

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 Kindergarten

Teacher's Guide

Our Country, Our Land

Unit 4 • Week 10

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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Our Country, Our Land

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Frequently Asked Questions

Why do you place so much importance on final sounds?

In kindergarten classrooms of the past, teachers focused almost exclusively on initial sounds. Today we know in order for children to successfully decode and encode words, it is essential they understand words are comprised of a combination of smaller sounds or phonemes. They must also understand that within a single word a given phoneme can appear at the beginning, end, middle, or even more than once! We strive to teach children to identify a phoneme regardless of its position or frequency in a word.

In the course of normal speech, people tend to drop or slur final sounds. As a result, children may not hear or learn to pronounce words correctly. Modeling emphasis on final sounds supports not only children's proper articulation, but also attunes them to listen to the entire word and determine whether or not they heard it correctly. These skills will contribute greatly to their ability to encode, or spell, words.

The students participated in the activity with enthusiasm and completed the lesson quickly. They display confidence and competence when blending; this activity supports and reinforces strategies that we've shared with the children as we've begun to introduce word families.

—Las Vegas, Nevada

Apart from clearly articulating final sounds when we speak, how can we emphasize final sounds? The answer of course is through activities where children identify and produce rhyming words. Identifying and producing rhyming words indicates children's awareness of final sounds.

Isn't it early to begin substituting sounds in words?

A child's ability to manipulate spelling patterns is a key principle of reading and writing success. As such, we introduce this skill early during the first semester, and practice it increasingly during the second.

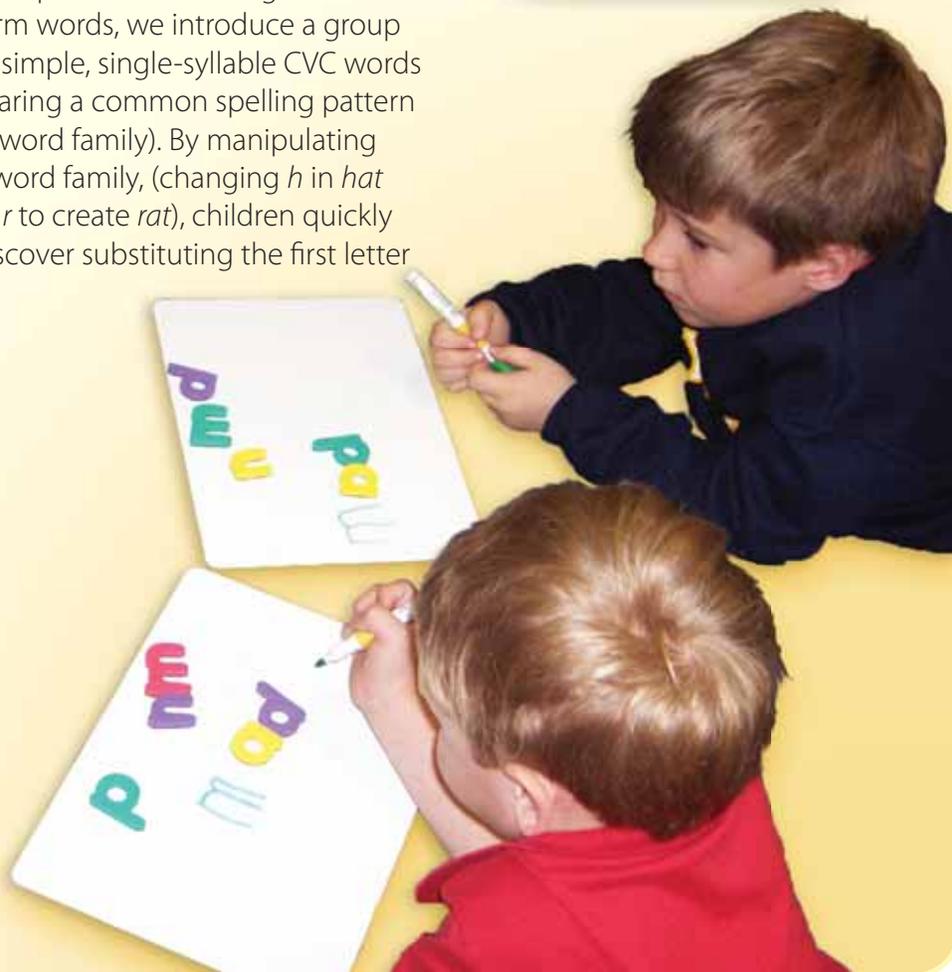
After children have learned a number of sound spellings, and have practiced blending them to form words, we introduce a group of simple, single-syllable CVC words sharing a common spelling pattern (a word family). By manipulating a word family, (changing *h* in *hat* to *r* to create *rat*), children quickly discover substituting the first letter

(the onset) will result in a new word even though the spelling pattern (the rime) remains unchanged.

The result of this discovery is an increased ability to decode and encode words within that word family, and transfer of this principle to other word families such as —*ight* or —*ay*.

The students caught right on to the word families. We tried substituting the letters through the alphabet to make nonsense words that would also fit the word families such as "jall," etc. The students got the hang of it quite quickly.

—Bakersfield, California





Reading Research

The reading coordinator noticed that my class was really able to decipher rhymes and beginning and ending sounds. I related that this was a daily warm-up activity that we always do each day, which was different than I had done it in the past. I think the daily warm-ups are invaluable as they allow the children to practice their listening and cognitive skills. What a difference from the beginning of the year!

—Cuddebackville, New York

A key principle of the written English language is that it is replete with recurring and predictable spelling patterns. Children able to recognize and manipulate these spelling patterns early on are well on the road to reading and writing success.

Research by Marilyn Jager Adams, author of the landmark *Beginning to Read: Thinking and Learning about Print*, has shown a child's oral rhyming ability is a reliable measure of his or her reading readiness.⁽¹⁾ Adams recommends first establishing oral rhyming and then extending that knowledge to print through word family exercises reinforcing the integrity of predictable and recurring spelling patterns.

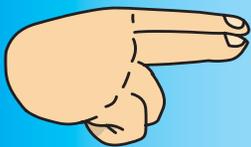
But when is the right time for word family instruction to begin? Louisa Moats, author of *From Speech to Print*, tells us the core activity of decoding is blending individual sounds into words. Her research advocates that children learn to blend the constituent sound-letter associations of a spelling pattern before manipulating a word family.⁽²⁾ Elfrieda H. Hiebert, known for her research in reading fluency, asserts that children are able to generalize (or master) a word family when they are able to see a variety of words using the same rime.⁽³⁾ The positions of these two researchers suggest that a number of letter and sound associations must be learned and applied before word family instruction begins.

1. Adams, M. (1990). *Beginning to Read: Thinking and Learning about Print*, Cambridge, MA: MIT Press, p.75.
2. Moats, L. C. "Teaching Decoding." *American Educator/American Federation of Teachers*, Spring/Summer, 1998, p 3.
3. Menon, Shailaja and Hiebert, Elfrieda H. (2005) "A Comparison of first grader's reading with little books or literature-based basal anthologies." *Reading Research Quarterly*, Vol. 40, No. 1, p 18.



The blending activity is training the children to listen carefully for all the sounds of the words; paying particular attention to the beginning to hear the blends. Many of the students are becoming increasingly proficient in attending to the blends. They also understand the distinct difference between hearing the blend in the initial and final positions of words.

—Las Vegas, Nevada



Week 10 Overview

Our Country, Our Land

This week the children learn about some of our national symbols through story and song. They also discover some of our country's landforms and view them through the eyes of water droplets, in a fictional class story which they help write. This week we will:

- introduce the water cycle and conduct several experiments.
- learn about Hh /h/ and Ww /w/.
- discover the environment.

Starfall Books & Other Media

ABC Rhyme Book

America the Beautiful

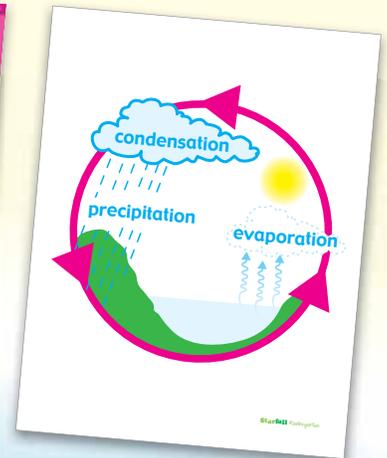
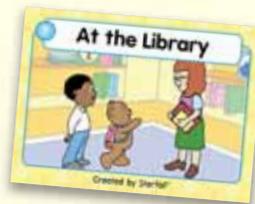
At the Library

Precipitation by Stephen Allen

Star Writer Melodies

Sing-Along Tracks 3, 19, 25, 39, 40

Water Cycle Poster



Preparation

Generate and prepare:

- Vocabulary Word Cards for **Week 10**. You will use *grain, mountain, plain, everglades, beach, sea, evaporation, condensation, and precipitation* on **Day 1**, and *environment and nature* on **Day 4**.
- an “ABC Rhyme” practice page for letters *Hh* and *Ww*. Photocopy one for each child to take home and practice with his or her parents.

Day One

Download the “Game Rules” resource in the Teacher’s Lounge and familiarize yourself with “Old Maid.” Teach children to play before breaking for Small Group and Independent Practice.

Day Two

Generate a “Letter Search” practice page for *n* and *h* and photocopy one for each child.

You will conduct water cycle experiments today. These experiments require:

- Evaporation—two clear plastic cups of the same size, one filled with hot water
- Condensation—an empty cup, ice cubes, and a newspaper
- Precipitation—a cotton ball for each child and several containers filled with water

Day Three

None

Day Four

None

Day Five

Cut “Riddles” blackline apart and place the riddles in a basket or container.

Generate a “Picture Sound” practice page with *Hh* and *Ww* for each child.

Create a “Color by Word” practice page for **Week 10**.



Day 1

I love my country,
the United States
of America. It is so
beautiful.

Your pal,
Backpack Bear

Day 2

I always wondered how
the water got up in the
clouds! I loved learning
about the water cycle.

Your friend,
Backpack Bear

Day 3

You are such great
writers! I’m so glad I
am part of this class!

Love,
Backpack Bear

Day 4

I took a walk outside
last night. I love nature.
What do you like best
about the outdoors?

Love,
Backpack Bear

Day 5

We have an amazing
earth! Learning about
nature was so much
fun!

Your pal,
Backpack Bear

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>L&W, p. 37</p> <p>Hh /h/</p>  <p>Comprehension Skills:</p> <p>Cause/Effect</p> <p>Identify Genre (poetry)</p> <p>Opposites</p>	<p>L&W p. 38</p> <p>Beginning, Ending sounds</p>  <p>Comprehension Skills:</p> <p>Cause/Effect</p> <p>Comprehension Strategy:</p> <p>Predict/Verify</p>
<p>Computer</p>	<p>"Calendar"</p> <p>"Colors"</p>	<p>ABCs: Hh, Nn, Ww, Ii</p> <p>BpB's Books: Concepts, "Weather"</p>
<p>Activity</p>	<p>Play "Old Maid" with Weeks 1 - 9 HF Words</p>	<p>"Letter Search" practice page: lowercase n and h</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>America the Beautiful</i></p> <p><i>Precipitation</i></p> <p>"Open Them, Shut Them"</p> <p>"Hh Horse Rhyme"</p> <p>"Letter March Song Hh"</p> <p>Vocabulary: grain, mountain, plain, everglades, beach, sea, evaporation, condensation, precipitation</p> <p>Water Cycle</p>	<p><i>Precipitation</i></p> <p>Sharing in complete sentences</p> <p>Review: evaporation, condensation, precipitation</p>
<p>Writing</p>		<p>Write about a water cycle experiment performed in class</p>
<p>Social Studies</p>	<p>Recognize national symbols and types of landforms</p>	
<p>Science</p>	<p>Know water changes state and open water evaporates</p>	<p>Know water changes state and open water evaporates. Sort objects by one attribute</p>

DAY Three

L&W, pp. 39, 40

Ww /w/

HF Words:

**as, has,
want**

Rhyming

"At the Library"

Comprehension Skill:

Story Details (characters)
Inference



DAY Four

L&W, p. 41

Beginning,
Ending sounds

HF Words: a, and,
come, go, l, in, it, me, said, see,
the, to, we, with, has, want

Comprehension Strategy:

Visualize



DAY Five

Beginning, Ending sounds

Comprehension Skills:

Story Details (setting)

		Starfall Free Day	1
		"Picture-Sound" practice page for Hh and Ww	2
BpB's Books: Row 9 Any previously introduced pre-decodable stories. ABC Rhymes: Hh and Ww	BpB's Books: Row 9 and Concepts: "Weather" "Color"	Copy water cycle diagram and draw one phase of water cycle	3
"Starfall Speedway"	Rainbow write HF Words	Sequence <i>At the Library</i>	4
"Ww Wolf Rhyme" "Letter March Song Ww"	<i>America the Beautiful</i> "Wee Willie Winkie"	"Color by Word" practice page for Week 10	5
Librarian Landforms Dialogue	Environment Globe/world Vocabulary: environment, nature	"Old Maid" <i>America the Beautiful</i> <i>Precipitation</i> "Looby Loo" "What's the Weather?" "America the Beautiful"	6
		Write a shared story about the cyclical journey of a water drop	
	Know characteristics of landforms		
	Communicate observations orally and pictorially		

Phonemic Awareness Warm-Up

Materials

- Sing-Along Track 25
- Backpack Bear

Opposites

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

Say: **Open your hands.** (pause) **Now do the opposite, close them. Open and close are opposites.**

Play the song again. Say: **Let's try some more opposites. Backpack Bear, will you lead us?** Backpack Bear whispers opposites for children to mime.

Stand <i>up</i> .	Sit <i>down</i> .
Wave your <i>right</i> hand.	Wave your <i>left</i> hand.
Boys hop two times.	Girls hop three times.
Stand <i>near</i> me.	Stand <i>far</i> from me.
Show me what <i>cold</i> looks like.	Show me what <i>hot</i> looks like.

Say one word from each pair. Children provide its opposite: *up/down; right/left; boys/girls; near/far; cold/hot.*

**Open Them,
Shut Them**

*Open, shut them,
open, shut them
Give a little clap
Open, shut them,
open shut them
Lay them in your lap
Creep them, creep them
Slowly creep them
Right up to your chin
Open up your little mouth
But do not let them in!*

Reading

Identify and sort common words in basic categories

Social Studies

Determine the relative locations of objects using the terms *near/far, left/right*



1

Introduce *America the Beautiful*

Display *America the Beautiful*. Read the title. Ask: **What symbol do you see on the cover that represents, or reminds us, of the United States of America? Yes, it's our flag.**

Discuss children's observations of the people on the cover. (They have different facial features, skin colors, and ways of dressing.) Explain that many people from other countries have come to live in the United States.

Say: **The words inside this book are a poem that was written by Katherine Lee Bates. People loved her poem so much that it was put to music and became a national song called *America the Beautiful*.**

Read the book. Say: **Let's talk about the symbols in this book that remind us of our country.** (Open to pages 10 - 11.) Discuss the following:

- **White House** — where the president of the United States lives.
- **Liberty Bell** — stands for freedom and is located in Philadelphia. It is not used now, but people used to ring the Liberty Bell to announce many important events in early American history, including when a president was elected or when a president died.

Materials

- America the Beautiful* by Starfall
- Sing-Along Track 3*
- Vocabulary Word Cards: *grain, mountain, plain, everglades, beach, sea*

Reading

Describe common objects and events in both general and specific language

Identify types of everyday print materials (e.g., poems)

Relate new vocabulary to prior knowledge

Social Studies

Recognize national and state symbols and icons, national and state flags, bald eagle, Statue of Liberty

Science

Know characteristics of landforms

- **Independence Hall, Capitol Building, Mount Rushmore, Marine Corps Iwo Jima Memorial** — important symbols of our country that the children will learn more about as they grow older.
- **Statue of Liberty** (p. 15) — famous statue that represents our freedom. It is located in New York Harbor. The statue was a gift from the people of France to recognize what the people in our country went through to make America free.

Say: **Our country has many different landforms. Landforms are the shapes of land, such as hills, fields, mountains, and beaches. Let's look through the book and find some landforms.**

Introduce the vocabulary words as landforms are identified.

mountain	land that is much higher than a hill (pp. 1, 6 - 7, 20)
grain	seeds that grow into plants (pp. 4 - 5)
plain	flat land often used by farmers (p. 9)
everglades	swamp land that has bushes, trees, and water (p. 12)
beach	a sandy or gravelly part of the shore of a body of water (p. 18)
sea	large body of salty water that is part of an ocean (p. 19)

Divide the class into two groups. Assign “landforms” to Group One and “symbols” to Group Two. Name a picture in the book. If it is a landform, Group One stands. If it is a symbol, Group Two stands.

Play *Sing-Along* Track 3, “America the Beautiful.” Display the related pages of the book as children sing the song.

Starword

Display the new vocabulary on your Starword Wall.

Listening & Speaking

Listen carefully and understand directions for performing tasks

Science

Know water can be a liquid or a solid and can be made to change back again from one form to the other

Know water left in an open container evaporates

Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, or weight)

Introduce the Water Cycle

Display a glass of water. Ask: **Can you guess how old this water is? The water in the glass, and in fact all water, is as old as the earth. There is no new water. All water is simply the same water moving all over the planet earth. The water in this glass might have been in the ocean last week. It could have fallen as rain 200 years ago. Your parents might have drunk some of it when they were children. It might have even fallen over a waterfall!**

Ask: **What causes water to get around to all of these places?**

- **When water heats up, the effect is it turns into water vapor (steam) and moves up and out into the air. You see this happen when water boils in a pot on the stove. The steam that rises is water vapor. What is the cause of water moving up and into the air?** (heating)
- **When the water vapor cools down, the effect is it collects together into water droplets. You see this when you look at a cloud or see fog. What causes the water to collect together?** (cooling)
- **When many water droplets collect together in a cloud, the effect is the cloud becomes heavy and the water droplets fall to the ground as rain or snow, where it collects in lakes, oceans, and puddles. What causes the water to fall to the ground?** (The cloud becomes too heavy.)

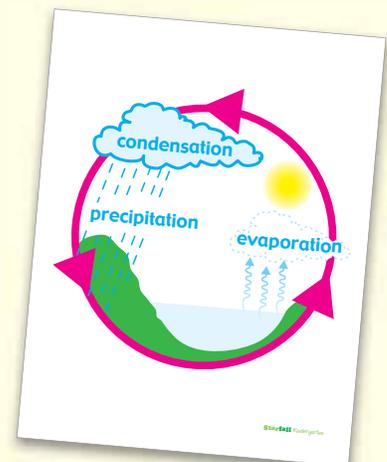
Refer to the Water Cycle Poster as you explain: **When water heats up, we call it *evaporation*. When water cools down, we call it *condensation*. When water falls from the sky, we call it *precipitation*. These three things make up the *Water Cycle*.** Repeat and omit the vocabulary word at the end of each statement for the children to supply.

Display *Precipitation*. Say: **This book will help us learn about *precipitation*.**

Read the book including the enrichment on page 23. Pause for children to interact with each page. Display Vocabulary Word Cards *evaporation*, *condensation*, and *precipitation* as you read about each process.

Materials

- Glass of water
- Vocabulary Word Cards: *evaporation*, *condensation*, *precipitation*
- Precipitation* by Stephen Allen
- Water Cycle Poster



Computer

- "Calendar"
- "Colors"

Practice

Activity

Play "Old Maid" using High-Frequency Word Cards.

The Deal: All cards are dealt clockwise one at a time.

The Play: Players look at their cards and discard any pairs. The dealer offers his or her hand, spread face-down, to the player on the left who then draws one card. If the card makes a pair with another card in his or her hand, the player discards the pair, then offers his or her hand to the player on the left, and so on. A player who has discarded his or her entire hand is "safe," and the turn skips to the next player.

Objective: Play continues until all cards have been discarded except the "Old Maid" card. Whoever holds this card loses.

Materials

- Two sets of all High-Frequency Word Cards for **Weeks 1-9**
- Sound-Spelling Instructional Picture Card: *Queen* (for use as Old Maid)



Children will play "Old Maid" again during the Day 5 Learning Center Rotation.

If the group is larger than five children, prepare two decks of cards, each with its own "Old Maid" card, so both groups can play at once. After each group completes its game, the decks can be exchanged for a second game.

Observe & Modify

3

Introduce Hh /h/

Step One Introduce /h/ in the initial position

Read the rhyme "Hh Horse" on page 19. Ask: **What words in this poem rhyme?** (hay, day)



Display the Picture Card *horse*. Say: **This is a picture of a horse. Say, horse. The word horse begins with the sound /h/. Watch my mouth: /h/. Now you say /h/. The words Hector, horse, hungry, hay, and hurried begin with the same sound: /h/.** (Children repeat: /h/.)

I will read the rhyme again. Listen for the sound /h/ in the rhyme. Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *horse*
- Letter Cards: *H* and *h*
- Wall Card: *Horse/h/*
- ABC Rhyme Book*
- L&W*, p. 37
- Pencils/crayons

Hector Horse

*Hector Horse was hungry
But hadn't any hay.
He hurried to the meadow
And nibbled grass all day.*

Step Two Discriminate /h/ in the initial position

Children stand. Say: **I will say some words. If you hear /h/ at the beginning of a word, hop up and down. If not, stand very still! Ready?**

fingers

hot

jump

hat

dig

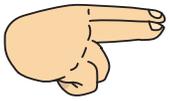
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Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently



Step Three Connect /h/ to the spelling Hh

Teach children the ASL sign for Hh. Children sing “The Letter March” with the ASL sign for h and sound /h/.

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

Demonstrate the letter’s formation as you write h on the board. Children skywrite h several times.

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

hug	pop	puzzle	horn	house
-----	-----	--------	------	-------

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

Demonstrate the letter’s formation as you write H on the board. Children skywrite H several times.

The Letter March: Hh

(Melody: “The Ants Go Marching”)

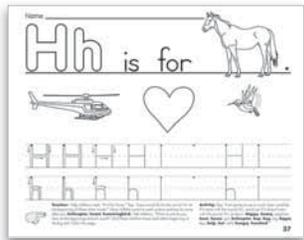
The letters go marching one by one,
Hurrah! Hurrah!

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

The letters go marching one by one,
“H” stands for the sound, /h/ /h/ /h/ /h/
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 Listening & Writing, page 37

Complete as with similar pages.

Children often confuse lowercase n and h. Provide opportunities for them to discriminate between these letters.

Observe & Modify

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	h	i			l	m	n	o	p		r	s	t	u					

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

ELD

Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 38

Complete as directed at the bottom of the page.



Materials

- L&W, p. 38
- Pencils/crayons

Day Two

Reading

Distinguish initial, final, and/or medial phonemes in CVC words

Match consonant and short-vowel sounds to appropriate letters

1

Water Cycle Experiments

Review *Precipitation*, page 23. Display Vocabulary Word Cards *evaporation*, *condensation*, and *precipitation* as you read. After reading, conduct the following three experiments to demonstrate evaporation, condensation, and precipitation.

Display Vocabulary Word Card *evaporation* in the pocket chart.

Say: **Our first experiment is about evaporation. Evaporation happens when the sun heats the water from oceans, lakes and puddles. This heating causes the water to rise into the air in the form of steam. We call the steam, water vapor.**

- Pass around the empty cup so children can feel the dryness inside the cup.
- Display the cup of hot water.

Say: **This cup has hot water inside it. If we continued to heat the water in this cup, eventually all of the water would turn into water vapor and rise into the air, leaving the cup empty. This process is called evaporation. If I place this dry cup on top of the cup holding hot water, I can catch some of the water vapor.**

- Place the empty cup upside-down on top of the cup filled with hot water and hold it there.
- Children observe the water vapor rising up to the top cup.
- Pass around the top cup. Children feel the steam inside it.

Materials

- Precipitation
- Vocabulary Word Cards: *evaporation*, *condensation*, *precipitation*
- Pocket chart
- Two clear plastic cups of the same size, one filled with hot water
- An empty cup, ices cubes, and a newspaper
- A cotton ball for each child and several containers filled with water

Reading

Describe common events in both general and specific language

Listening & Speaking

Listen carefully and understand directions for performing tasks

Science

Know water can be a liquid or a solid and can be made to change back again from one form to the other

Know water left in an open container evaporates

Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, or weight)



Explain: **As the water vapor rises into the air, it begins to cool and collect together into water droplets to form clouds. This is called *condensation*. Let's try an experiment about *condensation*.** Display the Vocabulary Word Card *condensation* in the pocket chart.

- Pass around the empty cup so children can feel it is dry on the outside.
- Place ice cubes in the empty cup, and set it on the newspaper.
- Observe the water droplets as they form on the outside of the cup, as well as the puddle that forms under the cup.
- Pass the cup around so children can feel the condensation.

Say: **The ice cubes in this cup create cold air like the cold air high up in the sky. When the warm air in our room mixes with the cold air in the cup, beads of water form on the outside of the cup. This is called *condensation*. Did the water leak through the cup? No, the water we see on the cup is the water from the warm air in our room. It has collected on the outside of the cold cup!**

Ask: **How many of you noticed that the water dripped down the cup and made a puddle? When *condensation* in a cloud becomes heavy, the water falls to the earth as *precipitation* in the form of snow, hail, or rain. Our last experiment is about *precipitation*.** Display Vocabulary Word Card *precipitation*.

- Give each child a cotton ball.
- Children feel how light cotton balls are.
- Each child puts his or her cotton ball in the water.
- Children pull cotton balls from the water, notice their weight, and observe that they are dripping!

Say: **When so much water collects that the cloud can't hold it anymore, it rains. If the air outside is very, very cold, the water droplets freeze on the way down and the water droplets turn to hailstones, sleet or snow!**

Explain that some water soaks into the ground for plants. Some water collects in oceans, lakes and puddles where animals like us can drink it. Water is always moving around us as it changes through *evaporation*, *condensation*, and *precipitation*. We call this movement the *water cycle*!

2

Write about Experiments

Children write about one of the experiments conducted during **Session 1**. Display the Vocabulary Word Cards for them to copy. Children illustrate their writings which they will share during **Session 3**.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Vocabulary Word Cards: *evaporation, condensation, precipitation*
- Pencils/crayons

Writing

Participate in creating a variety of informational/expository forms through drawing or writing

Computer

- *Backpack Bear's Books: Concepts, "Weather"*
- ABCs: H, N, W, I

Practice

Activity

Children complete the practice page, then draw pictures of objects beginning with /n/ and /h/ on the back, and label their pictures using kidwriting.

Materials

- "Letter Search" practice page for lowercase *n* and *h*

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet independently



3

Author's Chair

Children share their writings about the water cycle experiments. Create opportunities for the class to give compliments to the authors.

Materials

- Starfall Writing Journals
- Author's Chair

Listening & Speaking

Communicate effectively when sharing ideas

Relate an experience or creative story in a logical sequence

Writing

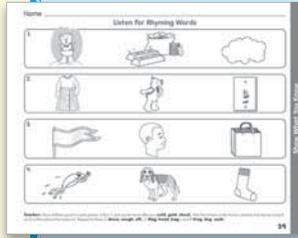
Produce, illustrate and share a finished piece of writing

Phonemic Awareness Warm-Up

- Materials**
- L&W, p. 39
 - Pencils/crayons

Listening and Writing, Page 39

Complete as directed at the bottom of the page.



Reading

Recognize and produce words that rhyme

1

Introduce Ww /w/

- Materials**
- Picture Card: wolf
 - Letter Cards: W and w
 - Wall Card: Wolf /w/
 - ABC Rhyme Book
 - L&W, p. 40
 - Pencils/crayons

Reading

Recognize and produce words that rhyme

Distinguish initial phonemes in words

Writing

Write lowercase letters of the alphabet independently

Step One Introduce /w/ in the initial position

Read "Ww Wolf" on page 49. Ask: **What words in the poem rhyme?** (free, me)



Display the Picture Card wolf. Say: **This is a picture of a wolf. Say, wolf. The word wolf begins with the sound /w/. Watch my mouth: /w/. Now you say /w/. I will read the rhyme again. Listen for words that begin with the sound /w/.** Read the rhyme again.

Ask: **What words began with the sound /w/?** (wild, wolf, will)

Wolf
 Wild wolf, wild wolf
 Noble and free
 You are so majestic
 Will you howl for me?

Step Two Discriminate /w/ in the initial position

Children stand. Say: **I will say some words. If you hear /w/ at the beginning of a word, give a "thumbs up." If not, do nothing! Ready?**

we	ice	water	wish	queen	wait
----	-----	-------	------	-------	------

Step Three Connect /w/ to the spelling Ww

Teach children the ASL sign for Ww. Children sing "The Letter March" with the ASL sign for w and sound /w/.



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

Demonstrate the letter's formation as you write w on the board. Children skywrite w several times.

The Letter March: Ww
 (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,
 "W" stands for the sound, /w/ /w/ /w/ /w/
 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 the sound /w/, make the ASL Ww sign. If it does not, do nothing! Ready?**

women	zebra	wig	violin	winter
-------	-------	-----	--------	--------

Say: **Here's a way to help you remember the sound /w/. Say, "wobble-u-dobble-u"!**
(Children repeat.)

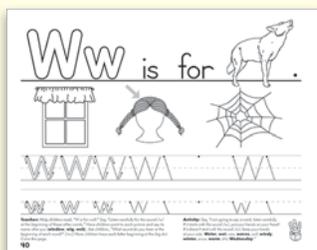


Display the Letter Card W. Say: **This is the uppercase letter W. The uppercase letter W and the lowercase letter w stand for the sound /w/.**
A volunteer locates Ww on the Alphabet Chart. Ask: **Are the letters W and w near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter's formation as you write W on the board. Children skywrite W several times.

Step Four *Listening & Writing, Page 40*

Complete as with similar pages.



Display the Wall Card at the end of the lesson.

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

The sound /w/ does not exist in French or German. Be sure to emphasize this sound for children who speak Mandarin. **ELD**

Reading

Manipulate individual phonemes in words through addition, deletion, and substitution

Read simple one-syllable and high-frequency words

Introduce High-Frequency Words: *as, has, want*

Display the High-Frequency Word Card *want*. Say: **This high-frequency word is *want*. Say, *want*. What sound do you hear at the beginning of *want*? (/w/) Name the other letters in *want*. Write *want* on your whiteboards.**

Say: **Listen to these sentences. If you hear the word *want*, raise your whiteboards. Ready?**

- I *want* to play in the rain.
- Do you *want* to swim or ride bikes?
- I like to climb mountains.

Children erase *want* from their whiteboards.

Tell children you have two more high-frequency words.

- Display and say the word, *as*.
- Explain that the *s* in the word *as* stands for the sound, /z/.
- Children say, /z/ and then blend /a/ /z/ and say *as*.
- Children write *as* on their whiteboards.

Say: **Close your eyes. I will add a letter to *as* to make a new word. When you open your eyes, raise your hand if you know the new word.** Add *h* to the beginning of *as*. A volunteer names the new word (*has*).

Ask: **What do we need to add to the beginning of *as* to make the new word, *has*?** (*h*) Children add *h* to *as* on their whiteboards.

Say: **Let's change this word back to *as*.** (Children erase *h*.) Remind them that both *as* and *has* have the sound /z/ at the end represented by the letter *s*.

Partner children. Partners work together to make up sentences using *has*, then share their sentences with the class. Repeat for *as* and *want*.

To review, play "Concentration" using pairs of Word Cards in a pocket chart.

Materials

- High-Frequency Word Cards: *as, has, want* (two of each)
- Pocket chart
- Large whiteboard
- Individual whiteboards/markers
- Starfall Dictionaries

Children enter new high-frequency words into their Starfall Dictionaries.

**Computer****Practice**

- *Backpack Bear's Books*: Any previously introduced predecodable books
- *ABC Rhymes*: Hh, Ww

Activity

Children draw a Picture Card, identify the picture, and name its beginning sound to advance on the game board.

Materials

- "Starfall Speedway"
- Picture Cards beginning with /w/ /h/ /f/ /n/ /d/ /b/

Technology

Use technology resources to support learning

Reading

Distinguish initial phonemes in words

3

Introduce *At the Library*

Say: **Backpack Bear has a riddle for you.**

Materials

- Backpack Bear
- At the Library*
Predecodable book 9
for each child

library

I am thinking of a place where you can go to find books about landforms. You have this place in your town/city and you even have one in your school. It's a place where you can research information about anything you want to know. You might go there to find out more about mountains and oceans. What place is it?

Introduce the story by navigating to *Backpack Bear's Books*: Row 9 Book, "At the Library." Allow children to interact with and discuss the story.

Distribute a copy of *At the Library* to each child. Children discuss who the woman on the cover might be. (librarian) Discuss the responsibilities of a librarian.

Before reading, ask: **Why do you think Backpack Bear and his friend went to the library? See if you can find the answer to that question as we read the book.** (Answer: to find a book that had mountains and rivers in it)

Read the story as children follow along in their books. Remind them that we call mountains, rivers, and oceans, landforms. Briefly discuss why the children suppose Backpack Bear and his friend wanted a book about mountains and rivers.

Children read *At the Library* chorally. After reading say: **There are two characters in this story who talk to each other. When two people in a story have a conversation, it is called a *dialogue*. Say, *dialogue*.**

- Divide your class into two groups. Group One reads the boy's dialogue. Group Two reads Backpack Bear's dialogue. The teacher acts as the narrator as children read only the dialogue in quotes. All children read the last page since both characters speak the line, "We want to see a book with a mountain and a river in it."
- Children partner-read *At the Library*. Suggest that each child take a character's part while reading.

If time allows, discuss the reasons people go to the library. Invite children to share their library experiences.

Reading

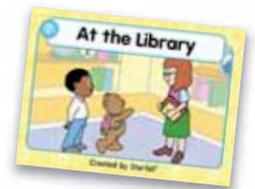
Read simple one-syllable and high-frequency words

Technology

Use technology resources to support learning

Information and Media Literacy

Demonstrate an understanding of media literacy as a life skill



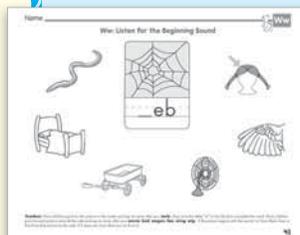
Phonemic Awareness / Phonics Warm-Up

Beginning Sounds

Play *Sing-Along* Track 39, "Wee Willie Winkie."

Ask: **What sound did you hear at the beginning of Wee, Willie, Winkie?** (/w/) **Today we will listen for other words that begin with the same sound as Wee, Willie, and Winkie.**

Distribute *L&W*, p. 41. Complete as directed at the bottom of the page.



Materials

- Sing-Along* Track 39
- L&W*, p. 41
- Pencils/crayons

Wee Willie Winkie

*Wee Willie Winkie runs through the town
Upstairs, downstairs, in his night gown
Rapping at the windows
Crying through the lock
Are the children all in bed?
I'll have you know it's eight o'clock!*

1

Introduce the Environment

Display the *America the Beautiful* book.

Ask: **Who can remember some of the landforms we saw in the book *America the Beautiful*?** Discuss. Explain that landforms are part of our environment. The word *environ-*ment means the world around us.

Say: **Backpack Bear says he loves to go outside to observe nature. Nature means things that are outside in our environment such as clouds, trees, the sun, and the rainbows we sometimes see. What other things could we observe in our environment, or in nature?** Discuss.

Say: **Let's go outside and observe our environment. Then we will draw the things we see.** Demonstrate as you say each direction. **Remember to look up, down, left, right, and all around so you can observe as many things as possible in the outside environment. After you observe, draw pictures of what you saw.**

Children may draw while they are outside, or observe first, and then do their drawings indoors.

Children will share their drawings during **Session 3**.

Materials

- America the Beautiful*
- Drawing paper for each child
- Pencils/crayons
- Vocabulary Word Cards: *environment, nature*

Reading

Distinguish initial phonemes in words

Reading

Describe common objects and events in both general and specific language

Science

Communicate observations orally and through drawings



2

At the Library

Explain that *At the Library* uses many high-frequency words. Say: **I wonder which high-frequency words are used most often. Let's find out!**

Display one set of the High-Frequency Word Cards in three columns in your pocket chart.

- As you display each word, read it, and ask children to repeat it.
- Distribute the other set of High-Frequency Word Cards.
- Point to the first High-Frequency Word Card in the pocket chart. The child holding that word brings it to the pocket chart and places it next to its match.
- Repeat until both sets of High-Frequency Word Cards have been displayed.

Distribute *At the Library* books. Say: **Let's count to see how often each word is used in the story. I will say a word and write it on the board. You will look through your book to see how often the word is used. Then we will write how many times the word is used next to it.**

Children then read the story to Backpack Bear.

Materials

- At the Library*
Predecodable Book 9
- Two sets of High-Frequency Word Cards:
a, and, come, go, I, in, it, me, said, see, the, to, we, with, has, want
- Pocket chart
- Backpack Bear

Reading

Read simple one-syllable and high-frequency words

Computer

- *Backpack Bear's Books*: Row 9
- *Backpack Bear's Books*: Concepts: "Weather"
- "Colors"

Practice

Technology

Use technology resources to support learning

Activity

Children write high-frequency words on drawing paper with pencils, then use different colored crayons to trace over the letters in the words to create "rainbow words."

Materials

- High-Frequency Word Cards: *as, has, want* and other words of your choice
- Drawing paper
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Science

Know characteristics of landforms

Land and Water

Gather near the chart paper.

- Children share drawings of their observations in the outside environment.
- As items in nature are named, write them on chart paper.
- Number the responses as they are given. If a response is repeated, add tally marks after the first entry.

Read the completed list with the children. Give them the opportunity to add other landforms or things found in nature that weren't observed.

Display a globe or world map. Say: **When we look at a globe or a map, we can see which parts of the earth are land and which parts are water by the colors. Blue represents water and other colors, mainly brown, green and yellow, represent the land.** Indicate several places on the globe/map and ask children whether they are land or water.

Explain that the earth is constantly changing. Say: **Most of the time, we don't notice the changes because they happen very slowly. It can take millions of years for changes to occur. There are seven big areas of land in the world called continents.** (Indicate Africa, Antarctica, Asia, Australia, Europe, North America, and South America on the globe or world map.) **At one time, many of the continents were joined together. The earth's surface moved and shifted and when that happened, the land separated and water filled in between the land.**

Indicate Australia again. Ask: **What do you notice about the continent of Australia?** (It is surrounded by water.) **When land is surrounded by water, we call it an island.** Children repeat, *island*.

Say: **One landform we saw in the *America the Beautiful* book was a mountain.** To demonstrate how one kind of mountain is formed as a result of the earth shifting and moving, do the following.

- Spread a towel on a table or floor.
- Place your hands flat on the two outer edges of the towel.
- Slowly move your hands together to demonstrate how the towel folds and lifts in places.

Explain that there are different kinds of mountains, but all mountains are formed by movement of the earth's surface.

Say: **Let's make some different landforms and things in nature using shaving cream!** Distribute shaving cream to each child. Children create different landforms.

Materials

- Drawings from Session 1
- Chart paper
- Globe or world map
- Towel
- Shaving cream (non-menthol)

As children work with the shaving cream, it may begin to dissolve depending on the brand. Provide wet wipes to clean hands when the activity is complete.

Save the chart paper list. It will be used again on Day 5.

Phonemic Awareness Warm-Up

Identify Initial or Final Sounds

Children stand in a circle. Play and sing *Sing-Along Track 19*, "Looby Loo" using the described actions.

Children sit in a circle. Say: **Let's play a sound game. I will say a word. Then I'll say "beginning" or "ending" sound. You say the name of the letter that stands for that beginning or ending sound. Let's practice. mountain—beginning (m) ocean—ending (n)**

Explain each step below.

- A volunteer holds Backpack Bear.
- Play "Looby Loo." Children pass Backpack Bear around the circle in time with the song.
- Pause the recording and say one of the words from the list below and either "beginning" or "ending."
- The child holding Backpack Bear names the letter accordingly.

Beginning:

river	sea	plain	water	lake	field
precipitation	condensation	rain	sun	nature	beach

Ending:

grain	land	swamp	environment	water	mountain
-------	------	-------	-------------	-------	----------

Materials

- Sing-Along Track 19*
- Backpack Bear

Reading

Identify initial and final phonemes in words

1

Shared Oral Story

Read *Precipitation*. As you read, indicate the different forms of water in the photographs such as rain, steam, hail, and snow, and the environments in which water appears: city streets, field, backyard, mountain, and sky.

Children recall what happens to water in the water cycle.

Say: **Let's write a pretend story about the journey of a water droplet! I'll begin the story and then we will work together to finish it. First, let's decide if it is a boy or a girl and then name our water droplet. When we finish, we'll decide on a title for our story.**

Play *Star Writer Melodies* quietly as you read the story starter. Turn it off when discussing ideas to complete the story.

Materials

- Precipitation*
- Sing-Along Track 40*, "What's the Weather?"
- Story starter
- Star Writer Melodies*
- Paper/pencil to use for dictation

Reading

Connect to life experiences the information and events in texts

Describe common objects and events in both general and specific language

Writing

Create a group draft scripted by the teacher

Title (to be determined)

Once upon a time, there was a water droplet named (Name). She and many other water droplets were part of a puddle in front of (your school's name). One bright, hot, sunny day, all of a sudden, (Name) felt something unusual happening! She was moving up and out into the sky as steam. It was a strange feeling!

As she rose higher and higher, the air around her became colder and colder. Suddenly, she and all of the other water droplets around her began to join together. (Name) had become part of a very large, white fluffy cloud! The wind carried the cloud with (Name) inside it farther and farther away from the school. She looked down and could see large oceans and beautiful plains filled with grain. She didn't recognize where she was.

It was very, very cold when (Name) felt herself drop out of the cloud. She fell quickly at first, but instantly slowed down and floated gently toward the ground. She had become beautiful, fluffy, and white. "This must be how it feels to be a snowflake!" she thought. Just then (Name) landed at the top of a mountain with many other snowflakes. She stayed there and rested for a long time.

Later, on a very sunny, warm day, she started to get that steamy feeling again. (Name) moved up and out into the sky and joined other water droplets in a cloud. The wind blew the cloud to (another state or country). The next thing she knew...

Children continue the story from this point. Ensure that they provide the water droplet with many adventures. It should see different landforms, land in different states and countries, and experience life as hail or rain.

Jot down ideas as they are given. Children decide on a title for their story. Read the finished story aloud.

If time allows, children dramatize the story, pretending to be the water droplets. They can crouch low as the water droplet, pretend to rise up, float, become cold, look down, float down, etc.

Computer

1

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

Technology

Use technology resources to support learning

"Picture-Sound" Hh, Ww

2

Children trace over the letters, cut apart the pictures at the bottom of the page, and paste them under the appropriate letters. Children may color the pictures.

Materials

- "Picture-Sound" practice pages "Hh," "Ww"
- Pencil/crayons
- Glue stick

Reading

Distinguish initial phonemes in words



Water Cycle

3

Children reproduce the water cycle diagram on the lined portion of the writing journal page using the Water Cycle Poster as a model. They draw a picture of one part of the water cycle, such as a cloud, rain, or steam rising.

Materials

- Water Cycle Poster
- Starfall Writing Journals
- Pencils/crayons

Science

Communicate observations through drawings

Sequence "At the Library"

4

Children sequence *At the Library* by placing the Sentence Strips and individual Word Cards in story order.



Materials

- At the Library* Predecodable Book 9 for each child
- At the Library* Cover Card, Sentence Strips, Word Cards
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

"Color by Word"

5

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

Materials

- "Color by Word" practice page for **Week 10**
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

"High-Frequency Old Maid"

6

Children play "Old Maid" using High-Frequency Word Cards from **Day 1**.

Materials

- Two sets of all High-Frequency Word Cards from **Weeks 1-9**
- Sound-Spelling Instructional Picture Card: *Queen* (for use as Old Maid)

Reading

Read simple one-syllable and high-frequency words

2

- Materials**
- America the Beautiful
 - Sing-Along Track 3
 - Vocabulary “Riddles” blackline (cut apart)
 - Basket or container

Vocabulary Challenge

Children sing along with Track 3 “America the Beautiful” as you display the pages of the book, *America the Beautiful*.

Divide your class into five teams and designate a leader for each team. Say: **Let’s play a vocabulary riddle game. Listen carefully to how this game is played. Your team leader will draw a riddle from this basket. I will read the riddle. Your team will discuss its answer, and the team leader will give the response. All teams should listen to the riddle and discuss the answer because if the other team gives the wrong answer, your team might have a chance to give the right one.**

- Team 1 has the first chance to answer the riddle. If the team’s answer is incorrect, the team leader chooses another team to answer.
- Team 2 gets the next riddle and the game continues.
- Once all of the teams have drawn and responded, designate a new team leader for each team.

If you have an extra child, he or she could act as the scorekeeper or as your assistant.

Observe & Modify



president	I am the leader of the United States of America. My name is _____. What am I?
honest	When you tell the truth or do the right thing you are being _____.
market	Some people call me a store. You can buy things you need here. What am I?
grain	You use me to grow things in fields like wheat or corn. I am very small but I grow into something much bigger. What am I?
mountain	People climb me. I am very high. I was made by the earth’s movement. What am I?
plain	I am a landform that is very flat. I have few or no trees growing on me. What am I?
everglades	I am a low landform that has bushes and small trees and some water. You can find alligators in me. What am I?
beach	I am the shore of a body of water. You probably have walked on me and picked up shells. What am I?

sea	I am a salty body of water. I am not as big as an ocean. My name begins with the sound /s/. What am I?
evaporation	I am water vapor or steam. You can see me on a foggy day or if you boil water on the stove. What am I?
condensation	I form clouds. I am made up of many water drops. What am I?
precipitation	When a cloud gets too heavy, I fall from it. I can be rain or snow. What is my name?
environment/ nature	Landforms, trees, sun, clouds, and nature all are part of me. What am I?
rain	I fall in liquid drops from the clouds and collect on the street or in oceans, lakes, and seas. What am I?
cloud	I hold all the water drops until they become too heavy. I can be white, gray, or sometimes even black in color. What am I?
sun	I give you light and heat. I dry things on the earth and cause evaporation. What am I?
White House	I am a special house where the president and his or her family live while they are leading our country. What am I called?
Statue of Liberty	I am a famous statue that represents our freedom. I am located in New York Harbor. I was a gift from the people of France to honor, or recognize, what the people in our country went through to make America free. What am I?
Liberty Bell	I stand for freedom. I am a bell that is located in Philadelphia. What am I?