



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

Teacher's Guide
Our Families
Unit 3 • Week 6

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.

Our Families

Unit 3 • Week 6

Week 6

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Week 6 Overview

Our Families

This week children will discuss different kinds of families, both real and “make believe.” Through a variety of stories, they discover ways in which family members live together peacefully and show they care for each other. This week we will:

- be introduced to folk tales and story elements.
- learn about *Rr /r/* and *Ll /l/*.
- discover we have different voices: conversation voices and presentation voices.
- practice counting words in sentences.

Recommended Literature

Goldilocks and the Three Bears —**Jan Brett** is an author and artist who has three elephant friends named Jabu, Thembi and Morula who live in Botswana, Africa. She also has a pet mouse named Little Pearl, a horse named Westy and a Husky dog named Perky Pumpkin. Another pet she had was Hedga, a real hedgehog, whose nicknames were Pudge and Buffalo Gal. Jan paints all the pictures in her books with watercolors using small brushes. It takes her about two days to draw and paint the picture for one page. She likes to go to museums, libraries and other countries to learn more about her stories before writing a book.

Ira Sleeps Over —**Bernard Waber** is also an author and an artist. He loves to draw animals. One of his favorite animals is the crocodile. He likes crocodiles so much that he wrote and illustrated eight books about Lyle the Crocodile. Bernard likes drawing other animals, too. If you think an animal is a little odd-looking or unusual, then you could tell him about that animal and he would probably draw it. He also wrote and illustrated books about a variety of animals including the hippopotamus, rhinoceros, moose, anteater, octopus, porcupine, lion, and a firefly named Torchy.

Starfall Books & Other Media

ABC Rhyme Book

At the House

A House in a Tree by Margaret Hillert

Story Elements Cards

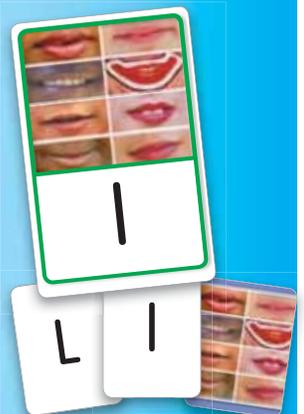
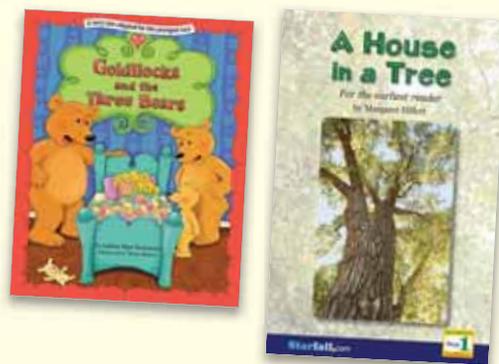
“Alphabet Avenue” Game
(On the reverse side of “Starfall Speedway”)

Goldilocks and the Three Bears by Marc Buchanan

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

Post the Essential Questions Cards for Unit 3. Refer to them often as you and the children discuss related information throughout the unit.

Prepare copies of Take-Home Book 5, *At the House*, for each child for use on Day 3.

Generate Vocabulary Cards for Week 6. You will use *babbling*, *brook*, *cozy*, *gobble*, *grumble*, *mumble*, *cried* and *porridge* on Day 1, *caring* and *frightened* on Day 2 and *wee* and *huge* on Day 4.

Inform parents that the children should bring their favorite stuffed animals to school on Day 4.

For the Magic Writing Moment on Days 1 through 4, you will use *Mouse Paint* by Ellen Stoll Walsh, *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr., *Caps for Sale* by Esphyr Slobodkina, and a book of your choice.

Day One

You may choose a version of *Goldilocks and the Three Bears* other than the one suggested. Adjust the vocabulary and comprehension questions to accommodate your choice.

Prepare the *Goldilocks and the Three Bears* Sequence Cards (found in the supplements package or downloaded from teach.Starfall.com).

Generate the Word Cards: *father*, *mother* and *baby*.



Day Two

You will need a stuffed animal for Session 1.

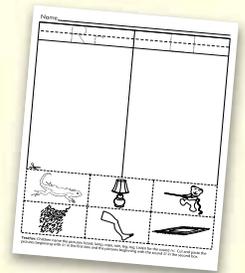
Day Three

Generate a “Picture Sound” worksheet using *Rr* and *Ll* for each child.

The children should each bring one of their favorite stuffed animals to school tomorrow. Be sure to have a few extra stuffed animals in case a child forgets to bring one.

Backpack Bear will need a stuffed animal of his own.

Each child will need a green, red, blue, and orange crayon.



Day 1

Day Four

The children will use the stuffed animals they brought from home in Session 1.

You will use the Opinion Chart Paper from the Magic Writing Moment and the Writing Anchor Chart in Session 2.

Day Five

Each child will need several connect cubes, chips, or small blocks.

Generate a "Color by Word" worksheet for Week 6 for each child for today's Learning Centers.

I love my family! I have a mother and a father, but no brothers or sisters. Who are the members of your family?

Love,

Backpack Bear 

Day 2

Have you ever had a sleep over with a friend? I think that would be fun. Do you?

Love,

Backpack Bear 

Day 3

What is your house like? Last winter, my house was a cave!

Your pal,

Backpack Bear 

Day 4

I'm so excited to meet your special friends! I brought my favorite animal with me, too!

Love,

Backpack Bear 

Day 5

I visited Starfall online last night. I love the story about the house in a tree! Did you like it?

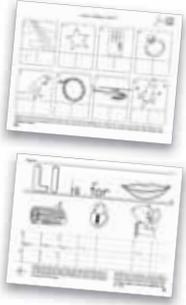
Your pal,

Backpack Bear 



DAY One

DAY Two

Magic Writing Moment	Book Review	Book Review
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<p><i>Listening & Writing</i>, p. 18, 19</p> <p>Rhyming Words</p> <p>Rr /r/</p> <p>Comprehension Skills: Genre: Folk tales Main characters Inferences Sequence Prediction Setting</p> 	<p><i>Listening & Writing</i>, p. 20, 21</p> <p>Initial and final /r/</p> <p>Ll /l/</p> <p>HF Words: and, are</p> <p>Comprehension Skills: Relate text to self</p> 
Computer	<p>ABCs: Cc, Oo, Mm, Ss</p> <p><i>It's Fun to Read: All About Me</i></p>	<p><i>It's Fun to Read: All About Me, About My Bathroom, Kitchen, Living Room</i></p>
Activity	Draw and label the bear family	"Alphabet Avenue"
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<p><i>Goldilocks and the Three Bears</i></p> <p>"Rr Rainbow Rhyme"</p> <p>"Letter March Song Rr"</p> <p>Vocabulary: porridge, babbling, brook, cozy, gobble, grumble, mumble</p>	<p><i>Ira Sleeps Over</i></p> <p>"Ll Lips Rhyme"</p> <p>"Letter March Song Ll"</p> <p>Vocabulary: caring, frightened</p>
Writing	Illustrate and label	
Social Studies	Show the importance of taking responsibility for one's own choices and actions	Show the importance of taking responsibility for one's own choices and actions
Science		

DAY Three

DAY Four

DAY Five

Book Review	Book Review	Review <i>Rr, Ll</i>
Blending and decoding Take-Home Book 5: <i>At the House</i> HF Words: like, likes Comprehension Skills: Setting Characters	<i>Listening & Writing</i> , p. 22 Initial and final Ll /l/ Comprehension Skills: Setting Vocabulary: <i>wee, huge where, who, what, why, how</i>	Words in a sentence Comprehension Skills: Main character Setting Story Elements Cards Initial <i>Rr</i> and <i>Ll</i> Identify HF Words
		Starfall Free Day 1
		HF Words with play dough or magnetic letters 2
ABCs: Ll, Ss, Mm <i>BpB's Books</i> : Rows 1-3	<i>BpB's Books</i> : Row 5, "At the House" <i>It's Fun to Read</i> : Poetry, "My Hiding Place"	<i>At the House</i> Sequencing Activity 3
"Sound Picture" worksheet <i>Rr, Ll</i>	Sequence <i>At the House</i>	"Color by Word" Worksheet for Week 6 4
<i>At the House</i> Choral reading	<i>At the House</i> <i>A House in a Tree</i> Using Presentation Voices Present stuffed animals Compare/contrast two versions of a folk tale Partner Share	Teacher's Choice 5
		Teacher's Choice 6
Write and illustrate a sentence about your family using kid writing and adult writing	Write about what you and your stuffed animal like to do	<i>Ira Sleeps Over</i> <i>At the House</i> <i>A House in a Tree</i>
Compare and contrast life in the present with life in the past		
	Know how to observe and describe similarities and differences in appearance and behavior of animals	

Magic Writing Moment

Book Review

Display *Mouse Paint*, *Brown Bear Brown Bear, What Do You See*, *Caps For Sale*, and your book choice. Individually identify and briefly review each book.

Indicate the chart paper attached to a whiteboard with magnets. Say: **Backpack Bear's favorite book is *Caps for Sale*. He would like to share his opinion about the story. Raise your hand if you know what an opinion is.** (Volunteers respond.) **Right, your opinion is what you think about something. Say opinion.**

To give an example, Backpack Bear whispers to you, "I thought it was funny when the monkeys threw their hats on the ground." Write Backpack Bear's sentence on the chart paper.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to create complete sentences to add to the chart paper.

Materials

- Basket of children's name cards
- Mouse Paint* by Ellen Stoll Walsh
- Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- Caps For Sale* by Esphyr Slobodkina
- Chart paper, marker
- Book of your choice
- Backpack Bear

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

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

The listed books are suggestions. You may choose other books you have read to the children that are not included on the list.

Reading: Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming

Distribute *Listening & Writing Books*, and the children turn to page 18. Say: **Point to each picture in row 1 and repeat its name after me.** (The children do this.) **Now look at the pictures in row 1 again. Circle the two pictures that rhyme and put an X on the one that does not rhyme.** Repeat for rows 2, 3, and 4.

Materials

- Listening & Writing Books*, page 18
- Pencils, crayons



1

Introduce *Goldilocks and the Three Bears*

Say: **Backpack Bear told us about his family. Raise your hand if you have brothers or sisters.** (The children do this.) **They are members of your family. Who are some other members of a family?** Discuss the children's responses.

Indicate *Goldilocks and the Three Bears* by Marc Buchanan.

Say: **Look at the book's cover. Let's use the visual text, or the illustration, to learn the title of this story. Do you think the title is *The Three Pigs, Goldilocks and the Three Bears*, or *The Gingerbread Boy*?** (Volunteers respond.) **What about the visual text helped you figure out the title of this story?** Discuss the children's responses.

Say: ***Goldilocks and the Three Bears* is a very old folk tale about a bear family. In this book, Marc Buchanan retold the folktale in his own words. Triska Wasser is the illustrator of the book. Who remembers what job an illustrator does?** (Volunteers respond.) Discuss the concept of retelling stories and folk tales. The children should understand:

- Long ago, there were no books so people made up their own stories. Frequently, the stories taught a lesson.
- When children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- After a long time, people decided they should write the stories down so no one would forget them. Now we call these stories *folk tales*.

Look through the book with the children and discuss the following vocabulary words. Example: Turn to page 3. Ask the children to examine the visual text, or illustrations, and discuss *babbling*, *brook*, *porridge*, and *cozy*. Continue for pages 7 and 13.

Page 3	<i>babbling</i>	a pleasant, nonstop sound
Page 3	<i>brook</i>	a small river
Page 3	<i>porridge</i>	cooked breakfast cereal (like oatmeal)
Page 3	<i>cozy</i>	snugly warm and comfortable
Page 7	<i>gobble</i>	to eat quickly and hungrily in large pieces; gulp
Page 13	<i>grumble</i>	talking in a low growl
Page 13	<i>mumble</i>	talking in a low and unclear voice
Page 13	<i>cried</i>	Discuss the difference between "I cried" and "cried out."

Materials

- Goldilocks and the Three Bears*
by Marc Buchanan
- Vocabulary Cards: *babbling*,
brook, *cozy*, *gobble*, *grumble*,
mumble, *porridge*

Reading: Literature
RL.K.3 Identify characters, settings and major events

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

Social Studies

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



Read the story, modeling fluency and expression. Use a gruff voice for Father Bear and vary your voice to represent the voices of Goldilocks, Mother, and Baby Bear.

Ask children to identify the main characters (mother, father, baby bear, and Goldilocks) and where the story takes place (in a house in the woods).

Explain: **Let's learn a new word, *setting*.** The children repeat, *setting*. **The setting of a story is where that story takes place. The setting of this story is a house in the woods.**



Formative Assessment

The children partner to discuss the following questions:

- **Who was the only character that was not a bear?**
- **Do you think the bear family cared for each other? How do you know?**
- **Describe what happened when the bears returned from their walk.**
- **What do you suppose the bears thought when they saw what had happened?**
- **How do you think Goldilocks felt when she woke up and saw the bears?**
- **Was it a good idea for Goldilocks to go into a stranger's house? Why/why not?**
- **What lesson can we learn from this story?**

Review the vocabulary words *babbling*, *brook*, *porridge*, *cozy*, *gobble*, *grumble*, *mumble*, and *cried*.

When partnering the children to discuss the story setting and main characters, choose partners for ELL children who have knowledge of their native languages or can assist with patience. Accept any answers they offer.

ELL

2

Sequence *Goldilocks and the Three Bears*

Indicate and identify Letter Cards *A-H*, then distribute them to volunteers. Say: **Let's put these letters in ABC order.**

- Volunteers arrange themselves in ABC order in the front of the classroom.
- The class identifies the letters in order.
- Volunteers distribute the Letter Cards to other children and they repeat the activity.

Say: **The letters of the alphabet have a special order. Stories have their own special order, too.**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
by Marc Buchanan |
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
Sequence Cards |
| <input type="checkbox"/> | Letter Cards: <i>A-H</i> |
| <input type="checkbox"/> | Pocket chart |

Reading: Literature

RL.K.2 Retell familiar stories

RL.K.7 Connect illustrations to story events

Display three Story Sequence Cards in the following order:

- Goldilocks eating porridge.
- Baby Bear on his broken chair.
- The three bears leaving the house to take a walk in the woods.

Continue: **Look at these Story Cards. Each card shows a different part of the story.** Read the Story Sequence Cards and discuss the events.



Ask: **Is this the order in which these events happened in the story?** (Volunteers respond.) **Would the story make sense if the author had written the events in this order?** (No) Volunteers take turns to explain what is wrong with the order of the Story Sequence Cards then rearrange them in the proper order.

Place all eight Story Sequence Cards in order in the pocket chart. The children describe the action taking place in each picture.



Formative Assessment

Shuffle the Story Sequence Cards and place them in the middle of the pocket chart in random order. Say: **Let's read *Goldilocks and the Three Bears* again. We can sequence these cards as we read. Raise your hand when you think it's time to rearrange the cards.** As you read, volunteers locate the correct Story Sequence Cards and place them in order in the top row of the pocket chart.

The children partner to discuss whether or not the order is correct.

Computer

- *ABCs: Cc, Oo, Mm, Ss*
- *It's Fun to Read: All About Me*

Practice

Activity

Display the Word Cards *baby*, *father*, and *mother* for the children to copy on drawing paper.

The children illustrate the bear family and label the bears.

Materials

- Word Cards: *baby*, *father*, *mother*
- Pencils, crayons
- Drawing paper

Media Literacy

ML.10 Use technology resources to support learning

Writing

W.8c Draw and label

3

Introduce Rr /r/

**Reading:
Foundational Skills**

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

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

Materials

- Listening & Writing Books, page 19
- Wall Card: Rainbow /r/
- Picture Card: rainbow
- Letter Cards: R, r
- ABC Rhyme Book
- Pencils, crayons

Step One Introduce /r/ in the initial position

Read "Rr Rainbow" on page 39 of the *ABC Rhyme Book*.

The children recall what they learned about rainbows during Week 5.



Indicate the *rainbow* Picture Card.

Say: **This is a picture of a rainbow.**

(The children repeat, *rainbow*.) **The word *rainbow* begins with /r/. Watch my mouth, /r/. Now you say /r/.** (The children say, /r/.) **The words *radiant* and *rainbow* begin with the same sound, /r/.** (The children repeat, /r/.) **I will read the rhyme again. Listen for /r/ in other words** (*royal, row, ruby, red*).

Rr Rainbow

*Radiant violet, royal blue
Indigo, yellow and orange, too.
A row of green,
Add ruby red—
Look at the rainbow overhead!*

Read the rhyme one line at a time, and the children echo you.

Step Two Discriminate /r/ in the initial position

The children stand. Say: **If you hear /r/ at the beginning of a word I say, touch the top of your head. Ready?**

rat

clock

bell

rock

rooster

Step Three Connect /r/ to the spelling Rr

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



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

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



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

Demonstrate the letter's formation as you write *R* on the whiteboard. The children sky write *R* several times. A volunteer locates *Rr* on the Alphabet Chart. Ask: **Are the letters *R* and *r* near the beginning, middle, or end of the alphabet?** (middle)

The Letter March: Rr

(Melody: "The Ants Go Marching")

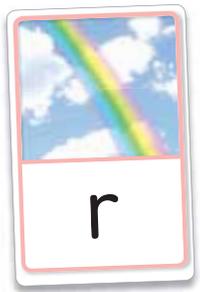
*The letters go marching one by one,
Hurrah! Hurrah!*

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

*The letters go marching one by one,
"R" stands for the sound, /r/ /r/ /r/ /r/*

And they all go marching,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.

Step Four Introduce /r/ in the final position

Ask the riddle: **I am in the night sky. I twinkle. What am I?** (star)

Explain: **The word star ends with the letter r. The letter r stands for /r/.**

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

car	deer	chair	ear	are	four
-----	------	-------	-----	-----	------



Formative Assessment

Step Five Listening & Writing Books, page 19

Distribute *Listening & Writing Books*, and the children turn to page 19. Complete it with the children as you have similar pages.

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									m		o	p			r	s	t						

The sound /r/ is slightly different in French and German and does not exist in Mandarin Chinese. Be sure to emphasize this sound for children who speak these languages. **ELL**

Provide pictures of the words that end in final r to help ELL children make connections. Ask the children to repeat these words after viewing the pictures. **ELL**

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

**Reading:
Foundational Skills**

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

Language

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

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 1 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- Book of your choice from Day 1
- Basket of children's name cards
- Mouse Paint* by Ellen Stoll Walsh
- Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- Caps For Sale* by Esphyr Slobodkina
- Chart paper from Day 1, marker
- Backpack Bear

Phonics Warm-Up**/r/ at the Beginning and End**

Draw a rainbow on the whiteboard with a box under each end. Say: **This is a rainbow.** (The children repeat, *rainbow*.)

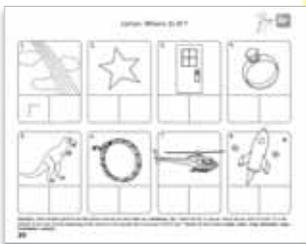
Continue: **There are two boxes under the rainbow. One is at the beginning of the rainbow and the other one is at the end. Do you hear /r/ at the beginning or end of the word *rainbow*? (The children respond.) Since we hear /r/ at the beginning of the word, let's write *r* in the first box.**

A volunteer does this.

Distribute *Listening & Writing Books*, and the children turn to page 20. Say: **Point to the first picture and say its name.** (The children point and say, *rainbow*.) Recall that /r/ occurs at the beginning of the word *rainbow*. The children write *r* in the first box. Continue for the other pictures. The children determine where /r/ occurs and write *r* in the appropriate boxes. Children may write both the first and last sound they hear in each word.

Materials

- Listening & Writing Books*, page 20
- Whiteboard
- Pencils, crayons



1

Introduce *Ira Sleeps Over*

Say: **In *Goldilocks and the Three Bears*, we learned about a bear family that included a mother, a father, and a baby bear. The members of the bear family were caring toward each other.** (The children repeat, *caring*.) **How did the members of the bear family show they cared about each other?**

Discuss the children's responses.

Transition the discussion toward the children's prior experiences with sleep overs and their feelings at the time. If they were scared or nervous, ask if they took anything along with them, such as personal belongings, to help them feel more comfortable.

Indicate *Ira Sleeps Over*. Review the roles of the author and the illustrator by discussing Bernard Waber as both. Say: **Look at the visual text on the cover. What do you think this story might be about?** (Discuss)

Read *Ira Sleeps Over*.

Say: **In this story, Ira was excited because he had never slept at a friend's house before, but he was also afraid to sleep without his teddy bear. He became even more afraid because his sister told him his friend Reggie would laugh at him if he brought his teddy bear. What does it mean to be afraid?**

As children contribute, affirm their responses.

Explain: **Another word for afraid is frightened.** (The children repeat, *frightened*.) **Once I was frightened by a movie. Have you ever been frightened?** Encourage children to use the word *frightened* in their responses.

Think aloud: **When I hear this story, it makes me think of my stuffed animal.** (Show the animal.) **I think I understand how Ira must have felt about not taking his teddy bear to Reggie's house.**



Formative Assessment

Say: **Listen to these questions. After each question, you will partner with your neighbor and discuss your answers.** Allow time for the partners to discuss each question then volunteers share their thoughts.

The partners discuss the following:

- **How do you think Ira felt about leaving his teddy bear home?**
- **Why did Ira's mom and dad tell him to take his bear and not to worry?**
- **How did you feel when Ira decided to go home to get his teddy bear?**
- **Why did Ira's sister make fun of him for wanting to take his bear? What could she have done instead?**
- **Toward the end, when we found out Reggie also had a teddy bear, how did you feel?**
- **How do you think Ira slept that night?**

Materials

- Ira Sleeps Over* by Bernard Waber
- Teacher's stuffed animal
- Vocabulary Cards: *caring*, *frightened*

Speaking & Listening

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

Social Studies

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

Literary Response & Analysis

LIT.RA.7d *Make text to self connections*

The children share a time when they were frightened. They explain:

- what frightened them.
- what they did to feel better.
- how their families help them when they are frightened or when they have a problem.

As the children share, assist them to make relevant connections to the story.

Allow children who speak limited English to listen to answers and offer responses when they feel confident.

ELL

2

Introduce High Frequency Words: *and, are*

Ask: **What sound can you hear at the beginning of these words: *red, round, ride*? Right, you hear /r/. What letter stands for the /r/ sound? Yes, it is the letter *Rr*. Listen carefully as I say a new high frequency word, then see if you can tell me what you notice about it. The new high frequency word is *are*. What do you notice about the word *are*?**

After children respond, write *are* on the whiteboard. Continue: **The word *are* sounds like the name of the letter!** (The children repeat, *are*.)

Write sentences using the word *are* on the whiteboard. Volunteers circle *are* in each sentence.

- We *are* at school.
- *Are* you a girl?
- *Are* you a boy?

Distribute individual whiteboards and markers. The children write *are* on their whiteboards. Say: **Listen to these sentences. If you hear *are* in the sentence, raise your whiteboards.**

- We *are* nice.
- He is in my family.
- We *are* a part of a school family.
- Can you come with me?

Write *an* on the whiteboard. Ask: **Who can read this high frequency word? Let's add another letter to the end of this word.** (Add *d* to the end, forming *and*.) **We can blend these sounds together to create another new high frequency word.** Underline *an*. (The children repeat, *an*.) **Now let's add the /d/ sound, /an/-/d/, *and*.** Explain that *and* is a special word because it connects things together.

The children write *and* on their whiteboards. Choose six volunteers to come to the

Materials

- Whiteboards, markers
- Starfall Dictionaries*
- Classroom books
- Pencils

Reading: Foundational Skills

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

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

front of the classroom. Say: **Let's use the word *and* to connect these children together.** Choose five more children to bring their whiteboards to the front and stand between the first group forming connections.

Say: **Now we can make up a sentence using the children's names and the word *and*.** Listen: **I like Nita *and* Caleb *and*...** Touch the head of each child as you say his or her name or say the word *and*. Repeat with other children until all have had a turn.

Distribute *Starfall Dictionaries*.

Optional: Project the *Aa* page of the dictionary.

The children locate *Aa* in their dictionaries. Say: **We have traced *a, am, an*.**

Print *and* on the classroom whiteboard. Continue: **Put your finger on *and*. Now trace *and*.** (The children do this.)

Print, *are* on the classroom whiteboard. **Put your finger on *are*. Now trace *are*.**



Formative Assessment

Direct the children to draw a line that divides their whiteboards in half vertically and write *and* on the top left side and *are* on the top right side. The children look through classroom books to locate *and* and *are*. They place a tally mark under the word each time they find it.

Computer

- *ABCs: Rr, Oo, Cc*
- *It's Fun to Read: All About Me, "About My Bathroom, Kitchen, Living Room"*

Practice

Activity

The children play "Alphabet Avenue," naming the letters they land on to advance.

Materials

- "Alphabet Avenue" (On the reverse side of "Starfall Speedway")

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

3

Introduce L l //

**Reading:
Foundational Skills**

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

Step One Introduce // in the initial position

Read "LI Lips" on page 27 of the *ABC Rhyme Book*.



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

Listen for // in other words (*lots, lovely, lip, laughter*).

Step Two Discriminate // in the initial position

The children stand. Say: **If you hear // at the beginning of a word I say, touch your lips. Ready?**

ladybug	leaf	king
leap	popsicle	lizard

Step Three Connect // to the spelling LI

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



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

Touch *l* several times.

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



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

Demonstrate the letter's formation as you write *L* on the whiteboard. The children sky write *L* several times. A volunteer locates *LI* on the Alphabet Chart. Ask: **Are the letters *L* and *l* near the beginning, middle, or end of the alphabet?** (middle)



Display the Wall Card at the end of the lesson.

Materials

- Listening & Writing Books, page 21
- Letter Cards: *L* and *l*
- Wall Card: *Lips* //
- Picture Card: *lips*
- ABC Rhyme Book*
- Pencils, crayons

LI Lips

*Look! Lots of lips!
Not one lip like mine.
Some silly, some sad,
But all of them fine.
Lovely lip colors and
Lovely lip smiles,
Lovely lip laughter
That goes on for miles!*

The Letter March: LI

(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,
"l" stands for its sound, // // // //
And they all go marching,
In- to a word, to use, their sound*

Step Four Introduce /l/ in the final position

Ask the riddle:

ball I am round and you can bounce me. What am I?

Explain: **The word ball ends with the letter l. The letter l stands for /l/.**

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

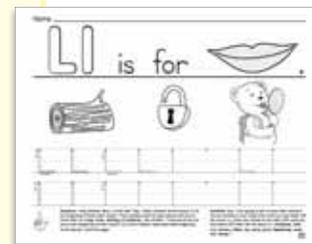
tail bell fall girl table



Formative Assessment

Step Five Listening & Writing Books, page 21

Distribute *Listening & Writing Books*, and the children turn to page 21. Complete the page with the children as you have similar pages.



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						l	m		o	p		r	s	t									

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 2 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- Book of your choice from Day 2
- Chart paper from Day 2, marker
- Basket of children's name cards
- Mouse Paint* by Ellen Stoll Walsh
- Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- Caps For Sale* by Esphyr Slobodkina
- Backpack Bear

Phonics Warm-Up**Blending/Decoding**

Ask: **How many sounds do you hear in /p/ /a/ /n/, pan? Right, there are three. I will write the letters that stand for those sounds on my whiteboard and you write them on yours.**

Don't show your whiteboard until after the children finish writing. The children who spelled the word incorrectly correct their words. Say: **We just blended sounds together to create a word! Let's try some more.** Repeat for *rat* and *top*.

Say: **Now let's see if we can be decoders. That means we will look at words and try to read them by sounding them out. When we decode words, it's like finding a secret message.** (Write *cat* on your whiteboard and show it to the children.) **There's a message, or word, here. Who can decode it?** The children decode /c/ /a/ /t/, *cat*. Congratulate them on being good word decoders. Continue with *pat* and *bat*.

Materials

- Whiteboards, markers

Reading: Foundational Skills

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

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

1

Introduce High Frequency Words: *like, likes*

Step One

Write *like* on the whiteboard. Say: **This word is *like*.**
(The children repeat, *like*.) ***Like* is a high frequency word.**

Distribute individual whiteboards and markers. Continue: **Now you write the word *like* on your whiteboards.** (Assist as needed.) **Let's see if we can use this word in a sentence.** Volunteers do this.

Step Two

Indicate the chart paper from Day 2. Say: **Today think of things you like. I'll start. I like to read.**

Write the sentence on the chart paper and add your name in parentheses following the sentence. Continue: **Now read the sentence with me.** The children read: *I like to read.* Choose several volunteers to dictate sentences. Add the sentences to the chart paper. Each volunteer circles the word *like* in his or her sentence. The class reads the sentences together.

Step Three

Say: **Listen carefully and tell me if this sentence sounds correct: *He like you.***
(The children respond.) **That sentence sounds funny. Let me try again. *He likes you.* Did you notice something different? The word *like* is the same, but this time I added /s/ to *like* in order for the sentence to sound correct.**

Write the word *likes* under *like* on the whiteboard. Continue: **Look at these two words: *like, likes.* How are they different?** (*Likes* has the /s/ at the end.)
The children write *likes* on their whiteboards.

Step Four

The children generate sentences using *likes*. Write each sentence on the chart paper. The creator of each sentence circles the word *likes* in his or her sentence. The class reads the sentences together.

Step Five

Distribute *Starfall Dictionaries*. The children locate *Ll* in their dictionaries and trace *like* and *likes*.

Materials

- Whiteboards, markers
- Starfall Dictionaries*
- Chart paper, marker
- Pencil, crayons



Formative Assessment

The children erase their whiteboards. Divide them into two groups. Group 1 writes *like* on their whiteboards and Group 2 writes *likes*.

Say: **If you have the word *like* on your whiteboard, hold it up.**

(Group 1 does this.) **If you have the word *likes* on your whiteboard, hold it up.**

(Group 2 does this.) **I will say a sentence. If you hear the word *like*, Group 1, hold up your whiteboards. If you hear the word *likes*, Group 2 hold up your whiteboards. Ready?**

- She *likes* my dress.
- We *like* to swim.
- Do you *like* to play games?
- He *likes* the beach.
- My mom *likes* to read to me.

2

Write About Your Family

Ask the children to think about their families and the types of things they enjoy doing together. Responses might include going to the park, watching a movie, or playing games.

Say: **Let's write about the activities you and your families enjoy doing together. Watch and I will show you how to write a sentence in your writing journal. The whiteboard will be my writing journal so you will be able to see what I write. We will also use our *Starfall Dictionaries*.**

Think aloud: **Let me think. What do I enjoy doing with my family? My family likes to swim, so I could write about swimming. I think I'll write, *We like to swim*. The word *we* is in my dictionary. *We* starts with /w/, so I'll look under the 'Ww.' Find *we* in your dictionary and hold it up when you find it.** (Pause as you and the children search.) **I found it! I'll copy the word *we*. I'll use an uppercase *W* because *We* is the first word in my sentence.** Do this.

Continue: **The next word in my sentence is *like*.** (Indicate the word *like* in the sentence on the whiteboard.) **I should leave a space before beginning this word. We just wrote *like* in our dictionaries. Find *like* in your *Starfall Dictionary* and hold it up.** Look through your own dictionary, find *like* and add it to the sentence.

Read, *We like*. Say: **The next word in my sentence is *to*. The word *to* is not in my dictionary so I'll have to use kid writing.** Write *tu*. Continue likewise for *swim*. Write *sim*.

Materials

- All Writing Anchor Charts (for display)
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons

Writing

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

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Say: **That is the end of this sentence, so I should add a period.** (Add a period.)
Now I'm finished writing my sentence. I am ready for adult writing.

Do adult writing so the children see that you misspelled *tu* (to) and *sim* (swim).



Formative Assessment

Distribute writing journals, and the children turn to the next available page. Indicate the star at the beginning of the first handwriting line. Say: **Remember, the star shows where to begin writing.**

Say: **Let's begin our sentences the same way today, *We like to...* Then you finish the sentence with something you enjoy doing with your family.** Write the sentence stem *We like to* on the whiteboard. As you do, emphasize the spaces between words. The children copy the sentence stem.

Read: ***We like to.*** Say: **Think of something other than swimming that you enjoy doing with your family and use kid writing to finish your sentence. When you are finished, draw a picture, or illustrate your sentence in the top space. I'll do adult writing as you draw.**

The children share their writings with each other as they finish.

Choose children to sit next to ELL children to encourage them to say one or two words in English. Allow them to draw their picture first and then dictate their sentences to you.

ELL

As you circulate to do adult writing, encourage the children who are ready to add detail to their writing. For example, if a child writes ***We like to go to the park,*** ask what the child likes to do at the park and the child adds it to his or her writing.

Computer

- *ABC: Ll, Ss, Mm*
- *Backpack Bear's Books: Rows 1-3*

Practice

Activity

The children write their names on the worksheets. They trace the *Rr* and *Ll*, then locate words beginning with /r/ and /l/. They cut apart the words and glue them in the appropriate boxes.

Materials

- "Picture Sound" worksheet
(*Rr /r/* and *Ll /l/*) for each child
- Scissors, crayons
- Glue stick

Media Literacy

ML.10 Use technology resources to support learning

**Reading:
Foundational Skills**

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

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

FL.6b Use appropriate intonation and expression during oral reading

Social Studies

SS.HK.2a Compare and contrast life in the present and past

Introduce *At the House*

Explain that long ago, most people lived on farms. Families built their own houses by hand and that took a long time. Today, we have machines that help us build houses faster.

Say: **People did not have bathrooms in their houses long ago. They built little buildings called outhouses in their backyards. Their toilets were in the outhouses! Since families didn't have bathrooms in their houses, they didn't have bathtubs. When they wanted to take baths, they would have to fill big metal tubs with water. The family members would take turns getting into that tub and washing, all in the same water! Today we have toilets and bathtubs in our houses.**

Long ago, many families only had one room for sleeping and eating. The whole family slept in one room and they cooked and ate in the same room! Today we usually have separate rooms for sleeping and eating.

Ask: **Do you remember the story *Goldilocks and the Three Bears*? What kind of house did the bears have?** (Volunteers respond.) **Does your house look like their house?**

Navigate to *Backpack Bear's Book*: Row 5, "At the House." The children interact with and discuss the online story.

Distribute *At the House*. Say: **This story is about a mom, a dad, a boy, a baby and a cat. These are the characters in this story. What do you think the setting of the story is?** The children identify the setting of the story as a house.

Read the book, and the children follow along. Read the book again and the children read along.

Ask: **Which objects in the story could you find in your own house?** (chair, table, tub) **These objects are pictured and labeled to help you read the story.**

The children identify the high frequency words used in the book. As they identify each word, print it on the whiteboard. The children then identify the new words they have learned this week (*and*, *are*, *like*, and *likes*). They read these new words as volunteers indicate them on the whiteboard.

Circle *like* using a green marker. The children search in their take-home books for the word *like* and circle, underline, or lightly highlight it, using their green crayons, each time it is used in the story. Repeat for *likes*—red, *and*—blue, *are*—orange.

Materials

- Take-Home Book 5, *At the House*, for each child
- Whiteboard markers (*green, red, blue, orange*)
- Classroom computer navigated to Backpack Bear's Books: Row 5, "At the House"
- Crayons (*green, red, blue, orange*) for each child





Formative Assessment

Choose groups of 5 or 6 children to bring their take-home books to the front of the classroom and read the story to the class. Repeat until all of the children have had a turn to read the story chorally.

Some English language learners may not be ready to read aloud in English. Encourage them to join the groups of four to five children and read what they can.

ELL

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 3 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- Chart paper from Day 3, marker
- Basket of children's name cards
- Book of your choice from Day 3
- Mouse Paint* by Ellen Stoll Walsh
- Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- Caps For Sale* by Esphyr Slobodkina
- Backpack Bear

Phonemic Awareness / Phonics Warm-Up**Listening for /l/**

Distribute *Listening & Writing Books*, and the children turn to page 22.

Say: **Three of these pictures begin with /l/ and one does not. Point to the first picture and say its name after me: lips.** (The children repeat, *lips*.) **Does lips begin with /l/? If it does, circle it. If it does not, put an X on it.**

Repeat for the remaining pictures (*lion, bed, log*). Continue as above for pictures that end with /l/ (*ball, door, pencil, wall*).

The children point to the picture at the bottom of the page and say its name after you, *pal*. Say: **A pal is a friend or playmate.** Explain that the beginning sounds of the next three pictures stand for the sounds in the word *pal*. Identify each picture (*pizza, apple, lips*) and their beginning sounds. The children write the appropriate letter next to each picture then combine the letters to write the resulting word in the space provided.

Materials

- Listening & Writing Books*, page 22
- Pencils, crayons

Reading: Foundational Skills

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

Language

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



1

Introduce Presentation Voices

Ask: **Did you know that each of us has several different voices? The voice you use every day is your conversational voice. It is the soft voice you use to talk to people who are near you.** The children practice using conversational voices with partners.

Continue: **Another voice you have is your presentation voice. It is a strong voice you use when you speak to many people at once.** Discuss how using a presentation voice is similar to using a projector. If you have a projector, demonstrate how it makes an image larger so many people can see it at once. When you project your voice, you make it bigger and stronger so everyone can hear what you have to say.

Say: **Let's use our presentation voices to introduce our animals to Backpack Bear. Think of something you enjoy doing with your stuffed animal. When you present your stuffed animal, you will say I enjoy (activity) with my (stuffed animal).**

Write the sentence *I enjoy _____ with _____.* on the whiteboard. Indicate each word as you read the sentence then the children read it with you. Say *blank* for the missing words.

Say: **After we present our stuffed animals, you will write what you said in your journal, so it is important for you to remember what you say. Backpack Bear will go first.** Backpack Bear models how to present his animal, whispering to you: "I enjoy swimming in the lake with my (name a stuffed animal). I need to remember my sentence so I can write it later!"

Materials

- Children's stuffed animals
- Backpack Bear and his stuffed animal
- Optional: Projector

Speaking & Listening

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

Formative Assessment

Volunteers share their stuffed animals. Assist them as necessary.

2

Writing About Animals

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

W.8b Produce, illustrate and share writing

Indicate the opinion chart paper from today's Magic Writing Moment. Remind the children that an opinion is what you think about something.

Distribute writing journals and dictionaries. The children open their writing journals to their next available page.

Say: **It's time to write your opinion about what you enjoy doing with your stuffed animal.** The children copy the words *I like to* on the first line of their writing journals. Remind them to leave spaces between words.

Materials

- Opinion chart paper (from Magic Writing Moment)
- Children's stuffed animals
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons



Formative Assessment

Say: **Finish your journal entry by telling what you enjoy doing with your stuffed animal. Use kid writing and when you are ready, I will do adult writing.** The children:

- illustrate their sentences when their writing is complete.
- share writings and illustrations with others who have finished.

As you circulate to do adult writing, encourage children who are able to add detail to their writings or to write additional sentences.

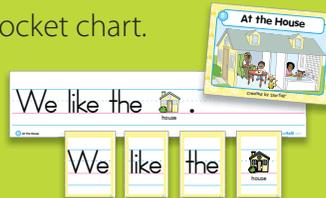
Computer

Practice

- *It's Fun to Read: Poetry, "My Hiding Place"*
- *Backpack Bear's Books: Row 5, "At the House"*

Activity

The children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.



Materials

- Cover Card, Sentence Strips, Word Cards, *At the House*
- Take-Home Book 5, *At the House*, for each child
- Pocket chart

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1.C Understand that words are separated by spaces

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

3

Introduce *Goldilocks and the Three Bears* by Jan Brett/ Compare and Contrast with *Goldilocks and the Three Bears* by Marc Buchanan

Indicate *Goldilocks and the Three Bears* by Jan Brett. Say:

This is another version of the story of *Goldilocks and the Three Bears*. Remember, folk tales have been retold for many years. Jan Brett retold this story in her own words. She also illustrated the story.

Review the concept of folk tales. The children should understand:

- Long ago, there were no books so people made up their own stories. Frequently, the stories taught a lesson.
- When children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- After a long time, people decided they should write the stories down so no one would forget them. Now we call these stories *folk tales*.

Say: **Listen carefully as I read this version of *Goldilocks and the Three Bears*. We will compare it, noticing how it is the same and contrast it, noticing how it is different, from the story of *Goldilocks and the Three Bears* we listened to by Marc Buchanan.**

Read the story with fluency and expression, pausing briefly to discuss the following vocabulary words.

wee	very small, tiny
huge	of great size, very large

Say: **Now let's compare and contrast these two stories of *Goldilocks and the Three Bears*, noticing how they are the same and how they are different.**

Attach a sheet of chart paper to the whiteboard using magnets. Create two columns and label them *Starfall* and *Jan Brett*. Chart the children's responses to the following questions in both columns. Ask:

- **Where did the story take place?**
- **Who are the main characters?**
- **What were the three bears called?**
- **Where did the three bears walk?**
- **Why did Goldilocks enter the house?**
- **How did the authors describe the sizes of the bowls, chairs, and beds?**
- **How did Goldilocks wake up?**
- **How did Goldilocks leave the house?**
- **How did the story end?**

Materials

- Goldilocks and the Three Bears* by Marc Buchanan
- Goldilocks and the Three Bears* by Jan Brett
- Chart paper, markers

Reading: Literature

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

RL.K.9 Compare and contrast experiences of story characters



Formative Assessment

Partner the children. Say: **Turn to your partner and share your favorite part of both of the stories.** Allow the partners to share as time allows.

Have copies of both books available for use as visual aids.
If needed, set aside some time to work in a small group with the English language learners.

ELL

Magic Writing Moment**Review Rr, Ll**

Attach a sheet of chart paper to the whiteboard using magnets. Create two columns labeled *Rr* and *Ll* using markers of different colors.

Divide the children into two groups. Assign *Rr* to one group and *Ll* to the other. The children discuss words that begin with their assigned letters. As the children share their words, write them in the correct columns. Review the lists.

Materials

- Two markers (different colors)
- Chart paper

**Reading:
Foundational Skills**

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

Phonological Awareness Warm-Up**Words in a Sentence**

Instruct the children to place their cubes (or other manipulatives) in front of them in a row.

Say: **Listen as I read a sentence and move one cube toward you for each word I say.** Read the first sample sentence below, and the children do this.

Continue: **Let's count together as we clap for each word in the sentence.** (Do this.) **We counted 4 words. Count the number of cubes you have in front of you to check if that number matches the number of words we counted.** The children do this.

Repeat for the remaining sample sentences, which reinforce this week's focus:

- Some families are big.
- Some families are small.
- Sue lives in a house.
- Some animals live in trees.
- Backpack Bear is part of the bear family.

Materials

- Several connect cubes, chips, or small blocks for each child

**Reading:
Foundational Skills**

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

Print Concepts

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

1

Materials

- Ira Sleeps Over* by Bernard Waber
- Pictured Story Element Cards
- Backpack Bear

Reading: Literature

RL.K.3 Identify characters, settings and major events

Speaking & Listening

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

Listening & Speaking

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

Introduce Story Element Cards

Indicate *Ira Sleeps Over*. Ask: **Backpack Bear, would you like to hear this story again?** Backpack Bear whispers to you that he would like to hear *Ira Sleeps Over* again.

Read the story, then say: **I wonder if we can answer questions about this story. Here are special cards called Story Element Cards to help us.**

Indicate and read the Story Element Card, *Who are the main characters?* as you place it in a pocket chart.

- The children work with partners to recall the story characters.
- Refer to illustrations in the book, if needed, to help them recall.
- Volunteers identify the characters (Ira, Reggie, Ira’s sister, Ira’s parents, Reggie’s dad, Tah Tah, and Foo Foo).

Place and read, *What is the setting for this story? Why is it important?*

- Remind the children that the *setting* of a story is where the story takes place.
- As an example, recall the settings of some of the other stories you have read such as *Caps for Sale* (the country) and *Chicka Chicka Boom Boom* (a coconut tree).

Say: **The story *Ira Sleeps Over* takes place in three different places or settings. Let’s see if we can identify the three settings.** Ask:

Where does the story begin?	<i>Ira’s house</i>
In the middle of the story, Ira and Reggie meet somewhere. Where do they meet?	<i>at the park</i>
Where does the last part of the story take place?	<i>Reggie’s house</i>

Recall the three story settings. (Ira’s house, the park, and Reggie’s house)

Indicate the remaining Story Element Cards in turn, *Name 3 events in the story. What happened at the end? What is the story’s conflict or problem? Is this story fiction or nonfiction?* Read the text and explain how the illustration on each Story Element Card helps us remember the question it asks.



Formative Assessment

Reread the story. The children listen for the answers to these questions as you read. After reading, review the Story Element Cards one at a time. Choose a volunteer to come forward to teach the class.

The volunteer selects a Story Element Card and reads it (with your assistance).

- The children partner to discuss their answers.
- The volunteer chooses one or more children to answer the question.
- The volunteer chooses the next “teacher.”



Be patient with English language learners. While they are listening, they are absorbing. It may take time to hear them verbalize an answer. Provide visual clues and accept answers in their native languages.

ELL

Computer

1

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

High Frequency Words with Play Dough or Magnetic Letters

2

The children use play dough or magnetic letters to form high frequency words.

Materials

- Play dough or magnetic letters
- High Frequency Word Cards:
and, are, be, can, he, like, likes, she, the, we, you

Sequence *At the House*

3

The children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.



Materials

- Cover Card, Sentence Strips, Word Cards, *At the House*
- Take-Home Book 5, *At the House*, for each child
- Pocket chart

"Color by Word"

4

The children practice high frequency words by completing the "Color by Word" Worksheet for Week 6.

Materials

- Week 6 "Color by Word" worksheet for each child
- Pencils, crayons

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Media Literacy

ML.10 Use technology resources to support learning.

Reading:

Foundational Skills

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

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

Reading:

Foundational Skills

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

RF.K.1.C Understand that words are separated by spaces

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

Reading:

Foundational Skills

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

Materials

- A House in a Tree* by Margaret Hillert for each child
- Backpack Bear

Introduce *A House in a Tree*

Gather the children together on a rug or the floor. Say:

We've been talking about families and where they live. People live in all different kinds of houses; a few even live in tree houses! Indicate *A House in a Tree* by Margaret Hillert.

Here is a book that tells about a kind of house in which many animals live. It is a house in a tree. Explain that *A House in a Tree* is a nonfiction book because it is about real animals that live in trees.

Read the story pausing to discuss the animals and in which part of the tree they live.

Page 8	Robin
Page 9	Red squirrel
Page 13	Opossum
Page 16	Rabbit
Page 18	Owl
Page 20	Raccoon
Page 21	Spider
Page 23	Skunk
Page 25	Prairie dog
Page 27	Frog, tadpoles

Partner the children to discuss the story. When they have had an appropriate amount of time to discuss, volunteers share.

Ask: **Did you notice this story has words that rhyme? Let's read it again.** Read the book again and pause for the children to supply the rhyming words.

**Formative Assessment**

Distribute *A House in a Tree* to each child. Say: **The author of this book, Margaret Hillert, used many high frequency words we have already learned. Let's see how many we can find.**

- The children work with partners. They raise their hands as they locate high frequency words.
- Write the high frequency words on the whiteboard as they are discovered (*a, and, are, at, can, for, I, is, like, me, see, the, you*).

The children take turns to read *A House in a Tree* to their partners.

**Reading:
Foundational Skills**

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

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals