

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

Time

Unit 2 • Week 3

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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Time

Unit 2 • Week 3

Frequently Asked Questions	4
Reading Research	5
Week 3 Overview	6
Preparation	7
Rhyming	10
Introduce <i>Today Is Monday</i> by Eric Carle, and Days of the Week	10
Introduce “Alphabet Avenue” Game	11
Introduce <i>Tt</i> /t/	12
Initial and Final Sounds	14
<i>Listening and Writing</i> , Page 4	14
Introduce High-Frequency Words: <i>The, the</i>	15
Introduce <i>Chicka Chicka Boom Boom</i>	16
<i>Listening and Writing</i> , Page 5	17
Introduce <i>Pp</i> /p/	17
Introduce High-Frequency Words: <i>an, at</i>	19
Explore the Alphabet	21
Blending	22
Introduce <i>At School</i>	22
Introduce Writing Journal	23
<i>Listening and Writing</i> , Page 7	24
ASL Days of the Week	25
Introduce Six Center Rotations	25
<i>Today Is Monday</i>	27

Frequently Asked Questions

I noticed there is a lot of partner sharing. Isn't this disruptive?

Actually it is engaging! Partner sharing prior to responding provides each child the opportunity to engage in the comprehension process. Often you find the same children raising their hands to answer questions. Many children are reluctant to answer, or process information more slowly. Partner sharing gives those children the opportunity to actively participate and build self-confidence. It is also a social activity and breaks up teacher talk so children are active during instruction.

Why is adult writing important? I thought it was more important for children to just write freely.

The kidwriting/adult writing dynamic creates a safe, responsive environment that eliminates the requirement to "get it right." Children freely and confidently take risks and apply their knowledge of letters, sounds, and mechanics because they know you will be there to interpret, guide, and celebrate their efforts.

Here's how it works:

When it comes time for children to write, encourage them to put their thoughts in writing in whatever way they can. Some may scribble or pretend write. Others may attempt to write the letters that stand for the sounds they hear in words.

All of these efforts are kidwriting. As children write, you circulate around the room, reading and responding to their kidwriting, and adding adult writing to capture their ideas (see samples). Adult writing must occur during, not after, the writing session. It is equally important that children share their writings with each other when they finish.

Children benefit because they:

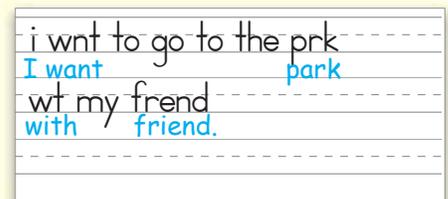
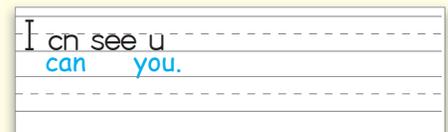
- take risks without worrying about being correct.
- receive immediate feedback delivered in a friendly, constructive, and collaborative fashion.
- can refer back to adult writing in previous compositions and self-correct.
- receive one-on-one affirmation of their efforts and successes.
- recognize what they write is important to themselves and others.
- associate writing with meaning, cooperation, and pleasure.

Teachers benefit because they can:

- quickly assess and diagnose each child's application of what they've learned.

- note trends that might indicate the need for whole group instruction.
- demonstrate correct spelling, capitalization, and punctuation.
- observe phonetic and speech errors such as /computer/ (computer) and /wat/ (rat).
- clearly communicate their expectations to each writer.
- scaffold feedback to meet individual learners' needs.
- encourage children to further develop their thoughts and reward their successes.

Example of kidwriting and adult writing:



Do adult writing, then say: **I wish I had gone to the park with you! What did you do next? I'll come back to see what you did!**

The child is sure to write more to share his or her experience with you!

You will also notice that in Starfall classrooms, children do not write daily. Instead we nurture enthusiasm for a topic. When children are finally asked to write on that topic, they are bursting to express what is meaningful to them and share it with others.



Reading Research

There are times when I think the activity during Session 2 might work better in a Whole Group Setting and vice-versa. Can I make this change?

Yes! However, the lessons need to be done sequentially. Session 2 is structured to last for a full 30 minutes to accommodate the Computer and Practice Activity rotations. The Practice Activities were designed specifically to be done independently to accommodate classrooms that do not have a paraprofessional or volunteer to direct the group. If you have a paraprofessional or volunteer present, you may wish to make some adjustments. There are many factors, such as the size of your class, maturity and readiness of your children, daily schedule of specials, etc., that will enter into how you structure your day. Arrange the lessons in a way that works best for you.

We love to hear from you. Keep the feedback coming!

The Authors,

Pam Ferguson, Florida

35 years teaching early childhood education

Joan Elliott, Texas

31 years teaching early childhood education

Key findings from scientific research on phonics instruction by the National Institute for Literacy tell us that systematic and explicit phonics instruction significantly improves kindergarten children's word recognition, spelling, and reading comprehension. (1) It is effective for children from various social and economic levels, and is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. NIL research found that phonics instruction is most effective when introduced early. Phonics knowledge is essential to children's successful reading and writing development. (2) Exemplary phonics instruction builds on a strong foundation of phonemic awareness explicitly taught and integrated into a total reading program. (3)

Our focused and explicit phonics instruction establishes children's understanding of the Alphabetic Principle. Starfall children develop a deep and thorough knowledge of the systematic and predictable relationships between the letters and spelling patterns of written language and the individual spoken sounds.

Children demonstrate their growing phonic skills and high-frequency word recognition when writing in their Starfall Journals.

(1) Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. (11-19). Washington, DC: Center for the Improvement of Early Reading Achievement.

(2) Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*, (409-424). Cambridge, MA: MIT Press.

(3) Stahl, Steven. (1992). "Saying the 'P' Words: Nine Guidelines for Exemplary Phonics Instruction", *Reading Teacher*, 45, 618-625.

The children were able to "write" sooner than I thought using their dictionaries and kidwriting. They love the adult writing. I'm amazed!

—Tampa, Florida



Week 3 Overview

Time

Children learn about the calendar and days of the week through books, songs, and rhymes. They become familiar with the signs for the days of the week using American Sign Language.

This week we will:

- learn about *Tt /t/* and *Pp /p/*.
- use our Starfall Writing Journals.
- learn high-frequency words *the, an, at*.

Literature Selections

Today Is Monday—Author Eric Carle is also an artist. Sometimes he draws hundreds of pictures for just one book. He keeps drawing pictures until they feel just right. Then he paints tissue paper with different colors using brushes or his fingers. When the paper is dry, he cuts out strips to make a picture and glues them on a board. Making pictures in this way is fun but messy. It's how he illustrates all of his books. Eric Carle likes cats. He was born in New York but went to school in Germany. He moved to Massachusetts but retired to a winter home in Florida and a summer home in North Carolina.

Chicka Chicka Boom Boom—Author John Archambault is also a singer, songwriter, storyteller and musician. He likes to mingle the jingle with the rhythm and the rhyme. He learned to love the sound of words from his Montana grandmother, Rose, who read stories to him when he was young. In the third grade, he wrote original endings for several books. His teacher, Mrs. Williams, nurtured his dream of becoming an author. She showed him the row of books in the library where all the "A" authors were and said his name should be there, too. He grew up and lives in California near Los Angeles. He once taught first grade in the Bronx, N.Y.

Starfall Books & Other Media

Sing-Along

Backpack Bear's ABC Rhyme Book

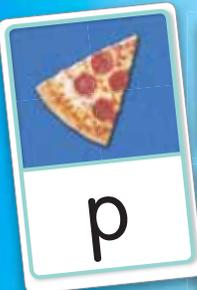
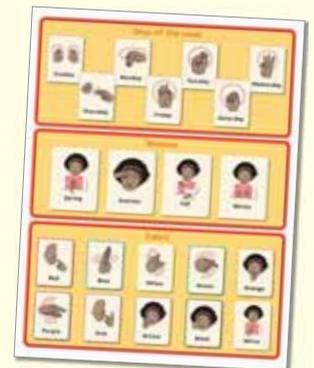
Listening & Writing, pp. 4-7

"Alphabet Avenue"

ASL Poster: Days of the Week

Starfall Writing Journals

Predecodable Book 2, *At School*



Preparation

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

Generate and prepare Vocabulary Word Cards for **Week 3**. You will use *collage* on **Day 1**, *tangled* on **Day 2** and *journal* on **Day 4**.

Day One

Prepare two name cards for each child in your class. Children will play "Concentration" with these cards during this day's practice activity. Organize the names into sets that correspond to the groups of children in each rotation.

Learn the ASL Sign *Tt*.

Day Two

During calendar time, teach the ASL signs for the days of the week as suggested in the **Read Me First** document. These signs can be found on the back of the ASL poster. Children will begin to discriminate between the initial sounds in /t/ (Tuesday) and /th/ (Thursday).

Day Three

Learn the ASL sign for *Pp*.

You will discuss coconut palm trees. Consider bringing a coconut for the children to taste.

Day Four

Children will encounter their Starfall Writing Journals for the first time. If you have not already done so, write the children's names on the front cover in permanent marker.

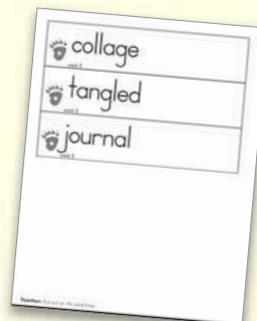
Consider having a date stamp on hand for dating the children's journal entries.

Day Five

Download and prepare the Learning Center Cards. Center suggestions are described on **Day 5**. Please feel free to substitute activities of your own choice. The Learning Center Cards include Activity Icons. If a corresponding icon is not available for your activity, make your own by taking a photo or drawing a picture of it.

Generate a "Color by Word" practice page and photocopy one for each child.

Prepare word cards for each day of the week.



Vocabulary Word Cards



Day 1

Do you know Twinkle,
Twinkle, Little Star?
My mother used to
sing that to me! Can
we sing it?

Love,

Backpack Bear 

Day 2

I brought in a new
alphabet book. I hope
we get to read it later
today!

Love,

Backpack Bear 

Day 3

I made up a song for
you about the alphabet!
I hope you like it.

Love,

Backpack Bear 

Day 4

You have been such
good friends to me.
I want to draw a
picture so I can always
remember you!

Your pal,

Backpack Bear 

Day 5

I love learning about
the days of the week.
School days are my
favorite.

Your pal,

Backpack Bear 

DAY One

DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency (HF) Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>Rhyming Words</p> <p>Tt /t/</p> <p>Initial and Final Sounds</p> <p>Comprehension Skill: Sequence</p>	<p>L&W p. 4</p> <p>Initial Sounds</p> <p>HF Words: The and the</p> 
<p>Computer</p>	<p>"Calendar"</p> <p>ABCs: A, B</p> <p>Sing Along: Track 36 "Today is Monday"</p>	<p>Calendar</p> <p>BpB's Books: Row 1, "A Computer"</p> <p>ABC: ABC Song</p>
<p>Activity</p>	<p>"Concentration" with names of children</p>	<p>"Alphabet Avenue"</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p><i>Today Is Monday</i></p> <p>"Twinkle, Twinkle, Little Star"</p> <p>"Today Is Monday"</p> <p>"Tt Tiger Rhyme"</p> <p>"Letter March Song Tt"</p> <p>Days of the week</p> <p>Following Directions</p> <p>Same and Different</p> <p>Vocabulary: collage</p>	<p><i>Chicka Chicka Boom Boom</i></p> <p>Vocabulary: tangled</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</p>	<p>Describe the relative position of objects by using one reference</p>	

DAY Three

L&W p. 5 & 6

Left to right

Beginning and Ending sounds

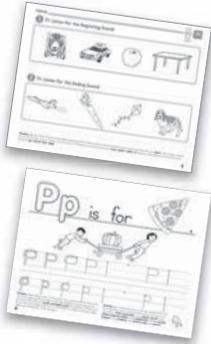
Pp /p/

HF Words:

an and **at**

Comprehension Skill:

Retell stories



DAY Four

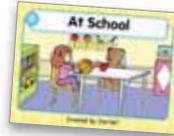
L&W p. 7

Beginning and Ending sounds

Left to right

Top to bottom

Predecodable Book 2:
At School



DAY Five

Sequence

HF Words: is, for, see, me, the, The, a, A, at, an

<p>ABCs: <i>P, T, M, S, B, A</i></p> <p>ABC Rhymes: Pp, Tt</p>	<p><i>BpB's Books</i>: Row 2, "At School"</p> <p><i>BpB's Books</i>: Row 1, "A Computer"</p> <p><i>Sing Along</i>: Track 6 "Down by the A-B-Sea"</p>	<p>Starfall Free Day</p> <p>Name Formation with Play Dough</p> <p>High-Frequency Word "Concentration"</p>
<p>Draw coconut tree with letters climbing</p>	<p>Arrange ABC's left to right, top to bottom; match upper and lowercase letters</p>	<p>At School: Sequencing Activity</p>
<p><i>Chicka Chicka Boom Boom</i></p> <p>"Pp Pizza Rhyme"</p> <p>"Down by the A, B, Sea"</p>	<p>Vocabulary: journal</p>	<p>"Color by Word" practice page</p> <p>"Alphabet Avenue"</p> <p><i>At School</i></p> <p><i>Today Is Monday</i></p> <p>"Mulberry Bush"</p> <p>"Today Is Monday"</p> <p>Days of the Week</p>
	<p>Starfall Writing Journals</p> <p>Spaces between words</p>	
<p>Identify major structures of common plants</p>		<p>Describe the relative position of objects by using one reference</p>

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 38

Rhyming

Recite "Twinkle, Twinkle, Little Star."

- Emphasize the rhythm by patting your hands on your thighs.
- Pause after each couplet and ask which two words rhyme (star/are; high/sky).
- Recite the verse again as children supply the rhyming words in each couplet (star, are, high, sky).

Play *Sing-Along* Track 38. Children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

Twinkle, Twinkle, Little Star

*Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are*

Listening & Speaking

Listen and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

1

Introduce *Today Is Monday* by Eric Carle, and Days of the Week

Materials

-
- Backpack Bear
-
-
- Navigate to "Calendar"
-
-
- Today Is Monday*
- by Eric Carle
-
-
- Vocabulary Word Card: collage
-
-
- Sing-Along*
- Track 36

Point to the classroom calendar. Explain that a week begins on Sunday and ends on Saturday. The days of the week create a pattern that repeats.

Gather in a circle. Say: **Let's name the days of the week. We'll pass Backpack Bear around. When he gets to you, say the next day in the pattern. I'll start. Sunday.** (Pass Backpack Bear to the next child who says, "Monday.")

Assemble children around a classroom computer navigated to "Calendar." Follow the prompts. Children assist as you move through the activity. Say: **When we look at how things are the same, we compare them. Let's compare our classroom calendar with Starfall's online calendar. How are they the same?** Discuss.

Display *Today Is Monday*. Indicate the cover and title and say: **Eric Carle is the illustrator of this story. He is famous for his illustrations. You can recognize his illustrations because he doesn't draw pictures. He paints tissue paper using different colors then cuts the paper into small pieces. He then lays them on top of each other to make a picture. This is called a collage.**

Children repeat, *collage*.

Explain that no author is listed because the words in this story are words to a song written long ago. Eric Carle created illustrations to accompany the words of the song. Children predict what this story might be about from the cover (animals eating).

Say: **Listen to find out what foods the animals are eating.** Read the book. When you get to Wednesday, pause and ask: **What do you think zoop is?** (Children respond.) **Zoop is a nonsense, or make believe word, but the picture shows food**

Listening & Speaking

Relate an experience in a logical sequence

Repeat auditory sequences (e.g. letters, words, numbers, rhythmic patterns)

Science

Describe the relative position of objects by using one reference

Technology

Use technology resources to support learning



in a bowl. Since zoop rhymes with soup, do you think zoop might be similar to soup?

Read the book again. Children:

- chime in on repetitive phrasing as you read.
- describe what they see in the final illustration.

Show the music notations on the last page and remind children that this book is a song. Review each page as you sing the song again.

Play *Sing-Along* Track 36, "Today Is Monday." Say: **Let's see how this song is different from the book. When we look at how things are different, we contrast them.** Children repeat, *contrast*. Contrast Starfall's version of the song with that in the book. (Thursday differs.)

Today Is Monday

Today is Monday,
Today is Monday.
Monday, string beans.
All you hungry children,
Come and eat it up.

Tuesday, spaghetti.

Wednesday, soup.

Thursday, pizza.

Friday, fresh fish.

Saturday, chicken.

Sunday, ice cream.

All you hungry children,
Come and eat it up.

2

Introduce "Alphabet Avenue" Game

Place the Uppercase Letter Cards in ABC order in the pocket chart as you name the letters.

- Children repeat after you.
- When all letters are in place, point to and say the alphabet together.
- Each child locates and names the first letter of his/her name.

Display "Alphabet Avenue." Say: **Let's compare and contrast the alphabet in the pocket chart to the alphabet on this game board. How are they the same? How are they different?**

Select four or five volunteers to demonstrate the game. Play the game, taking turns until each child has a chance to play.

- Each player chooses a playing piece and places it in the parking lot near the start arrow.
- Players use the spinner to determine playing order. The lowest number goes first.
- The first player spins the spinner and then moves his or her playing piece the corresponding number of spaces. If a player lands on a Starfall character or on the letter that begins his or her name, the player may take an extra turn. If the player lands on a letter, he or she names the letter.
- If the player is correct, the other players give him/her a thumbs up. If the player is not correct, the other players help determine the correct answer.
- Play then moves to the next player.
- The game ends when all the children reach Backpack Bear's picnic!

Materials

- "Alphabet Avenue," spinner, game pieces
- Uppercase Letter Cards: A-Z
- Pocket chart

Reading

Recognize and name uppercase letters of the alphabet

Listening & Speaking

Listen carefully and understand directions for performing tasks



Technology

Use technology resources to support learning

Computer

Practice

- “Calendar”
- ABCs: A, B
- *Sing Along*: Track 36 “Today Is Monday”

Activity

Children shuffle the deck of name cards, placing them face-down on a table for “Concentration.” They will play several times. Remind them to shuffle (“mix up”) the cards before they begin each new game.

Materials

- Two name cards for each child

3

Introduce Tt /t/

Reading

Recognize and produce words that rhyme

Match consonant sounds to appropriate letters

Writing

Write lowercase letters of the alphabet independently

Technology

Use technology resources to support learning

Step One Introduce /t/ in the initial position

Read the rhyme “Tt Tiger” on page 43 of the ABC Rhyme Book.



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *tiger*
- Letter Cards: T and t
- Wall Card: *Tiger /t/*
- Whiteboards/markers
- ABC Rhyme Book*

Tt Tiger

*Terrific tiger, what a sight,
Black and gold with eyes so bright
Your bold roar gives me a fright,
Terrific tiger, please don't bite!!*

Step Two Discriminate /t/ in the initial position

Ask the children to stand. Say: **I will say some words. If you hear /t/ at the beginning of a word, touch the top of your head. Ready?**

ten	ball	toy	tail	doll	twinkle
-----	------	-----	------	------	---------

Step Three Connect /t/ to the spelling Tt

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



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

Demonstrate the letter’s formation as you write *t* on the board. Children mimic the formation by skywriting *t* several times.

The Letter March: Tt

(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,
“T” stands for the sound, /t/ /t/ /t/ /t/
And they all go marching,
In- to a word, to use, their sound

Distribute whiteboards and markers. Children write *t* on their whiteboards.

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

tub	ban	television	top	toe	pig
-----	-----	------------	-----	-----	-----

Display the Letter Card *T*. Say: **This is the uppercase letter *T*. The uppercase letter *T* and the lowercase letter *t* stand for the sound /t/. Each letter of the alphabet has an uppercase and a lowercase letter.**



Demonstrate the letter's formation as you write *T* on the board. Children mimic the formation by skywriting *T* several times. A volunteer locates *Tt* on the Alphabet Chart. Ask: **Are the letters *T* and *t* near the beginning, middle, or end of the alphabet?** (end)

Step Four Introduce /t/ in the final position

Ask the riddle:

cat	I have whiskers and say 'meow.' Who am I?
------------	---

Explain: **The word *cat* ends with the letter *t*. The letter *t* stands for the sound /t/.**

Emphasize the final /t/ as you say the following words. Children repeat each word after you.

hat	carrot	heart	night	pot
-----	--------	-------	-------	-----



On the computer, navigate to *ABCs*: Indicate the *interpreter* button. Say: **This button will show you the American Sign Language sign for each letter of the alphabet. People who are deaf cannot hear spoken words. They use their hands to talk with one another. Deaf and hard-of-hearing children learn the American Sign Language alphabet.** Click on the interpreter button. Volunteers click on the letter *t*. Review the ASL signs for *t*, *a*, and *b*.

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



Display the Wall Card at the end of the lesson.

Phonemic Awareness Warm-Up

Initial and Final Sounds

Say: **Let's play the "Picture Card Game".**

- Display and identify each of the Picture Cards in Set One.



- Children repeat each Picture Card name and identify the initial sound.
- Children find the picture that does not begin with the sound /t/. (bell)
- Repeat as above for Set Two, finding the picture that does not end with the sound /t/. (cub)



- Display the Picture Card *tent*. Children identify the initial and final sounds.



Materials

- Set One Picture Cards: *turtle, ten, tub, bell*
- Set Two Picture Cards: *hat, cub, jet, net*
- Picture Card: *tent*
- Pocket chart

1

Listening and Writing, Page 4

Materials

- L&W, p. 4
- Pencils/crayons

Distribute L&W, p. 4. Children locate and trace over *T* and *t* with their fingers.

Read the sentence *Tt is for tiger*. Children:

- repeat the sentence.
- locate the high-frequency words *is* and *for* and circle them with a pencil.

Name the pictures: *taxi, ten, turkey*. Explain that all these words begin with the sound /t/. Children repeat each picture name, emphasizing the initial sound /t/.

Write uppercase *T* on the board and say *T*. Children use pencils to trace over the uppercase *T*'s; repeat for lowercase *t*. Children color the pictures.

Move about the room and observe as children trace over letters and color pictures. Note their progress and assist those who need support. Focus on enhancing what is good about their efforts.

**Observe
& Modify**

Reading

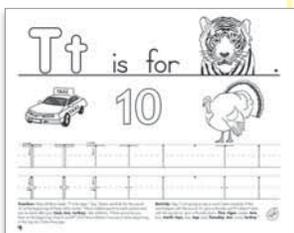
Identify initial and final phonemes in CVC words

Reading

Read high-frequency words

Writing

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters



Introduce High-Frequency Words: *The, the*

Say: **We have learned five high-frequency words. What does high-frequency word mean?** (a word that we see often when we are reading)

- Show the High-Frequency Word Card *is*.
- Children read the word.
- Count the number of letters in the word.
- Place *is* in the pocket chart.
- On a whiteboard, write: *is*.
- Children write *is* on their whiteboards.

Repeat for high-frequency words: *me, see, for, a*.

- Show the High-Frequency Word Card *the*.

Say: **This word is a new high-frequency word, *the*.**

- Children repeat the word.
- Children count the number of letters in the word.
- A volunteer uses the word in a sentence.
- Place *the* in the pocket chart.

Write the words *Tuesday* and *Thursday* on the board. Point to each and say:

Tuesday, Thursday. (Children repeat.) **What letter do you see at the beginning of Tuesday?** As children respond, make the ASL sign for *t*.

Continue: **Now look at the word Thursday.** (Children repeat, *Thursday*.) **You see a T but you hear /th/.** Make the sound /th/, and demonstrate the ASL sign for *th* (*t+h*).

Explain: **The t and h work together to stand for the sound /th/.** (Children repeat, /th/.) **Tuesday begins with /t/ and Thursday begins with /th/.**

Say: **Listen to our new high-frequency word *the*.** (Children repeat, *the*.) **Do you hear a /t/ or /th/ at the beginning of *the*?**

Write *the* on the board. Children write *the* on their whiteboards.

Distribute Starfall Dictionaries. Children locate *Tt* then turn the page to reveal *th*. Ask: **Do you think the word *the* belongs with the words that begin with the sound /t/ or /th/? Yes, we will write *the* in our dictionaries on the *th* page. Watch me.** To demonstrate, clearly open your own dictionary and locate the *th* page and then print *the*.

Print *The* on the board. Say: **When we use the word *The* at the beginning of the sentence, we use an uppercase T. We will write *The* again in our dictionaries, but this time with an uppercase T.** Demonstrate in your own dictionary.

Materials

- Whiteboards/markers
- Pocket chart
- Classroom books
- Starfall Dictionaries
- High-Frequency Word Cards: *a, for, me, see, the, is*

Reading

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

Read high-frequency words

Technology

Use technology resources to support learning

Reading

Recognize and name uppercase letters of the alphabet

Reading

Identify the front cover, back cover, title, and illustrator of a book

Ask and answer questions about essential elements of a text

Computer

Practice

- Backpack Bear's Books: Row 1, "A Computer"
- "Calendar"
- ABC: ABC Song

Activity

Children recall the rules from **Day 1, Session 2** to play the game independently.

Materials

- "Alphabet Avenue"
- Game rules: Day 1, Session 2

3

Introduce *Chicka Chicka Boom Boom*

Backpack Bear whispers now would be a good time for that special ABC book he brought to school.

Display *Chicka Chicka Boom Boom* and say: **This is the book Backpack Bear told us about in his message. It is a book about letters. The title of this book is *Chicka Chicka Boom Boom*. Bill Martin, Jr., and John Archambault are the authors of both this book, and *Brown Bear, Brown Bear, What Do You See?* Lois Ehlert is the illustrator.**

Picture-walk through the book, then say: **Listen to this story to find out what happens to the letters.** Read the book and ask:

Materials

- Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
- Vocabulary Word Card: *tangled*

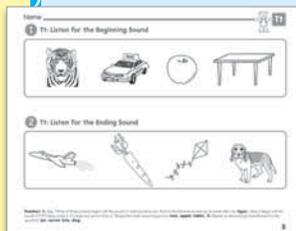
They all fell down from the tree.	What happened when all the letters reached the top of the tree?
knee	What part of <i>Dd</i> got hurt when he fell from the tree?
	Who can think of another way to describe a skinned knee?
stubbed-toe Ee	How did the author describe what happened to <i>Ee</i> ?
They got tangled up.	What happened to <i>Hh</i> and <i>li</i> ?
shoe laces, jump rope, ribbons	<i>Tangled</i> means twisted or mixed together. Sometimes your hair gets <i>tangled</i> or messy. What else could get <i>tangled</i> ?

Say: **Did you notice the authors made their story rhyme? Let's read this story again. Listen for rhyming words.** Pause before reading the rhyming pairs and encourage children to supply them.

Phonemic Awareness Warm-Up

Listening and Writing, Page 5

Distribute *L&W*, p. 5. Children will listen for the sound /t/ at the beginning and end of words.



Materials

- L&W*, p. 5
- Pencils/crayons

Reading

Identify initial and final phonemes in CVC words

1

Introduce Pp /p/

Step One Introduce /p/ in the initial position

Read the rhyme "Pp Pizza" on page 35 of the ABC Rhyme Book.



Display the Picture Card *pizza*. Say: **This is a picture of a pizza. Say, *pizza*. What kind of pizza? (pepperoni pizza!) The word *pizza* begins with the sound /p/. Watch my mouth: /p/. Now you say /p/. The words *pepperoni* and *pizza* begin with the same sound: /p/. (Children repeat, /p/.) I will read the rhyme again. Listen for the sound /p/ in *pizza*.**

Read the rhyme again, then children repeat in unison.

Step Two Discriminate /p/ in the initial position

Ask the children to stand. Say: **I will say some words. If you hear /p/ at the beginning of a word, rub your tummy! Ready?**

purse	paper	tiger	pan	pink
-------	-------	-------	-----	------

Materials

- Picture Card: *pizza*
- Letter Cards: *P* and *p*
- Wall Card: *Pizza* /p/
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 6
- Pencils/crayons

Pp Pizza

Pizza in the morning
Pizza at night
Pizza hot, Pizza cold--
My tummy's delight!

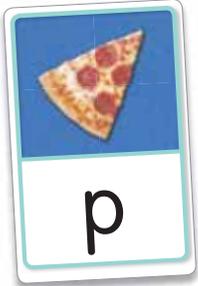
Reading

Recognize and produce words that rhyme

Match consonant sounds to appropriate letters

Writing

Write lowercase letters of the alphabet independently



Display the Wall Card at the end of the lesson.

Step Three Connect /p/ to the spelling Pp

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

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

Demonstrate the letter’s formation as you write *p* on the board. Children mimic the formation by skywriting *p* several times. A volunteer locates *Pp* on the Alphabet Chart. Ask: **Are the letters *P* and *p* near the beginning, middle, or end of the alphabet?** (middle)

Distribute whiteboards and markers. Children write *p* on their whiteboards.

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

pet	table	blue	park	nurse	paint
-----	-------	------	------	-------	-------

P Display the Letter Card *P*. Say: **This is the uppercase letter *P*. The uppercase letter *P* and the lowercase letter *p* stand for the sound /p/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter’s formation as you write *P* on the board. Children mimic the formation by skywriting *P*.

Step Four Introduce /p/ in the final position

Ask the riddle:

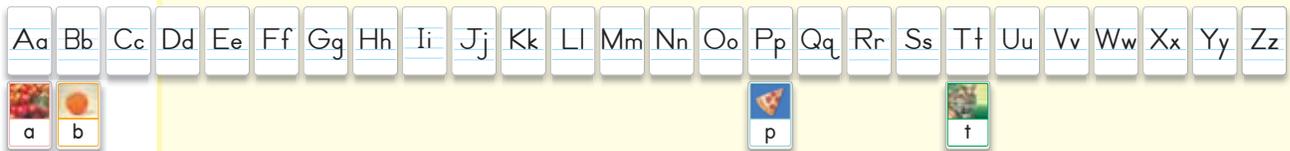
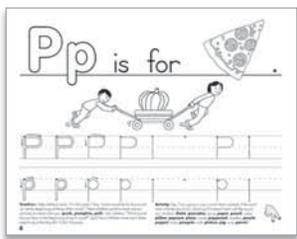
soap You use me when you are really dirty and take a bath. I make you nice and clean. What am I?

Explain: **The word soap ends with *p*. The letter *p* stands for the sound /p/.**

Emphasize the final /p/ as you say the following words. Children repeat each word.

stop	ship	soup	hop	cup
------	------	------	-----	-----

Distribute *L&W*, p. 6 and complete as with similar pages.



The Letter March: Pp

(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,
“P” stands for the sound, /p/ /p/ /p/ /p/
And they all go marching,
In- to a word, to use, their sound

The initial sound /p/ does not exist in Vietnamese. Be sure to emphasize this sound for children who speak Vietnamese. **ELD**

Introduce High-Frequency Words: *an, at*

Say: **Backpack Bear has a game he wants us to play with our letters. Close your eyes and don't peek!**

Select as many alphabet Letter Cards as you have children in your class. Quickly hide them face-down around the room on the floor. Children listen to *Sing-Along Track 4*, "Backpack Bear's ABCs" to find out how to play the game. Say: **Backpack Bear must have hidden letters around the room on the floor! Each of you find one letter and bring it back to your place.**

Each child names his or her letter for Backpack Bear. Children may ask each other for assistance.

Distribute Starfall Dictionaries. Play "I Spy."

- Say *Aa* and print it on the board.
- Children find the letters in their dictionaries. They may help each other.
- When they find the letters, they hold up their dictionaries.
- Children identify the words *a* and *A* on the page.
- Repeat for *li, is; Ff, for; Mm, me; Ss, see; Th, the*

Write *at* on the board. Say: **When we blend the /a/ with the /t/, we have a new high-frequency word, *at*.**

- On the board, write: *I go to bed at night.*
- Track words as you and the children read the sentence.
- A volunteer circles *at*.
- Repeat using: *I am at school.*

Write *at* in your own dictionary. Children follow your example.

Ask: **What if we keep /a/ and change /t/ to /n/?** (Erase *t* and write *n*.) **Is the word the same? Let's blend the sounds together to find out: /a/, /n/, *an*. When we changed /t/ to /n/, we made a new word, *an*.**

- On the board, write: *I can eat an apple.*
- Track the words as you and the children read the sentence.
- A volunteer circles *an*.
- Repeat using: *I can see an orange book.*

Write *an* in your own dictionary. Children follow your example.

Materials

- Letter Cards A-Z
- Sing-Along Track 4*
- Pencils
- Starfall Dictionaries
- High-Frequency Word Cards: *an, at*

Backpack Bear's ABCs

*Backpack Bear runs in the door,
And hunts for letters on the floor.*

*He grabs them quick and hides them well,
Where he hides them, he won't tell.*

*Off he goes to wait some more,
For you to find them on the floor!*

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Recognize high-frequency words

Understand that as letters of words change, so do the sounds

Listening & Speaking

Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Write letters of the alphabet independently, attending to form

Computer

Practice

- ABCs: P, T, M, S, B, A
- ABC Rhymes: Pp, Tt

Activity

Children draw a large tree similar to the one illustrated in *Chicka Chicka Boom Boom* and add letters “climbing” up the tree.

Materials

- Chicka Chicka Boom Boom*
- Drawing paper
- Pencil/crayons
- Classroom Alphabet Chart

Explore the Alphabet

Ask: **Do trees change or do they stay the same?**

Briefly discuss that trees were once seeds and grew until they produced leaves. Ask children to name common trees in your community. Discuss.

Display *Chicka Chicka Boom Boom*. Say: **There is a special kind of tree in the story *Chicka Chicka Boom Boom*. It produces coconuts. It is a coconut tree.** Children repeat, *coconut tree*.

On the board, draw a palm tree with coconuts hanging under the leaves. Explain: **Coconuts are large, heavy fruits that grow near the top of coconut trees, just under the huge leaves. Coconut trees only grow in warm places where the weather doesn't change very much. People learn to climb coconut trees barefoot and pick the fruit! Have you tasted coconut?** If you brought in a real coconut, show the children and pass it around for them to see and touch.

Gather children near the pocket chart. Say: **Let's read *Chicka Chicka Boom Boom* again. This book is about the alphabet trying to climb a coconut tree.**

After reading the story, arrange the uppercase letters in the pocket chart left to right; top to bottom. Children name each letter as it is placed in the chart.

Say: **Let's learn a new song, "Down by the A, B, Sea." It is similar to *Chicka Chicka Boom Boom*.** Children listen to *Sing-Along Track 6*. Play the song again. Children watch you point to the letters as you all sing the song together.

Ask children if they noticed any rhyming words in the song. Repeat phrases from the song. Encourage children to provide the rhyming words (underlined).

Materials

- Chicka Chicka Boom Boom*
- Coconut (optional)
- Uppercase Letter Cards: A-Z
- Pocket chart
- Classroom whiteboard/marker
- Sing-Along Track 6*
- Pointer

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Recognize and produce words that rhyme

Science

Identify major structures of common plants

Down by the A, B, Sea

Down by the A, B, Sea where the coconuts grow,

There is a place I want to go,

But if I do, my teacher might say:

Did you see A & B or C & D up in the tree?

Did you see E, F, G or H & I up near the sky?

Did you see J & K or L & M joining them?

Did you see N & O or P & Q following you?

Did you see R & S or T & U in front of you?

Did you see V & W, X, Y or Z up in the tree?

Phonemic Awareness Warm-Up

Materials

-
- Large rubber band

Blending

Say: **I want to show you an easy way to blend sounds into words.** Turn your back to the children. Hold up a rubber band in your left hand so the children can see it. Look over your shoulder and say: **tab**.

- Use your right hand to stretch the rubber band in increments as you look over your shoulder and say each sound in the word: /t/, /a/, /b/.
- At the final sound, release one end of the rubber band and allow it to snap into place as you blend the word: **tab**.
- Children repeat the word.

Repeat for *tap*.

Put the rubber band away. Say: **Let's take out our 'invisible rubber bands'! We will use them to sound out the high-frequency word at. Stretch your invisible rubber band to say the sounds in at: /a/ /t/. Now, release your invisible rubber band and blend the word: at.** Repeat for *bat*.

Say: **Learning how to blend sounds together will help you become good readers and spellers!**

1

Introduce At School

On a computer, navigate to *Backpack Bear's Books*: Row 2, "At School." Children interact with and discuss the online story and "High-Frequency Word Game." Display the Cover Card and Sentence Strips in the pocket chart. Read the story together.

Model fluency by reading the story with expression and inflection as cued by the punctuation marks. Briefly discuss the period, question mark, and exclamation mark.

Distribute Predecodable Book 2 to each child. Children read their books aloud as you read the Sentence Strip story.

Mix up the Sentence Strips. Children use their books to reorder the story.

Play "High-Frequency Word Detectives."

- Write *see* on the board.
- Children count the number of times *see* is used in the story. (4)
- A volunteer makes 4 tally marks next to *see* on the board.

Repeat for *at* (3), *the* (4), *me* (2), *an* (1), *a* (1), *is* (2), *for* (2).

Children read the story together.

Materials

-
- Predecodable Book 2,
- At School*
- , for each child
-
-
- Cover Card, Sentence Strips, Word Cards: At School
-
-
- Pocket chart
-
-
- Backpack Bear

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

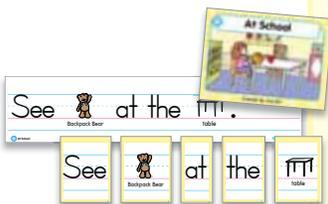
Blend individual phonemes in simple, one-syllable words



Reading

Recognize that sentences in print are made up of separate words

Recognize high-frequency words



2

Introduce Writing Journal

Remind children of Backpack Bear's message. Tell Backpack Bear that you want to remember him, too, and that you have the perfect way to do just that!

Display a Starfall Writing Journal. Say: **This is a writing journal. A journal is a book with blank pages where you write and draw about things you want to remember.** (Children repeat, *journal*.) We keep journals to remember things, such as special days, trips, ideas, and stories.

Distribute writing journals. Say: **This is your special Starfall Writing Journal.**

- Open your own journal to the first page and indicate the lines and the blank space above them.
- Children tell you the purpose of the lines (writing) and blank spaces (illustrations).

Say: **You will be the authors and illustrators of your journals. You will write your thoughts and ideas inside these pages. Today we will make our first entry. An entry is something you write or draw in your journal.**

Write *My Pal* on the board. Draw attention to the space between the words *My* and *Pal*. Say: **The space is important because it helps us tell where one word ends and the next one begins. The spaces between words make reading much easier.** Read *My Pal*. Children echo you.

- Children find the star at the beginning of the first line of the journal and put a finger on it.
- Explain that this star tells the children where to begin writing.
- Demonstrate by writing *My* on the writing line next to the star in your own journal.
- Children follow your example.

Explain: **Remember, before we can write *Pal*, we need to leave a space after the word *My*. A good way to make a space is to place your index finger after the word *My*. Begin to write the word *Pal* after your finger!** Demonstrate by writing *Pal* in your own journal.

Children draw pictures of themselves with Backpack Bear in the blank space above the words *My Pal*. Gather in small groups to share their first entries.

If children are unable to copy from the board, provide index cards with *My Pal* printed on them, or dot the words in their journals to trace. If children have difficulty creating spaces between words, give them craft sticks to use as space markers.

**Observe
& Modify**

Collect the journals. Use a date stamp on the children's entries until they are able to write the date on their own.

Materials

- Starfall Writing Journals
- Pencils/crayons
- Backpack Bear's message
- Vocabulary Word Card: *journal*

Reading

Recognize and name uppercase and lowercase letters

Recognize high-frequency words

Writing

Write by moving from left to right and top to bottom

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of letters

Participate in creating a variety of informational forms (journal)



Computer

Practice

Technology

Use technology resources to support learning

- *Backpack Bear's Books*: Row 2, "At School"
- *Backpack Bear's Books*: Row 1, "The Computer"
- *Sing Along*: Track 6 "Down by the A-B-Sea"

Activity

Children arrange uppercase letters A-Z in the pocket chart from left to right, top to bottom. After all uppercase letters are ordered, children reference the Classroom Alphabet Chart to place corresponding lowercase letters on top of them.

Materials

- Uppercase and lowercase Letters: Aa-Zz
- Pocket chart
- Classroom Alphabet Chart

Reading

Recognize and name uppercase and lowercase letters

3

Listening and Writing, Page 7

Materials

- ABC Rhyme Book*
- L&W*, p. 7

Reading

Identify initial and final phonemes in words

Read "Pp Pizza" on page 35 of the *ABC Rhyme Book*. Say: **The word *pizza* begins with the sound /p/. Say *pizza*. Listen for the sound /p/ at the beginning.**

Say: **Listen to these words. If you hear /p/ at the beginning of the word, put your hands on top of your head. If you hear /p/ at the end of the word, put your hands behind your back.**

pond	snap	pencil	party	cup	pretty	stop	popcorn
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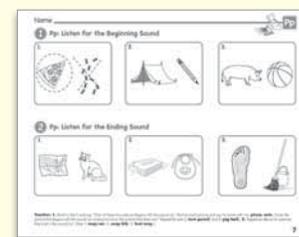
Distribute copies of *L&W*, p.7.

Indicate and name the first picture. (pizza)

Ask: **Does *pizza* begin with the sound /p/? If it does, circle it. If it does not, put an X on it.**

Continue for *ants*, *tent*, *pencil*, *pig*, *ball*. Repeat for pictures that end in the sound /p/ (*map*, *cat*, *soap*, *bib*, *foot*, *mop*).

Children color pictures that begin or end with /p/.



Phonemic Awareness Warm-Up

ASL Days of the Week

Remind children that most of the ASL signs for the days of the week use the first letter of the name for the day. (Sunday is the only one that differs.) Lead children in saying and signing the days of the week. Discuss activities the children do routinely on specific days. Ask: **Do we do the same thing every day? Here's a song about things we might do on different days of the week.**

Play *Sing-Along Track 22*. Make up actions to accompany the song as you sing.

Ask: **What day is missing from this song?** (Sunday) Children make up something they might do on Sunday. Repeat the song using the ASL sign for each day.

Materials

- ASL Poster: Days of the Week
- Sing-Along Track 22*

Mulberry Bush

Here we go round the mulberry bush, so early in the morning.

This is the way we wash our clothes, so early Monday morning.

...iron our clothes, so early Tuesday morning.

...mend our clothes, so early Wednesday morning.

...sweep the floor, so early Thursday morning.

...scrub the floor, so early Friday morning.

...bake our bread, so early Saturday morning.

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

1

Introduce Six Center Rotations

Place the group cards with children's names listed under the Center Cards. Explain that the children will work in their assigned centers for fifteen minutes. At the end of fifteen minutes you will give them a signal. When they hear your signal they stop the activity and prepare the center for the next group. At the next signal, all groups move to the next center.

Materials

- Six Learning Center Cards
- Six Blank Group Cards
- Icons
- Pocket chart or classroom magnetic whiteboard

Listening & Speaking

To introduce the new learning center rotations display and explain each center card

Computer

Starfall Free Day — Children may navigate to any activity on more.starfall.com. As they do, they preview skills and build background knowledge. There is no need to limit their exploration.

1

Technology

Use technology resources to support learning

Name Formation with Play Dough

Children form their names and the names of others in their group using play dough.

Materials

- Play dough
- Children's name cards

2

Reading

Recognize uppercase and lowercase letters of the alphabet

Reading

Read simple one-syllable and high-frequency words

High-Frequency Word "Concentration"

Children arrange High-Frequency Word Cards face-down in the pocket chart, then take turns finding matches.

Materials

- Two of each High-Frequency Word Cards: *is, for, see, me, the, a, A, an, at*
- Pocket chart or table/floor

3

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

"At School" Sequencing Activity

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

Materials

- Predecodable Book 2, *At School*, for each child
- Cover Card, Sentence Strips, Word Cards, *At School*
- Pocket chart

4

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

"Color by Word"

Children complete the "Color by Word" practice page for Week 3 according to high-frequency words.

Materials

- "Color by Word" practice page for Week 3
- Pencils/crayons

5

Reading

Recognize and name uppercase letters of the alphabet

"Alphabet Avenue"

Review game rules prior to center rotations.

Materials

- "Alphabet Avenue"
- Game rules: Day 1, Session 2

6



2

Today Is Monday

Read *Today Is Monday*. Ask: **Did you notice that on each day of the week, the animals ate different foods? Does that make you think of the different things we do at school each day? Here's an idea. Let's make up our own song about the days of the week.**

The following is a sample scenario. Tailor each day to your own schedule. On days when there are no special activities, children substitute a classroom activity they enjoy.

Place *Monday* in a pocket chart. Say: **On Mondays we have art. So we could say, Monday, art.**

- On an index card, write the word art.
- Draw a symbol, such as a paint brush, next to the word.
- Place the index card next to the word *Monday* in the pocket chart.

Place *Tuesday* in the pocket chart. Ask: **Who remembers what we do on Tuesday?** (Music) **We'll show music for Tuesday.** Repeat as above. Once you've placed the index card in the pocket chart, say: **Monday, art; Tuesday, music.**

Continue until you have each day of the week represented. Activities during the school week might include: art, music, PE, computer, library, free play, centers. For the weekend, you could suggest swimming, reading, baseball, playing games.

Sing the song *Today Is Monday* with your new words!

Materials

- Today Is Monday*
- Pocket chart
- Seven blank index cards
- Word Cards: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Writing

Participate in writing simple stories, poems, rhymes or song lyrics

Social Studies

Put events in temporal order using a calendar