask: **Who would like to share his or her illustration of daytime and nighttime activities?** Volunteers take turns sharing.

Ask: **Who remembers what we call animals that are awake at night and sleep during the daytime? Right, nocturnal.**

3

Introduce the Star Word Wall

Say: **This week we learned about high frequency words, the words we see over and over again when we read. Say, high frequency words.** (The children repeat, *high frequency words*.)

Continue: **Now, high frequency words are in our schema. Who remembers what schema is?** (Volunteers respond.) **Right, our schema is what we already know.**

Indicate the High Frequency Word Card, *see*. Say: **Put your finger on your chin if you remember this high frequency word.** (The children do this.) **What is this word?** (The children say, *see*.) **Good job!**

Materials

- ☐ High Frequency Word Cards:
see, me
- ☐ Vocabulary Cards: *strange, cozy, interested, lonely*
- ☐ Schema Anchor Chart
- ☐ *The Kissing Hand*
- ☐ Backpack Bear
- ☐ Pocket chart

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Reading

RL.K.1 Ask and answer questions about key details in a text

Repeat with the High Frequency Word Card, *me*.

Explain: **Today we will add to our schema. We'll learn about another kind of word called a vocabulary word.** (The children repeat, *vocabulary word*.) **Vocabulary words are words we learn and understand whenever we read a story in class.**

Indicate *The Kissing Hand* and the children recall the story. Say: **The author, Audrey Penn, used some important vocabulary words in her story. Let's talk about some of those vocabulary words before I read the story again. We can add these words to our schema.**

Display the Vocabulary Cards in a pocket chart as you introduce them. The children repeat the words after you.

Strange	Something that is not usual or hasn't been seen before
Cozy	Warm and comfortable
Interested	Wanting to know more about something, or being curious about it
Lonely	Feeling all alone

Star Word

Display the new vocabulary on your Star Word Wall.



Formative Assessment

Say: **Listen for these words as I read *The Kissing Hand*. If you hear a word and you don't know what it means, raise your hand quietly and we'll talk about that word and add it to your schema.**

Backpack Bear whispers that he is afraid he might not remember all of the vocabulary words. He suggests that there should be a special place to put them so everyone can practice.

Tell the children Backpack Bear's idea, and direct them to your Star Word Wall.

Explain: **As you learn new vocabulary words, we will place them on this special board, called the Star Word Wall.**

Read *The Kissing Hand*. Pause to discuss vocabulary words the children don't understand.

The Star Word Wall is primarily for teacher reference and not intended for children to read. This wall serves as a reminder to the teacher to review the vocabulary words during transition times.