



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with **SCIENCE** and **SOCIAL STUDIES**

Teacher's Guide
Citizens and
Their Actions
Unit 4 • Week 12

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

If you have questions or comments, please contact us.

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

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



- ★ Begin with free reading and math activities for computers and mobile devices.
- ★ Discover even more interactive activities with a Starfall membership!
- ★ Shop at store.starfall.com for curricula and educational products.

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

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Citizens and Their Actions

Unit 4 • Week 12

Week 12

Overview / Preparation 368

Day 1

| | |
|--|-----|
| Get to Know Martin Luther King, Jr. and Rosa Parks. | 373 |
| Introduce High Frequency Words: <i>away, do, was, will</i> | 374 |
| Introduce Zz /z/ | 376 |

Day 2

| | |
|--|-----|
| Introduce Xx /ks/ | 379 |
| Introduce <i>A Young Hero</i> | 380 |
| Introduce <i>Ruby Goes to School</i> | 382 |

Day 3

| | |
|------------------------------------|-----|
| Write About Ruby: Part 1 | 383 |
| Write About Ruby: Part 2 | 384 |
| Introduce Jj /j/ | 385 |

Day 4

| | |
|---|-----|
| Author's Chair | 388 |
| Classify Medial Vowels | 388 |
| Graphing <i>Ruby Goes to School</i> | 389 |

Day 5

| | |
|---|-----|
| Shared Writing: We Can Be Peaceful. | 390 |
| Learning Centers | 391 |
| Kindergarten Book Club | 392 |

Week 12 Overview

Citizens and Their Actions

The children will learn about peaceful ways to solve problems through discussion and literature that introduces pioneers in America's civil rights movement. This week we will:

- meet Martin Luther King, Jr., Ruby Bridges and Rosa Parks.
- learn about Xx /ks/, Zz /z/, and Jj /j/.
- discover vowels.

Recommended Literature

Miss Rumphius —**Barbara Cooney** See the author bio in Week 11.

Starfall Books & Other Media

ABC Rhyme Book

A Young Hero

Ruby Goes to School

America the Beautiful

Star Writer Melodies

Sing-Along Volume 2

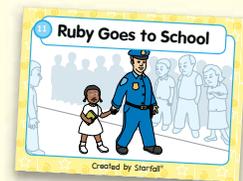
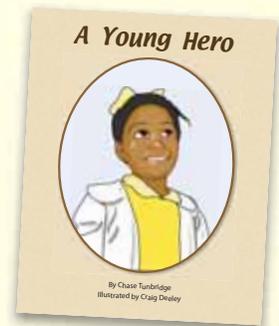
Abraham Lincoln Historical Figures Poster

Martin Luther King, Jr. Historical Figures Poster

Rosa Parks Historical Figures Poster

Starfall Writing Journals

Listening & Writing Books



Preparation

Generate Vocabulary Cards for Week 12. You will use *peaceful* on Day 1, and *equal*, *integrate*, *race*, *racism*, *judge*, *harm*, *refuse* and *overcome* on Day 2.

Day One

Generate a lined journal page for each child for today's Magic Writing Moment. Collect these at the end of the lesson for use on Day 2.

Day Two

For today's Magic Writing Moment you will use the chart paper and journal pages from Day 1.

You will need a copy of Take-Home Book *Ruby Goes to School* for each child.

Day Three

For today's Magic Writing Moment you will use the chart paper and journal pages from Days 1 and 2.

Day Four

For today's Magic Writing Moment you will use the chart paper and journal pages from Days 1, 2, and 3. You will also need a bell or other signal.

Prepare a sheet of chart paper for Session 1 by titling it, *We Can Be Helping Hands*.

Generate a high frequency word graph for each child for use in Session 3.

Day Five

For today's Magic Writing Moment prepare a sheet of chart paper by creating three columns headed *Zz*, *Jj*, and *Kk*, using three different colored markers.

For Session 1 prepare a sheet of chart paper by writing the title *Ways We Can Be Peaceful*.

Generate a "Color by Word" worksheet for Week 12 for each child.



Day 1

I am glad we are doing our part to save our environment. I want to be a good citizen!

Love,

Backpack Bear 

Day 2

I love the word peaceful! I am so glad we are working to have a peaceful classroom!

Love,

Backpack Bear 

Day 3

We know so many letters and sounds. I like to make words with them! I'm excited that I can sign them, too!

Love,

Backpack Bear 

Day 4

I loved reading your writings. Can we share them today?

Your pal,

Backpack Bear 

Day 5

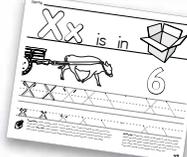
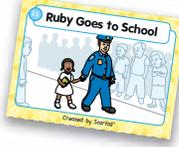
I heard that Martin Luther King, Jr. had a dream for peace. I like his dream!

Peace to all,

Backpack Bear 

DAY One

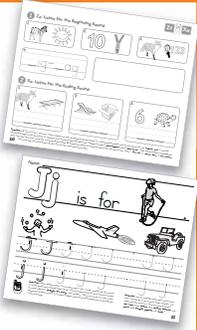
DAY TWO

| | | |
|---|--|--|
| <p>Magic Writing Moment</p> | <p>Copy sentence Spaces between words</p> | <p>Copy sentence Ways to be kind</p> |
| <p>Reading</p> <p>Phonological Awareness Phonics High Frequency Words Comprehension Print Concepts</p> | <p>L&W, p. 48</p> <p>Phoneme Addition</p> <p>Zz /z/</p> <p>HF Words: away, do, was, will</p> <p>Comprehension Skills: Compare/contrast Draw conclusions</p> <p>Comprehension Strategies: Open discussion Summarize Make connections</p>  | <p>L&W, p. 49</p> <p>Blending phonemes</p> <p>Xx /ks/</p> <p><i>Ruby Goes to School</i></p> <p>Comprehension Skill: Compare/contrast</p> <p>Comprehension Strategies: Summarize Predict/verify Make connections</p>   |
| <p>Computer</p> | <p><i>BpB's Books: Concepts, "A-Machine," "E-Machine," "O-Machine"</i></p> | <p><i>ABCs: Zz, Xx, Ee, Vv</i> <i>All About Me, "Who Am I?"</i></p> |
| <p>Activity</p> | <p>"Concentration" Picture and Word Cards</p> | <p>Trace, color, and cut out helping hands</p> |
| <p>Listening & Speaking</p> <p>Literature Rhymes, Poems & Songs Vocabulary</p> | <p>Historical Figures Posters: Abraham Lincoln, Martin Luther King, Jr., Rosa Parks</p> <p>"Letter March Song Zz" "Zz Zebra Rhyme"</p> <p>Vocabulary: Peaceful</p> | <p><i>A Young Hero</i> "Zipper Coat" "Xx Box Rhyme" "Letter March Song Xx"</p> <p>Vocabulary: Equal, integrate, race, racism, judge, harm, refuse, overcome</p> |
| <p>Writing</p> | | |
| <p>Social Studies</p> | <p>Introduce Martin Luther King, Jr. and Rosa Parks</p> <p>Civil rights</p> <p>Peaceful solutions to problems</p> | <p>Being treated unfairly</p> <p>Discrimination/Segregation</p> |

DAY Three

DAY Four

DAY Five

| | | |
|--|---|---|
| <p>Copy sentence Ways to be kind</p> | <p>Copy sentence Ways to be kind</p> | <p>Review Zz, Jj, Xx</p> |
| <p>L&W, pp. 50, 51</p> <p>Beginning/end- ing sounds</p> <p>Review Zz and Xx</p> <p>Vowels/conso- nants</p> <p>Jj /j/</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Make connections</p>  | <p>L&W, p. 52</p> <p>Beginning sounds</p> <p>Medial vowels</p> <p>Review Jj</p> <p>Graph high frequency words</p> <p>Comprehension Skills: Classify/categorize Story details (problem/solution)</p> <p>Comprehension Strategies: Open discussion Visualize Ask questions Make connections</p> | <p>Blend onset and rime</p> <p>Shared writing</p> <p>Comprehension Skill: Story elements (character, setting)</p> <p>Comprehension Strategy: Open discussion Summarize</p> <p>Starfall Free Day 1</p> <p>"Starfall Speedway" HF words 2</p> |
| <p><i>BpB's Books</i>: Row 11, <i>A Young Hero</i>; Concepts, "I-Machine," "U-Machine"</p> | <p><i>ABCs</i>: Aa, Ee, Ii, Oo, Uu; <i>BpB's Books</i>: Row 11</p> | <p>"Color by Word" worksheet for Week 12 3</p> |
| <p>Sequence <i>Ruby Goes to School</i></p> | <p>Use play dough to create high-frequency words</p> | <p>Art Gallery 4</p> |
| <p>"Jj Jump Rhyme" "Letter March Song Jj"</p> | <p><i>A Young Hero</i></p> <p>Author's Chair</p> <p>Presentation voices</p> <p>Compliment classmates</p> | <p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>A Young Hero</i>; <i>Miss Rumphius</i>; <i>America the Beautiful</i> Historical Figures Posters: Abraham Lincoln, Martin Luther King, Jr., Rosa Parks Kindergarten Book Club</p> |
| <p>Write about ways to welcome a new child to class</p> | | <p>Group (shared) writing about ways we can be more peaceful</p> |
| <p>Discuss importance of being welcoming to others</p> | | <p>Discuss importance of being welcoming to others</p> |

Print Concepts

PC.1a Recognize that sentences are made up of separate words.

Writing

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

Reading:

Foundational Skills

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

RF.K.2.A Recognize and produce rhyming words

Magic Writing Moment

Spaces Between Words

Distribute the journal pages. Say: **Last week we discussed how to help the environment. This week let's discuss how we can help others.** Backpack Bear whispered one way he can help others. On the chart paper write and read: *I can help others by being kind.* **Copy Backpack Bear's sentence from the whiteboard on your journal page. Remember to leave spaces between the words.** Circulate and help as needed.

Say: **Let's practice being kind to each other today. Write your name at the top of your paper. Tomorrow we will add another sentence.** The children may save their writings, or you may collect and redistribute them. Save them and the chart paper for use on Day 2.

Materials

- Generated journal page for each child
- Chart paper, marker
- Backpack Bear
- Pencils

Phonological Awareness Warm-Up

Phoneme Addition

Place the *up* Picture Card in the pocket chart face up, and *cup* and *pup* face down next to it. Identify *up* and the children repeat.

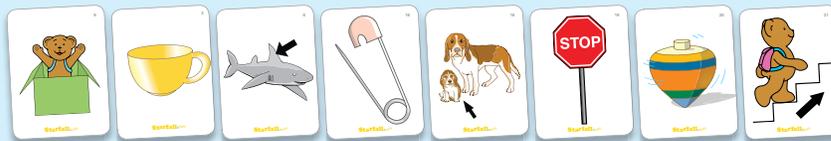
Ask: **If we add /k/ in front of *up*, what new word is it?** Accept responses. Reveal the *cup* Picture Card and say: *up, /k/ /up/, cup.*

Ask: **What do you notice about the words *up* and *cup*?** (They rhyme because they have the same middle and ending sounds.) Reveal *pup*. Ask: **What sound is added to *up* to make *pup*?** (/p/) **Say, *up, pup*. They rhyme!**

Repeat for *in/fin/pin* and *top/stop*.

Materials

- Picture Cards: *in, cup, fin, pin, pup, stop, top, up*
- Pocket chart



1

Get to Know Martin Luther King, Jr. and Rosa Parks

Instruct children with curly hair to stand. Ask: **Would it be fair if only children with curly hair got a special treat?** (Discuss)

Indicate the *Abraham Lincoln Historical Figures Poster* and the children identify President Lincoln. Say: **We learned that President Abraham Lincoln saw something that was not fair. He saw people with black skin being treated differently from other people. He worked to create laws to change that, but some people still treated those with black skin unfairly. Today we will meet two more people who worked hard so that all people would be treated fairly.**

- Indicate the *Martin Luther King, Jr. Historical Figures Poster*.
- Read the narrative on the back.
- Partner the children to share with each other what they learned about Martin Luther King, Jr.
- Volunteers share responses with the group.

Say: **Martin Luther King, Jr. had a helper named Rosa Parks.** Indicate the *Rosa Parks Historical Figures Poster*, read the narrative on the back and discuss the following.

| | |
|--------------------|--|
| After bullets 1-4 | How is our school different from the one Rosa Parks attended? |
| After bullet 5 | Rosa could not eat in the same restaurants or use the same drinking fountains as white people. Was that fair? Listen carefully to what happened to Rosa next. You'll hear how she helped Martin Luther King, Jr. make a difference. |
| After bullets 7-10 | Discuss with your partner what Rosa Parks did to help change the laws for black people. |

Materials

- Abraham Lincoln Historical Figures Poster*
- Martin Luther King, Jr. Historical Figures Poster*
- Rosa Parks Historical Figures Poster*
- Vocabulary Card: *peaceful*

Reading: Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

RI.K.10 Actively engage in group reading activities

Social Studies

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans

SS.HK.2f Identify the purposes of and the people honored in commemorative holidays

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore



Explain that Martin Luther King, Jr. and Rosa Parks didn't want people to fight. They wanted people to find peaceful ways to solve their problems. Say: **Peaceful means living together without fighting.** The children repeat, *peaceful*.



Formative Assessment

Say: **Let's discuss peaceful solutions to problems.** Read the following and pause for children to discuss positive solutions.

- **You want to play with a toy someone else has. You grab the toy and pull it away.**
- **Someone bumps into you as you are running outside and you hit him or her.**
- **Your friends tell you they won't be your friends if you don't do what they want. You say mean things to them.**

Say: **We can learn better ways to solve our problems from the examples set by Martin Luther King, Jr. and Rosa Parks. Stand in a circle and hold hands. Let's make a promise. Repeat after me. We want to be happy.** (pause) **We promise to try to solve our problems** (pause) **in a peaceful way.** (pause) **We promise** (pause) **to treat each other** (pause) **with fairness and respect.**

If children aren't ready to verbally share with partners, consider allowing them to act out how they would peacefully resolve one of the conflicts.

ELL

2

Introduce High Frequency Words: *away, do, was, will*

On the whiteboard write *She was on the log*. Volunteers take turns to identify and circle the high frequency words *she, on,* and *the* using the same color.

Say: **There are two words left that are not circled.** (Circle *log* with a different color.) **We can decode this word because we have learned all of its sounds. Let's use invisible rubber bands to sound it out, /l/ /o/ /g/. This word is *log*.**

Indicate the word *was*. Say: **Was is a new high frequency word.** Children repeat, *was*. A volunteer circles *was* using a third color. Read the sentence together.

Display the High Frequency Word Card *was* in the pocket chart. The children write *was* on their whiteboards.

Materials

- High Frequency Word Cards:
away, do, was, will
- Three whiteboard markers
(different colors)
- Whiteboards, markers
- Starfall Dictionaries*
- Pocket chart

Reading: Foundational Skills

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

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

Repeat for *will*, *away*, and *do* in the following sentences.

- The dog *will* run *away*.
- I *will* *do* it for you.
- *Will* you help me?
- I can help you *do* it.
- She ran *away*.
- *Do* you have a cat?
- He *was* not on the log.

Collect the Picture and Word Cards. You will use them again in Learning Centers on Day 5.



Formative Assessment

Arrange the High Frequency Word Cards *was*, *will*, *away*, and *do* face down in random order in a pocket chart. Volunteers reveal the cards, read the words, and use them in sentences.

Children trace the high frequency words in their dictionaries.

Computer

Practice

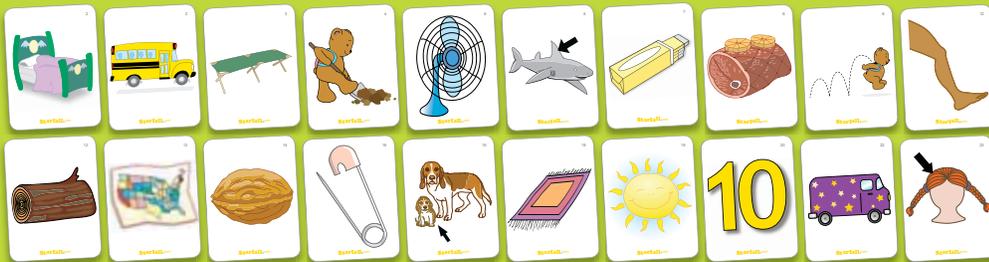
- *Backpack Bear's Books: Concepts, "A-Machine," "E-Machine," "O-Machine"*

Activity

The children arrange the Picture and Word Cards face down on the floor or in a pocket chart, then play "Concentration" matching Picture Cards to Word Cards.

Materials

- Picture and Word Cards: *bed, bus, cot, dig, fan, fin, gum, ham, hop, leg, log, map, nut, pin, pup, rug, sun, ten, van, wig*
- Pocket chart or floor



Reading: Foundational Skills

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

RF.K.3.D Identify differences between similarly spelled words

Reading: Foundational Skills

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

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

3

Introduce Zz /z/

Step One Introduce /z/ in the initial position

Read "Zz Zebra" on page 55 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (same, fame)

Explain that a zebra's stripes are special since no two zebras have the same pattern. Every zebra's stripes are different!

Indicate the zebra Picture Card. Say: **This is a picture of a zebra. Say, zebra. The word zebra begins with the sound /z/. Watch my mouth, /z/. Now you say /z/. The words zebra and zany begin with the same sound, /z/.** (Children repeat: /z/.) **I will read the rhyme again. Listen for /z/ in the rhyme.** Read the rhyme again then repeat it in unison.



Materials

- Listening & Writing Books, p. 48
- Letter Cards: Z and z
- Wall Card: Zebra /z/
- Picture Card: zebra
- ABC Rhyme Book
- Pencils, crayons

Reading: Foundational Skills

RF.K.2.A Recognize and produce rhyming words

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Language

L.K.1.A Print upper- and lowercase letters

Zebra

*The zebra is not a horse of course
But they look very much the same.
Those zany stripes of black and white
Are the zebra's claim to fame!*

Step Two Discriminate /z/ in the initial position

The children stand. Say: **If you hear /z/ at the beginning of a word I say, give a thumbs up. If not, give a thumbs down. Ready?**

| | | | |
|-----|------|------|-----|
| zip | city | lock | zoo |
|-----|------|------|-----|

Step Three Connect /z/ to the spelling Zz

Teach children the ASL sign for Zz. They sing "The Letter March" with the ASL sign for z and sound /z/.



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

Demonstrate the letter's formation as you write z on the whiteboard. The children sky write z several times.

Explain that the sounds /z/ and /s/ are very similar using the examples, *zip* and *sip*. The children repeat. Discuss how your mouth vibrates when making the sound /z/.

Say: **Let's play a game. If the word I say begins with /z/, make the ASL Zz sign. If it begins with /s/, make the Ss sign. Ready?**

| | | | | |
|------|--------|------|--------|------|
| sing | zipper | sand | Zander | soap |
|------|--------|------|--------|------|



Indicate the Z Letter Card. Say: **This is the uppercase letter Z. The uppercase letter Z and the lowercase letter z stand for /z/.** A volunteer locates Zz on the Alphabet Chart. Ask: **Are the letters Z and z at the beginning, middle, or end of the alphabet?** (end)

The Letter March: Zz

(Melody: "The Ants Go Marching")
The letters go marching one by one,
Hurrah! Hurrah!
The letters go marching one by one,
Hurrah! Hurrah!
The letters go marching one by one,
"Z" stands for the sound, /z/ /z/ /z/ /z/
And they all go marching,
In- to a word, to use, their sound



The pictured Zz sign on the ASL Chart in the book is a mirrored depiction. From the perspective of the viewer, it looks correct.

Demonstrate the letter's formation as you write Z on the whiteboard. The children sky write Z several times.

Step Four Introduce /z/ in the final position

Ask the riddle:

buzz

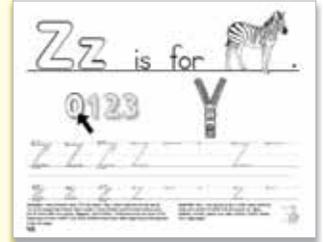
I am the sound a bee makes when it flies around. What sound am I?

Step Five Listening & Writing, page 48



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 48. Complete the page together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

Language

L.K.1.F Produce and expand sentences

Writing

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

W.8e Write moving from left to right and top to bottom

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Magic Writing Moment**Ways to Help Others**

Distribute the children's individual journal pages from Day 1, and indicate the chart paper.

Say: **Yesterday we wrote one way we can help others. We wrote, I can help others by being kind.**

Ask: **What is another way we can help others?** Volunteers offer suggestions. Choose one and add it to the chart paper. Read the sentence together. The children copy it into their journals. Circulate to help as needed.

Say: **Let's read what we have written so far.**

Read the sentences together: **Let's practice helping others by being kind and (add today's sentence) today.**

Materials

- Children's journal pages from Day 1
- Chart paper from Day 1
- Pencils, marker

ELL children need practice using the language. If possible, meet with them and have them read what they can, or they repeat the sentence after you. This will provide you with more information on their individual progress in language acquisition.

ELL**Phonological Awareness Warm-Up****Blending Phonemes**

Play *Sing-Along* Volume 2, Track 49, "Zipper Coat" several times as the children sing. Ask: **What sound do you hear at the beginning of zipper?** Explain that very few words use the letter z. Recall that sometimes s stands for /z/.

- On the whiteboard write *zot, zam, zab, zup*.
- Volunteers blend the sounds and identify the nonsense words.
- They name the high frequency words they know in which the letter s stands for /z/ (is, has, was).

The children sing "Zipper Coat" again. Divide the class into two groups. One group sings verse one and the other sings verse two. Reverse the groups and repeat the song.

Materials

- Sing-Along* Volume 2 Track 49, "Zipper Coat"

Zipper Coat

*Oh do you have a zipper coat
A zipper coat
A zipper coat
Oh do you have a zipper coat
That goes zzzzip!
Oh yes I have a zipper coat
A zipper coat
A zipper coat
Oh yes I have a zipper coat
That goes zzzzip!*

Reading:**Foundational Skills**

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

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

1

Introduce Xx /ks/

Step One Introduce /ks/ in the final position

Read "Xx Box" on page 51 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (box/fox; saxophone/bone)



Say: **Listen for /ks/ in this word, box.** The children repeat, *box*. Indicate the *box* Picture Card. **This is a picture of a box. Does box begin with /ks/? No, it does not begin with /ks/, it ends with /ks/. Words in English do not begin with /ks/.**

Watch my mouth, /ks/. Now you say /ks/. Listen again. Which words end in /ks/ in this rhyme? Repeat the rhyme. The children identify *box*, *ax*, *wax*, *fox*, *ox*, and *Rex*.

Say: **Listen for /ks/ in the middle of some of the words in the poem.** Read the poem again. The children identify *taxi* and *saxophone*.

Step Two Discriminate /ks/ in the final position

The children stand. Say: **If you hear /ks/ at the end of a word I say, sit on the floor. If not, stand up. Ready?**

| | | | | |
|-----|-------|-----|-----|-----|
| fox | paper | top | Mox | Max |
|-----|-------|-----|-----|-----|

Step Three Connect /ks/ to the spelling Xx

Teach the children the ASL sign for Xx. They sing "The Letter March" with the ASL sign for x and sound /ks/.



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

Demonstrate the letter's formation as you write x on the whiteboard. The children sky write x several times.

Say: **Let's play a game. If the word I say ends with /ks/ make the ASL Xx sign. If it does not, do nothing. Ready?**

| | | | | |
|----|-----|-----|------|-----|
| ox | lox | boy | leaf | fox |
|----|-----|-----|------|-----|



Indicate the X Letter Card. Say: **This is the uppercase letter X. The uppercase letter X and the lowercase letter x stand for /ks/.** A volunteer locates Xx on the Alphabet Chart. Ask: **Are the letters X and x near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter's formation as you write X on the whiteboard. The children sky write X several times.

Materials

- Listening & Writing Books*, p. 49
- Picture Card: *box*
- Letter Cards: X and x
- Wall Card: *Box /ks/*
- ABC Rhyme Book*
- Pencils, crayons

Box

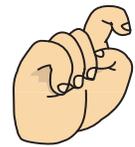
*What would fit inside that box?
Maybe an ax, some wax or a fox.
But not a taxi or a saxophone,
Not even an ox or a T-Rex bone!*

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Language

L.K.1.A Print upper- and lowercase letters



The Letter March: Xx

(Melody: "The Ants Go Marching")

*The letters go marching one by one,
Hurrah! Hurrah!*

*The letters go marching one by one,
Hurrah! Hurrah!*

*The letters go marching one by one,
"X" stands for the sound, /ks/ /ks/ /ks/ /ks/
And they all go marching,
In- to a word, to use, their sound*

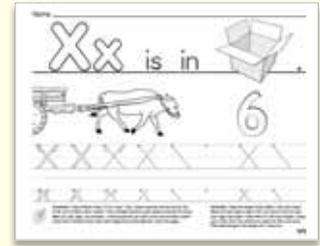


Display the Wall Card at the end of the lesson.



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 49. Complete the page together with the children as you have similar pages.



The sound /ks/ for Xx does not exist in French, Tagalog, or Mandarin Chinese. Emphasize this sound for children who speak these languages. **ELL**

Prior to Session 2 explain to the children they will make handprints during today's Activity Time. Demonstrate how to trace their hands and cut them out.

2

Introduce *A Young Hero*

| Materials | |
|--------------------------|--|
| <input type="checkbox"/> | <i>A Young Hero</i> by Starfall |
| <input type="checkbox"/> | Vocabulary Cards: <i>equal, racism, judge, harm, refuse, overcome, race, integrate</i> |

Reading: Informational Text

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

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Social Studies

SS.HK.2c Understand how the lives of people from earlier times would be different today

SS.CG.6d Know importance of taking responsibility for choices and actions

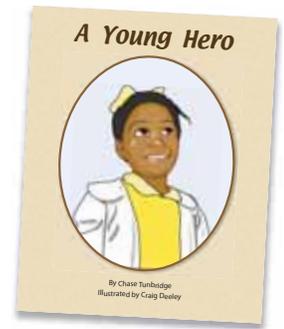
Volunteers share what they remember about Martin Luther King, Jr. and Rosa Parks. Recall that Rosa Parks attended school with all black children.

Say: **This book is about a little girl named Ruby Bridges. The story was written by Starfall. The author tried to help us understand how our behaviors and actions can affect other people. He or she used words and illustrations to give us information that helps us learn about Ruby.**

When Ruby was a child, African-American (black) children only went to schools with other black children, and white children only went to schools with other white children. Ruby Bridges could not go to school with the white children. As you listen to her story, think about how the author and illustrators help us understand what is happening to Ruby and how you would feel if it happened to you.

As you read, pause to discuss the following vocabulary:

| | |
|---------------|--|
| equal | things that are the same in value |
| race | a group of people who share similar physical characteristics |
| racism | the belief that one race is better than another |



| | |
|------------------|--|
| integrate | to combine or mix one thing with another |
| judge | an official who decides if someone is right or wrong |
| harm | to hurt someone or something |
| refuse | to say or decide you will not do something |
| overcome | to be able to do something even if it is difficult |

Ask:

- How did the authors help us learn more about Ruby Bridges?
- How do you think the illustrator came up with his ideas for the illustrations?
- Do you think the authors wrote this story first or the illustrator created the pictures first?

Discuss the children's thoughts.



Formative Assessment

Partner the children to discuss the following. After several questions, they change partners.

- How did Ruby get to go to school? How do the authors help you to know that?
- What happened on Ruby's first day of school? How do the illustrations help you learn about what happened?
- How did Ruby stay safe? What did the illustrator do to show you?
- How are schools different today?
- What do you think would happen if Ruby came to our class tomorrow?

Computer

- ABCs: Zz, Xx, Ee, Vv
- *It's Fun to Read: All About Me, "Who Am I?"*

Practice

Activity

The children create "helping hands" by tracing their own hands, writing their names on the palms, coloring them, and then cutting them out. They place their completed hands in a basket or container for use on Day 4.

The children illustrate how they can help others if they finish early.

Materials

- Drawing paper - 2 sheets per child
- Pencils, crayons, scissors
- Basket or container

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

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

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Writing

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

W.8d Print name

**Reading:
Informational Text**

RI.K.7 Describe the relationship between illustrations and text

**Reading:
Foundational Skills**

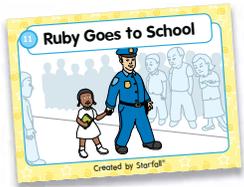
RF.K.3.C Read common high frequency words by sight

Social Studies

SS.HK.2c Understand how the lives of people from earlier times would be different today

Media Literacy

ML.10 Use technology resources to support learning



Introduce *Ruby Goes to School*

Indicate *A Young Hero*. Ask: **Remember the story, *A Young Hero*? Let's page through the book and discuss what happened to Ruby.**

Ask: **What was Ruby's problem?** (She could not go to a school with white children and get the same education they did.) **How was her problem solved?** (A judge ordered her to go to a school with white children.) Explain that Ruby received help from the Federal Agents and her teacher.

To introduce *Ruby Goes to School*, navigate to *Backpack Bear's Books*: Row 11, "Ruby Goes to School." Children interact with and discuss the story.

- Read the title together.
- Page through the book discussing as you go.
- Read the story together.

Say: **Look at the list of high frequency words used in this story on page 6. Find the word *will*. Circle or highlight *will* with your red crayon. Now find *will* in other places in the story and circle or highlight it with your red crayon.**

Repeat for *was* (blue), and *away* (green).

If possible, partner English language learners with children who have some knowledge of their native languages. They can review the online version together and interact accordingly.

ELL

Formative Assessment

Place all the High Frequency Word Cards in a pocket chart face down. Volunteers reveal cards and identify the words.

Materials

- Classroom computer navigated to BpB's Books: Row 11, "Ruby Goes to School"
- High Frequency Word Cards: *a, and, at, but, can, come, do, had, he, help, here, I, in, not, the, to, was, we, will, with, you*
- Ruby Goes to School* for each child
- Pencil, crayons
- A Young Hero*
- Pocket chart

Magic Writing Moment**Ways to Be Kind**

Review and read the sentences written on Days 1 and 2. Ask: **What is the job of an illustrator? Right, the illustrator creates illustrations, or pictures, to match the words. Today you will illustrate your writing. Who should be in your illustration?**

Continue: **What details should you add to your illustration to show the setting?**

Children illustrate their writings using the information discussed. Collect for use on Day 4.

Materials

- Chart paper from Days 1 & 2
- Children's individual journal pages
- Pencils, crayons

Reading: Literature

RL.K.7 Connect illustrations to story events

L.K.1.D Understand and use question words

L.K.1.F Produce and expand sentences

Social Studies

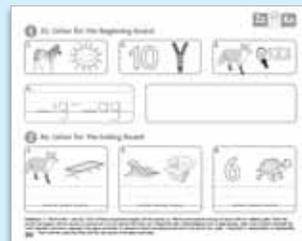
SS.CG.6d Know importance of taking responsibility for choices and actions

Phonics Warm-Up**Review Zz /z/ and Xx /ks/**

Distribute *Listening & Writing Books* and the children turn to page 50. Complete the page together as you have similar pages.

Materials

- Listening & Writing Books*, p. 50
- Pencils, crayons

**Reading: Foundational Skills**

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

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

1

Write about Ruby: Part 1

Distribute *Ruby Goes to School* and read the story together with the children.

Recall that when Ruby first went to school, she had no friends her own age because she was the only child in her classroom. Discuss how it would feel to come to school and not have any friends.

Say: **Stand up, hand up, partner up.** If children experience difficulty, such as walking away from a child whose hand is up, use this as a "teachable moment" to discuss how that would make a person feel.

Materials

- Starfall Writing Journals*
- Ruby Goes to School* cut apart books
- Star Writer Melodies*
- Backpack Bear
- Pencils, crayons

Language

L.K.1.F Produce and expand sentences

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Speaking & Listening

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

Continue: **No one wants anyone to feel sad or lonely at school. If a new child joins our class, what could you do to make that child feel welcome?**

After partners discuss, volunteers share ways to help make a new child feel welcome.

Distribute the *Writing Journals*, and the children turn to the next available page.

Say: **Illustrate yourself with a new classmate doing something that would help him or her feel welcome. Remember to add details.**

Play *Star Writers Melodies* as children illustrate, and circulate to assist, giving suggestions for details.

Say: **Let's write the topic, or first sentence of the story together. Remember a topic sentence tells what the story is about.**

Backpack Bear whispers that he has a good idea for a topic sentence. Write: ***This is my new friend and me.*** Say: **Great, Backpack Bear! That is a good sentence to begin our story.** The children copy the sentence under their illustrations.

Explain that the children will finish their stories in Session 2.



No Formative Assessment

2

Write About Ruby: Part 2

The children open their writing journals to the writing begun in Session 1.

Say: **Let's read what we wrote so far. *This is my new friend and me.* Turn to your neighbor and share your ideas about how you could help your new friend feel welcome.** After an appropriate amount of time, say: **Now let's add these ideas to your writing.**

Materials

- Starfall Writing Journals*
- Starfall Dictionaries*
- Star Writer Melodies*
- Pencils, crayons

Language

L.K.1.F Produce and expand sentences

Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Social Studies

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore



Formative Assessment

As you circulate to add adult writing, encourage children to elaborate by adding additional sentences.

Play *Star Writer Melodies* as the children write. They will share their writings on Day 4.

If you have children who are not yet ready to write independently, allow extra adult writing time so they may dictate their ideas to you. Encourage these children to sound out what they can as they write.

ELL

Computer

- *Talking Library*: Nonfiction, "A Young Hero"
- *Backpack Bear's Books*: Row 11
- *Backpack Bear's Books*: Concepts, "I-Machine" and "U-Machine"

Practice

Activity

The children sequence *Ruby Goes to School* by placing the Sentence Strips and individual Word Cards in story order.



Materials

- Ruby Goes to School* Cover Card, Sentence Strips, Word Cards
- Ruby Goes to School* for each child
- Pocket chart

Have a volunteer or helpful student listen to English language learners as they read the sequenced sentences to help provide them with as much practice as possible and learn to use the language.

ELL
3

Introduce Jj /j/

Step One Introduce /j/ in the initial position

Read "Jj Jump Rope" on page 23 of the *ABC Rhyme Book*. Ask: **What words in the poem rhyme?** (four, more)



Indicate the *jump rope* Picture Card. Say: **This is a picture of a jump rope.** (Children repeat, *jump rope*.) **The word jump begins with /j/. Watch my mouth, /j/. Now you say /j/. The words jump and Jenny begin with the same sound, /j/.** (Children repeat, /j/.) **I will read the rhyme again. Listen for /j/.**

Read the rhyme again then repeat it in unison.

Step Two Discriminate /j/ in the initial position

The children stand. Say: **If you hear /j/ at the beginning of a word I say, pretend you are jumping rope. If not, stand very still. Ready?**

jar

honey

judge

Jack

go

Jill

Materials

- Listening & Writing Books*, p. 51
- Picture Card: *jump rope*
- Letter Cards: J and j
- Wall Card: *Jump /j/*
- ABC Rhyme Book*
- Pencils, crayons

Jump rope

*Jump, Jenny, Jump!
One jump, two jumps,
Three jumps, four.
Five jumps, six jumps,
Seven jumps more.
Jump, Jenny, Jump!*

Reading: Foundational Skills

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

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Media Literacy

ML.10a Recognize that authors, illustrators, and composers create informational sources

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Language

L.K.1.A Print upper- and lowercase letters

Step Three Connect /j/ to the spelling Jj

Teach the children the ASL sign for Jj. They sing "The Letter March" with the ASL sign for j and sound /j/.



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

Demonstrate the letter's formation as you write j on the whiteboard. Children sky write j several times.

Say: **Let's play a game. If the word I say begins with /j/, make the ASL Jj sign. If it does not, do nothing. Ready?**

| | | | | | |
|-----|------|-------|-----|--------|------|
| jam | horn | jelly | jog | kitten | June |
|-----|------|-------|-----|--------|------|



Indicate the J Letter Card. Say: **This is the uppercase letter J. The uppercase letter J and the lowercase letter j stand for /j/.** Ask a volunteer to locate Jj on the Alphabet Chart. Ask: **Are the letters J and j near the beginning, middle, or end of the alphabet?** (middle)

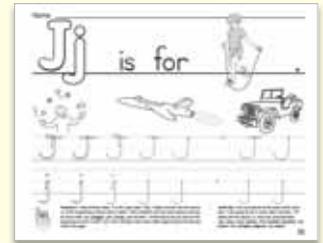
Demonstrate the letter's formation as you write J on the whiteboard. Children sky write J several times.

Step Four Listening & Writing, page 51



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 51. Complete the page together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

The sound /j/ does not exist in French, German, Spanish, Vietnamese or Tagalog. Emphasize this sound for children who speak these languages.

ELL

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Aa | Bb | Cc | Dd | Ee | Ff | Gg | Hh | Ii | Jj | Kk | Ll | Mm | Nn | Oo | Pp | Qq | Rr | Ss | Tt | Uu | Vv | Ww | Xx | Yy | Zz |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | b | c | d | e | f | g | h | i | j | | l | m | n | o | p | | r | s | t | u | v | w | x | | z |

Magic Writing Moment**Ways to Be Kind**

Distribute the journal pages.

Say: **Let's play a game.**

The children form an outer circle and an inner circle. The inner circle children face classmates in the outer circle and they become partners.

Explain: **Share your writing and illustration with the person in front of you. When you hear the signal, stop.** Ring a bell or other signal for the children to stop.

Say: **Now children in the inner circle stand. When you hear the signal again step to your left and sit in front of a new partner in the outer circle. Note:** The outer circle children do not stand or move.

Continue as time allows.

Materials

- Children's individual journal pages
- Chart paper from Days 1-3
- Bell or signal

ELL children may not feel secure about random partnering. Keep a watchful eye as they share, and remind the students that they are all welcome to offer what they can.

ELL**Phonemic Awareness / Phonics Warm-Up****Review /j/**

Distribute *Listening & Writing Books* and the children turn to page 52. Complete the page together with the children as you have similar pages.

Materials

- Listening & Writing Books*, p. 52
- Pencil, crayons

**Speaking & Listening**

SL.K.1.B Continue a conversation through multiple exchanges

Language

L.K.1.F Produce and expand sentences

Listening & Speaking

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

Reading:**Foundational Skills**

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

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

1

Author's Chair

Speaking & Listening

SL.K.1.A Follow agreed-upon rules for discussions

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

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

The children gather around the Author's Chair with their writing journals and take turns sharing their writings using their presentation voices. Remind the children to use proper audience skills such as listening quietly and responding positively as they listen to each other.

Offer positive comments about each child's work, such as praise for colorful illustrations, good ideas, or use of presentation voices. As the presentations continue, the child presenting chooses two children to share what they enjoyed about the presentation. The presenter then chooses the next child to share.

The presenter tapes his or her handprint to the chart paper. Collect the writing journals after the children present.

Materials

- "Helping Hands" from Day 2
- Starfall Writing Journals
- Prepared chart paper
- Author's Chair
- Tape



No Formative Assessment

2

Classify Medial Vowels

Reading: Foundational Skills

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

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

RF.K.3 Apply phonics/word analysis skills in decoding words

Write one vowel (*Aa, Ee, Ii, Oo, Uu*) on each of five whiteboards, and place them on the floor. Shuffle the Picture Cards and place them face down in a pocket chart.

Say: **Let's see if we can sort these pictures by the vowel sounds we hear in the middle.**

A volunteer reveals a Picture Card and identifies the picture. He or she places the Picture Card on the whiteboard corresponding to its medial sound. Children give a "thumbs up" if they agree, or help the volunteer make the correct choice. When all of the pictures have been classified, remove the Picture Cards and erase the whiteboards.

The children sit in a circle. Give each child a whiteboard and play "Vowel Switch-A-Roo!"

Say: **pan**. The children:

- write *pan* in large letters on their whiteboards.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Say: **pen**. The children:

- change the vowel in *pan* to spell *pen*.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Repeat for *pin*.

Materials

- Whiteboards, markers, erasers
- Picture Cards: *bag, bed, bug, cap, duck, fan, gum, hop, leg, pig, pot, rock, zip*
- Pocket chart





Formative Assessment

The children erase and play again with *hot/hit/hut*, *ten/tan/tin*, *fin/fan/fun*, and *pot/pit/pat/pet*.

“Vowel Switch-A-Roo” is a great way for ELL children to practice sounds and blending.

ELL

Computer

- ABCs: Aa, Ee, Ii, Oo, Uu
- *Backpack Bear’s Books*: Row 11, “Play” column

Practice

Activity

The children reference High Frequency Word Cards to recreate the words using play dough.

Materials

- High Frequency Word Cards:
away, do, was, will, have, here
- Play dough

Reading: Foundational Skills

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

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

3

Graphing *Ruby Goes to School*

Distribute *Ruby Goes to School* and a graph to each child. Review the high frequency words on the graph. Explain:

We will see how often each high frequency word is used in the story. Each time we find a word we will color a square next to it on the graph.

Guide the children to locate the first word on the graph each time it occurs in the story, including the title and the list on the back page. Choose a color and the children color the corresponding number of squares for each word.

Materials

- Generated high frequency graph for each child
- Ruby Goes to School* for each child
- Pencils, crayons

Reading: Foundational Skills

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



Formative Assessment

Interpret the graph to determine how many times each word was used, then compare the answers to determine which word(s) were used most and least often.

| Word | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|
| Complains | | | | | |
| Stops | | | | | |
| Plays | | | | | |
| Worries | | | | | |
| Here | | | | | |

Magic Writing Moment

Review Zz, Jj, Xx

Attach the prepared chart paper to the whiteboard with magnets. Indicate and identify the three columns labeled Zz and Jj and Xx.

Divide the children into three groups and assign a different letter to each group. The groups discuss words that begin or end with their assigned letters. Write the words in the correct columns as the groups take turns to share them. Review the lists.

Materials

- Three markers (different colors)
- Prepared chart paper

Remind the group assigned to Xx that they will look for words that end with X (/ks/), not that begin with /ks/.

Reading:

Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

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

Phonological Awareness Warm-Up

Blend Onset-Rimes

Say: **Let's play a word game. Listen carefully to the beginning sound, then the rest of the word, and blend the parts together to say the word. Let's try one, /p/—/eace/, peace. What is the word?** (peace) **Right, /p/ blended together with the ending /eace/, is the word peace. Let's try another one, /R/—/uby/. What is the word?** (Ruby) Continue for:

| | | | |
|------------|-------------|------------|------------|
| /e/ /qual/ | /l/ /uther/ | /k/ /ing/ | /j/ /udge/ |
| /h/ /arm/ | /r/ /osa/ | /p/ /arks/ | /f/ /air/ |

Materials

- None

Reading:

Foundational Skills

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

1

Shared Writing: We Can Be Peaceful

Divide the children into three groups, and distribute a poster or book to each group. Say: **Talk with your group about the person on your poster or book, and discuss how the person helped make our world a better place. When you finish, you will share your ideas with other groups.**

Gather the children back together. Each group shares.

Say: **Each of us should do our part to help make our world a peaceful place. Close your eyes and think of some things you can do to make our classroom or your home more peaceful. Some ideas might be to let someone in front of you in line, share toys, or clean your room when your mom or dad asks.** Play *Star Writer Melodies* as children think of additional ideas.

Materials

- Abraham Lincoln Historical Figures Poster
- Martin Luther King, Jr. Historical Figures Poster
- Rosa Parks Historical Figures Poster
- Prepared chart paper, marker
- Star Writer Melodies*
- A Young Hero*

Writing

W.K.7 Participate in shared research and writing projects

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Social Studies

SS.HK.2i Know beliefs and behaviors of story characters from the past and understand consequences of their actions

Say: **Let's write some of your ideas on chart paper so we don't forget them.**

Indicate the chart paper and read the title.

- The children share their responses, *I can...*
- Record the responses, replacing each child's *I* with his or her name.



Formative Assessment

Review the list with the children and allow them to add to it. Display the list in your classroom.

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

Technology

ML.10 Use technology resources to support learning

"Starfall Speedway"

The children identify high frequency words to advance on the Starfall Speedway.

Materials

2

- "Starfall Speedway"
- High Frequency Word Cards
(choose those most needing review)

Reading: Foundational Skills

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

"Color by Word"

Children practice high frequency words by completing the "Color by Word" worksheet.

Materials

3

- Pencils, crayons
- "Color by Word" worksheet for Week 12 for each child

Reading: Foundational Skills

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

Art Gallery

On a whiteboard write *Martin Luther King, Jr., Rosa Parks, Abraham Lincoln*.

The children create portraits of the person their group was assigned to in Session 1. They label them by referencing the names on the whiteboard. Display the finished portraits as part of your classroom Art Gallery.

Materials

4

- Pencils, crayons
- Drawing paper

Writing

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

W.8c Draw and label

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Kindergarten Book Club

Gather the children on the floor in a circle. Display *Miss Rumphius*, *America the Beautiful*, and *A Young Hero*, and review the titles.

Ask the following questions to review vocabulary from Unit 4 on the Star Word Wall.

Materials

- America the Beautiful*
- Miss Rumphius*
- A Young Hero*

Speaking & Listening

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

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

L.K.6 Use acquired words and phrases

Science

SS.ES.5d Know characteristics of landforms

America the Beautiful

| | |
|---|-----------------|
| What do we call the little seeds or kernels that grow into plants, such as wheat and corn? | grain |
| What vocabulary word means a high landform where people might climb or hike? | mountain |
| What landform is the sandy or gravelly part of the shore near the ocean or other body of water? | beach |
| What do we call the flat landform used by farmers to grow crops? | plain |

Miss Rumphius

| | |
|---|---------------|
| What type of landform is dry with few plants and very little rainfall? | desert |
| What vocabulary word means damp or slightly wet? | moist |
| What is the vocabulary word that tells what Miss Rumphius was doing when she was planting lupine seeds? | sowing |

A Young Hero

| | |
|--|-----------------|
| What do we call the belief that one race is better than another simply because of the color of its skin? | racism |
| What word means to be able to do something even if it is very difficult? | overcome |

Divide the children into three groups and assign one of the books to each group.

The groups discuss the books and what they learned from them. They discuss their favorite illustrations and the reasons they are their favorites.



Formative Assessment

Each group presents its book. Different members of the groups share the groups' responses. They explain what the book was about and something they learned. They then share their favorite illustrations and explain what makes them their favorites, and answer questions from the other groups.