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

**Teacher's Guide**

# **How Our Country Works**

**Unit 3 • Week 9**

**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**  
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# How Our Country Works

## Unit 3 • Week 9

### Week 9

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# Week 9 Overview

## How Our Country Works

This week the children will learn about two well-known American presidents, George Washington and Abraham Lincoln, and discover why they were so important to our country. They will also become familiar with the voting process by experiencing their own classroom election. This week we will:

- discover quotation marks.
- learn about Dd /d/ and Ff /f/.
- discuss how our leaders are elected.

## Recommended Literature

**George Washington and the General's Dog** —**Frank Murphy** is an author who loves reading and writing about important people in history. First, he discovers an unusual or little-known fact which he calls a “nugget.” Then he reads many books to gather information. He calls the research “time travel,” or going back in history, to find out exactly how people lived long ago.

Frank Murphy is also an elementary school teacher in Pennsylvania. He shows his students how to write their own books. The first step is to read several books in the library about their topics. Then they collect the information and organize it in the form of books, just like their teacher. Everyone in his class loves writing their own books because it makes history so much fun!

## Starfall Books & Other Media

*ABC Rhyme Book*

*Come Vote with Me*

*Star Writer Melodies*

*Sing-Along Volume 1*

*George Washington Historical Figures Poster*

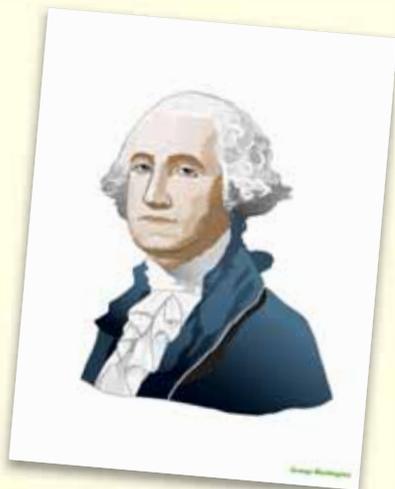
*Abraham Lincoln Historical Figures Poster*

*Starfall Dictionaries*

*Starfall Writing Journals*

“Starfall Speedway”

*Listening & Writing Books*



# Preparation

Generate Vocabulary Cards for Week 9. You will use *mayor*, *governor* and *president* on Day 1, *hero*, *honest*, *brave* and *respect* on Day 2, and *plow*, *slave*, *law* and *market* on Day 3.

## Day One

You will use the four labeled bowls (*Home, Community, State, Country*) from Week 7.

You will need photographs of the current mayor of your city/town, the governor of your state, and the United States President. You will also need a photo of you and the principal of your school.

Have reusable adhesive available to attach Punctuation Cards #5 (Comma) and #6 (Quotation Marks) to the Punctuation Anchor Chart.

For today's Activity, the children will use the High Frequency Word Cards introduced in Weeks 1 - 8.

## Day Two

For Session 1 you will need three index cards for each child.

## Day Three

Generate a "Picture-Sound" Worksheet using *Ff /f/* and *Dd /d/* for each child.

You will need *Come Vote with Me* (Take-Home Book #8) for each child.

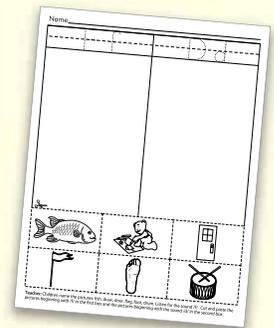
Cut apart and laminate the four Lincoln Picture Cards (found in your supplements package, or downloaded from [teach.Starfall.com](http://teach.Starfall.com)) depicting phases of Abraham Lincoln's life.

## Day Four

Create a "voting booth" or designate a private space in the classroom and place a ballot box inside of it. Prepare a Voting Graph on which to determine the top three special activity choices (see picture).

**Note:** Be sure to write in the activity to be graphed before printing or projecting the graph.

Duplicate the "I Voted!" blackline so each child gets one star. Have an index card for each child available.



### Our Votes

Activity #1

Activity #2

Activity #3


## Day Five

For today's Magic Writing Moment write *Dd* and *Ff* at the top of a sheet of chart paper.

For Session 2 you will need 5 one-dollar bills, 5 quarters, and 5 pennies. You will also need a United States map.

For today's Learning Centers generate a "Color by Word" worksheet for Week 9 for each child.

In Learning Center 4 the children will reference the *George Washington and Abraham Lincoln Historical Figures Posters* and generated Word Cards: *George Washington* and *Abraham Lincoln*.



## Day 1

I am so excited to learn how to read. I practiced online at Starfall.com last night!

Your friend,

Backpack Bear 🐻

## Day 2

I wonder who the first president of the United States was. Do you know?

Your friend,

Backpack Bear 🐻

## Day 3

I wish I could have met George Washington. He was a very brave citizen.

From,

Backpack Bear 🐻

## Day 4

I loved learning about Abraham Lincoln. He showed respect for the people.

Love,

Backpack Bear 🐻

## Day 5

Voting was so much fun! I hope we can do that again one day.

Your pal,

Backpack Bear 🐻

## DAY One

## DAY Two

Magic Writing Moment	Punctuation: Period, exclamation mark, question mark	Punctuation Anchor Chart
<p><b>Reading</b></p> <p>Phonological Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p><i>Listening &amp; Writing</i>, p. 32</p> <p>Onsets/rimes</p> <p><b>Dd /d/</b></p> <p>HF Word:</p> <p><b>said</b></p> <p>Quotation Marks</p> 	<p><i>Listening &amp; Writing</i>, p. 33</p> <p>Ending sounds</p> <p><i>Dd /d/</i></p> <p>HF Words:</p> <p><b>come, to, with</b></p> <p><b>Comprehension Skills:</b></p> <p>Cause/Effect</p> <p>Inference</p> <p>Identify Genre, nonfiction</p> 
<p><b>Computer</b></p>	<p><i>It's Fun to Read: All About Me</i> (all sections)</p> <p>"Calendar"</p>	<p><i>BpB's Books: Rows 5, 6, 7</i></p> <p>ABCs: <i>Bb, Dd, Nn, Uu</i></p>
<p><b>Activity</b></p>	<p>"Starfall Speedway" HF words</p>	<p>Play dough: <i>Bb, Dd, Ll, Rr, Tt, Nn</i></p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p>"Letter March Song Dd"</p> <p>"Dd Dinosaur Rhyme"</p> <p><b>Vocabulary:</b> Mayor, governor, president</p> <p>Speak in complete sentences</p> <p>Qualities of a leader</p>	<p><i>George Washington and the General's Dog</i></p> <p><i>George Washington Historical Figures Poster</i></p> <p>"Dd Dinosaur Rhyme"</p> <p>Good citizen</p> <p><b>Vocabulary:</b> Hero, honest, brave, respect</p>
<p><b>Writing</b></p>		<p>Write sentences about leaders</p>
<p><b>Social Studies</b></p>	<p>Community Leaders - Mayor, Governor, President</p>	<p>Introduce George Washington</p>
<p><b>Science</b></p>		

# DAY Three

# DAY Four

# DAY Five

Punctuation	Punctuation "I spy"	Initial/Final <i>Dd, Ff</i>
<p><i>Listening &amp; Writing</i>, p. 34</p> <p>"See it! Say it! Spell it!"</p>  <p><b>Ff /f/</b></p> <p><b>Comprehension Skill:</b> Compare/Contrast</p> <p><i>Come Vote with Me</i></p> 	<p><i>Listening &amp; Writing</i>, p. 35</p> <p>Initial and final /f/</p>  <p><b>Comprehension Skills:</b> Cause/Effect Draw conclusions</p> <p><b>Comprehension Strategy:</b> Open discussion</p>	<p><i>Listening &amp; Writing</i>, p. 36</p> <p>Rhyming</p>  <p><b>Comprehension Skills:</b> Classify/Categorize Compare/Contrast Inference</p> <p><b>Comprehension Strategy:</b> Open discussion</p>
<p>ABCs: Ff, Dd, Tt</p> <p><i>BpB's Books</i>: Concepts: "A-Machine", "I-Machine"</p>	<p><i>BpB's Books</i>: Row 8, "Come Vote with Me"</p> <p>ABCs: Any introduced letters</p>	<p>Starfall Free Day <b>1</b></p> <p>"Starfall Speedway" with beginning sounds <b>2</b></p> <p>"Color by Word" Worksheet for Week 9 <b>3</b></p>
<p>Picture-Sound Cut and Paste <i>Ff /f/</i> and <i>Dd /d/</i> Worksheets</p>	<p>Sequence <i>Come Vote with Me</i></p>	<p>Draw Washington and Lincoln <b>4</b></p>
<p><i>Abraham Lincoln Historical Figures Poster</i></p> <p><i>George Washington Historical Figures Poster</i></p> <p>"Ff Fish Rhyme" "Letter March Song Ff"</p> <p><b>Vocabulary:</b> Plow, slave, law, market</p>	<p>Voting Process</p>	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p> <p><i>George Washington and the General's Dog</i></p> <p>"A Hunting We Will Go"</p> <p>United States map</p> <p>Washington / Lincoln Posters</p>
<p>Write sentences about leaders</p>	<p>Write about voting choices and the reasons for their decisions</p>	<p>Initial/Final <i>Dd, Ff</i></p>
<p>Introduce Abraham Lincoln and the Voting Process</p>	<p>Characteristics of good citizens</p> <p>Voting Choices/Voting Decisions</p>	<p>George Washington</p> <p>Abraham Lincoln</p>

**Language**

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

**L.K.2.B** Recognize and name end punctuation

**Magic Writing Moment****Materials**

- Punctuation Anchor Chart
- Markers (2 different colors)
- Chart paper

**Punctuation Anchor Chart**

Indicate the Punctuation Anchor Chart and review the period, exclamation mark, and question mark.

Say: **Today let's play a game called "What's Missing?" I will write sentences and you tell what is missing in each of the sentences.**

- Write one of the following sentences (or create your own) on chart paper.
- Indicate each word, and the children help you read the sentence.
- Select a volunteer and ask: **What's missing?**
- The volunteer completes the sentence by adding the correct punctuation using a different color marker.

Repeat the above procedure for each sentence. Add other sentences as time permits.

**Sentences:**

- *We can see the big cat*
- *Can the little dog see you*
- *I love you*

Punctuation will be understood with practice for ELL children. Continue to provide visuals and be sure these children hear you as you converse with other children.

**ELL****Phonological Awareness Warm-Up****Materials**

- None

**Segmenting Onsets and Rimes**

Say: **Let's play a game. Listen to the sounds I say and blend them together to form a word. Ready? Listen, /s/ /at/. What is the word?** (Volunteers respond.) **Right, when we blend /s/ and /at/ it forms the word sat. Let's try some more!**

Repeat with /g/ /arden, garden, /t/ /ime/ time, and /P/ /aul/ Paul.

Continue: **Now, let's play a different game. First I'll say a word. Then I'll say the beginning sound and you say the rest of the word. Ready?**

<i>mom</i>	<i>cart</i>	<i>name</i>	<i>tiger</i>	<i>ball</i>	<i>night</i>
/m/ (/om/)	/k/ (/art/)	/n/ (/ame/)	/t/ (/iger/)	/b/ (/all/)	/n/ (/ight/)

**Reading: Foundational Skills**

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

1

## Our Leaders

Say: **All communities or groups have leaders who take care of them. Leaders make rules, or laws, and help people make good choices. Who is the leader of our classroom? Yes, a teacher is the leader of a classroom. What do you think the teacher's job is?** (Briefly discuss a teacher's job.) **Who is the leader of the whole school? Right, the principal is the leader of the school. What do you think the principal's job is?**

If the principal is able to attend this session, ask him or her to answer the children's questions about his or her job.

Say: **A leader's job is to make good choices and to help others.**

Indicate the four bowls from Week 7 and review the communities to which the children belong, *home, community (town/city), state, and country*.

Explain that adults vote to elect the people who will be their leaders and who will help create the rules and laws for our country.

As you discuss each leader below, indicate the bowl related to that level of government and place the Vocabulary Card and leader's picture near it.

### Materials

- Photos of you and your principal
- Photos of the current mayor, governor, and president
- Four labeled bowls (*Home, Community, State, and Country*) from Week 7
- Vocabulary Cards: *mayor, governor, president*

### Speaking & Listening

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

### Vocabulary Development

**VOC.3b** Describe objects and events in general and specific language

### Social Studies

**SS.CG.6c** Know characteristics of being a good citizen

**SS.CG.6b** Know the purpose of rules and laws

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

#### mayor

Our town/city of (name your city/town) is a larger community than our families. The people in the city/town elect or vote for a person to be the leader. We call that leader a *mayor*. The children repeat, *mayor*.

#### governor

Our town/city is part of an even larger community. It is part of a state called (name your state). People in our state vote for a leader. We call that leader the *governor*. The children repeat, *governor*. If our country has 50 different states, how many governors does it have? Right, 50.

#### president

The 50 states are joined or united together to form our country, the United States of America. People in the 50 states vote for one leader. We call that leader the *president*. The children repeat, *president*.

Explain that the president is elected by the citizens of our country and is responsible to all of the people of the United States. He or she must try to make good decisions to lead our country. The children should understand that:

- When a president is elected, he or she doesn't remain president forever. No one can be president for more than eight years.
- It is important for the president to make good choices because his or her choices affect so many people.

- All of the adults (United States citizens over the age of 18) who live in our country can decide who they would like as the president by voting every four years on Election Day.
- The person who receives the most votes is elected as president of the United States of America.
- The name of our current president is (current president's name).



### Formative Assessment

Say: **We have learned about the leaders in our school and in our country. How can YOU be a good leader in our class?** (Volunteers respond.) **Listen and give a “thumbs up” if you think this shows that you are a leader in our class. Ready?**

- **You are a good listener and you help others when they don’t understand something.**
- **You’re not finished playing when it is time to clean up so you just keep playing and you don’t clean up.**
- **It’s time to get in line so you run to be first.**
- **Your friend is having a hard time with his or her paper, so you quietly help.**
- **You know all the rules, but don’t follow them.**
- **You notice that someone is playing alone outside because no one wants to play with him. You ask him if he would like to play.**

Say: **Today, let’s all try to be good leaders and make good choices.**

2

## Introduce Quotation Marks and High-Frequency Word: *said*

Indicate the Punctuation Anchor Chart. Say: **This morning we talked about the punctuation marks period, exclamation mark, and question mark. Now let’s learn two new punctuation marks.**

Continue: **Think about something you do well. I will write what you say on this chart paper. I’ll begin. I can swim.**

- Print: *(your name) said, I can swim.*
- Say the words as you print.
- Do not add quotation marks.

Ask: **If you hung a painting on the wall where everyone could see it, what would you put around it? Yes, you would place it in a frame. A frame sets a picture apart and makes it look special.**

### Materials

- Punctuation Cards # 5 (Comma) and #6 (Quotation Marks)
- Punctuation Anchor Chart
- Starfall Dictionaries*
- Chart paper, marker (1 per small group)
- Reusable adhesive

Use reusable adhesive to attach Cards #5 and #6 to the anchor chart at the appropriate time. Remove the cards prior to meeting with the second group of children.

### Language

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

**L.K.2.B** Recognize and name end punctuation

### Reading: Foundational Skills

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

Read the sentence to the children. Say: **Look at my sentence. The words *I can swim* are special words because they are the exact words I said. I would like to put them in a 'frame' so they look special. When a reader sees them, he or she will know that the words in the 'frame' are my exact words.**

- Place quotation marks around your words.
- Explain that the marks you made are called *quotation marks*. As you say *quotation marks*, hold up your hands with your fingers in a v-shape and make the quotation gesture.
- The children repeat, *quotation marks* and imitate the gesture.

Say: **Now, I need some Punctuation Detectives. Look carefully at the sentence. I see a period and quotation marks, but I also see another punctuation mark. Who can point to the extra mark in the sentence?** (A volunteer does this.)

Explain: **This mark is called a *comma*. Say, *comma*. A comma is a sign for us to slow down or pause when we read a sentence. Let's read the sentence again. Remember when you see the comma, pause for a second.**

Read: \_\_\_\_\_ said, "I can swim."

Indicate the Punctuation Chart Anchor Chart.

- Read and discuss Card #5 (Comma) and add it to the chart.
- Read and discuss Card #6 (Quotation Marks) and add it to the chart.

Say: **When we write, we use quotation marks to frame the exact words someone said. Let's try it.**

Instruct the children to dictate sentences using the sentence stem *I can*.

- Write the sentences on chart paper as above. From time to time, write the child's name and *said* at the end of the sentence so the children understand that (child's name) *said* can appear at the beginning or the end of the sentence.
- As you place the quotation marks in the sentences, the children make the quotation marks gesture and say, *quotation marks*.

Once all of the sentences have been dictated, reread them together.

Say: **Not only did we learn about quotation marks, we also used a new high frequency word in each of these sentences. Do you know what it is?** (Volunteers respond.) **It is the word *said*.**

Children circle *said* in their sentences.



### Formative Assessment

The children trace *said* in their *Starfall Dictionaries*.

Allow ELL children to respond by "doing" their actions.  
Compose sentences to match their actions for them.

ELL



Children trace new high frequency words in their *Starfall Dictionaries*.



**Social Studies**

SS.CT.3c

Understand that calendars represent days and months

**Reading:**

**Foundational Skills**

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

**Social Studies**

SS.CG.6a Follow rules such as sharing and taking turns, and know the consequences of breaking them.

**Reading:**

**Foundational Skills**

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).

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

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

**Language**

L.K.1a Print upper- and lower-case letters.



**Computer**

**Practice**

- "Calendar"
- *It's Fun to Read: All About Me* (all sections)

**Starfall Speedway: High Frequency Words**

Place all of the High Frequency Words Cards face down in a deck. The children play "Starfall Speedway" to review high frequency words.

**Materials**

- High Frequency Word Cards introduced in Weeks 1-8
- "Starfall Speedway"

3

**Introduce Dd /d/**

**Step One Introduce /d/ in the initial position**

Read "Dd Dinosaur" on page 11 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme? Yes, around and ground rhyme.**



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

**Materials**

- Listening & Writing Books*, p. 32
- Picture Card: *dinosaur*
- Letter Cards: *D* and *d*
- Wall Card: *Dinosaur /d/*
- ABC Rhyme Book*
- Pencils, crayons

**Dd Dinosaur**

A dizzy, daring dinosaur  
Danced all around.  
He jumped up,  
Turned around,  
And fell down on the ground.

**Step Two Discriminate /d/ in the initial position**

Say: **If you hear /d/ at the beginning of a word I say, pretend to be dinosaurs. If not, stand very still! Ready?**

desk	doll	gum	hat	down
------	------	-----	-----	------

**Step Three Connect /d/ to the spelling Dd**

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



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

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

**The Letter March: Dd**

(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,  
"D" stands for the sound, /d/ /d/ /d/ /d/  
And they all go marching,  
In- to a word, to use, their sound

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

dance	dip	bug	dish	dog
-------	-----	-----	------	-----



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

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

**Step Four** Introduce /d/ in the final position

Ask the riddle: **I am the opposite of happy. What am I?** (sad)

The children stand. Emphasize the final sound as you say the following words. The children repeat each word after you. If they hear /d/ at the end, they take one step backward.

had	heart	bell	child	gold
-----	-------	------	-------	------

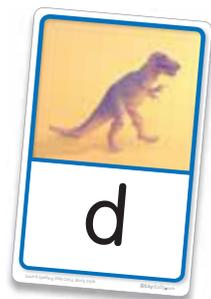
**Step Five** Dd /d/ Review



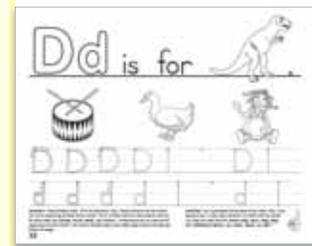
**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 32. Complete the page together 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	d			g		i			l	m	n	o	p		r	s	t	u					



Display the Wall Card at the end of the lesson.



Magic Writing Moment

Materials

- Markers (red, blue, green)
- Punctuation Anchor Chart
- Backpack Bear
- Chart paper

Punctuation Anchor Chart

Review the "Punctuation" Anchor Chart with the children.

Say: **Today you will help me write sentences. Then you will be Punctuation Detectives again.**

Continue: **We talked about different kinds of leaders. Who can think of a sentence that tells about one of the leaders we talked about?** Backpack Bear whispers to you that he would like to start.

Write: Backpack Bear said, "The teacher is the leader of our class." Read the sentence as you write it.

Ask:

- **Who can use this green marker to circle the comma?** A volunteer does this.
- **Who can use this red marker to circle the quotation marks?** A volunteer does this.
- **Who can use this blue marker to circle the high frequency word said?** A volunteer does this.

Continue to add 1 or 2 more sentences and follow the same procedure.

Language

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2.B** Recognize and name end punctuation.

Phonics Warm-Up

Materials

- Picture Cards: bell, cub, gum, jet, moon, nine, nut, queen, zip
- Individual whiteboards, markers

Final Sounds

Say: **I will show you a picture. We'll identify the picture together and then you will write the sound you hear at the end. Let's try one together.** Indicate the bell Picture Card and say its name as a group. Ask: **What sound do you hear at the end of bell?** (Volunteers respond.) **Write / on your whiteboard and hold it up.**

Repeat for:

moon	jet	nut	queen
gum	cub	zip	nine



Reading: Foundational Skills

**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

1

## Introduce High Frequency Words: *come, to, with*

On the whiteboard write, *He said to me, "Come with me. We can run!"* Read the sentences to the class. Then read them again together.

Explain: **There are three kinds of words in these sentences. There are high frequency words, which you have learned, high frequency words you haven't yet learned, and there is a decodable word.**

Indicate *run*. Say: **This is the decodable word.** Decode *run* with the children. Choose a volunteer to circle *run* in the sentence.

Volunteers identify and circle the previously introduced high frequency words (*he, said, can, me*) in the sentence.

Ask: **Who can underline a word we have not learned yet?** Volunteers underline *to, come, and with*. Say the words as they are underlined, and the children repeat them.

Distribute three index cards to each child. Write *come* on the whiteboard under the sentence. Say: **This is the word *come*. Say, *come*. Who can use the word *come* in a sentence?** Volunteers respond. **Write *come* on one of your index cards.** (Encourage the children to write in large letters.) Repeat for *with* and *to*.

Say: **Listen carefully. I'll say one of the words. You hold up the index card with that word written on it. Ready?** Say the words *come, with, and to* in random order several times.

### Materials

- Three index cards per child
- Starfall Dictionaries*
- Pencils

### Reading: Foundational Skills

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

### Social Studies

**SS.CG.6a** Follows rules such as sharing and taking turns, and know the consequences of breaking them



### Formative Assessment

Divide the children into groups of four. The children take turns saying the high frequency words and flashing their index cards to their groups.

Gather the children back together and demonstrate how to trace *come, with, and to* in your own dictionary. The children then trace the words in their dictionaries.

Children trace new high frequency words in their *Starfall Dictionaries*.



When dividing your class into groups of four, consider working with ELL children and have them repeat letters and words as they add them to their dictionaries. This is an ideal time to also practice conversational English with these children.

**ELL**

**Reading:  
Foundational Skills**

**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

**Language**

**L.K.1a** Print many upper- and lowercase letters.

**Review Dd /d/**

Read “Dd Dinosaur” found on page 11 of the *ABC Rhyme Book*. The children echo each line of the rhyme after you.

The children stand. Say: **Listen to the rhyme again.**

**When you hear a word that begins with /d/ take one step forward.** Take one step forward when you say the

word *forward* to demonstrate its meaning. Read the rhyme. The children step forward for *daring, dizzy, dinosaur, danced,* and *down*.

Say: **This time listen for words with /d/ at the end.**

**When you hear a word with /d/ at the end, take one step backward.** Take one step backward when you say the word

*backward* to demonstrate its meaning. Read the rhyme. The children take a step backward for *danced, around, and, turned,* and *ground*.

Ask: **What did you notice about the word *danced*?** (Volunteers respond.)

**Right, danced begins and ends with /d/.**

Distribute individual whiteboards and markers.

Write lowercase *b* and *d* on the whiteboard and identify them. Say: **Sometimes these letters confuse us.** (Indicate the letters *b* and *d*.) **How are the letters *b* and *d* the same? How are they different?** Demonstrate the difference in the formation of these letters according to your handwriting style. The children sky write *b* and *d*.

Say: **I will say a letter and you write that letter on your whiteboard. Ready?**

- Say *b* or *d*.
- The children write the letter on their whiteboards and hold them up for you to see.
- The children erase the letters.
- Repeat, saying *b* or *d* several times.

**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 33. Complete the page with the children as you have similar pages.

**Materials**

- Individual whiteboards, markers
- Listening & Writing Books*, page 33
- Classroom whiteboard
- ABC Rhyme Book*
- Pencils, crayons

**Dd Dinosaur**

*A dizzy, daring dinosaur  
Danced all around.  
He jumped up,  
Turned around,  
And fell down on the ground.*



## Computer

## Practice

- ABCs: Bb, Dd, Nn, Uu
- *Backpack Bear's Books*: Rows 5, 6, 7
- *Selected Nursery Rhymes* Track 2, "A Wise Old Owl"

## Activity

The children form letters of the alphabet with play dough.

### Materials

- Letter Cards: Bb, Dd, Ll, Rr, Tt, Nn
- Play dough

3

## Introduce *George Washington and the General's Dog*

Indicate a photo of the current president. Say: **This is President (name). He (or She) is the leader of the United States of America. Long ago when our country was formed, we needed a leader. The people voted and elected George Washington as the first president of our country.**

Indicate the *George Washington Historical Figures Poster* and read the narrative on the back.

Indicate *George Washington and the General's Dog*. Say: **Here is a story about George Washington. The title is *George Washington and the General's Dog*. It was written by Frank Murphy. The story is nonfiction, which means it is a true story. The events in this story took place more than 200 years ago. Why do you think Frank Murphy wrote this story?** Discuss the author's purpose for writing this story.

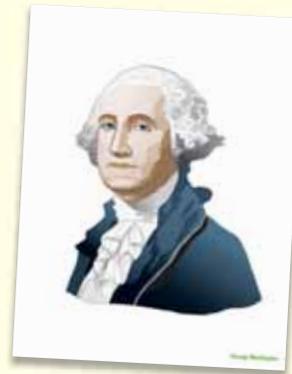
Page through the book and discuss the way people dressed, lived, and traveled during this time period.

Before reading, review the meaning of *cause and effect* and discuss examples, such as one *effect* of rain is that it *causes* things to get wet.

Say: **As you listen to the story, think about how George Washington's love for dogs was the *cause* of other things that happened.**

### Materials

- George Washington Historical Figures Poster*
- George Washington and the General's Dog* by Frank Murphy
- Photo of the current president
- Vocabulary Cards: *hero, honest, brave, respect*



**Reading: Foundational Skills**  
**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence.  
**RF.K.1** Understand basic features and organization of print.

### Language

**L.K.1a** Print many upper- and lowercase letters.

**Reading: Literature**  
**RL.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Reading: Informational Text

**RI.K.3** With prompting and support, identify the reasons an author gives to support points in a text.

### Social Studies

**SS.HK.2g** Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore.

**SS.HK.2b** Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin

Read the book and introduce these vocabulary words as they occur:

<b>hero</b>	a person who is admired and is a model for others
<b>honest</b>	telling the truth and doing the right thing
<b>brave</b>	not showing fear or not being afraid to do something hard
<b>respect</b>	to look up to someone and treat them kindly

Ask: **What happened in the story because George Washington chose to return the dog, or what effects did his action cause?**

Each time the children respond, affirm them by saying: **Yes that was an effect of George Washington's actions.** Responses may include:

- General Howe got his dog back.
- Enemies began to like George Washington.
- France sent George Washington seven dogs.
- Spain sent George Washington a mule.
- The American people loved George Washington.



### **Formative Assessment**

Say: **We have been talking about how to add details to our writing.**

- **What details, or special information, did the author include in this story?**
- **How did these details help us understand the story better?**
- **The author was trying to help us learn that George Washington made a good choice. What in the story showed us that?**

## Magic Writing Moment

## Punctuation Anchor Chart

Say: **We have been talking about leaders. Today think about how you can be a good leader. I will write what you say on chart paper. I'll start.**

Write: "I can help the class," said (your name). Read the sentence as you write it.

Let's be sure I wrote the sentence correctly. Indicate and review the Punctuation Anchor Chart. Ask:

- **Who can circle the comma with the green marker?**
- **Who can circle the quotation marks with a red marker?**
- **Who can circle the high frequency word, *said* with a blue marker?**

The children add sentences to explain how they can be leaders. They may follow the same sentence structure as your example.

## Materials

- Markers (red, blue, green)
- Punctuation Anchor Chart
- Backpack Bear
- Chart paper

## Language

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2.B** Recognize and name end punctuation.

## Phonics Warm-Up

## Introduce "See It! Say It! Spell It!"

Say: **Today let's play a spelling game called "See It! Say It! Spell It!"**

To play:

- *See it*—Indicate the High Frequency Word Card *at*. The children say *at* and they count the letters in the word. They look carefully at how the word is spelled. Place the card behind your back.
- *Say it*—The children sound out each letter and say the word, /a/ /t/ *at*.
- *Spell it*—The children write the word on their whiteboards. Display the Word Card so they can check their spelling.

Repeat with *am*, *an*, *in*, *it*, *on*, and *up*. Note which children have difficulty and work with them individually at a later time.

## Materials

- Individual whiteboards, markers
- High Frequency Word Cards:  
*at, am, an, in, it, on, up*

Reading:  
Foundational Skills

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

**RF.K.2.D** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).

1

## Introduce Ff /f/

### Materials

- Listening & Writing Books, page 34
- Letter Cards: F and f
- Wall Card: Fish /f/
- Picture Card: fish
- ABC Rhyme Book
- Pencils, crayons

### Reading: Foundational Skills

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

**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

### Language

**L.K.1a** Print many upper- and lowercase letters.

### Step One Introduce /f/ in the initial position

Read "Ff Fish" on page 15 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme? Right, me and sea rhyme.**



Indicate the *fish* Picture Card. Say: **This is a picture of a fish. Say, fish. The word fish begins with /f/. Watch my mouth, /f/. Now you say /f/. I will read the rhyme again. Listen for words that begin with /f/.** Read the rhyme again. Ask: **Which words begin with /f/?** The children should identify *funny, fish, flitting, floating, flipping, fins, frolicking, and freely*.

### Ff Fish

*Funny little clown fish,  
Looking out at me.  
Flitting, floating, flipping fins,  
Frolicking freely in the sea.*

### Step Two Discriminate /f/ in the initial position

The children stand. Say: **If you hear /f/ at the beginning of a word I say, pretend to be fish. If not, stand very still! Ready?**

fingers

wasp

fork

fire

green

### Step Three Connect /f/ to the spelling Ff

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



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

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

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

face

elbow

feet

flag

drink



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

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

### The Letter March: Ff

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

**Step Four** Introduce /f/ in the final position

Ask the riddle:

**leaf**

I grow on a tree. Sometimes I fall off the tree. What am I?

The children stand. Emphasize the final sound as you say the following words. The children repeat each word. If they hear /f/ at the end, they take one step backward.

wolf

park

muff

time

roof

stuff

**Step Five** Ff /f/ Review



**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 34. Complete the page with the children as you have similar pages.

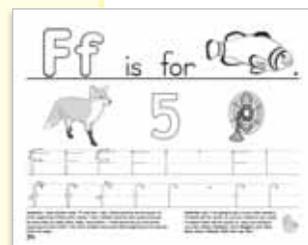
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
a	b	c	d		f	g		i			l	m	n	o	p		r	s	t	u					

Be sure to emphasize the sound /f/ for children who speak Tagalog since the sound /f/ does not exist in their language.

**ELL**



Display the Wall Card at the end of the lesson.



**Reading:  
Foundational Skills**

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

**Social Studies**

**SS.CG.6** The student understands that being a good citizen involves acting in certain ways.

## Introduce *Come Vote with Me*

Write *red* and *blue* side-by-side on the whiteboard using corresponding colors. Indicate the words, and the children read *red, blue*.

Say: **Let's vote to see which color the class likes best.**

Say *red*, and the children stand if *red* is their favorite of the two colors. Make tally marks under the word *red* for each child standing. Repeat for *blue*. Compare the results and declare a winner.

Indicate the *Come Vote with Me* Cover Card.

- Lead the children to discuss the cover illustration.
- Explain that this story demonstrates how adults vote for the people they believe will be best for jobs like a mayor, a governor, and a president of the United States.
- Read and discuss each sentence strip before placing it in the pocket chart.
- After all of the sentences are placed, read the story together.

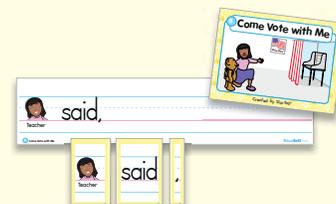
Distribute *Come Vote with Me* books. Say: **We will read this story again using books.** Discuss the use of quotation marks as you read the story.

Write *come, said, to, with* on the whiteboard side-by-side. Say: **These are the new high frequency words used in this story. Let's read them together.** (Do this.) **We will use tally marks to count which word is used most often in this story.**

- Read the title together.
- Volunteers make tally marks under the appropriate word(s) when found.
- Repeat for each page.
- Count and determine the words used most often and least often (*come* 3; *with* 4; *to* 1; *said* 5).

### Materials

- Red and blue whiteboard markers
- Come Vote with Me* Take-Home
- Book #8 for each child
- Come Vote with Me* Sentence Strips and Cover Card
- Classroom whiteboard
- Pocket chart



### Formative Assessment

The children partner to read *Come Vote with Me*.

## Computer

- *Backpack Bear's Books: Concepts "A-Machine," "I-Machine"*
- *ABCs: Ff, Dd, Tt*

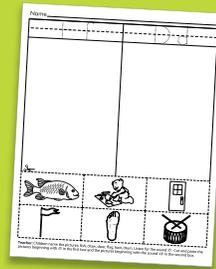
## Activity

The children classify pictures by their beginning sounds. They:

- write their names on their papers.
- trace the letters *Ff* and *Dd*.
- cut apart the pictures at the bottom of the page and glue them in the appropriate boxes, then color the pictures.

### Materials

- "Picture-Sound" practice page:  
*Ff /f/* and *Dd /d/* for each child
- Pencils, crayons
- Scissors, glue



### Reading: Foundational Skills

**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

3

## Introduce Abraham Lincoln

Indicate the *George Washington Historical Figures Poster*. Ask: **What do you remember about George Washington?** (Discuss) **This week we will learn about another important American citizen who was also a president.**

Indicate the *Abraham Lincoln Historical Figures Poster*. Say: **This is Abraham Lincoln. He was also a president of the United States.** Read the narrative on the back of the poster.

Display the Picture Cards that depict Abraham Lincoln at different ages. Explain that these pictures show how Abraham Lincoln might have looked as a very young child, an older child, a young adult, and an adult.

### Materials

- George Washington Historical Figures Poster*
- Vocabulary Cards: *plow, slave, market, law*
- Abraham Lincoln Historical Figures Poster*
- Four Lincoln Picture Cards



### Reading: Informational Text

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

### Social Studies

**SS.HK.2b** Know the Triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

**SS.HK.2g** Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore.

**SS.HK.2h** Recognize the contributions of important historical figures.

### Young Child

Remind the children that Abraham Lincoln lived on a farm. Explain that he went to school in a one-room schoolhouse. Reiterate that he was not able to go to school often, so he taught himself to read.



### Older Child

Abraham Lincoln loved books and would often read while doing chores like plowing the fields. To *plow* is to cut, lift, and turn over soil.



Lincoln traveled to New Orleans and saw a slave market. A *slave* was a person owned by another person who controlled them. A *market* is a place where people meet to buy and sell. Slaves were sold at the market and often were separated from their families.

### Young Adult

When Abraham Lincoln was older, he took a steamboat to New Salem, Illinois. He got a job as a worker in a store.



A man came into the store to sell him a barrel. Abraham Lincoln bought the barrel to sell in his store. Later that day, when he opened the barrel, he found something that changed his life. (The children guess what he found.) He found a book about law. A *law* is a rule.

Abraham Lincoln read the book and decided to become a lawyer and help people understand the law. Lincoln did become a lawyer, but he wanted to do even more to help people. He decided to help write new laws and change the laws that were unfair.

### Adult

Abraham Lincoln decided he wanted to become the president of the United States of America. He knew slavery was wrong and he thought as president he could help write new laws or rules to stop slavery. In 1860, Abraham Lincoln was elected our country's 16th president.



Say: **President Abraham Lincoln had a hard time convincing the country that changing the rule about selling slaves was the right thing to do. The people who lived in the South bought and sold slaves. They wanted to continue. They were very angry and a war started. Abraham Lincoln led the country during the war just as George Washington did. Finally, President Lincoln and the people were able to end the war and make a new law that all slaves were to be freed and that people were never to be bought or sold again.**



### Formative Assessment

Lead the children to discuss whether or not they think Abraham Lincoln was a hero and why.

## Magic Writing Moment

## Punctuation Anchor Chart

On the whiteboard, write a variety of sentences using periods, commas, and quotation marks.

Indicate the Punctuation Anchor Chart. Say:

**Let's play "I Spy." Look at the sentences. I spy a comma.**

A volunteer uses the pointer to indicate a comma in one of the sentences.

Continue the game with the children locating periods, commas, and quotation marks. To make the game more fun, volunteers may take turns acting as the teacher.

## Materials

- Punctuation Anchor Chart
- Whiteboard, marker
- Chart paper
- Pointer

## Language

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2b** Recognize and name end punctuation.

## Phonics Warm-Up

## Beginning and Final Sounds

Sing the Letter March Song using /f/ and the ASL sign *Ff*.



Say: **Let's listen to some words and decide whether we hear /f/ at the beginning or the end.**

- Place two chairs in the front of the classroom with some space between them.
- Designate the first chair as the beginning sound and the second as the final sound.
- Explain that you will say a word, then a volunteer will sit in the chair which represents where /f/ is heard in the word.

Say: **We'll practice and Backpack Bear will be our volunteer. Listen: wolf.**

Backpack Bear asks you to place him in the second chair because he heard the sound /f/ at the end of the word *wolf*. The children verify whether or not Backpack Bear is correct. Backpack Bear chooses the next volunteer.

Repeat with *scarf*, *fish*, *cough*, *leaf*, *five*, *flag*, *fork*, and *roof*.

Distribute *Listening & Writing Books*, and the children turn to page 35. Ask: **What do you notice about the words on this page? Right, they are the same words. Pretend the first box is our first chair and the next box is our second chair. You will write the letter *f* in the box that shows where you hear the sound.**

The children may work as a group, with partners, or independently to complete this page.

## Materials

- Listening & Writing Books*, page 35
- Pencils, crayons
- Backpack Bear
- Two chairs

## Reading:

## Foundational Skills

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

**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).



If children have difficulty writing only one sound, they may write both the first and last sounds they hear in the boxes.

Observe  
& Modify

1

## Voting

Navigate to *Backpack Bear's Books*: Row 8, "Come Vote with Me." The children read and interact with the online story.

Say: **It would be fun to have an election in our classroom. Today you will vote to decide which special activity we will do after Computer/Activity Time. Before we vote, we need to know our choices. Who has an idea for an activity we might do during our last session today?**

List ideas from the class on the whiteboard. Consider suggesting activities such as free play, outside play, a classroom game, a special (prearranged) snack, etc. Explain that it is important to think about the reasons for your choice before deciding.

- Narrow the list down to three choices.
- Project the Voting Graph or attach a chart paper graph to the classroom whiteboard.
- Identify the three choices determined by the class.

Distribute an index card to each child. The children vote by copying their choices onto the index cards. When they have finished, the children go to the voting booth and place their ballots in the ballot box.

Say: **When your parents vote, they receive a special sticker that says, I voted.** (Print *I voted!* on the whiteboard.) Distribute the star printouts. Say: **We can make special signs to tell everyone we voted.** The children write their names on their stars and copy *I voted*. Then they decorate their stars and cut them out. Use safety pins to affix the stars to the children's shirts.

### Materials

- Classroom computer navigated to Backpack Bear's Books: Row 8, "Come Vote with Me"
- Voting booth and ballot box
- "I Voted!" star for each child
- Index card for each child
- Prepared Voting Graph
- Scissors
- Pencils
- Optional:** Safety pin for each child

### Reading: Literature

**RL.K.10** Actively engage in group reading activities with purpose and understanding.

### Media Literacy

**ML.10** Use technology resources to support learning.

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

### Social Studies

**SS.CG.6** The student understands that being a good citizen involves acting in certain ways.

**SS.CG.6g** Describe fair ways for groups to make decisions.



### Formative Assessment

Three volunteers stand in the front of the classroom to tally the votes. Assign each volunteer one of the choices. As you read the votes, the volunteer for that choice places a tally mark next to the activity on the graph. Analyze the graph by counting the tally marks next to each choice and declare the winning choice.

Lead the children to understand that part of being a good citizen is working together to make good decisions.

### Our Votes

Activity #1	
Activity #2	
Activity #3	

2

## Write About Voting Choices

Discuss the children's voting experience from Session 1.

1. Explain that voters have the right not to share their decisions with others, but if they would like, volunteers may share their choices and explain how they made their decisions. They may also share whether or not their choices won the election.

### Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils, crayons

### Writing

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

### Social Studies

**SS.CG.6f** Recognize the benefit of fulfilling responsibilities.



### Formative Assessment

The children write about their choices and the reasons for them, then they illustrate what they wrote. As they write, circulate to assist and do adult writing. Children who finish early share their writings and illustrations with each other.

Accept illustrations about voting choices if your ELL children are not ready to write.

**ELL**

## Computer

- *Backpack Bear's Books*: Row 8
- ABCs: Any previously introduced letter

### Practice

## Activity

The children sequence the book *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart. They may use their books for reference.



### Materials

- Come Vote with Me* Sentence Strips, Cover Card, Word Cards
- Come Vote with Me* for each child
- Pocket chart

### Reading:

#### Foundational Skills

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

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

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

#### Print Concepts

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

3

## Voting Decision Activity

Review the voting process used to determine the special activity.

- Discuss the fact that sometimes when we vote, our choice doesn't win.
- As good citizens, we support the decision that was made in the election and must wait for the next election to vote for a change in leadership.

The children engage in the activity that received the most votes.

### Materials

- None

### Social Studies

**SS.CG.6f** Recognize the benefit of fulfilling responsibilities.

**SS.CG.6c** Understand the characteristics of being a good citizen.



### No Formative Assessment

**Magic Writing Moment**

**Materials**

- Prepared chart paper, marker

**Review Dd and Ff**

Indicate the *Dd* and *Ff* on the top of the chart paper and review their sounds. The children take turns to dictate words beginning or ending with /d/ and/ /f/. Write their words on the chart paper and review the list.

**Reading: Foundational Skills**

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

**Phonological Awareness Warm-Up**

**Materials**

- Sing-Along* Volume 1 Track 1, "A Hunting We Will Go"

**Rhyming**

Say: **Here is a silly song called *A Hunting We Will Go*. Listen for the rhyming words in the song.** Play *Sing-Along* Volume 1 Track 1, "A Hunting We Will Go."

Continue: **Now, listen as I read the words to the song. Raise your hand if you hear any words that rhyme.**

**A Hunting We Will Go**

A hunting we will go,  
A hunting we will go.  
We'll catch a fox and put him in a box,  
And then we'll let him go.  
We'll catch a fish and put him on a dish...  
We'll catch a bear and cut his hair...  
We'll catch a pig and dance a jig...  
And then we'll let him go.

<b>fox / box</b>	We'll catch a fox and put him in a box.
<b>fish / dish</b>	We'll catch a fish and put him on a dish.
<b>bear / hair</b>	We'll catch a bear and cut his hair.
<b>pig / jig</b>	We'll catch a pig and dance a jig.

Gather the children in a circle. Sing the song again and the children hold hands and move clockwise. They stop when they hear the lines listed above and they move again as you sing the rest of the song.

**Reading: Foundational Skills**

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

**Listening & Speaking**

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

1

## Rhyming Words

Say: **Today we will work with rhyming words. Listen to these two words, *cat, fat*. Say, *cat, fat*. Who can think of another word that rhymes with *cat and fat*?** Volunteers respond.

Partner the children and instruct them to sit knee-to-knee. Review the rules of partner sharing (greet your partner, take turns, etc.). Say two rhyming words. The partners work together to think of a word that rhymes with them. Accept nonsense words.

After an appropriate amount of time, the partners share their responses. Repeat with another set of rhyming words.

Suggested rhyming pairs: hop/mop; can/ran; hog/fog; pig/wig; heat/seat; cake/rake.

Distribute *Listening & Writing Books*, and the children turn to page 36.

Place the Picture Cards *dog* and *log* in the pocket chart and identify the pictures. The children repeat after you.

Ask: **What do you notice about the words *dog* and *log*?** (Volunteers respond.) **Right, they rhyme.**

Ask: **What sound do you hear at the end of *dog* and *log*?** (g) **Look at your *Listening & Writing* page. Point to the *dog*.** (The children do this.) **Say /d/ /o/ /g/, *dog*. Trace the letters that spell *dog*.**

Continue: **Point to the *log*. Say /l/ /o/ /g/, *log*. What letter is missing?** (g) **Trace the letters in *log* and add the missing letter, g.**

### Materials

- Picture Cards: *bug, dig, dog, fin, log, mad, mug, pig, pin, sad*
- Listening & Writing Books*, page 36
- Pencils, crayons
- Pocket chart

### Reading: Foundational Skills

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

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



### Formative Assessment

Say: ***dog, log*.** (The children repeat, *dog, log*.) ***Dog and log* rhyme.** Complete the page as above for each rhyming pair.



# Computer

1

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

**Media Literacy**

**ML.10** Use technology resources to support learning.

**Reading: Foundational Skills**

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

## "Starfall Speedway"

The children play "Starfall Speedway." They advance by naming the beginning sound of the picture on the cards they draw.



### Materials

2

- Picture Cards: bat, bag, bib, bun, bus, can, cap, cot, cub, fan, gum, lips, man, map, mop, nut, pan, pop, run, rat, rib, sub, sun, top, tub, up

## "Color by Word"

The children complete the "Color by Word" worksheet for Week 9 to review high frequency words.

**Reading: Foundational Skills**

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

### Materials

3

- Pencils, crayons
- "Color by Word" worksheet for Week 9 for each child

## Illustrate Washington and Lincoln

Give the children the following directions, pausing for them to complete each step before moving on.

- Fold your drawing paper in half vertically (demonstrate).
- Copy the words *George Washington* on the left; *Abraham Lincoln* on the right.
- Illustrate each president (on the side with his name).

The children take their illustrations home and convey to their parents what they have learned about these presidents.

### Materials

4

- Drawing paper
- Pencils, crayons
- Generated Word Cards: *George Washington, Abraham Lincoln*
- George Washington Historical Figures Poster*
- Abraham Lincoln Historical Figures Poster*

**Writing**

**W.K.2** Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

**Teacher's Choice**

5

Choose an appropriate activity for this center.

**Teacher's Choice**

6

Choose an appropriate activity for this center.

2

**Compare Washington and Lincoln**

Indicate the *George Washington Historical Figures Poster*. The children partner to discuss what they have learned about George Washington, then they share their responses with the class.

Say: **George Washington was a good citizen. He is so important in our country's history that we honor him by putting his picture on our coins and dollar bills.**

Inform the children that countries often picture important people or famous places on their money. George Washington's face is on the one-dollar bill and the quarter.

Divide the children into five groups. Distribute a one-dollar bill and a quarter to each group. The children take turns examining the images of George Washington.

Gather the children. Indicate the *Abraham Lincoln Historical Figures Poster*. The children partner to discuss what they have learned about Abraham Lincoln, then they share their responses with the class.

Explain that Abraham Lincoln is pictured on the five-dollar bill, as well as on a coin. Divide the children into five groups. Distribute a penny to each group to examine.

Discuss the ways in which George Washington and Abraham Lincoln were similar. Lead the children to consider the following:

- They were both presidents of the United States of America.
- They were brave and honest.
- They were important leaders.
- They fought in battles for freedom.
- They tried to do what was right and fair.
- They are heroes because they helped others.

**Materials**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>George Washington Historical Figures Poster</i> |
| <input type="checkbox"/> | <i>Abraham Lincoln Historical Figures Poster</i>   |
| <input type="checkbox"/> | <i>George Washington and the General's Dog</i>     |
| <input type="checkbox"/> | Five one-dollar bills                              |
| <input type="checkbox"/> | Five quarters                                      |
| <input type="checkbox"/> | Five pennies                                       |

**Reading: Informational Text**

**RI.K.9** Identify similarities and differences between texts on the same topic

**Reading: Literature**

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

**Social Studies**

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

**Social Studies**

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

**SS.CG.6c** Know characteristics of being a good citizen

**SS.CG.6.f** Recognize the benefit of fulfilling responsibilities

**SS.E.5a** Identify coins and their values



## Formative Assessment

Ask:

Who was the first president of the United States, George Washington or Abraham Lincoln?	<b>Washington</b>
What did Washington do to show he respected others, even his enemy?	<b>He returned the dog.</b>
What did Abraham Lincoln do to help our country?	<b>He helped free slaves.</b>
Why was freeing the slaves important to Abraham Lincoln?	<b>Answers will vary.</b>
Who is the president of the United States today?	<b>President _____</b>
What do you think (the current president) could learn from George Washington or Abraham Lincoln?	<b>Answers will vary.</b>

Discuss the significance of citizens of the United States being able to choose (or vote) for the person who will become the president. The children should understand that by being able to vote, the people of our country are able to choose their leaders. This means they can choose someone they can trust, who is respectful of others, and who will make good decisions.

