

Working Together!

Starfall 
Kindergarten

Unit 3

Starfall Education

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Unit 3: Working Together

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Frequently Asked Questions

What's the best way to utilize the Starfall Seasonal Plans?

Each of the Seasonal Plans contains three activities. During the weeks of Columbus Day, Thanksgiving, President's Day and Earth Day, we suggest you take a break from the scheduled Weekly Plans and integrate the relevant Seasonal Plan into your traditional holiday lessons and activities. Take advantage of this break to celebrate, practice, and reinforce previously introduced skills.

I notice that there is emphasis on vocabulary words. I thought vocabulary words were sight words. How does this differ?

Often we assume children understand the meanings of words used in stories and in oral conversations. Children appear to understand a word in context, but when asked to tell what it means in isolation they are unable to do so. Vocabulary words are words that children encounter during a read-aloud or in daily conversations that they may or may not understand.

We encourage you to get into the habit of questioning children about the meanings of words. This will help you know which words they do not understand. They will begin to value listening actively for understanding and asking for clarification.

At the outset of the year we suggest vocabulary words inspired by the literature or topic. Please do not feel limited to our suggestions. Expand or modify these words to meet your children's needs. Later in the year we will encourage children to listen for, and then choose, vocabulary words they do not know the meaning for and would like to learn.

I have children who are reading above grade level. What accommodations should I make for these children if they can already read the stories? Should they be in a group of their own?

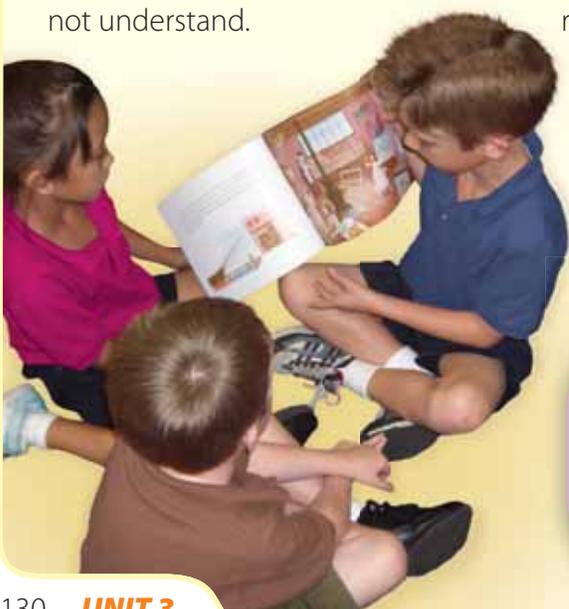
We can be fooled into thinking that children with good visual word memory are advanced readers. Often, these children are in fact excellent memorizers. They may have skipped some essential developmental stages and therefore have not mastered the foundational skills

that will support them when the number of new words they encounter outnumbers what they can memorize. These children may also be "reading" without comprehending.

There is a tendency to perceive children who can read as mature, and assume they will not enjoy or benefit from group activities. No matter how skilled they appear, they are still just five or six! All children love the magic of the lessons and benefit from the camaraderie that comes from shared experiences with their peers.

To meet the needs of these children:

- Provide opportunities for them to mentor other children. This practice will simultaneously solidify their knowledge and help others (including you!).
- Provide reading material at their reading level to read for pleasure. (See the Bibliography at the end of each unit.)
- If you have several children at approximately the same reading level, form a "Challenge Book Club." Members meet occasionally to discuss a book, with a focus on comprehension.



I love having my higher children mentor those who need extra help. Today, I heard one of my lower children tell another child he could mentor him if he needed help. I loved it!

—Fairview, N.C.



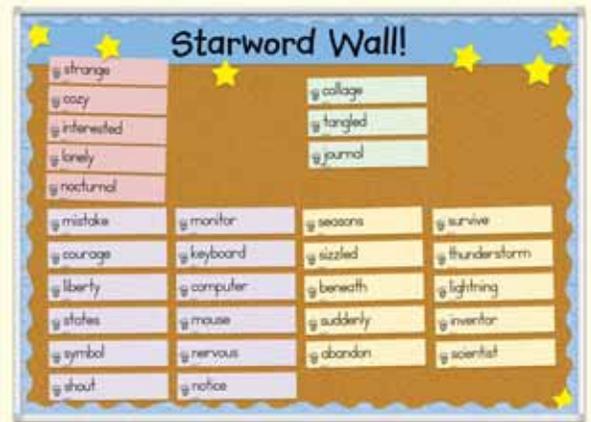
Reading Research

Just as phonemic awareness and phonics are important to reading success, vocabulary development is crucial to reading comprehension. What is missing for many children who master phonics but don't comprehend well is vocabulary, the words they need to understand in order to comprehend what they are reading.(1) Research tells us that a substantially greater teacher-directed effort is needed to promote vocabulary development, especially in the kindergarten and early primary years.(2) Jeanne Chall, a leading teacher, researcher, and writer in the field of reading, points to the need for a more planned, but contextualized, introduction of vocabulary, especially in the pre-reading years.

Starfall's vocabulary component includes the deliberate introduction of a wide range of vocabulary through oral reading of quality

fiction and theme-related nonfiction. We find, and our pilot teachers confirm, that vocabulary instruction is especially effective when the reading is accompanied by class discussion about the difference between the new word and related words the children already know. Children are given instruction in word meanings and provided with many playful opportunities to use new words through games, riddles, and other activities.

Research by Andrew Biemiller (Associate Editor of the *Journal of Educational Psychology*) indicates that children can acquire and retain several words a day when teachers introduce and explain the new words in context.(1) We carefully choose vocabulary words that children may have heard before but do not comprehend out of context, words that are key to understanding the story, and words children are likely to encounter in other texts.



Once introduced, the vocabulary words are posted to the Starword Wall for ongoing contextualization, reference, and review.

As the year progresses, we encourage teachers to use their own judgment to select the vocabulary words to best meet their children's needs. When choosing appropriate vocabulary, teachers use criteria advocated by research:

- The word's meaning must be definable in terms the children can understand.
- The word must be interesting and usable in the children's everyday lives.(3)

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

1. Biemiller, Andrew. (2001). "Teaching Vocabulary: Early, Direct and Sequential." *The American Educator*, 25 (1), 24-28.

2. Chall, Jeanne. (2000). *The Academic Achievement Challenge: What really works in the classroom?* New York: Guilford

3. Beck, I., McKeown, M., and Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford, 28-29.

My students love clapping and counting syllables in words. They often ask to do this with the vocabulary words from new stories.

—Bakersfield, CA

I have found that students listen more carefully to the story when they know we are listening for meaning and new words. I pause frequently during the read-aloud portion to keep students on track.

—Fort Leonard Wood, MO

I love all the vocabulary in the read-alouds. The children think they are so cool when they signal me because they heard a vocabulary word in the story.

—Bakersfield, CA

Week 6 Overview

Our Families

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

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

Recommended Literature

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

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

Starfall Books & Other Media

ABC Rhyme Book

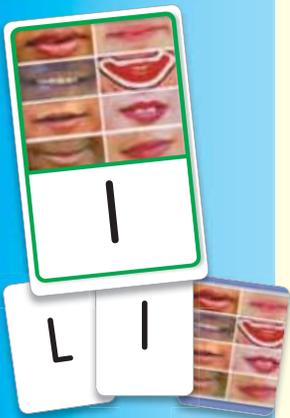
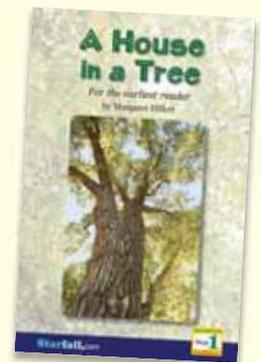
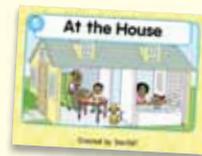
“Starfall Speedway”

At the House

A House in a Tree by Margaret Hillert

Sing-Along

Story Elements Cards



Preparation

Locate Predecodable Book 5, *At the House*, in the Level-K Cut-Up/Take Home Books; tear out and assemble one book per child. You will use them on **Day 3**.

Generate and prepare:

- Vocabulary Word Cards for **Week 6**. You will use *wee*, *huge* and *porridge* on **Day 1** and *caring* and *frightened* on **Day 2**.
- an "ABC Rhyme" practice page for letters *Rr* and *Ll*. Photocopy one for each child to take home and practice with his or her parents.

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

Day One

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

Prepare Goldilocks and the Three Bears Sequence Cards.

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

Day Two

Generate a "Picture Sound" practice page for each child using *Rr* and *Ll*.

Day Three

Prepare the "Starfall Speedway" by writing: *me*, *see*, *a*, *for*, *is*, *an*, *at*, *the*, *l*, *am*, *you*, *can*, *be*, *he*, *she*, *we*, *and*, *are*, *like*, and *likes* in the available spaces using a vis-à-vis marker.

Children will bring in one of their favorite stuffed animals tomorrow. Be sure to have a few on hand in case a child forgets to bring one.

Backpack Bear will need a stuffed animal of his own!

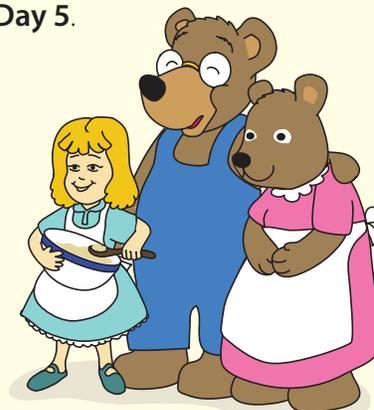
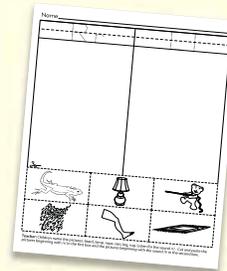
Day Four

None

Day Five

Review the "Wheel of Reading" rules found in **Week 5, Day 5**.

Generate a "Color by Word" practice page for **Week 6** and photocopy one for each child.



Day 1

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

Love,

Backpack Bear 

Day 2

Have you ever had a sleepover with a friend? I think that would be fun. Do you? Love,

Backpack Bear 

Day 3

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

Backpack Bear 

Day 4

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

Backpack Bear 

Day 5

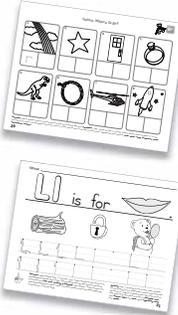
I visited Starfall online last night. I love the story about the house in a tree! Did you like it?

Your pal,

Backpack Bear 

DAY One

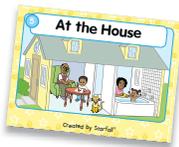
DAY TWO

<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. 18, 19</p> <p>Circle Rhyming Words</p> <p>Rr /r/</p> <p>Comprehension Skills:</p> <p>Genre: Folk tales</p> <p>Main characters</p> <p>Inference lesson</p> <p>Sequence</p> <p>Prediction</p> 	<p>L&W, p. 20, 21</p> <p>Initial and final /r/</p> <p>Ll /l/</p> <p>HF Words:</p> <p>and, are</p> <p>Comprehension Skills:</p> <p>Relate text to self</p> 
<p>Computer</p>	<p>ABCs: Cc, Oo, Mm, Ss</p> <p><i>It's Fun to Read: All About Me</i></p>	<p><i>It's Fun to Read: All About Me, All About My Bathroom, Kitchen, Living Room</i></p>
<p>Activity</p>	<p>Draw 3 bears and label them</p>	<p>"Alphabet Avenue"</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Goldilocks and the Three Bears</i></p> <p>"Rr Rainbow Rhyme"</p> <p>"Letter March Song Rr"</p> <p>Vocabulary: Wee, huge, porridge</p>	<p><i>Ira Sleeps Over</i></p> <p>"Ll Lips Rhyme"</p> <p>"Letter March Song Ll"</p> <p>Vocabulary: Caring, frightened</p>
<p>Writing</p>	<p>Illustrate and label</p>	
<p>Social Studies</p>	<p>Show the importance of taking responsibility for one's own choices and actions</p>	<p>Show the importance of taking responsibility for one's own choices and actions</p>
<p>Science</p>		

DAY Three

DAY Four

DAY Five

<p>Blending and decoding</p> <p>Predecodable Book 5: <i>At the House</i></p>  <p>HF Words: like, likes</p> <p>Comprehension Skills: Setting Characters</p>	<p>L&W, p. 22</p> <p>Initial and final LI /I/</p> <p>Comprehension Skills: Setting</p> 	<p>Words in a sentence</p> <p>Comprehension Skills: Main character Setting Story Elements Cards</p>
<p>ABC: Oo, Cc <i>BpB's Books</i>: Rows 1-3</p>	<p><i>BpB's Books</i>: Row 5. "At the House" <i>It's Fun to Read</i>: Poetry, "My Hiding Place"</p>	<p>Starfall Free Day</p> <p>HF Words with play dough or magnetic letters</p>
<p>"Sound Picture" practice page Rr, Ll</p>	<p>Sequence <i>At the House</i></p>	<p>"Concentration": Letter recognition</p> <p><i>At the House</i> Sequencing activity</p>
<p><i>At the House</i></p>	<p><i>At the House</i> <i>A House in a Tree</i> Using Our Presentation Voices</p>	<p>"Color by Word" practice page: Week 6</p> <p>Draw "dream" tree house</p> <p>Ira Sleeps Over <i>At the House</i> Sing-Along Track 26 "Pease Porridge Hot" "Wheel of Reading": Vocabulary practice strategies</p>
<p>Write and illustrate a sentence about your family using kidwriting and adult writing</p>	<p>Write about what you and your stuffed animal like to do</p>	
<p>Compare and contrast life in the present with life in the past</p>		
	<p>Know how to observe and describe similarities and differences in appearance and behavior of animals</p>	

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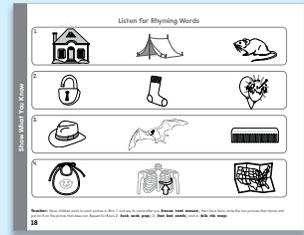
Phonemic Awareness Warm-Up

Rhyming

Distribute *L&W*, p.18. Children point to each picture in row 1 and repeat its name after you, then circle the two pictures that rhyme, and put an X on the one that does not rhyme. Repeat for rows 2, 3, and 4.

Materials

- L&W*, p.18
- Pencils/crayons



Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

1

Introduce *Goldilocks and the Three Bears*

Materials

- Goldilocks and the Three Bears* by Jan Brett
- Vocabulary Word Cards: *wee*, *huge*, *porridge*

Listening & Speaking

Relate an experience in a logical sequence

Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Understand the meaning of words

Social Studies

Show the importance of taking responsibility for one's own choices and actions

Say: **Backpack Bear told us about his family. Do you have any brothers or sisters? They are members of your family. Who are some other members of a family?** Discuss.

Display *Goldilocks and the Three Bears* and read the title. Say: **This is a story about a bear family. Jan Brett illustrated and retold this story in her own words.** Discuss the concept of retelling stories and folk tales. Children should understand that:

- long ago, families made up their own stories. Frequently, the stories taught a lesson.
- when children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- after a long time, people began to write the stories down so no one would forget them. Now we call these stories *folk tales*.

Picture-walk through the book. Read the story, modeling fluency and expression. Use a gruff voice for the father bear, and vary your voice to represent the voices of the mother and baby bear. Pause briefly to explain the following vocabulary:

wee	very small, tiny
huge	of great size, very large
porridge	breakfast cereal like oatmeal

Ask children to identify:

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

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

Children partner to discuss the following questions:

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

Review the vocabulary words: *wee*, *huge*, and *porridge*.

2

Sequence *Goldilocks and the Three Bears*

Identify Letter Cards A-H, then distribute them to volunteers.

Say: **Let's put these letters in ABC order.**

- Volunteers come to the front of the room and arrange themselves in ABC order.
- Class names the letters in order.
- Volunteers hand Letter Cards to other children; repeat.

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

Display three Story Sequence Cards in the following order:

- Goldilocks looking inside the door.
- Bears taking a walk in the woods.
- Mother Bear preparing the porridge.

Continue: **Look at these Story Cards. Each card tells about one part of the story.**

Read the Story Sequence Cards and discuss the events.

Ask: **Is this the order in which these events happened in the story?** (No) **Would the story make sense if the author had placed these events in this order?** (No)

Volunteers explain what is wrong with the order of the Story Sequence Cards and then arrange them in the proper order.

Materials

- Goldilocks and the Three Bears*
- Goldilocks and the Three Bears* Sequence Cards
- Pocket chart
- Letter Cards: A-H

Reading

Use pictures and context to make predictions about story content

Identify sequence of events in a story



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

Shuffle the cards and place them in the middle of the pocket chart in random order. Say: **Let's read *Goldilocks and the Three Bears* again. We will sequence these cards as we read. Raise your hand when you think it's time to rearrange the cards.** As you read, volunteers locate the correct Story Sequence Cards and place them in order in the top row of the pocket chart. After the cards have been sequenced, children partner to discuss whether or not the order is correct.

If time allows, group the children in threes. Mix up the Sequence Cards. The groups take turns sequencing the cards and the class gives a "thumbs up" if they are correct.

Computer

Practice

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

Activity

Display Word Cards *baby, father, mother* for children to copy.

Children draw pictures of the bear family and label the bears.

Materials

- Generated Word Cards *baby, father, mother*
- Drawing paper
- Pencil/crayons

Technology

Use technology resources to support learning

Reading

Understand that printed materials provide information

3

Introduce Rr /r/

Step One Introduce /r/ in the initial position

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

Children share what they learned about rainbows during **Week 5**.



Display the Picture Card *rainbow*. Say: **This is a picture of a *rainbow*.** (Children repeat, *rainbow*.) **The word *rainbow* begins with the sound /r/.** **Watch my mouth: /r/. Now you say /r/. The words *radiant* and *rainbow* begin with the same sound: /r/.** (Children repeat: /r/.) **I will read the rhyme again. Listen for the sound /r/ in other words.** (*royal, row, ruby, red*)

Read the rhyme a line at a time as children echo.

Materials

- Picture Card: *rainbow*
- Letter Cards: *R, r*
- Wall Card: *Rainbow /r/*
- ABC Rhyme Book*
- L&W*, p. 19
- Pencils/crayons

Rr Rainbow

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

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

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

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

rat	clock	bell	rock	rooster
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Step Three *Connect /r/ to the spelling Rr*

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

The Letter March: Rr

(Melody: “The Ants Go Marching”)

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

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

The letters go marching one by one,
“R” makes its sound, /r/ /r/ /r/ /r/

And they all go marching,
In- to a word, to use, their sound



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

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



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

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



Display the Wall Card at the end of the lesson.

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

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

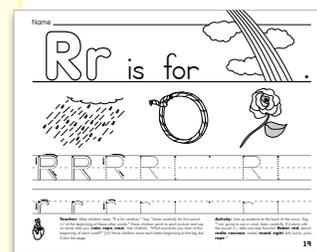
Explain: **The word star ends with the letter r. The letter r stands for the sound /r/.**

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

car	deer	chair	ear	are	four
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Step Five *Listening & Writing, page 19*

Distribute L&W, p.19. Complete as with similar pages.



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

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

Phonemic Awareness / Phonics Warm-Up

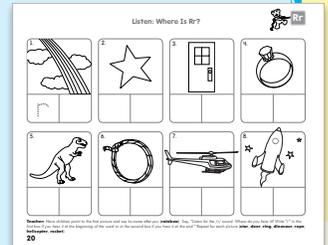
Materials

- L&W, p. 20
- Pencils/crayons

Listening and Writing, Page 20

Draw a rainbow on the board with a box under each end. Say: **Here are two boxes. One is at the beginning of the rainbow and one is at the end.** (Children repeat, *rainbow*.) **Do you hear the sound /r/ at the beginning or end of *rainbow*?** (Children respond.) **Since we hear the /r/ at the beginning, let's write *r* in the first box.** A volunteer writes *r* in the first box.

Distribute L&W, p.20. With the children, point to the first picture and say its name (rainbow). Recall that the sound /r/ occurred at the beginning of the word. Children write *r* in the first box. Continue naming each item 2 - 8. Children determine where the sound /r/ occurs and write *r* in the appropriate box.



Reading

Match consonant sounds to appropriate letters

1

Introduce *Ira Sleeps Over*

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

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

Display *Ira Sleeps Over*. Review the roles of author and illustrator by discussing Bernard Waber as both.

Picture-walk through the book and pause for children to respond to illustrations. Read *Ira Sleeps Over*.

Say: **In this story, Ira was excited because he had never slept at a friend's house before, but he was also afraid to sleep without his teddy bear. He was made even more afraid because his sister told him Reggie would laugh at him for bringing it. What does it mean to be afraid?** As children contribute, affirm their responses.

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

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

Materials

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

Listening & Speaking

Relate an experience in a logical sequence

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Use new vocabulary that is introduced and taught directly

Social Studies

Show the importance of taking responsibility for one's own choices and actions

Discuss the following:

Un How do you think Ira felt about leaving his teddy bear at home?

Ap Why did Ira's mom and dad tell him to take his bear and not to worry?

Ev How did you feel when Ira decided to go home to get his teddy bear?

An Why did Ira's sister make fun of him for wanting to take his bear? What could she have done instead?

Ev At the end of the story, when we found out Reggie also had a teddy bear, how did you feel?

An How do you think Ira slept that night?

Children share a time when they were frightened. They explain:

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

As children share, make relevant connections to the story.

2

Introduce High-Frequency Words: *and, are*

Ask: **What sound do you hear at the beginning of these words: red, round, ride?** (/r/) **What letter stands for the /r/ sound? Yes, the letter Rr.** Listen carefully as I say our new high-frequency word, then tell me what you notice about it. **Listen, are.** **What do you notice about the word are?** (After children respond, write *are* on the board.) **This word is are. It sounds like the letter name!** (Children repeat, *are*.)

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

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

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

- We *are* nice.

Materials

- Whiteboards/markers
- Starfall Dictionaries
- Pencils
- Classroom books

Reading

Identify initial phonemes in words

Read simple one-syllable and high-frequency words

Writing

Write consonant-vowel-consonant words

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

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

Children write *and* on their whiteboards. Invite six volunteers to come forward. Say: **Let's use the word *and* to connect these children together.** Five more children bring their whiteboards to the front and stand between the first group forming connections.

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

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

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



Technology

Use technology resources to support learning

Reading

Recognize and name uppercase letters of the alphabet

Computer

Practice

It's Fun to Read: All About Me, "About My Bathroom, Kitchen, Living Room"

Activity

Children play "Alphabet Avenue". They name the letters they land on to advance.

Materials

- "Alphabet Avenue"

3

Introduce L/ l/

Step One Introduce /l/ in the initial position

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



Display the Picture Card *lips*. Say: **This is a picture of *lips*.** (Children repeat, *lips*.) **The word *lips* begins with the sound /l/. Watch my mouth: /l/. Now you say /l/. The words *look* and *lips* begin with the same sound: /l/.** (Children repeat: /l/) **I will read the rhyme again. Listen for the sound /l/ in other words.** (*lots, lovely, lip, laughter*)

Materials

- Picture Card: *lips*
- Letter Cards: *L* and *l*
- Wall Card: *Lips /l/*
- ABC Rhyme Book
- L&W, p.21
- Pencils/crayons

Reading

Recognize and produce words that rhyme

Writing

Write uppercase and lowercase letters of the alphabet independently

Step Two Discriminate /l/ in the initial position

Children stand. Say: **I will say some words. If you hear /l/ at the beginning of a word, touch your lips. Ready?**

ladybug	leaf	king
leap	popsicle	lizard

Step Three Connect /l/ to the spelling Ll

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

Ll Lips

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



The Letter March: Ll

(Melody: "The Ants Go Marching")
The letters go marching one by one,
Hurrah! Hurrah!
The letters go marching one by one,
Hurrah! Hurrah!
The letters go marching one by one,
"L" makes its sound, /l /l /l /l
And they all go marching,
In- to a word, to use, their sound



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

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



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

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

Step Four Introduce /l/ in the final position

Ask the riddle:

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

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

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

tail	bell	fall	girl	table
------	------	------	------	-------

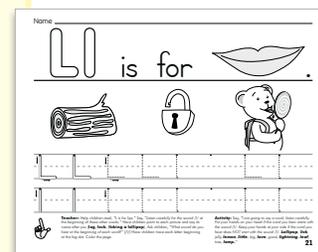
Step Five Listening & Writing, page 21

Distribute L&W, p. 21. Complete as with similar pages.

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



Display the Wall Card at the end of the lesson.



Phonemic Awareness / Phonics Warm-Up

Materials

-
- Whiteboards/markers

Blending/Decoding

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

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

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

Reading

Blend individual phonemes in simple, one-syllable words

Match consonant and short-vowel sounds to appropriate letters

1

Introduce High-Frequency Words: *like*, *likes*

Write *like* on the board. Say: **This word is like.** (Children repeat, *like*.) **Like is a high-frequency word.** Distribute whiteboards and markers. **Now you write the word like on your whiteboards.** (Assist as needed.) **Let's use this word in a sentence. It's my turn: I like to read. Now it's your turn.** Children generate sentences.

Say: **Listen carefully and tell me if this sentence sounds correct: He like you.** (Children respond.) **That sentence sounds funny. Let me try again. He likes you. Did you notice something different? The word like is the same, but I added /s/ to it for the sentence to sound correct.** (Write the word *likes* under *like* on the board.) **Look at these two words: like, likes. How are they different?** (*Likes* has the /s/ sound at the end.) Children generate sentences using *likes*.

Children erase their whiteboards. Divide the class into two groups. Group 1 writes *like* on their whiteboards and Group 2 writes *likes*.

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

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

Children erase their whiteboards. Say: **Write the word like again.** (Pause) **What letter needs to be added to like to make the word likes?** (Children add *s* and repeat, *likes*.)

Materials

-
- Starfall Dictionaries
-
-
- Pencil/crayons
-
-
- Whiteboards/markers

Reading

Recognize high-frequency words

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



2

Write About Your Family

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

Say: **Let's write about these activities. I'll show you how to write a sentence in your writing journals. I will use the board as my journal. I will also use my dictionary.** Distribute dictionaries.

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

Continue: **The next word is *like*. I need to leave a space before beginning this word. We just wrote *like* in our dictionaries. Find *like* in your dictionaries and hold them up.** Look through your own dictionary, find *like* and add it to the sentence.

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

Say: **That is the end of this sentence, so there needs to be a period at the end.** (Add this.) **Now I'm finished with my sentence. I am ready for adult writing!**

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

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

Say: **Let's begin our sentences the same way today: *We like to...* You finish the sentence with something you like to do with your family.** Write the sentence stem: *We like to*. As you do, emphasize the spaces between words. Children copy the sentence stem.

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

Children share their writings with each other as they finish.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Reading

Identify initial, final, and/or medial phonemes in words

Writing

Use letters and phonetically spelled words to write about experiences and people

Listening & Speaking

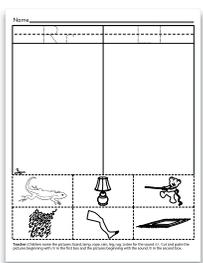
Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Recognize high-frequency words



Reading

Recognize that sentences in print are made up of separate words

Recognize high-frequency words

Social Studies

Compare and contrast life in the present with life in the past

Technology

Use technology resources to support learning



Computer

- ABC: Oo, Cc
- Backpack Bear's Books: Rows 1-3

Activity

Children write their names on the practice page. First they trace over the *Rr* and *Ll*, next they locate words beginning with /r/ and /l/, then cut and glue words in the appropriate boxes.

Materials

- "Sound Picture" practice page using *Rr* /r/ and *Ll* /l/

3

Introduce *At the House*

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

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

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

Say: **Do you remember the story *Goldilocks and the Three Bears*? What kind of house did the bears have? Does your house look like their house?**

Materials

- Predecodable Book 5, *At the House*, for each child
- Whiteboard markers: green, red, blue, orange
- Crayons: green, red, blue, orange for each child

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

Distribute *At the House*. Explain that this story is about a mom, a dad, a boy, a baby and a cat. These are the characters in this story. Ask children to identify the setting. (house)

Children follow as you read the book. Then read the book again as children read along.

Children name objects in the story they would find in their own houses (chair, table, tub). Explain that these items are pictured and labeled to help them read the story.

Children identify the high-frequency words used in the book. As they name each word, print it on the board. Children name the new words they've learned this week (*and*, *are*, *like*, and *likes*). The class reads these new words as volunteers indicate them on the board. Circle *like* with a green marker. Children will look for the word *like* and circle, underline, or lightly highlight it, using their green crayons, each time it is used in the story. Repeat for: *likes*—red, *and*—blue, *are*—orange.

Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 22

Distribute *L&W*, p. 22.

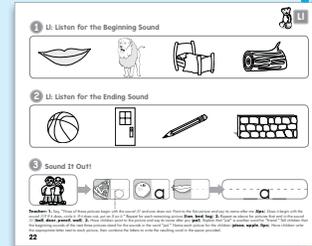
Say: **Three of these pictures begin with the sound /l/ and one does not. Point to the first picture and say its name after me, lips.** (Children repeat, *lips*.) **Does it begin with the sound /l/? If it does, circle it. If it does not, put an X on it.**

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

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

Materials

- L&W*, p.22
- Pencils/crayons



Reading

Discriminate initial and final phonemes in words

1

Introduce Presentation Voices

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

Another voice you have is your presentation voice. It is a strong voice you use when you speak to many people at once. Discuss how using a presentation voice is similar to using a projector. If you have a projector, demonstrate how it makes an image larger so many people can see it at once. Say: **Your presentation voice is like using a projector. When you project your voice, you make it bigger and stronger. That way, everyone can hear what you have to say. Let's use our presentation voices to introduce our animals to Backpack Bear.**

Think of something you like to do with your animal. When you present your animal, you will say: I like to (activity) with my (animal).

Write the stem on the board. Point to each word as you read the sentence, then ask the children to read it with you. Say *blank* for the missing words.

Materials

- Stuffed animals
- Backpack Bear and his stuffed animal
- Projector (optional)

Listening & Speaking

Relate an experience in a logical sequence

Communicate effectively when sharing ideas

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

Volunteers share their animals. Assist them as needed.

2

Writing about Animals

Distribute writing journals and dictionaries. Children open to their next available pages. Say: **It's time to write about why you like your animal!** Children copy the words *I like to* on the first line of their writing journals. Remind them to leave spaces between words.

Say: **Finish your journal entry by telling what you like to do with your animal. Use kidwriting and when you are ready, I will do adult writing.** Children:

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

Materials

- Stuffed animals
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Writing

Use letters and phonetically spelled words to write about experiences

Connect thoughts and oral language by drawing a picture about ideas generated through classroom discussion

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Computer

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

Practice

Activity

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



Materials

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

3

Introduce *A House in a Tree*

Children gather with their stuffed animals. Say: **We've been talking about families and where they live. People live in all different kinds of houses, but a few live in tree houses! Here is a book that your animals will love. It tells about a kind of house in which many animals live, a house in a tree!** Explain that this is a nonfiction book because it is about real animals that live in trees.

Read the story. Pause to discuss the animals and where they live in the tree:

- p. 8, robin
- p. 9, red squirrel
- p. 13, opossum
- p. 16, rabbit
- p. 18, owl
- p. 20, raccoon
- p. 21, spider
- p. 23, skunk
- p. 25, prairie dog
- p. 27, frog, tadpoles

Partner children to discuss the story. Volunteers share.

Ask: **Did you notice that this story has rhymes? Let's read it again.**

Read the book again and pause for children to supply the rhyming words.

Distribute *A House in a Tree* to each child. Say: **The author used many high-frequency words we have learned. Let's see how many we can find!**

- Children work with partners and raise their hands as they locate high-frequency words.
- Write them on the board as they are given (*a, and, are, at, can, for, I, is, like, me, see, the, you*).

Children "read" *A House in a Tree* to their stuffed animals, individually or in groups of two or three.

Collect books for use during Learning Center rotations on **Day 5**.

Materials

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

Reading

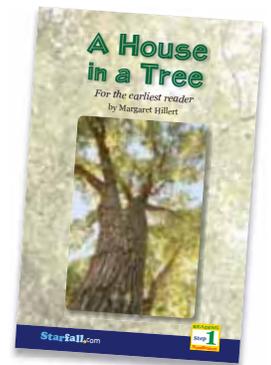
Identify and produce words that rhyme

Read simple one-syllable and high-frequency words

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding

Science

Know how to observe and describe similarities and differences in appearance and behavior of animals



Phonemic Awareness Warm-Up

Materials

- Eight manipulatives for each child

Words in a Sentence

Children will use manipulatives to count the words in a sentence.

- Children place manipulatives in front of them in a row.
- They listen as you say a sentence.
- Children move one manipulative per word towards them.
- As a group, count as you clap for each word in the sentence.
- Children compare the count to the number of manipulatives they moved.

The following sample sentences reinforce this week's focus:

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

Reading

Follow words from left to right and top to bottom on the printed page

Recognize that sentences in print are made up of separate words

1

Introduce Story Element Cards

Display *Ira Sleeps Over*. Ask Backpack Bear if he would like to hear it again.

Read the story, then say: **Let's answer questions about this book. I have special cards called Story Element Cards to help us.**

Place the Story Element Card *Who are the main characters?* in the pocket chart and indicate the card as you read it.

- Children work with partners to recall the characters in the story.
- Refer to illustrations in the book, if needed, to help recall.
- Choose partner volunteers to name the characters (Ira, Reggie, Ira's sister, Ira's parents, Reggie's dad, Tah Tah, and Foo Foo).

Place and read, *What is the setting of a story? Why is it important?*

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

Say: **The story *Ira Sleeps Over* takes place in three different places or settings. I'll ask some questions. Let's see if we can name the three settings:**

Materials

- Ira Sleeps Over*
- Pictured Story Element Cards
- Backpack Bear

Reading

Connect to life experiences the information and events in texts

Demonstrate an understanding of story elements



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

Ask children to name the three places where the story takes place, or the settings, for *Ira Sleeps Over*. (Ira's house, the park, and Reggie's house)

Display the remaining Story Element Cards in turn: *Name 3 events in the story. What happened at the end? What is the story's conflict or problem? Is this story fiction or nonfiction?* Read the text and explain how the picture on each card helps us remember what the card is asking.

Reread the story. Children listen for the answers to these questions as you read. After reading, review the Story Element Cards one at a time. Choose a volunteer to come to the pocket chart to "be the teacher."

- The volunteer selects a Story Element Card and reads it (with your assistance).
- Children partner to discuss their answers.
- The volunteer calls on one or more children to answer the question.
- The volunteer chooses the next "teacher."

Computer

1

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

Technology

Use technology resources to support learning

High-Frequency Words with Play Dough or Magnetic Letters

2

Children form high-frequency words from play dough or magnetic letters.

Materials

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

Reading

Read simple one-syllable and high-frequency words

Recognize uppercase and lowercase letters of the alphabet

Letter Recognition "Concentration"

3

Children arrange uppercase and lowercase letters face-down in the pocket chart, on the table, or on the floor, then take turns matching the upper and lowercase letters.

Materials

- Letter Cards: *A, a, B, b, C, c, L, l, M, m, O, o, P, p, R, r, S, s, T, t*
- Pocket chart or table/floor

Reading

Recognize uppercase and lowercase letters of the alphabet

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *At the House*

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



Materials

4

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

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

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

Materials

5

- "Color by Word" practice page for **Week 6**
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

A House in a Tree Activity

Children:

- picture-walk through the book.
- draw pictures of their "dream" tree houses.
- reference the book to get ideas for adding pictures of animals that might live in the tree.

Materials

6

- A House in a Tree* for each child
- Drawing paper
- Pencils/crayons

“Wheel of Reading” Vocabulary Review

Ask: **Do you remember when Goldilocks tasted all the porridge in the three bears’ house? We learned the word *porridge*. Who can tell us what *porridge* is?** (It is like oatmeal.) **Here is a song about *porridge*! Listen to the words.**

Play “Pease Porridge Hot.” Children sing the song with you. Ask children if they think they would like their porridge hot or cold.

Listen to the song again. This time, instruct children to listen for words that rhyme (*hot/pot, cold/old*).

Display and review this week’s vocabulary words in the pocket chart: *caring, frightened, huge, porridge, wee*

Say: **Let’s play the “Wheel of Reading” to review this week’s vocabulary words. You will have to use *strategy* if you want to win this game. A *strategy* is a way to solve a puzzle or find an answer.**

Make the wheel and six lines for the word *caring*.

Think aloud: **I see six lines, which means the word has six letters. Before I guess a letter, I might use the strategy of looking at all the vocabulary words to see which ones have a few letters and which ones have a lot of letters.**

Point to *frightened* in the pocket chart, and ask children if they think the six-lettered word could be the word *frightened*. Children explain their answers.

Play “Wheel of Reading” using the vocabulary words. As you play, introduce other strategies as they occur. For example, if the letter in the first space is *p*, introduce the strategy of looking at the first letter of each of the words to choose the one that would best fit.

Materials

- Sing-Along Track 26
- Whiteboard
- “Wheel of Reading” game directions (Week 5, Day 5)
- Pocket chart
- Vocabulary Words: *caring, frightened, huge, porridge, wee*

Pease Porridge Hot

*Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.*

Reading

Recognize and produce words that rhyme

Recognize and name uppercase and lowercase letters of the alphabet

Listening & Speaking

Recite short poems, rhymes, and songs

Week 7 Overview

Our Community

This week the children will learn about their community and how it relates to their state and country. They are introduced to community helpers and will discuss how they, too, are called to be good citizens. This week we will:

- discover how to be good citizens.
- learn about *Uu /u/* and *Nn /n/*.
- learn about maps.
- use the “Author’s Chair” for the first time.

Recommended Literature

Me On the Map —*Joan Sweeney* is an author who wrote her first book when she was six years old. Her father liked the book so much he bought the one and only copy of *Penguin Island*. She was inspired to become a writer by a comic strip. She loved to read about Brenda Starr, a glamorous and adventuresome reporter. When she grew up, her dream came true and she wrote articles for the newspaper. Then she changed her mind and began writing books. This made her cat very happy because now they take naps together after lunch. The cat also likes to sit on her lap while she writes. Joan grew up in Toledo, Ohio, and later moved to Illinois.

Caps for Sale —*Esphyr Slobodkina’s* biography was featured in **Week 5**.

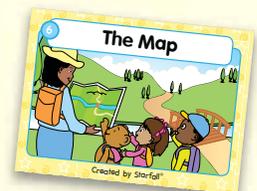
Starfall Books & Other Media

ABC Rhyme Book

Sing-Along

Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”

The Map



Preparation

Generate an "ABC Rhyme" practice page for each letter introduced this week. Photocopy one for each child to take home and practice with his or her parents.

Generate Vocabulary Word Cards for **Week 7**. You will use *family, home, community, state, country, community helpers* and *citizen* on **Day 1** and *trail* on **Day 3**.

Day One

Label four bowls or boxes in graduated sizes as follows: Large - *Country*, Medium - *State*, Smaller - *Community*, Smallest - *Home*. Make a small word card, *Family*, to fit inside the smallest bowl.

You will need a variety of "community helper" hats to display. (Police officer, firefighter, construction worker, etc.)

Familiarize yourself with "Go Fish." Download the "Game Rules" resource in the Teacher's Lounge. Introduce the children to the game before breaking for Session 2.

Day Two

Familiarize yourself with *Sing-Along* Track 35, "Teddy Bear Says, Thank You" and choose actions to accompany the song.

Generate "Blend Practice 2" using: *rat, cot, bus* and *tub*. Photocopy one for each child.

Day Three

Secure a map of your city and state and a globe to use in conjunction with *Me on the Map*.

Generate a "Picture Sound" practice page for each child using *Uu* and *Nn*.

Day Four

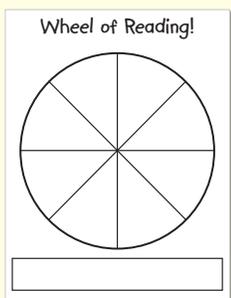
Establish a chair to be used as a special "Author's Chair" for the year.

Day Five

Review the "Wheel of Reading" game rules, found in **Week 5, Day 5**.

Generate a "Color by Word" practice page for **Week 7**.

We recommend that you duplicate and laminate a classroom set of the "Wheel of Reading" blackline for ongoing use.



Day 1

I read the story of
Caps for Sale again
last night. I love all
those caps. Caps are
fun to wear!

Your friend,

Backpack Bear 

Day 2

I want to teach you a
song my mom taught
me. It's about having
good manners. I hope
you like it!

Love,

Backpack Bear 

Day 3

I was wondering how
people find our school.
Do they use a map of
our neighborhood?

Love,

Backpack Bear 

Day 4

I saw the bus driver
use a map to get to
school this morning! I
love maps!

Love,

Backpack Bear 

Day 5

I like helping in our
community. Do you?

Your pal,

Backpack Bear 

DAY One

DAY TWO

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

L&W, p. 23

Initial and final
*Aa /a/, Bb /b/,
Tt /t/, Pp /p/, Ss
/s/, Mm /m/,
Oo /o/, Cc /c/*

Uu /u/

Comprehension Skills:
Classify / Categorize



L&W, p. 24

Rhyming words
Phoneme substitution

Nn /n/

HF Words: **but, us, up**

Comprehension Skills:
Identify Genre: Folk Tale
Identify characters and setting

Comprehension Strategy:
Predict / Verify
Open Discussion



Computer

I'm Reading: Nonfiction,
"A House in a Tree"
ABCs: Pp, Oo, Rr, Ll

BpB's Concepts: "A-Machine,"
"O-Machine," "U-Machine"

Activity

"Go Fish": uppercase and
lowercase letters

"Blend Practice 2" practice page

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Caps for Sale
"Uu Umbrella Rhyme"
"Letter March Song Rr"
Relate experience in sequence
Vocabulary: Family, home, com-
munity, state, country, commu-
nity helpers, citizen

*The Little Red Hen and other Folk
Tales:* "Mr. Bunny's Carrot Soup"
"Teddy Bear Says, Thank You"
"Nn Nest Rhyme"
"Letter March Song Nn"
Manners

Writing

Social Studies

Compare, contrast locations of
people, places. Describe their
characters. Understand how
good citizens act. Match de-
scriptions of work and names
of jobs in school, community
and from historical accounts.

Science

Describe relative position of
objects using one reference

DAY Three

L&W, p. 25

Beginning/end-
ing/rhyming

Predecodable
Book 6: *The Map*

HF Words:

not, on, down

Comprehension Skill:

Make Connections



DAY Four

L&W, p. 26

Beginning
sounds

Comprehension Skill:

Classify / Categorize
Cause / Effect
Story Details: setting,
problem / solution
Draw Conclusions



DAY Five

L&W, p. 27

Rhyming words

"Wheel of Reading"

Review HF words

Comprehension Skills:

Connect text to self
Discuss



<p><i>BpB's Books</i>: Row 4, "At the Park" Row 5, "At the House" <i>I'm Reading</i>: Folk Tales: "Mr. Bunny's Carrot Soup"</p>	<p><i>BpB's Books</i>: Row 6, "The Map" <i>ABC's</i>: Uu, Nn, Rr, Ll</p>	<p>"Go Fish": Letter Recognition</p>
<p>"Picture Sound" practice page: Uu, Nn</p>	<p>Sequence <i>The Map</i></p>	<p>Sequence <i>The Map</i></p>
<p><i>Me on the Map</i> <i>The Map</i> Maps</p> <p>Vocabulary: Trail</p>	<p><i>The Map</i> Compliments Presentation voices: Author's Chair</p>	<p>"Color by Word" practice page: Week 7</p> <p>Design a Map of the Classroom</p> <p>Citizens Maps Community Helpers</p>
	<p>Write about community helpers</p>	<p>Illustrate/label a classroom map</p>
<p>Distinguish between land and water on maps and globes. Determine relative location of objects.</p>	<p>Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts.</p>	<p>Compare, contrast locations of people, places. Describe their characters. Understand how good citizens act. Match de- scriptions of work and names of jobs in school, community and from historical accounts.</p>
		<p>Describe relative position of objects using one reference</p>

1

2

3

4

5

6

Reading

Identify initial and final phonemes in words

Phonemic Awareness Warm-Up**Identify/Discriminate Initial/Final Sounds**

Review the ASL signs *a, b, t, p, s, m, o, c*

- Say a word from the list of initial sounds below.
- Children make the ASL sign for the beginning sound.
- Repeat for final sounds.

Step One Initial

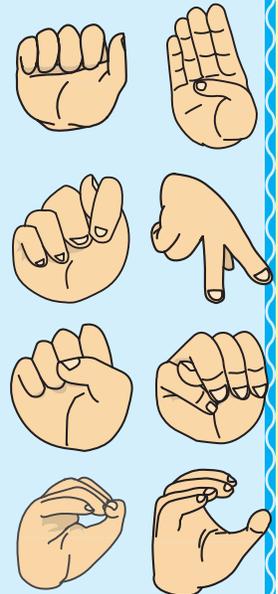
/b/ bed, baby; /a/ ant, alphabet; /t/ two, teeth; /p/ puzzle, puppet; /s/ six, sing; /m/ man, milk; /o/ ox, olive; /k/ (c) cap, carrot.

Step Two Final

/b/ rib, sub; /t/ basket, plant; /p/ nap, help; /s/ grass, bus; /m/ ham, drum; /k/ (c): black, look.

Materials

- ASL Poster



1

Introduce Family, Home, Community, Country

Display the four bowls next to each other, smallest to largest, with the labels facing away from the children. As you introduce each word, turn the bowl around to reveal its label.

Say: **Let's talk about five important words: family, home, community, state, and country.**

Display and name the Word Card, *family*.

- Children repeat, *family*.
- Recall Ira's family from the book *Ira Sleeps Over*.
- Discuss how some families have many members and others have only a few.
- Place the Word Card next to the bowls.

Explain: **Families live together in homes. All of us live in different kinds of homes. A home can be a house, an apartment, a tent, a mobile home, or a shelter.** (Turn the smallest bowl to reveal its label, *Home*.) **This smallest bowl says Home.** Children repeat, *home*.

Turn the next bowl to reveal its label, *Community*. Say: **The next bowl says Community.** (Children repeat, *community*.) **Families live in homes that are in communities. A community is a place where people live and work. Most of us live in the community of (your city or town). Communities are much bigger than our homes!**

Turn the medium bowl to reveal its label, *State*. Say: **This bowl says State.** (Children repeat, *state*.) **Our families live in homes in the community of**

Materials

- Four labeled bowls, graduated in size
- Vocabulary Word Cards: *country, state, community, home, family*

Listening & Speaking

Use new vocabulary that is introduced and taught directly

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

Social Studies

Compare and contrast the locations of people, places, and environments and describe their characteristics

(your city or town). Our community, (your city or town), is part of a state. **What is the name of our state?** Children name their state, then complete the sentence stem, We live in the state of (your state). Explain: **Our state is much, much bigger than our community.**

Turn the last bowl to reveal its label, *Country*. Say: **Our largest bowl says Country.** (Children repeat, *country*.) **All of us live in the United States of America. It is our country. There are 50 states in the United States. We live in one of those states. All the states are 'united' or joined together to form one country. Let's say this together: We live in the country of the United States of America. Our country is much, much, much bigger than our state!**

Ask children what they notice about the bowls (each is a different size). Children identify the smallest bowl (Home) and the largest (Country).

A volunteer places one bowl inside the other as you say: **My family lives in a home in the community of (your city or town). Our community is in the state of (your state). Our state is part of the country, the United States of America!**

Mix up the bowls and choose volunteers to take turns putting them in size order. Name each bowl as they are ordered to review the vocabulary words, *family, home, community, state, country*.

2

Introduce Community Helpers

Display *Caps for Sale*. Note that the peddler is wearing a cap.

Say: **For many years, people have worn special kinds of hats. Sometimes you could tell what their jobs were by looking at their hats. If the peddler was selling caps today, do you think he might sell them to people like firefighters, police officers, football players, chefs, and nurses?**

Display examples of hats worn by community helpers. Say: **Some people have special jobs in our community.** (review *community*) We call them **community helpers**. Children repeat, *community helpers*.

Say: **A police officer helps our community. Turn to your neighbor and discuss ways a police officer helps us, then you can share your ideas with the class.** Repeat for firefighter, construction worker, chef, librarian, etc.

Explain: **All of these community helpers live in our country, the United States of America. They are citizens of the United States of America. A citizen is a person who lives in our country, works to help others, and makes our community and country a better place. You are a citizen, too. It is your responsibility to work, to care about others, and to help make this a better community.**

Children discuss how they can be good citizens at home, at school, and in their community. Make a list on chart paper of the many and varied citizens who are community helpers. Begin by listing citizens in your school, such as the librarian, teachers, principal, custodian, and lunch workers. Move to your larger community (e.g., doctors, nurses, dentists, veterinarians, waiters and waitresses). Review the list of names when completed.

Materials

- Caps for Sale*
- Vocabulary Word Cards: *community helpers, citizen*
- Chart paper/markers
- A variety of community helper hats

Starword

Display the new vocabulary on your Starword Wall.

Save the four labeled bowls. You will use them again during Week 9.

Reading

Describe common objects and events in both general and specific language

Social Studies

Understand that good citizens act in certain ways

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Save this list. You will use it again on Day 4.

Technology

Use technology resources to support learning

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Computer**Practice**

- *I'm Reading*: Nonfiction, "A House in a Tree"
- ABCs: P, O, R, L

Activity

Children play "Go Fish" to match uppercase and lowercase letters.

Materials

- Letter Cards A, a, B, b, C, c, L, l, M, m, O, o, P, p, R, r, S, s, T, t

Objective: The object of the game is to form pairs (e.g., uppercase *B* and lowercase *b*). The game concludes when all pairs have been matched. The winner is the player with the most pairs.

The Deal: Cards are dealt clockwise one at a time until each player has three cards. The remaining cards are placed face-down in a deck on the table.

The Play: The player to the left of the dealer asks another player for a card to match one of those in his/her hand (e.g., "Please give me a *lowercase m*"). If the player addressed has the card, he or she must hand it over. Otherwise, he or she replies, "Go fish" and the asker draws the top card from the deck.

If a match is made, the cards are placed face-up on the table and the child gets another turn. If no match is made, play passes to the left. Players left without cards draw from the deck and try to make a match. Once the deck is gone, these players are out of the game.

3**Reading**

Identify and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Introduce Uu /u/**Step One** Introduce /u/ in the initial position

Read the rhyme "Uu Umbrella" on page 45 of the ABC Rhyme Book.



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *umbrella*
- Letter Cards: *U* and *u*
- Wall Card: *Umbrella /u/*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 23
- Pencils/crayons

Uu Umbrella

*Up, up, up, the umbrella goes.
When will it rain? I don't know.
Under the umbrella,
Under I wait—
Rain or shine, an umbrella's great!*

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

Ask the children to stand. Say: **I will say some words. If you hear the sound /u/ at the beginning of a word, put your hand up in the air. Ready?**

up	down	cow	under	until
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Step Three *Connect /u/ to the spelling Uu*

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



Display the Letter Card *u*. Say: **This is the lower-case letter *u*. The letter *u* stands for the sound /u/. Each time I touch the letter *u*, say, /u/.**

Touch *u* several times.

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

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

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

us	toe	upper	lock	uncle
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Display the Letter Card *U*. Say: **This is the uppercase letter *U*. The uppercase letter *U* and the lowercase letter *u* stand for the sound /u/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write *U* on the chart. Children skywrite *U* several times. A volunteer locates *Uu* on the Alphabet Chart. Ask: **Are the letters *U* and *u* near the beginning, middle, or end of the alphabet?** (end)

Step Four *Listening & Writing, page 23*

Distribute *L&W*, p. 23. Complete as with similar pages.

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

The Letter March: Uu

(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,
"U" makes its sound, /u/ /u/ /u/ /u/

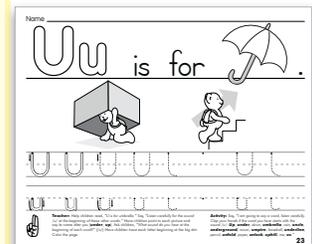
And they all go marching,

In- to a word, to use, their sound

As you make the Uu ASL sign, move the sign up to give children an additional visual cue.



Display the Wall Card at the end of the lesson.



The sound /u/ does not exist in French, German or Tagalog. Be sure to emphasize this sound for children who speak these languages. **ELD**

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 34

Reading

Identify and produce words that rhyme

Rhyming Words

Tell the children to listen closely to Backpack Bear's song about good manners so they will be able to help you remember it. Play *Sing-Along Track 34*, then discuss the importance of using good manners. Make a list of those the children remember (say *thank you* and *please*, share, be nice, raise your hand, stand quietly, walk, don't run).

Play the song again. Children sing along and add actions.

Say: **I heard some rhyming words in the song. See if you know what they are.** Say the words to the song. Pause before each rhyming word so the children can provide it.

Encourage children to practice using good manners so Backpack Bear will be proud of them!

Teddy Bear Says, "Thank You"

*Teddy Bear, Teddy Bear,
Say "Thank you."
Teddy Bear, Teddy Bear,
Say "Please", too.
Teddy Bear, Teddy Bear,
Share your ball.
Teddy Bear, Teddy Bear,
Be nice to all.
Teddy Bear, Teddy Bear,
Raise your hand.
Teddy Bear, Teddy Bear,
Quietly stand.
Teddy Bear, Teddy Bear,
Walk, don't run.
Teddy Bear, Teddy Bear,
Have some fun!*

1

Introduce High-Frequency Words: *but, us, up*

Distribute whiteboards and markers.

Place the Picture Card *cup* in the pocket chart and name it. Children use their "invisible rubber bands" to segment (pull apart) the sounds in *cup*: /k/ /u/ /p/ *cup*.

Ask: **How many sounds do you hear in *cup*?** (3) **Which letter stands for the sound /k/?** (c)

- A volunteer finds the Letter Card *c* and places it under the Picture Card in the beginning position.
- Repeat for /u/ and /p/.
- Children copy *cup* on their whiteboards.

Say: **I wonder what would happen if I took away the /k/.** (Take the Letter Card *c* away.) **What word is left?** (*up*) Children erase the *c* from the word *cup* on their whiteboards to reveal *up*. Say: **Up is a high-frequency word. Listen: I can climb up the tree.** Children generate sentences using *up*.

Place the Picture Card *bus* in the pocket chart and name it.

Materials

- Pocket chart
- Picture Cards: *bus, cup, cut*
- Lowercase Letter Cards: *b, c, p, s, t, u*
- Whiteboards/markers
- Starfall Dictionaries

Reading

Recognize high-frequency words

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

Segment individual phonemes in simple one-syllable words

Writing

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



- A volunteer segments the sounds, locates the Letter Cards needed to spell the word, and places them under the Picture Card.
- Children write *bus* on their whiteboards.

Ask: **What new word do we have if we take away the /b/ in bus?**

- Children erase the *b* on their whiteboards.
- Explain that *us* is also a high-frequency word!
- Children generate sentences using *us*.

Place the Picture Card *cut* in the pocket chart and name it.

- Volunteers locate letters needed to spell *cut* and place them under the Picture Card.
- Children write *cut* on their whiteboards.

Say: **This time we will change the /k/ to a different beginning sound, /b/.**
(Replace the *c* Letter Card with the *b* Letter Card.) **What new word do we have if we blend these sounds together?** (*but*)

- Children erase the *c* and replace it with *b* on their whiteboards.
- Explain that *but* is another high-frequency word.
- Use *but* in a sentence: *I want to play outside but it is raining.*
- Children generate sentences using *but*.

Write the words *us*, *up*, and *but* on the board. Children read each new high-frequency word. Model writing *us*, *up*, and *but* in your dictionary. Children follow your example.

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



2

Introduce *Mr. Bunny's Carrot Soup*

Display *The Little Red Hen and other Folk Tales*. Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren, and often teach a moral or lesson. This book contains different folk tales. The one they will hear today is a new American folk tale, "Mr. Bunny's Carrot Soup," written by Jennifer Greene.

- Children make predictions based on the title picture.
- Read the story and check predictions.

Backpack Bear whispers that he noticed the characters in this story used good manners! Children recall where this was demonstrated in the text.

Partner children to discuss the following:

- Kn** Who are the characters in the story?
- Kn** Where does this story take place or what is the setting?
- Un** What happened over and over again in this story?

Materials

- The Little Red Hen and other Folk Tales*: "Mr. Bunny's Carrot Soup"
- Four carrots

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts



- Un** How did Mr. Bunny's friends show they cared and appreciated what he had done?
- Sy** How does this story show people in a community helping each other?
- Ap** How can we use what we learned from this story in our classroom?

Dramatize the folk tale.

- Select a volunteer to be Mr. Bunny and give him or her the four carrots.
- Assign several children to each of the other characters, or repeat the story to give all the children an opportunity to participate.
- Arrange the children playing the characters in story order (Mr. Rat, Miss Pig, Mr. Duck, Miss Hen).
- Children dramatize the story as you read.

Computer

Practice

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

Activity

Children complete the practice page by blending sounds to form words, then they illustrate words: *rat*, *cot*, *bus*, *tub* at the bottom of the page and label each.

Materials

- "Blend Practice 2" for each child
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in simple one-syllable words

3

Introduce Nn /n/

Step One Introduce /n/ in the initial position

Read the rhyme "Nn Nest" on page 31.



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

Read the rhyme again. Repeat it in unison. Ask: **Did you hear any other words that begin with the sound /n/?** (*nearby, nabbing*)

Materials

- Picture Card: *nest*
- Letter Cards: *N* and *n*
- Wall Card: *Nest /n/*
- ABC Rhyme Book*
- L&W*, p. 24
- Pencils/crayons

Nn Nest

*Nest neatly nestled up in a tree,
Where is the bird who made you?
Is she nearby, catching a fly?
Or nabbing a new twig or two?*

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

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

Ask the children to stand. Say: **I will say some words. If you hear /n/ at the beginning of a word, give a thumbs up! Ready?**

neck	hand	bat	neighbor	nail
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Step Three *Connect /n/ to the spelling Nn*

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



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

Touch n several times.

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

Write u and n on the board. Ask: **How is the letter n like the letter u? How are they different?**



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

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

A volunteer locates Nn on the Alphabet Chart. Ask: **Are the letters N and n near the beginning, middle or end of the alphabet?** (middle)

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

Ask the riddle:

sun	I am your daytime star. I give you light and heat. You can't see me at night. What am I?
------------	---

Explain: **The word sun ends with the letter n. The letter n stands for the sound /n/.**

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

can	fun	down	hen	gone
-----	-----	------	-----	------

Step Five *Listening & Writing, page 24*

Distribute L&W, p. 24. Complete as with similar pages.

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

The Letter March: Nn

(Melody: "The Ants Go Marching")

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

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

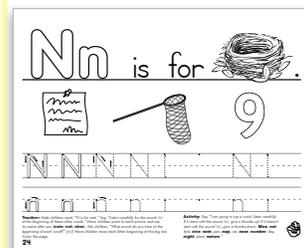
The letters go marching one by one,
"N" makes its sound, /n/ /n/ /n/ /n/

And they all go marching,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



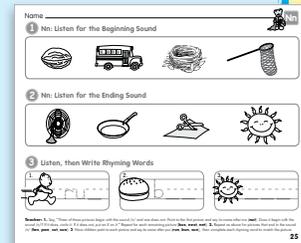
Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 25

Complete as directed at the bottom of the page.

Materials

- L&W, p. 25
- Pencils/crayons



Reading

Identify initial and final phonemes in CVC words

Recognize and produce words that rhyme

1

Introduce High-Frequency Words: *not, on, down*

Name and write the lowercase letters *u* and *n* on the board. Children copy them on their whiteboards. Compare and contrast their shapes and sounds. Children erase *u*.

Say: **Let's look at some pictures that have the sound /n/. The sound /n/ can be at the beginning or the end of a word. Stand up if the /n/ sound is at the beginning of the word and stay seated if the /n/ sound is at the end of the word. Ready?**

- Show and name a Picture Card. Observe children as they stand or sit.
- Place the card in the pocket chart. Put pictures that begin with /n/ on the left and pictures that end with /n/ on the right.
- Ask children to determine why you've grouped the pictures in this way.

Say: **Let's learn three new high-frequency words that use the sound /n/. (Display the Word Card *not*.) This is the word *not*. Say, *not*. Where is /n/ in *not*? (beginning)**

- Place the High-Frequency Word Card *not* in the pocket chart.
- Children write *not* on their whiteboards.

Repeat for *on* and *down*. Children erase their whiteboards.

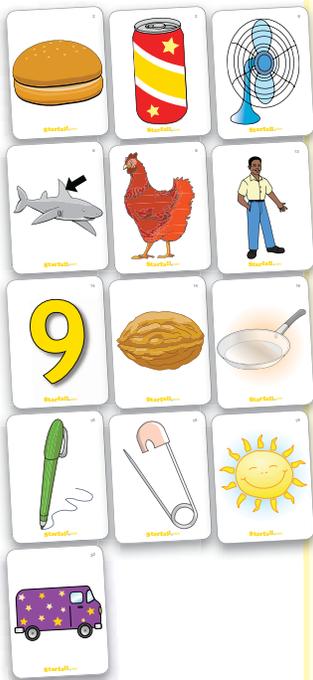
Divide the class into three groups. Assign each group one of the new high-frequency words. Children write their assigned words on their whiteboards.

Say: **I will use these new high-frequency words in sentences. If you hear your word, hold up your whiteboards! Listen carefully because there may be more than one of the words in the same sentence! Ready?**

- Please sit *down*.
- I can *not* swim today.
- Put that *on* my desk, please.
- I want to go *down* the slide.

Materials

- Pocket chart
- Picture Cards: *bun, can, fan, fin, hen, man, nine, nut, pan, pen, pin, sun, van*
- High-Frequency Word Cards: *down, not, on*
- Whiteboards/markers
- Starfall Dictionaries



Children exchange their whiteboards with others who have different words. Continue:

- I can *not* get *down* from the tree.
- The star is *on* your paper.
- I *do not* want to go *down* the stairs.
- The state is *on* the map.
- Model writing *on*, *not*, and *down* in your dictionary. Children follow your example.

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



2

Introduce *Me on the Map*

Ask: **Do you remember what Backpack Bear wrote about maps this morning?** (Discuss) **Maps show us how to get somewhere or where something is located. We could make a map of where things are in our classroom. Let's start with the room's shape. Our room is shaped like a (shape), so I will draw that shape on the board. Is this the real size of our room? No, our room is much bigger than our map will be. This map just illustrates how our room looks.**

As you draw the map, show the locations of important areas of your classroom, but do not be concerned with small details. When the map is finished, indicate several places on the map and ask volunteers to move to those areas in the classroom.

Gather the children. Display *Me on the Map*. Children discuss the cover. Introduce the title and the names of the author and illustrator. (Annette Cable) Then read and discuss the story.

Say: **This book shows us that we belong to many different communities. We belong to our families, our city, our state, our country, and our world.**

Use your globe to show children the location of the United States, and your state within it. Next, use your state map to show your city/town, and finally your location on the local map.

Read the book again. Ask: **What if I wanted to visit your home? Each of you lives in a different house on a different street. How could I find your houses? Yes, I could look at a map of our city/town. I could follow the map to your house. But I would need to know which street and which house on the street is yours.**

- Ask children if they know their street addresses.
- Explain the importance of knowing one's address.
- Children share their addresses with the group.

Materials

- Me on the Map* by Joan Sweeney
- Map of your state and local city/town
- Globe
- Chart paper

Reading

Connect to life experiences the information and events in texts

Identify the title, author and illustrator

Social Studies

Distinguish between land and water on maps and globes

Collect the maps.
You will use them
again on Day 5.

Computer

Practice

Technology

Use technology resources to support learning

- *Backpack Bear's Books*: Row 4, "At the Park," and Row 5, "At the House"
- *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup"

Activity

Children write their names on the practice page. First they trace over the *Uu* and *Nn*, next they locate words beginning with /u/ and /n/, then cut and glue words in the appropriate boxes.

Materials

- "Picture Sound" practice page: *Uu, Nn*
- Pencils/crayons
- Scissors/glue

3

Introduce *The Map*

Ask: **Why do we need maps?**

Children discuss why maps are important. (They help us find where we want to go.)

Open *Me on the Map* to the page that says, *This is a map of my town*. Ask: **If I needed to go to the river, I could look at this map to learn how to get there. Where is the river on this map?** A volunteer locates the river.

Ask: **What if you wanted to take a hike in the park or the woods with your parents? What should you take with you so you don't get lost?** (map)

Tell children you have a story about Backpack Bear's adventures on a *trail*. Children repeat, *trail*. Explain that a *trail* is like a path. People walk or ride bikes on *trails*, just as cars use roads. Children share their experiences about walking or biking on a trail.

Navigate to *Backpack Bear's Library*, Row 6, "The Map." Children interact with and discuss the story.

Gather children around the pocket chart and display the Cover Card "The Map" in the top pocket.

- Distribute the Sentence Strips.
- As you read the story, the child holding the corresponding Sentence Strip places it in the pocket chart.

When all the sentences are ordered, the class reads the story.

Materials

- Me on the Map*
- Predecodable book 6, *The Map*, teacher edition
- Vocabulary Word Card: *trail*
- Cover Card and Sentence Strips, *The Map*
- Pocket chart

Reading

Recognize high-frequency words

Use pictures and context to make predictions about story content

Social Studies

Determine the relative locations of objects

Technology

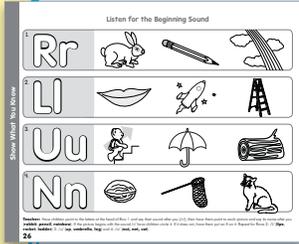
Use technology resources to support learning



Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 26

Complete as directed at the bottom of the page.



Materials

- L&W, p. 26
- Pencils/crayons

Day Four

Reading

Identify initial phonemes in words

1

The Map

Distribute *The Map* to each child. Read it together.

Say: **Let's go on a high-frequency word hunt!**

- Place the Word Card *on* in the pocket chart on the left side.
- Children read the word.
- Place the Picture Card *red* next to the word.

Ask: **What color is next to the word, *on*?** (red) **Look through your book. Each time you find the word *on*, circle or highlight it using your red crayon.**

Repeat for *not*—blue, *up*—green, *down*—yellow, *us*—brown.

Once all words have been highlighted, challenge children to look through their books to find the word most frequently highlighted. (*on*)

Partner children. Say: **Listen to each question about the story. Discuss it with your partner and work together to come up with an answer. I will ask volunteers to share their answers. Use your books to help you.**

Materials

- Each child's copy of Predecodable Book 6, *The Map*
- Pocket chart
- High-Frequency Word Cards: *a, are, can, down, for, is, like, not, on, see, the, up, us, we*
- Backpack Bear
- Picture Cards: *blue, brown, green, red, yellow*
- Blue, brown, green, red and yellow crayons for each child

Reading

Match consonant and short-vowel sounds to appropriate letters

Recognize high-frequency words

Answer questions about the text using creative and critical thinking strategies

**hiking outdoors**

Where did this story take place or what was the setting?

off the trail

What was the problem at the beginning of the story?

used a map

What did they do to solve the problem?

found the trail

How did the map help Backpack Bear and his friends?

Answers will vary.

What might have happened if Backpack Bear and his friends did not have a map?

Collect the books.
You will use them
again on Day 5.

2

Reading

Connect to life experiences the information and events in texts

Social Studies

Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts

Save the Community Helpers list. You will use it again in Week 8.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Listening & Speaking

Communicate effectively when sharing ideas

Write About Community Helpers

Review the list of community helpers from **Day 1**. Children may add to the list. Briefly discuss the job of each community helper and its importance to the community.

Ask: **If you could help one of these community helpers, who would it be? How would you help that person?**

Each child chooses a community helper to write about in his or her journal. As children make their choices, write their selections on index cards for them to copy.

Distribute writing journals and dictionaries. Children use kidwriting, their index cards, and their dictionaries to write about how community helpers help us, then illustrate their entries. Remind them that you will do adult writing as they are working. Children will share their writings during **Session 3**.

Materials

- Community Helpers list from **Day 1**
- Starfall Writing Journals
- Starfall Dictionaries
- Index cards
- Pencil/crayons

Computer

- *Backpack Bear's Books*: Row 6, "The Map"
- ABCs: Uu, Nn, Rr, Ll

Practice

Activity

Children reference *The Map* to sequence the Sentence Strips and then construct the story's sentences using Word Cards.



Materials

- Copy of *The Map* for each child
- The Map* Sentence Strips and Word Cards
- Pocket chart

3

Introduce Author's Chair

Children gather around the "Author's Chair" with their writing journals. Say: **Since each of you is the author or writer of your story, you will sit in our special "Author's Chair" as you present your story to the class. Be sure to use your presentation voice so that everyone can enjoy your writing.**

After the first child shares, offer positive comments about his or her work, such as praise for colorful illustrations, good ideas, or use of his or her presentation voice. As the presentations continue, the child presenting chooses two children to share what they enjoyed about the presentation, based on your example.

Each presenter selects the next child to share. Collect writing journals after each child's presentation.

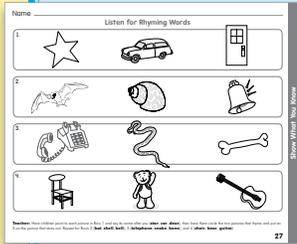
Materials

- Starfall Writing Journals
- Author's Chair

Phonemic Awareness Warm-Up

Listening and Writing, Page 27

Complete as directed at the bottom of the page.



Materials

- L&W, p. 27
- Pencils/crayons

Reading

Recognize and produce words that rhyme

1

"Wheel of Reading"

Place High-Frequency Word Cards face-down in the pocket chart. A volunteer reveals a Word Card, reads it, then chooses the next volunteer.

Distribute whiteboards. Say: **We will use these words to play the "Wheel of Reading." This time you will play along with me on your own whiteboards! Watch what I do and you do the same.** Describe your actions as you complete each step below:

- Draw a large circle.
- Divide the circle in half by drawing a line from the top to the bottom.
- Divide the circle in half again by drawing a line from left to right.
- Draw a slanted or diagonal line from the top left to the bottom right.
- Draw another slanted or diagonal line from the top right to the bottom left.
- Count how many sections you have! (8)

Children make lines for the number of letters in each selected word as you play the game together.

Tell children that now they can play the "Wheel of Reading" on their own during Independent Activity time!

Materials

- Whiteboards/markers
- High-Frequency Word Cards: *but, down, not, on, up, us*
- Pocket chart

Reading

Distinguish letters from words

Recognize and name upper and lowercase letters of the alphabet

If children have difficulty making the "Wheel of Reading" on their whiteboards, photocopy the "Wheel of Reading" blackline (one for each child) and laminate them. Children play the game using dry erase markers on the reusable, laminated page.

**Observe
& Modify**

Technology

Use technology resources to support learning

Computer

1

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

Reading

Read simple one-syllable and high-frequency words

Recognize uppercase and lowercase letters of the alphabet

Play Dough or Magnetic Letters

2

Children reproduce high-frequency words from the story using play dough or magnetic letters, then use the words to form sentences.

Materials

- Play dough or magnetic letters
- Copies of *The Map*

Reading

Recognize uppercase and lowercase letters of the alphabet

“Go Fish”

3

Children make pairs of uppercase and lowercase letters.

Materials

- ABC Letter Cards uppercase and lowercase letters
- See directions on **Day 1**

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *The Map*

4

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

Materials

- Predecodable Book 6, *The Map*, for each child
- Cover Card, Sentence Strips, Word Cards, *The Map*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

“Color by Word”

5

Children practice high-frequency words by completing the “Color by Word” for **Week 7**.

Materials

- “Color by Word” practice page for **Week 7**

Reading

Read simple one-syllable and high-frequency words

Writing

Draw and label a simple map of the classroom

Design a Map

6

Children design maps of the classroom, and label items on their maps using kidwriting, or copy printed words found in the classroom. Children add illustrations of themselves to the maps.

Materials

- Me on the Map*
- Drawing paper
- Pencils/crayons

2

Our Community

Say: **This week we learned what it means to be a citizen of our home, community, state, and country. We also learned that many citizens help others in special ways in their jobs as community helpers. What are the names of some of those community helpers?**

After children respond, continue: **When you grow up, you may decide to become one of those community helpers. Right now you can help our community in many ways.** Partner children to share some of the ways they can help their community. Responses might include being nice to your friends, listening to your parents, doing your best work in school, and trying to make good choices.

Say: **We also learned why we need maps and how maps help us find places.**

- Display several different types of maps and ask children to identify them.
- Indicate items commonly found on maps, particularly roads (in black), water (in blue), and land (generally brown or green).
- Volunteers locate and indicate these items on the map.

Review this week's Starword Wall Vocabulary Words: *family, home, community, state, country, trail, community helper, citizen.*

- Name each vocabulary word.
- Children work in groups of three to discuss and then define the words.
- Challenge them to use the words correctly in sentences.

Materials

- Maps of various types from **Day 3**
- Me on the Map*

Social Studies

Compare and contrast the locations of people, places, and environments and describe their characteristics

Understand that good citizens act in certain ways

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Science

Describe the relative position of objects by using one reference

Reading

Use new vocabulary that is introduced and taught directly

Week 8 Overview

How Our Community Works

The children continue their study of the community and community helpers as they compare those of long ago with those of today. They discover how inventors like Benjamin Franklin and Thomas Edison helped make community living easier with their numerous inventions. This week we will:

- learn about homonyms.
- practice *li /i/* and *Gg /g/*.
- learn about tall, small and tail letters.

Recommended Literature

Ox-Cart Man —Donald Hall is an author who writes early in the morning. His cats and dogs join him near his favorite chair where he does his writing. In the afternoon, they follow him outside to help with all the farm and garden chores. He likes the hard farm work and writing poems and stories about how people lived long ago in rural communities. His favorite sports are walking the dogs and baseball. Originally from Connecticut, Donald Hall lives at Eagle Pond Farm in New Hampshire. The road in front of his house was used by ox carts back in 1803 when it was built.

Chicka Chicka Boom Boom —Bill Martin, Jr. and John Archambault

Bill Martin, Jr. (1916 - 2004) was also the author of *Brown Bear, Brown Bear, What Do You See?* His biography was featured in **Week 1**. John Archambault's bio can be found in **Week 3**.

Starfall Books & Other Media

ABC Rhyme Book

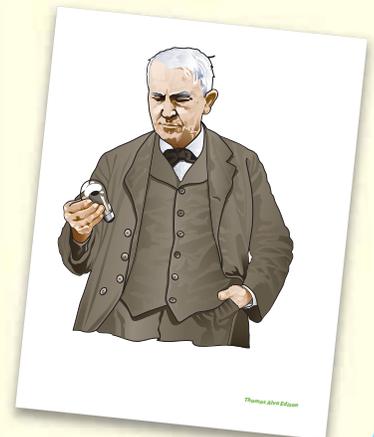
Sing-Along

"Starfall Speedway"

Get to Know Benjamin Franklin Poster

At the Post Office

Get to Know Thomas Edison Poster



Preparation

Generate and prepare:

- Vocabulary Word Cards for **Week 8**. You will use *shawl*, *embroidery* and *shear* on **Day 1**.
- an “ABC Rhyme” practice page for letters *li* and *Gg*. Photocopy one for each child to take home and practice with his or her parents.

Day One

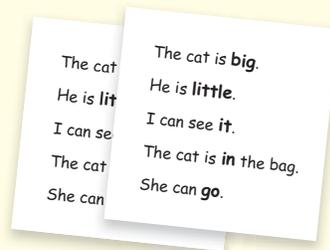
Lightly number the pages of *Ox-Cart Man* in pencil. Page 1 begins with the text: *In October...*

Generate a “Word Search” practice page using the high-frequency words your children need to practice. This will be used for **Session 2**.

Day Two

Prepare two chart papers with the following sentences for today’s **Session 2**:

- The cat is **big**.
- He is **little**.
- I can see **it**.
- The cat is **in** the bag.
- She can **go**.



Day Three

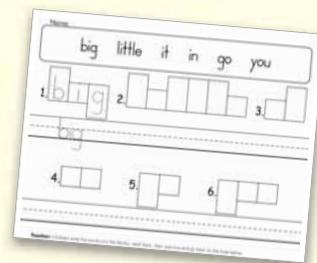
You will need a large cut-out of a palm tree to display on a wall, and ten or more construction paper “coconuts” (2 to 3 inches in diameter) for today’s Phonemic Awareness/Phonics Warm-Up.

Generate a “Color by Word” practice page for **Week 8**.

Day Four

Generate a “Word Shape” practice page using the high-frequency words: *big*, *little*, *it*, *in*, *go*, *you*. Photocopy one for each child.

Generate and prepare word cards: *both*, *straight*, *curved*. Add a “straight” line and a “curved” line to the respective words after they are generated.



Write the poem “Now that I’m Five” on lined chart paper (see **Day 4, Session 3**).

Day Five

Generate a “Picture Sound” page for letters *li* and *Gg* for each child.

Optional: Generate a “Multi-Letter” practice page for each child.



Day 1

Have you ever wondered what it was like to live a long time ago?

Your friend,
Backpack Bear 

Day 2

My friends and I learned a song about left and right. Want to learn it?

Love,
Backpack Bear 

Day 3

I was playing a homonym game with my friend. I thought of a great way to remember homonyms!

Love,
Backpack Bear 

Day 4

I was practicing my handwriting! Did you know the letters in my name have curved and straight lines?

Your friend,
Backpack Bear 

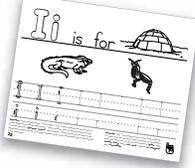
Day 5

I am excited to hear what you wrote about inventions! I love hearing your stories.

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. 28</p> <p>Homonyms</p> <p>Ii /i/</p> <p>Comprehension Skills: Compare/contrast Draw conclusions</p> 	<p>L&W, p. 29</p> <p>Rhyming</p> <p>Gg /g/</p> <p>HF Words: big, little, it, in, go (and, are, but, down, like, not, up, us)</p> <p>Comprehension Skill: Compare/contrast</p> <p>Comprehension Strategy: Make connections</p> 
<p>Computer</p>	<p><i>ABC Rhymes: Rr, Ll, Uu, Nn</i></p> <p>Calendar</p>	<p><i>BpB's Books: Concepts: "U-Machine," "I-Machine"</i></p> <p>ABCs: li, Gg</p>
<p>Activity</p>	<p>"Word Search" practice page</p>	<p>"Starfall Speedway" Review beginning sounds</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Ox-Cart Man</i></p> <p>Caldecott Medal</p> <p>Now and Long Ago</p> <p>"li Igloo Rhyme"</p> <p>"Letter March Song li"</p> <p>Vocabulary: Shear, shawl, embroidery</p>	<p><i>Get to Know Benjamin Franklin Poster</i></p> <p>"Gg Goat Rhyme"</p> <p>"Letter March Song Gg"</p> <p>"Looby Loo"</p> <p>Community helpers</p>
<p>Writing</p>	<p>Letter configuration and formation</p>	
<p>Social Studies</p>	<p>Match descriptions of work people do with names of related jobs at school, in the community, and historical accounts. Understand how people lived in earlier times and how their lives would be different today.</p>	<p>Understand how people lived in earlier times and how their lives would be different today</p>
<p>Science</p>	<p>Describe relative position of objects using one reference</p>	

DAY Three

L&W, p. 30

Homonyms



Comprehension Strategies:

Predict/verify
Summarize

DAY Four

Beginning onsets/rimes

Letter forms:
Straight, curved, tall, small, tail

Comprehension Skill:

Classify/categorize

DAY Five

L&W, p. 31

Initial /i/



Comprehension Skill:

Draw conclusions

		Starfall Free Day	1
		Form CVC words using play dough or magnetic letters.	2
<i>BpB's Books</i> : Row 7, "At the Post Office" Grandparents Day	<i>BpB's Books</i> : Concepts: "U-Machine", "I-Machine" ABCs: Uu, Nn, li, Gg	Letter formation on whiteboards Optional: "Multi-Letter" practice page	3
"Color by Word" practice page	Sequence <i>At the Post Office</i>	Sequence <i>At the Post Office</i>	4
<i>Chicka Chicka Boom Boom</i> <i>At the Post Office</i> Thomas Edison Poster "Gg Goat Rhyme" "Mary Had a Little Lamb" Inventions	"Now that I'm Five"	"Picture Sound" practice page for <i>li</i> and <i>Gg</i>	5
		Design a community	6
	Shared Expository Writing	Groups share expository writing	
Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts	Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts	Illustrate and label expository writing in writing journals	
	Compare, sort common objects by one physical attribute	Understand that history relates to events, people and places of other times	

Phonemic Awareness Warm-Up

Materials

- Picture Cards: *baseball bat, bat (animal)*
- Pocket chart

Introduce Homonyms

Place the Picture Card *baseball bat* in the pocket chart.

Say: **Listen carefully to this sentence. I use a bat to hit the ball.** Children repeat the sentence.

Ask: **What is a bat in this sentence? Yes, this bat is used to hit a ball.**



Place the Picture Card of the flying *bat* in the pocket chart. Ask: **Who can name the animal in this picture? This is a picture of a bat.** Children describe the bat. Confirm that this *bat* is an animal that flies at night.

Say: **The word *bat* sounds the same in both sentences, but it means two different kinds of bats. Words that sound the same but have different meanings are called *homonyms*.** (Children repeat, *homonyms*.)

Point to the *baseball bat* Picture Card. Say: **I hit the ball with this bat. The word *bat* in this sentence means something you use to hit a ball.** Children pretend to swing a bat and say *bat*.

Point to the flying *bat* Picture Card. Say: **The bat flies at night. The word *bat* in this sentence means an animal.** Children pretend they are flying like a *bat*.

Reinforce that these words sound the same but have different meanings.

Discuss the difference in meaning between *see* and *sea*. Volunteers construct sentences using both word meanings. Repeat for *can/can* and *one/won*.

The term "homonym" refers to both homophones, words that are pronounced the same but have different meanings (to, too, two), and homographs, words that are spelled the same but have different meanings (bear, bear). Using one term rather than several is less confusing to the children.

1

Introduce *Ox-Cart Man*

Display *Ox-Cart Man*. Children locate the name of the author and illustrator on the cover. Indicate the Caldecott Medal on the front cover and explain that this book won an award for its illustrations. Only one children's book each year can win this special award. Say: **When you go to the library, look for other books that have this special seal on the front cover. That's how you can tell which books won this award for their illustrations.**

Picture-walk through the book. Explain new vocabulary:

shawl	a piece of fabric worn over the shoulders to keep you warm (p. 2)
embroidery	designs sewn on cloth; needlework (p. 25)
shear	to trim the fleece off the sheep, like a haircut (p. 33)

Read the book, then discuss the following questions:

- Un** Did this story take place today or a long time ago? How do you know?
- An** What other things in the story help you know that it took place a long time ago?
- An** When we read *Caps for Sale*, we talked about how you can sometimes tell what a person does by the cap he or she wears. Can we tell what this man does by looking at his cap? Why not?
- Ev** What is a good citizen?
- Sy** Was the man in this story a good citizen? Why or why not?
- Ap** How did the man help his community?
- Ap** How did he show he cared for his family?
- Ap** If the man wasn't sure how to get to Portsmouth Market, what could he have used to help him find it?
- Sy** The man in this story used an ox and a cart to get his goods to the market. How do people get their goods, or wares, to different places today?

Materials

- Ox-Cart Man* by Donald Hall
- Vocabulary Word Cards: *shear, shawl, embroidery*

Reading

Connect to life experiences the information and events in texts

Listen to and discuss both familiar and challenging text

Relate new vocabulary to prior knowledge

Social Studies

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Understand how people lived in earlier times and how their lives would be different today

Long Ago and Now

Display *Ox-Cart Man*. Say: **We have been talking about our community and community helpers.** Explain:

- **Years ago, many things were different in our community. For example, today we have electric lights, but long ago people had to use candles to light a room.**
- **Today we drive cars, buses, and trucks, but long ago these did not exist. People rode horses when they needed to go somewhere and used carts pulled by animals to move things from place to place.**

Turn to the pages listed below. After each page, discuss how things were done long ago. Then partner children to discuss how they are done now.

Long Ago

Now

	Long Ago	Now
cover	People transported goods from place to place using carts pulled by animals.	We move goods using trucks, trains, vans, airplanes, ships, etc.
2	People sheared wool from sheep and made their own fabric or cloth for clothes.	Machines in factories make the fabric or cloth.
4	People made candles to light their homes.	Electric lights light our homes. People still use candles for decoration.
4	Brooms were made from birch trees and carved with knives.	Brooms are made mostly in factories and sold in stores.
10	There were no paved streets; horses were hitched to posts when they stopped so they wouldn't wander away.	Cars travel on streets; we park in parking spaces.
18	Stores were called markets and were usually small, often only one room.	Most stores are very large.
24	Meals were cooked in large iron kettles over open fires.	Food is cooked using electric or gas stoves, microwaves, etc.
26	People made their own tools and furniture.	Tools and furniture are made in factories and bought in stores.

Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Listening & Speaking

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding

Social Studies

Understand how people lived in earlier times and how their lives would be different today

28	Women used sheep's wool to make yarn and thread. The thread was used to embroider or make clothes.	Factories make yarn and thread and then use machines to do the embroidery and make clothes.
30	Sugar was made from draining sap from maple trees.	Factories and machines make syrup to sell in stores. Some farmers still tap maple trees and use the sap to make syrup.
32	People sheared their sheep with scissors to get wool.	Farmers use electric machines to shear sheep.

Computer

- Calendar
- ABC Rhymes: Rr, Ll, Uu, Nn

Practice

Activity

Children locate words in the Word Bank and circle those words in the "Word Search" practice page.

If children find additional words, they may be added to the Word Bank.

Materials

- "Word Search" practice page for each child
- Pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce *li, /i/*

Step One Introduce /i/ in the initial position

Read the rhyme "li Igloo" on page 21 of the ABC Rhyme Book. Ask: **What words in the poem rhyme?** (snow and blow)



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *igloo*
- Letter Cards: *l, i*
- Wall Card: *Igloo /i/*
- Whiteboards/markers
- ABC Rhyme Book
- L&W, p. 28
- Pencils/crayons

li Igloo

Sit inside an igloo
 Made of ice and snow.
 It's cold outside,
 But in this home,
 The wind can never blow.

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /i/ in the initial position

Children clap if they hear the sound /i/ at the beginning of these words.

if	day	inch	it	now
----	-----	------	----	-----



Step Three Connect /i/ to the spelling li

Teach children the ASL sign for *li*. Children sing “The Letter March” with the ASL sign for *i* and sound /i/.



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

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

Distribute whiteboards and markers. Children write *i* on their boards.

Say: **Let’s play a game. I’ll say a word. If it begins with the sound /i/, touch the i on your whiteboard and say /i/. If it doesn’t, shake your head ‘no.’ Ready?**

inchworm	in	jump	Isabel	itself
----------	----	------	--------	--------



Display the Letter Card *I*. Say: **This is the uppercase letter *I*. The uppercase letter *I* and the lowercase letter *i* stand for the sound /i/.**

Demonstrate the letter’s formation as you write *I* on the board. Children skywrite *I* several times. A volunteer locates *Ii* on the Alphabet Chart.

Ask: **Are the letters *I* and *i* near the beginning, middle, or end of the alphabet?** (beginning)

Step Four Listening & Writing, page 28

Complete L&W, p. 28 as with similar pages.

The Letter March: li

(Melody: “The Ants Go Marching”)

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

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

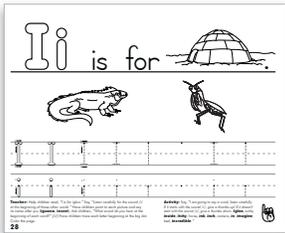
The letters go marching one by one,
“i” makes its sound, /i/ /i/ /i/ /i/

And they all go marching,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



The sound /i/ does not exist in French, Tagalog, or Mandarin Chinese. Be sure to emphasize this sound for children who speak these languages.

ELD

Phonemic Awareness Warm-Up

Rhyming

Ask children to raise their right hands, then their left. Explain that sometimes it is hard to remember which is which! Stamp each child's right hand with Backpack Bear's paw stamp. Tell children the stamp on their hands will help them remember which is their right side.

- Tell Backpack Bear that you want to learn the song!
- Gather children around the computer. Children join Backpack Bear and his friends in the song and motions for "Looby Loo."
- Children recall rhyming words from the song (light/night, out/about).

Materials

- Navigate to Motion Songs: "Looby Loo"
- Sing-Along Track 19 (Optional)
- Backpack Bear's paw stamp

Looby Loo

Here we go looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night.

Reading

Recognize words that rhyme

Technology

Use technology resources to support learning

1

Introduce Gg /g/

Step One Introduce /g/ in the initial position

Read the rhyme "Gg Goat" on page 17 of the *ABC Rhyme Book*. Ask: **What words in the poem rhyme?** (stone and bone)



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

Materials

- Picture Card: goat
- Letter Cards: G and g
- Wall Card: Goat /g/
- ABC Rhyme Book*
- L&W*, p. 29
- Pencils/crayons

Gg Goat

Gordon Goat goes leaping
Over rock and stone.
Gordon Goat is graceful
And never breaks a bone!

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /g/ in the initial position

Say: **I will say some words. If you hear /g/ at the beginning of a word, give a "thumbs up."** Ready?

go

good

man

watch

glue

Step Three Connect /g/ to the spelling Gg

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



g

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

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

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

garden	fork	green	grape	gold
--------	------	-------	-------	------



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

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

Step Four Introduce /g/ in the final position

Ask the riddle:

egg	A hen lays me. I am a good breakfast food. What am I?
------------	---

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

leg	frog	pig	wag	dog
-----	------	-----	-----	-----

Step Five Listening & Writing, page 29

Complete L&W, p. 29 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

2

Introduce High-Frequency Words: big, little, it, in, go

Place the High-Frequency Word Cards in a basket. Explain that you have just placed in the basket five mystery words with other high-frequency words the children know. Play the following game to uncover the mystery words.

- A volunteer draws a word and reads it.
- If the word is new, the volunteer says "mystery word"!
- The child reads the word with your help, then places it in a column on the right side of the pocket chart.
- If the word drawn is not new, the volunteer reads it, and then places it in a column on the left side of the pocket chart.

Materials

- High-Frequency Word Cards: *and, are, big, but, down, go, in, it, like, little, not, on, up, us*
- Basket or bag
- Pocket chart
- Prepared chart papers (See Preparation Notes for Day 2)
- Black and red markers
- Starfall Dictionaries
- Pencils

Reading

Read simple high-frequency words

Draw attention to the mystery words. The children echo as you read each word.

Play "I Spy." Say: **I spy a word that:**

go	begins with /g/.
big	ends with /g/.
little	has six letters.
it	ends with /t/.
in	ends with /n/.

Ask: **Which words have the sound /i/?** (*big, little, in, it*) **Which word does not have the sound /i/?** (*go*)

Display the prepared chart paper. Assist the children as they read each sentence. A volunteer circles the new high-frequency word with a red marker. After each sentence, pause for children to enter the word in their dictionaries.

1. The cat is **big**.
2. He is **little**.
3. I can see **it**.
4. The cat is **in** the bag.
5. She can **go**.

If time allows, place all the high-frequency words face-down in the pocket chart. A volunteer selects a word, reads it, and chooses the next volunteer.

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



Computer

- *Backpack Bear's Books: Concepts, "U-Machine" and "I-Machine"*
- *ABCs: li, Gg*

Practice

Activity

Children identify the beginning sound of Picture Cards to advance on the Starfall Speedway.

Materials

- "Starfall Speedway"
- Picture Cards of your choice beginning with:
/a/ /b/ /k/ /g/ /i/ /l/
/m/ /n/ /o/ /p/ /r/ /s/
/t/ /u/

Technology

Use technology resources to support learning

Reading

Identify initial phonemes in words

3

Materials

- Community helpers list from **Week 7**
- Get to Know Benjamin Franklin Poster*

Introduce Inventions of Long Ago

Review the list of community helpers from **Week 7**. Children may contribute additional community helpers to the list.

Say: **Imagine what it was like long ago for community helpers. There were no fire trucks, electric lights, telephones, computers, or cars. Let's pretend we lived in the time of Ox-Cart Man.**

Divide the class into a "Long Ago" group and a "Now" group.

Say: **Listen to the questions. The "Long Ago" group will discuss how people did things in the time of Ox-Cart Man and the "Now" group will talk about how people do the same things today. How would you:**

QUESTION	Long Ago	Now
get to school?	walk, ride in horse-drawn carriages	walk, ride your bike, car, bus
see at night to do your homework?	candles or oil lamps	light bulbs
talk to someone far away?	visit the person	call on the telephone, email
stay warm when it was cold?	sit by the fireplace, use blankets	turn on the heat
get help if your house was on fire?	neighbors used buckets of water from their wells	call the fire department
get a book you did not have?	borrow from a friend	check it out at a library

Ask: **Was it easier to do these things long ago or now?** Discuss.

As you discuss, lead children to understand that people long ago didn't have many of the inventions that make our lives easier today. We have these inventions as a result of people called inventors. Inventors are the people who come up with new ideas, or take existing ideas and make them better.

Display the *Get to Know Benjamin Franklin Poster*. Recall Ben Franklin's invention (the lightning rod). Remind children that he invented the lightning rod so that people's homes might be safe in storms, and not be struck by lightning and catch fire.

Say: **Benjamin Franklin wanted to help his community. He started the first volunteer fire department in America and worked to improve the police department so people would be safe. He helped start the first city hospital in America and the first library where people could borrow books. He was also the first Postmaster General of the United States. A postmaster is the person in charge of the post office.**

Discuss how the fire department, police department, hospital, library and post office helped the community.

Listening & Speaking

Listen carefully and understand directions for performing tasks

Social Studies

Understand how people lived in earlier times and how their lives would be different today



Phonemic Awareness Warm-Up

Homonym Tree

Display *Chicka Chicka Boom Boom*. Ask: **What was climbing up the tree?** (alphabet letters) Backpack Bear whispers his idea for remembering homonyms. Tell children Backpack Bear thinks it's a good idea to have a tree like the one in *Chicka Chicka Boom Boom*, but have homonyms instead of letters climbing up the tree! He wants to call it a homonym tree!

Review the word *homonym* and remind children homonyms are words that sound the same but have different meanings. Sometimes they are spelled differently, too.

Place all the Picture Cards, except bat, face-down in the pocket chart. Say: **Here is a picture of an animal called a bat. Who can name another kind of bat?** (baseball bat)

- A volunteer turns over another card, names it, and then the class tries to think of a homonym.
- If children have difficulty naming a homonym, use the homonym in a sentence and then ask the meaning.

Display the palm tree on a wall.

- Write one pair of homonyms on a "coconut" (e.g., bat/bat).
- A volunteer decides the best place to attach the construction paper "coconut" to the tree.

Encourage children to name homonyms throughout the year and add "coconuts" to the tree. Periodically review the homonyms.



Materials

- Picture Cards: bat (animal), eight, one, orange (fruit), red, ring, two
- Pocket chart
- Large cut-out of a palm tree
- Ten construction paper coconuts
- Chicka Chicka Boom Boom*

Reading

Describe common objects and events in both general and specific language

Understand the meanings of words and that some words have multiple meanings

Reading

Understand that printed materials provide information

Connect to life experiences the information and events in texts

Recognize high-frequency words

Social Studies

Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts

Technology

Use technology resources to support learning



Introduce *At the Post Office*

Discuss children's experiences at the post office. Say: **Benjamin Franklin was the first postmaster. What do you think the job of the postmaster is?** (to see that your letter gets to the right person)

Display the Picture Cards *post office, envelope, mailbox, letter, and stamp* in the pocket chart.

- Name each picture.
- Children explain how each picture relates to the post office.

Tell children you have a book about the United States Post Office. Navigate to *Backpack Bear's Books*: Row 7, "At the Post Office." Children interact with and discuss the story.

Distribute *At the Post Office* to each child.

Children track the text as you read the title and story. Say: **This story uses many of the high-frequency words we have learned. Let's read this story together, slowly.** Read the story.

Divide the class in half, and ask the groups to face each other. Each group reads the story to the other, in turn.

Distribute crayons. Children highlight each of the most recently introduced high-frequency words in their books as follows:

- Place the High-Frequency Word Card *big* in the pocket chart.
- Children read the word, then use an orange crayon to highlight it each time it appears in the story.

Repeat with different colors for *go, in, it,* and *little* and any other introduced high-frequency words that warrant review.

Materials

- At the Post Office* for each child
- Crayons
- Pocket chart
- High-Frequency Word Cards: *big, go, in, it, little*
- At the Post Office* Word Cards with rebus pictures: *post office, envelope, mailbox, letter, stamp*

2

Listening and Writing, Page 30

Display the Picture Card *goat* and read the “Gg Goat” rhyme, *ABC Rhyme Book* page 17.

Distribute *L&W*, p. 30. Activity 1:

- Children point to each picture in Set 1 and repeat its name after you (*game, rake*).
- They circle the picture that begins with the sound /g/ and put an X on the picture that does not.

Repeat for Sets 2 (*banana, gate*) and 3 (*goat, igloo*).

Continue likewise for Activity 2, pictures that end with the sound /g/. Set 1 (*dog, web*), 2 (*frog, pin*), and 3 (*mug, horse*).

Activity 3:

- Children point to the first picture and say its name after you (*big*).
- Explain that the beginning sounds of the next three pictures stand for the sounds in the word *big*. Name each picture (*ball, igloo, goat*).
- Children write the appropriate letter next to each picture, then combine the letters to write the resulting word in the space provided.
- Repeat for pig (*pizza, igloo, goat*).

Distribute whiteboards and markers. Display Picture Cards face-down in the pocket chart. Say: **You are such great blenders that we are going to play a spelling game.**

- A volunteer reveals a Picture Card and names it.
- Segment the sounds in the word using the “invisible rubber band.”
- Children write the letters that form the word on their whiteboards.
- They compare their words with partners.

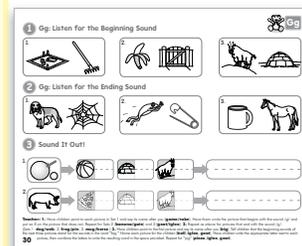
Materials

- L&W*, p. 30
- ABC Rhyme Book*
- Pencils
- Picture Cards: goat, bag, gum, log, mug, rug
- Pocket chart
- Whiteboards/markers

Reading

Distinguish initial and final phonemes in words

Blend individual phonemes in simple, one-syllable words



Computer

- *Backpack Bear's Books*: Row 7, “At the Post Office”
- “Grandparents Day”

High-Frequency Words

Children practice high-frequency words by completing the “Color by Word” practice page.

Materials

- “Color by Word” practice page for **Week 8**
- Pencils/crayons

Practice

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Reading

Connect to life experiences the information and events in texts

Social Studies

Understand that history relates to events, people, and places of other times

Introduce Thomas Edison

Turn off the lights. Ask: **How did the people many years ago see when it was dark?** (candles, oil lamps) **Long ago, a man named Thomas Edison wanted to find a way people could see in the dark without using candles or oil lamps. Someone had already invented the light bulb but it wasn't very bright and it would not stay on for very long. Edison did thousands of experiments until one day, it finally worked!** (Turn on the lights.) **Thomas Edison invented a way for the light bulb to be brighter and last 1,500 hours! Edison is well known for taking someone's idea and inventing something new or better.**

Display the *Get to Know Thomas Edison Poster*. Say: **This is Thomas Alva Edison.**

- Children describe the picture on the poster.
- Explain the function of a phonograph.

Ask children what song they think Thomas Edison is listening to, then play *Sing-Along Track 20* "Mary Had a Little Lamb" and sing it together.

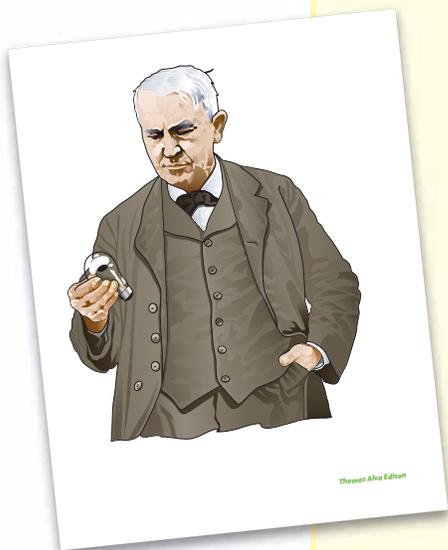
Explain that "Mary Had a Little Lamb" is probably not the song Thomas Edison is listening to on the poster, but it is the song that helped him invent the first phonograph. Say: **"Mary Had a Little Lamb" was the song Thomas Edison experimented with when trying to record a voice that could be heard again later!**

Ask: **What do we use to hear recordings of songs today?** (CDs, iPods, etc.) **Someone took Thomas Edison's invention, the phonograph, and came up with new ways to make it better!**

Read and discuss the facts on the back of the poster. Inform the children that Thomas Edison was partially deaf at a very early age. Many of his inventions were created to help people with hearing problems.

Materials

- Get to Know Thomas Edison Poster*
- Sing-Along Track 20*



Phonemic Awareness Warm-Up

Materials

 None

Blending Onsets and Rimes

Say: **Let's play a game! I will say the beginning sound and the ending sound of some words. You put them together and say the words. Let's try one. /s/--/at/ sat. Now, it's your turn.**

/g/ /um/—gum

/b/ /ug/—bug

/t/ /ag/—tag

/m/ /ug/—mug

Divide the class into two groups. Assign the beginning sound to one group and the ending to the other. Explain: **I will say a word. Group 1 will say the beginning sound and Group 2 will say the ending. We will all blend the beginning and ending together to say the word.**

/r/ /ag/—rag

/t/ /ug/—tug

/l/ /og/—log

/g/ /ap/—gap

1

Classify Letter Forms

Say: **Raise your hands up straight.** (model) **Repeat after me: My arms are straight. Now, make a circle in front of you with your arms.** (model) **Repeat after me: My arms are curved.**

Gather children in a semicircle around two large yarn circles or hula hoops placed side by side on the floor. Display Uppercase Letter Cards in the pocket chart nearby.

Dangle a length of yarn. Say: **This yarn is hanging in a straight line. Say, straight. Can someone show me how a curved line would look?** Discuss the difference between *straight* and *curved*. Children share examples of straight and curved objects.

Say: **Letters are made of curved and straight lines.** Hold up the Word Cards *curved* and *straight*. Children repeat: *curved, straight*. Volunteers:

- place the Word Card *straight* in one of the circles. The class says, *straight*.
- place the Word Card *curved* in the other circle. The class says, *curved*.

Indicate the Letter Card A. Say: **This is A.** (Children repeat, A.) **Is the letter A made of straight lines or curved lines? In which circle does it belong?** Place the letter. Repeat with a curved letter.

Explain: **We put the letter made of straight lines in the circle labeled "Straight." We put the letter made of curved lines in the circle labeled "Curved." When we sort things, and put like things together, we classify them. Let's classify more letters!**

Materials

- Word Cards: *both, straight, curved*
- Pocket chart
- Uppercase Letter Cards
- One short piece of yarn
- Two long pieces of yarn or two hula hoops

Reading

Identify, blend and segment onset and rime

Reading

Recognize uppercase letters of the alphabet

Science

Compare and sort common objects by one physical attribute

A volunteer selects a Letter Card from the pocket chart, names it, and places it appropriately.

Encourage children to think out loud as they decide where to place the letters.

When children choose letters with both *curved* and *straight* lines, ask them to hold the cards and explain that you will have a place for these letters soon.

Once all of the straight and curved letters have been placed, overlap the two circles to create a new space in between, Venn-diagram style. Say: **Some of you are holding letters made of both curved and straight lines.** As you place the Word Card *both* in the space overlapping the circles, say: **We have made a new space in the middle so that we can classify letters that have both curved and straight lines.** Children holding these letters name and then place them in the intersecting space.

Children count the number of letters in each set to determine whether straight or curved lines are used most often in uppercase letters.

2

Introduce Expository Writing

Display the *Get to Know Benjamin Franklin and Thomas Edison Posters*. Ask: **Who can name some of the inventions of Benjamin Franklin and Thomas Edison?** (lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb) List the inventions on the whiteboard as they are given.

The group decides which invention is its favorite.

Explain: **We will do a special writing called an expository writing.** (Children repeat, *expository*.) **That means we will do a writing that tells about or describes something. We will write about** (chosen invention).

- Provide a topic sentence introducing the invention choice and write it on the chart paper.
- Children offer information about the invention, including the name of the inventor.
- Write the information on chart paper.
- Read the writing to the children.
- Ask children if there is anything else they would like to add to their story.
- Add any needed information.

Materials

- Get to Know Benjamin Franklin and Thomas Edison Posters*
- Classroom whiteboard/marker
- Chart paper/marker for each group
- Pictures of: lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb (optional)

Reading

Read simple one-syllable and high-frequency words

Writing

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

Children will read their shared writings on Day 5, Session 2.

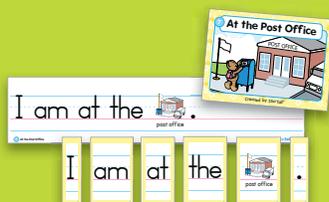
Computer

- *Backpack Bear's Books*: Concepts, "I-Machine" and "U-Machine"
- ABCs: Uu, Nn, li, Gg

Practice

At the Post Office

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



Materials

- Predecodable Book 7, *At the Post Office* for each child
- At the Post Office* Cover Card, Sentence Strips, Word Cards,
- Pocket chart

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Reading

Recognize and name lowercase letters of the alphabet

Writing

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

Letter Formation

Recall and discuss the classification activity from **Session 1**. Say: **This morning we looked closely at how uppercase letters are made. Now we're going to look closely at lowercase letters.**

Display all lowercase letters in alphabetical order in the pocket chart. Ask: **Are all the lowercase letters the same height? No. There are three types of lowercase letters:**

tall letters	begin at the top line and go down to the bottom line
small letters	begin at the middle line and go down to the bottom line
tail letters	begin at the middle line and go below the bottom line

Children say: *tall*, *small* and *tail*.

Display the poem "Now that I'm Five." Say: **Here is a poem that will help us remember which letters are tall, and which are small or have tails. You may not know all the letters, but many of them are in your names!**

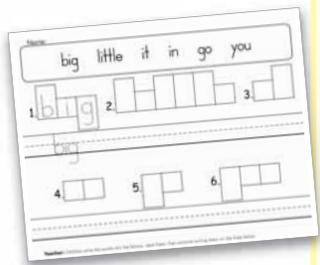
- Read the poem. Pause for children to name the letters in each category.
- Teach the children to bend low in a stooped position for small letters, stand on tiptoes reaching up for tall letters, and bend and shake their bottoms back and forth for tail letters!
- Point to a few letters in each category. The children do the appropriate action.
- Repeat the poem. Children perform the actions.

Distribute the "Word Shape" practice pages. Explain that the missing words are the high-frequency words the children have learned this week. Ask them what they notice about the practice page. (It has tall, small, and tail boxes.)

Children work cooperatively to match the high-frequency words to the word shapes.

Materials

- "Word Shape" practice page: *big, little, it, in, go, you* for each child
- All Lowercase Letter Cards
- Pencils/crayons
- "Now that I'm Five" Poem

**Now that I'm Five**

*When I was 4, I was very small.
I could only reach halfway up the wall!
a c e i m n o r s u v w x z*

*When I was 5, I grew so tall,
I could reach much higher up the wall!
b d f h k l t*

*Now I'm a silly five who started out small.
I thought I was growing up nice and tall.
But was I surprised the very next day,
When I'd grown a tail when I went out to play!
g j p q y*

Phonemic Awareness Warm-Up

Identify/Discriminate Initial /i/

Review the "li Igloo" rhyme, *ABC Rhyme Book* page 21.

Ask children which words from the rhyme begin with the sound /i/ (inside, igloo, it's, in).

Place the Picture Cards *flag, in, and jam* in a row in the pocket chart. Children will identify the pictures, then indicate the picture that begins with the sound /i/ (in).

Say: **Listen carefully to these words. If you hear the sound /i/ at the beginning of the word, make the ASL sign for *li*. Ready?**

- | | | | | | | | |
|----|-----|------|--------|-------|--------|-----|---------|
| if | hat | inch | inside | house | insect | dog | instant |
|----|-----|------|--------|-------|--------|-----|---------|

Materials

- ABC Rhyme Book*
- Picture Cards: *flag, in, jam*
- Pocket chart
- Pencils/crayons

Reading

Identify and distinguish initial phonemes in words



1

Cumulative Review

Say: **Let's see if you can remember which letters stand for each of these sounds!**

- Children name the Sound-Spelling Cards as you place them in the top row of the pocket chart.
- Shuffle the Letter Cards and place them in the middle of the pocket chart.
- Volunteers place the Letter Cards under the corresponding Sound-Spelling Cards.

Say: **Wow, that was pretty good. Now, let's play a blending game!**

- Display and name the Picture Card *bag*.
- Segment the word /b/ /a/ /g/.
- Volunteers find the letters needed to spell the word and place them next to the *bag* Picture Card.

Return the Letter Cards and repeat for: *cup, pig, and pot*.

Place the Picture Cards: *bag, cup, pig, and pot* in the pocket chart in a column.

- Display each Word Card.
- Volunteers match each Word Card to its Picture Card.

Complete *L&W*, p.31. Children write the letter represented by each picture, then combine the letters to write the resulting word in the space provided. If time permits, children draw a picture of the resulting word in the space to the right of it.

Materials

- Sound-Spelling Instructional Cards: *apple, ball, cat, goat, igloo, ostrich, pizza, tiger, umbrella*
- Picture and Word Cards: *bag, cup, pig, pot*
- Letter Cards: *a, b, c, g, l, o, p, t, u*
- Pocket chart
- L&W*, p. 31
- Pencils/crayons

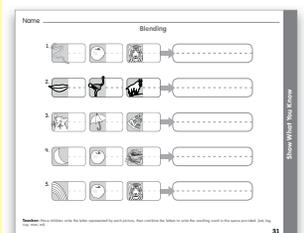
Reading

Match consonant and short-vowel sounds to appropriate letters

Blend and/or segment individual phonemes in simple, one-syllable words

Writing

Write consonant-vowel-consonant words



Technology

Use technology resources to support learning

Computer

1

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

Reading

Read simple one-syllable and high-frequency words

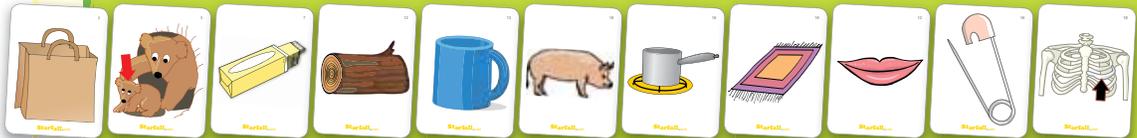
Blending Sounds

2

Children work together to form words that match the Picture Cards using play dough or magnetic letters.

Materials

- Picture Cards: *bag, cub, gum, log, mug, pig, pot, rug, lips, pin, rib*
- Magnetic letters/whiteboards or play dough



Reading

Recognize uppercase and lowercase letters of the alphabet

Letter Formation

3

Children practice writing selected uppercase and lowercase letters on their whiteboards.

Optional: "Multi-Letter" practice page

Materials

- ABC Letter Cards: uppercase and lowercase letters of your choice
- Whiteboards/markers

Reading

Read simple one-syllable and high-frequency words
Identify sequence of events in a story

At the Post Office Sequencing Activity

4

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

Materials

- At the Post Office* for each child
- At the Post Office* Cover Card, Sentence Strips, Word Cards
- Pocket chart



Reading

Recognize uppercase and lowercase letters of the alphabet

Generator Practice Page

5

Children complete the practice page.

Materials

- "Picture Sound" practice page: letters *li* and *Gg* for each child

My Community

6

Write the words *My Community* on the board. Children:

- copy *My Community* onto the top of their drawing paper.
- draw pictures of places in their community including a post office, hospital, library, etc.
- label places using kidwriting.
- add illustrations of themselves to their pictures.

Materials

- Drawing paper
- Pencils/crayons

2

Share Expository Writings

Invite each group forward as you read its shared writing from **Day 4**.

Optional: After sharing both writings, divide the class into the two groups. Each group illustrates its chosen invention and inventor, and labels or writes a sentence describing its picture.

If time allows, partner children to discuss ways Benjamin Franklin and Thomas Edison helped make life in our community today easier. Share responses.

Materials

- Shared Writings from **Day 4**
- Optional: Starfall Writing Journals, Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Writing

Use letters and phonetically spelled words to label items

Participate in creating a variety of informational/expository forms

Social Studies

Understand that history relates to events, people and places of other times

Listening & Speaking

Communicate effectively when sharing ideas

Reading

Produce, illustrate and share a finished piece of writing



Week 9 Overview

How Our Country Works

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

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

Recommended Literature

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

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

Starfall Books & Other Media

ABC Rhyme Book

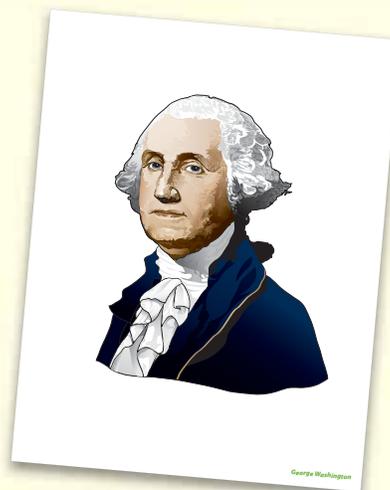
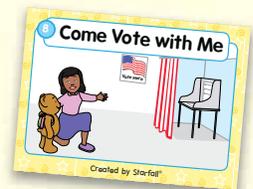
Come Vote with Me

Star Writer Melodies

Sing-Along Track 1

Get to Know George Washington Poster

Get to Know Abraham Lincoln Poster



Preparation

Lesson plans related to Native Americans and Christopher Columbus are included in the Christopher Columbus and Thanksgiving Holiday Plans.

Generate and prepare:

- Vocabulary Word Cards for **Week 9**. You will use *mayor*, *governor* and *president* on **Day 1**, *hero*, *honest*, *brave* and *respect* on **Day 2**, and *plow*, *slave*, *law* and *market* on **Day 3**.
- an "ABC Rhyme" practice page for letters *Dd* and *Ff*. Photocopy one for each child to take home and practice with his or her parents.

Day One

You will need photographs of the current mayor of your city/town, the governor of your state, and the United States President.

Day Two

None

Day Three

Generate a "Picture-Sound" practice page using *Ff* /f/ and *Dd* /d/ and photocopy one for each child.

Cut apart and laminate the four Lincoln Picture Cards depicting phases of Abraham Lincoln's life.

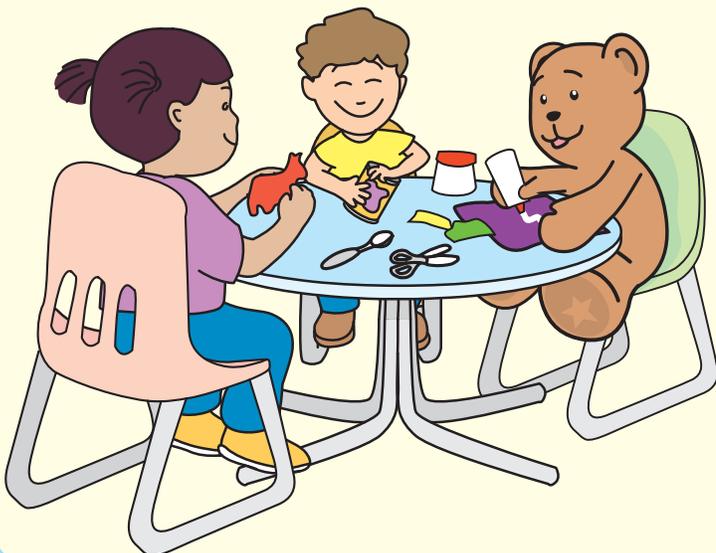
Day Four

Create a "voting booth" or designate a private space in the classroom and place a ballot box inside it.

Photocopy the "I Voted!" blackline so that each child gets one star.

Day Five

Generate a "Color by Word" practice page for **Week 9**.



Day 1

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

Your friend,

Backpack Bear 

Day 2

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

Your friend,

Backpack Bear 

Day 3

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

From,

Backpack Bear 

Day 4

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

Love,

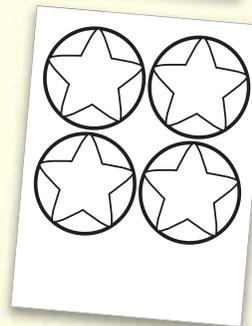
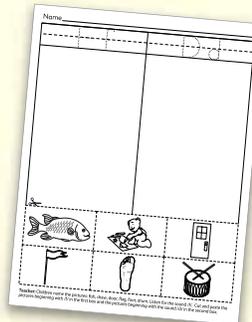
Backpack Bear 

Day 5

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

Your pal,

Backpack Bear 



DAY One

DAY TWO

<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. 32</p> <p>Onsets/rimes</p> <p>Dd /d/</p> <p>HF Word: said</p> <p>Quotation Marks</p> 	<p>L&W, p. 33</p> <p>Ending sounds</p> <p>HF Words:</p> <p>with, come, to</p> <p>Comprehension Skills:</p> <p>Cause/Effect</p> <p>Inference</p> <p>Identify Genre, nonfiction</p> 
<p>Computer</p>	<p><i>It's Fun to Read: All About Me</i> (all sections)</p> <p>"Calendar"</p>	<p><i>BpB's Books: Rows 5, 6, 7</i></p> <p>ABCs: <i>Bb, Dd, Nn, Uu</i></p>
<p>Activity</p>	<p>Read HF words</p>	<p>Play dough: <i>Bb, Dd, Ll, Rr, Tt, Nn</i></p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>"Letter March Song Dd"</p> <p>"Dd Dinosaur Rhyme"</p> <p>Vocabulary: Mayor, governor, president</p> <p>Speak in complete sentences</p>	<p><i>George Washington and the General's Dog</i></p> <p>Get to Know George Washington Poster</p> <p>"Dd Dinosaur Rhyme"</p> <p>Good citizen</p> <p>Vocabulary: Hero, honest, brave, respect</p>
<p>Writing</p>		
<p>Social Studies</p>	<p>Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events</p>	<p>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. Know the triumphs in American legends and historical accounts</p>
<p>Science</p>		

DAY Three

L&W, p. 34

"See it! Say it!
Spell it!"



Ff /f/

Comprehension Skill:

Compare/Contrast

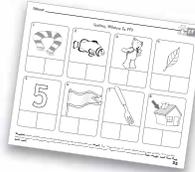
Come Vote with Me



DAY Four

L&W, p. 35

Initial and final
/f/



Comprehension Skills:

Cause/Effect

Draw conclusions

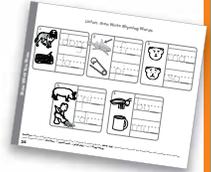
Comprehension Strategy:

Open discussion

DAY Five

L&W, p. 36

Rhyming



Comprehension Skills:

Classify/Categorize

Compare/Contrast

Inference

Comprehension Strategy:

Open discussion

Starfall Free Day

"Starfall Speedway" with
beginning sounds

"Concentration" with HF words

ABCs: Ff, Dd, Tt

BpB's Books: Concepts:
"A-Machine", "I-Machine"

BpB's Books: Row 8,
"Come Vote with Me"

ABCs: Any introduced letters

Picture-Sound Cut and Paste Ff
/f/ and Dd /d/ practice pages

Sequence *Come Vote with Me*

Get to Know Abraham Lincoln
Poster

Get to Know George
Washington Poster

"Ff Fish Rhyme"
"Letter March Song Ff"

Vocabulary: Plow, slave, law,
market

"Color by Word" for **Week 9**

Draw Washington and Lincoln

George Washington and the
General's Dog

"A Hunting We Will Go"

United States map

Washington / Lincoln Posters

Write about voting choices and
the reasons for their decision

Learn examples of honesty,
courage, determination,
individual responsibility, and
patriotism in American and
world history from stories and
folklore. Know the triumphs
in American legends and
historical accounts

Understand that being a good
citizen involves acting in cer-
tain ways

Learn examples of honesty,
courage, determination,
individual responsibility, and
patriotism in American and
world history from stories and
folklore. Know the triumphs
in American legends and
historical accounts

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

None

Segmenting Onsets and Rimes

Say: **Let's play a game. I'll say some sounds. You blend them together to make words. Listen: /s/ /at/. What is the word?** (sat)

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

Continue: **Let's play a different game. First I'll say a word, then I'll say the beginning sound. You say the rest of the word. Ready?**

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

Identify, blend and segment onset and rime

1

Our Leaders

Say: **All communities or groups have leaders who take care of them, make rules or laws, and help them make good choices. Who is the leader of your family? (parents) classroom? (teacher) school? (principal)**

Display the four bowls and review the communities to which we belong: *home, community (town/city), state, country.*

Explain that adults vote to elect the people who will be their leaders and who will help make the rules and laws.

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

Materials

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

mayor	Our town/city of _____ is a larger community than our families. The people in the city/town elect or vote for a person to be the leader. We call that leader a <i>mayor</i> . Children repeat, <i>mayor</i> .
governor	Our town/city is part of an even larger community. It is part of a state called _____. People in our state vote for a leader. We call that leader the <i>governor</i> . Children repeat, <i>governor</i> . If we have 50 different states, how many governors do we have? (50)
president	The 50 states are joined or united together to form our country, the United States of America. People in the 50 states can vote for one leader. We call that leader the <i>president</i> . Children repeat, <i>president</i> .

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Social Studies

Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events

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

- when a president is elected, he or she doesn't stay the president forever. No one can be president for more than eight years.
- it is important for the president to make good choices.
- all of the adults who live in our country can decide who they want as the president by voting on Election Day.
- the person who receives the most votes is elected as president of the United States of America.
- the name of our president is (current president).

2

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

Materials

- Chart paper/marker
- Starfall Dictionaries

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

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

Ask: **If you wanted to put a painting on the wall where everyone could see it, what would you put around it?** (a frame) **Yes, a frame sets a picture apart and makes it look special.**

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

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

Say: **When we write, we use quotation marks to frame the exact words we said.**

Children dictate sentences using the sentence stem *I can*.

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

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Communicate effectively when sharing ideas

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



Once all the sentences have been dictated, reread the list together.

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

Children circle *said* in their sentences.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- “Calendar”
- *It’s Fun to Read: All About Me* (all sections)

High-Frequency Words

Place all High-Frequency Words Cards face-down in a stack. A child reveals the first card, reads it, then chooses a volunteer to select the next card.

Materials

- All High-Frequency Word Cards introduced in Weeks 1-8

3

Introduce Dd /d/

Step One Introduce /d/ in the initial position

Read the rhyme “Dd Dinosaur” on page 11 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme? (around, ground)**



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

Materials

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

Dd Dinosaur

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

Step Two Discriminate /d/ in the initial position

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

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

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently



Step Three Connect /d/ to the spelling Dd

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



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

Touch d several times.

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

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

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



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

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

Step Four Introduce /d/ in the final position

Ask the riddle:

sad I am the opposite of happy. What am I?

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

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

Step Five Listening & Writing, Page 32

Complete L&W, p. 32 as with similar pages.

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

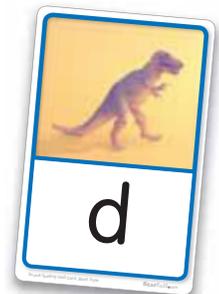
The Letter March: Dd

(Melody: "The Ants Go Marching")

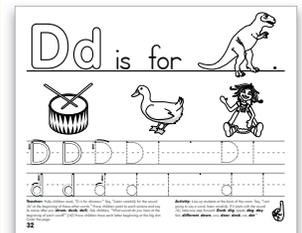
The letters go marching one by one,
Hurrah! Hurrah!

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

The letters go marching one by one,
"D" makes its sound, /d/ /d/ /d/ /d/
And they all go marching,
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Phonemic Awareness Warm-Up

Final Sounds

Say: **I will show you a picture. We'll say the name of the picture together and then you will write the sound you hear at the end. Let's try one together.**

Show the Picture Card *bell* and name it as a group.

Ask: **What sound do you hear at the end of *bell*? /l/ Write an / on your whiteboard and hold it up.**

Repeat for:

moon	jet	nut	queen
gum	cub	zip	nine

Materials

- Picture Cards: *bell, cub, gum, jet, moon, nine, nut, queen, zip*
- Whiteboards/markers



1

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

On the board, print: *He said to me, "Come with me. We can run!"*
Read it to the class. Then read the sentence again together.

Explain that there are three kinds of words in this sentence. There are high-frequency words which the children have learned, high-frequency words they haven't yet learned, and a decodable word.

Point to *run*. Say: **This is the decodable word.** Decode *run*. Ask a volunteer to circle *run* in the sentence.

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

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

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

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

Divide the class into groups of four. Children take turns flashing their index cards to their groups.

Gather everyone back together and demonstrate writing *come, with, and to* in your own dictionary.

Materials

- Three index cards per child
- Pencils
- Starfall Dictionaries

Reading

Distinguish final phonemes in words

Reading

Read simple one-syllable and high-frequency words

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



2

Listening and Writing, Page 33

Read “Dd Dinosaur” from the *ABC Rhyme Book*, page 11. Children echo each line of the rhyme after you.

Children stand. Say: **Listen to the rhyme again. When you hear a word beginning with the sound /d/, take one step forward.** Take one step forward when you say the word *forward* to demonstrate its meaning. Read the rhyme. Children step forward for *daring, dizzy, dinosaur, danced,* and *down*.

Say: **This time listen for words that have the sound /d/ at the end. When you hear a word with the sound /d/ at the end, take one step backward.** Take one step backward when you say the word *backward* to demonstrate its meaning. Read the rhyme. Children step backward for *danced, around, and, turned,* and *ground*.

Ask: **What did you notice about the word *danced*?** (It begins and ends with the sound /d/.)

Write lowercase *b* and *d* on the board and name them. Say: **Sometimes these letters confuse us. How are these letters the same? How are they different?** Demonstrate the difference in the formation of these letters according to your handwriting style. Children skywrite *b* and *d*.

Complete *L&W*, p. 33.

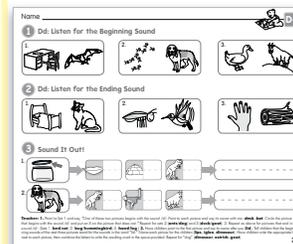
Children think of additional words that begin with the sound /d/. Write them on the board as they are given. Accept nonsense words. When the list is complete, read each word as a volunteer circles the letters *D* and *d*.

Materials

- ABC Rhyme Book*
- Classroom whiteboard
- L&W*, p. 33
- Pencils/crayons
- Chart paper/marker

Reading

Distinguish initial and final phonemes in words



Computer

- ABCs: Bb, Dd, Nn, Uu
- *Backpack Bear's Books*: Rows 5, 6, 7

Practice

Activity

Children form letters of the alphabet with play dough.

Materials

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

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet independently

3

Materials

- Picture of current president
- Get to Know George Washington Poster*
- George Washington and the General's Dog* by Frank Murphy
- Vocabulary Word Cards: *hero, honest, brave, respect*

Introduce *George Washington and the General's Dog*

Display a photo of the current president. Say: **This is President** [current president]. **He** (or she) **is the leader of the United States of America. Long ago when our country was formed, we needed a leader. The people voted and elected George Washington as the first president of our country.** Display the *Get to Know George Washington Poster*. Read the narrative on the back.

Display *George Washington and the General's Dog*. Say: **Here is a story about George Washington. The title is *George Washington and the General's Dog*. It was written by Frank Murphy and it is a nonfiction, or true, story! The events in this story took place more than 200 years ago.**

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

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

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

Read the book. Introduce the vocabulary words as they occur:

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

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

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

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

Say: **George Washington was brave, honest, and a good citizen. What events in the story help us know this?** Discuss.

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Identify the purpose of nonfictional text

Relate new vocabulary to prior knowledge

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

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



Phonemic Awareness / Phonics Warm-Up

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

Say: **Today we will play a spelling game called "See It! Say It! Spell It!"**

To play:

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

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

Materials

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

Reading

Distinguish initial, medial and/or final phonemes in words

1

Introduce Ff /f/

Step One Introduce /f/ in the initial position

Read the rhyme "Ff Fish" from the *ABC Rhyme Book* page 15.
Ask: **What words in the poem rhyme?** (*me, sea*)



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

Ask: **What words began with the sound /f/?** *funny, fish, flitting, floating, flipping, fins, frolicking, freely*

Materials

- Picture Card: *fish*
- Letter Cards: *F* and *f*
- Wall Card: *Fish /f/*
- ABC Rhyme Book*
- L&W*, p. 34
- Pencils/crayons

Ff Fish

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

Reading

Recognize and produce words that rhyme

Distinguish initial, final and/or medial phonemes in words

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /f/ in the initial position

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

fingers

wasp

fork

fire

green

Step Three Connect /f/ to the spelling Ff

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





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

Touch *f* several times.

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

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

face	elbow	feet	flag	drink
------	-------	------	------	-------



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

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

Step Four Introduce /f/ in the final position

Ask the riddle:

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

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

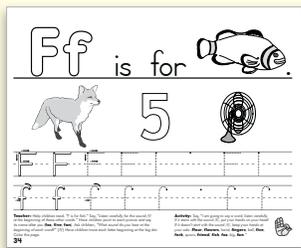
wolf	park	muff	time	roof	stuff
------	------	------	------	------	-------

Step Five Listening & Writing, Page 34

Complete L&W, p. 34 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
a	b	c	d		f	g		i			l	m	n	o	p		r	s	t	u					

The sound /f/ does not exist in Tagalog. Be sure to emphasize this sound for children who speak Tagalog. **ELD**

2

Introduce *Come Vote with Me*

Write *red* and *blue* side by side on the board using corresponding colors. Point to the words; children read *red, blue*.

Say: **We are going to vote to see which color the class likes best.** Say *red* and children stand if *red* is their favorite of the two colors. Make tally marks under the word *red* for each child standing. Repeat for *blue*. Compare the results and declare a winner!

Explain that what the children just experienced is similar to when adults vote for those they think will be best for jobs like mayor, governor, and president.

Display *Come Vote with Me* Cover Card.

- Children discuss the cover illustration.
- Explain that this story will show us how adults vote for a mayor, governor, and president of the United States.
- Read and discuss each sentence as it is placed in the pocket chart.
- After all sentences are placed, read the story together.

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

Write: *come, said, to, with* on the board side by side. Say: **These are the new high-frequency words used in this story.** Read them together: *come, said, to, with.* **We will use tally marks to see which word is used most often in this story.**

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

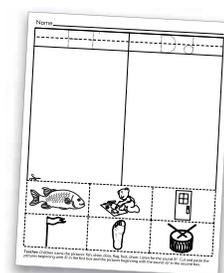
Children partner read *Come Vote with Me*.

Materials

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

Reading

Read simple one-syllable and high-frequency words



Computer

- BpB Books: Concepts "A-Machine," "I-Machine"
- ABCs: Ff, Dd, Tt

Practice

Activity

Children classify pictures by beginning sounds. They:

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

Materials

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

Technology

Use technology resources to support learning

Reading

Distinguish initial phonemes in words

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

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

Introduce Abraham Lincoln

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

Display the *Get to Know Abraham Lincoln Poster*. Say: **This is Abraham Lincoln. He was also a president of the United States.** Read the narrative on the back of the poster.

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

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- Vocabulary Word Cards: *plow, slave, market, law*
- Four Lincoln Picture Cards

Young Child

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

**Older Child**

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



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

Young Adult

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



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

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

Adult

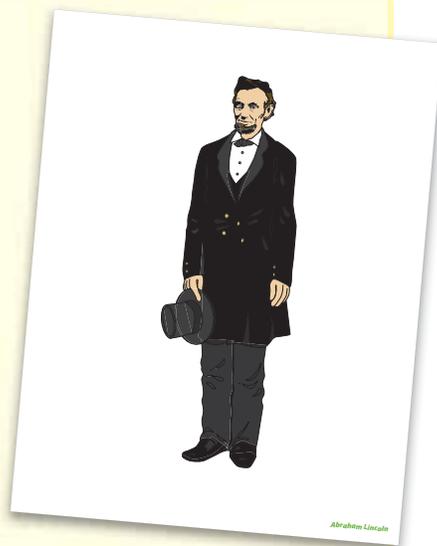
Lincoln decided he wanted to become the president of the United States of America. He knew slavery was wrong, and he thought as president he could help write new laws or rules to stop slavery. In 1860, Abraham Lincoln was chosen as our country's 16th president.



Partner children to discuss what they just learned about Abraham Lincoln. Share responses.

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

Discuss whether Abraham Lincoln was a hero and why.



Phonemic Awareness / Phonics Warm-Up

Materials

- Two chairs
- Backpack Bear
- L&W, p. 35
- Pencils/crayons

Listening and Writing, Page 35

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

Say: **We're going to listen to some words and decide whether we hear the sound /f/ at the beginning or the end of the words.**

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

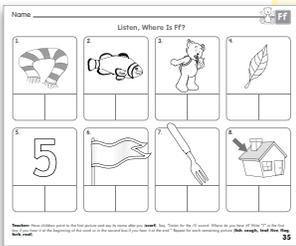
Say: **We'll do a practice one. Backpack Bear will be our volunteer! Listen: wolf.** Backpack Bear asks you to place him in the second chair because he heard the sound /f/ at the end of the word *wolf*. Children verify whether or not Backpack Bear is correct. Backpack Bear chooses the next volunteer.

Repeat for: *scarf, fish, cough, leaf, five, flag, fork, roof.*

Distribute L&W, p. 35. Ask: **What do you notice about the words on this page?** (same words) **Pretend the first box is like our first chair and the next box is like our second chair. You will write the letter f in the box that shows where you hear the sound.** Children work as a group, in partners, or independently to complete this page.

Reading

Distinguish initial and final phonemes in words



1

Voting

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

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

List ideas from the class on the board. Consider suggesting activities such as free play, outside play, a classroom game, a special (prearranged) snack, etc. Narrow the list to three choices. Volunteers tell why they might vote for a specific one. Explain that it is important to think about the reasons for your choice before deciding.

Give each child an index card. Each child "votes" by copying his or her choice onto the card. When finished, children go to the "voting booth" and place their ballots in the box.

Three volunteers stand in the front of the room to tally the votes. Assign each volun-

Materials

- Voting booth and box
- Index card for each child
- Pencils
- "I Voted!" star for each child
- Scissors
- Safety pin for each child (optional)

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Social Studies

Understand that being a good citizen involves acting in certain ways

Technology

Use technology resources to support learning

teer one of the choices. As you read the votes, the volunteer for that choice places a tally mark beneath it. Count and declare the winning choice!

Children understand that part of being a good citizen is working together to make good decisions.

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



2

Write about Voting Choices

Discuss the children's voting experience from **Session 1**. Explain to the children that voters have the right not to share their decisions with others, but if they would like, volunteers may feel free to share their choices and how they made their decisions. Children may also share whether or not their choices won the election.

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

Materials

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

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events



Computer

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

Practice

Sequence *Come Vote with Me*

Children sequence the book *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order.

Materials

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

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

Voting Decision Activity

Review the voting process used to determine the special activity. Discuss how sometimes when we vote, our choice doesn't win. As good citizens, we support the decision that was made in the election, and must wait for the next election to make a change in leadership. Children engage in the activity that received the most votes!

Materials

- None

Phonemic Awareness Warm-Up

Materials
 Sing-Along Track 1

Rhyming

Say: Here is a silly song called *A Hunting We Will Go*. Listen for the rhyming words in the song. Play Sing-Along Track 1, "A Hunting We Will Go." Listen as I read the words to the song. Raise your hand if you hear any words that rhyme.

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

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

Gather children in a circle. They hold hands and move around clockwise. Children stop for the lines listed above and move again as you sing the rest of the song.

Reading

Recognize words that rhyme

Listening & Speaking

Listen carefully and understand directions for performing tasks

1

Listening and Writing, Page 36, Rhyming Words

Materials
 Picture Cards: bug, dig, dog, fin, log, mad, mug, pig, pin, sad
 Pocket chart
 L&W, p. 36
 Pencils/crayons

Reading

Recognize and produce words that rhyme

Match consonant and short-vowel sounds to appropriate letters

Distribute L&W, p. 36.

Place the Picture Cards *dog* and *log* in the pocket chart. Name the pictures. Children repeat.

Ask: **What do you notice about the words *dog* and *log*?** (They rhyme.)

Ask: **What sound do you hear at the end of *dog* and *log*?** (g) **Look at your Listening & Writing page. Point to the *dog*. Say /d/ /o/ /g/ *dog*. Trace over the letters that spell *dog*. Point to the *log*. Say /l/ /o/ /g/ *log*. What letter is missing? (g) Trace over the letters in *log* and add the missing letter, g.**

Say: ***dog, log***. (Children repeat, *dog, log*.) **They rhyme!** Complete the page as above for each rhyming pair.



Computer

1

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

Technology

Use technology resources to support learning

"Starfall Speedway"

Children advance by naming the beginning sound of the picture on the card they've drawn.



Materials

2

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

Reading

Read simple one-syllable and high-frequency words

"Concentration"

Children play "Concentration" matching high-frequency words.

Materials

3

- High-Frequency Word Cards: your choice, two of each

Reading

Read simple one-syllable and high-frequency words

Sequence *Come Vote with Me*

Children sequence *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order.



Materials

4

- Come Vote with Me* Predecodable Book 8 for each child
- Come Vote with Me* Sentence Strips, Cover Card, Word Cards
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

Children complete the "Color by Word" practice page to review high-frequency words.

Materials

- "Color by Word" practice page for **Week 9**
- Pencils/crayons

5

Writing

Use letters and phonetically spelled words to label items

Draw a picture of Washington and Lincoln

Children:

- fold their drawing paper in half vertically.
- copy the words *George Washington* on the left; *Abraham Lincoln* on the right.
- draw a picture of each.

Children take their pictures home and convey to their parents what they learned about these presidents.

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- Drawing paper
- Pencils/crayons
- Word Cards: *George Washington, Abraham Lincoln*

6

2

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

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

Compare Washington and Lincoln

Display the *Get to Know George Washington Poster*. Children partner to discuss what they have learned about George Washington, then share their responses.

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

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

Divide the class into five groups. Distribute a one dollar bill and a quarter to each group. Children take turns looking at the pictures of George Washington.

Gather the children. Display the *Get to Know Abraham Lincoln Poster*. Children partner to discuss what they learned about Abraham Lincoln, then share their responses.

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

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- 5 U.S. one dollar bills
- 5 U.S. quarters
- 5 U.S. pennies
- George Washington and the General's Dog*
- United States map

Discuss the ways in which George Washington and Abraham Lincoln were similar:

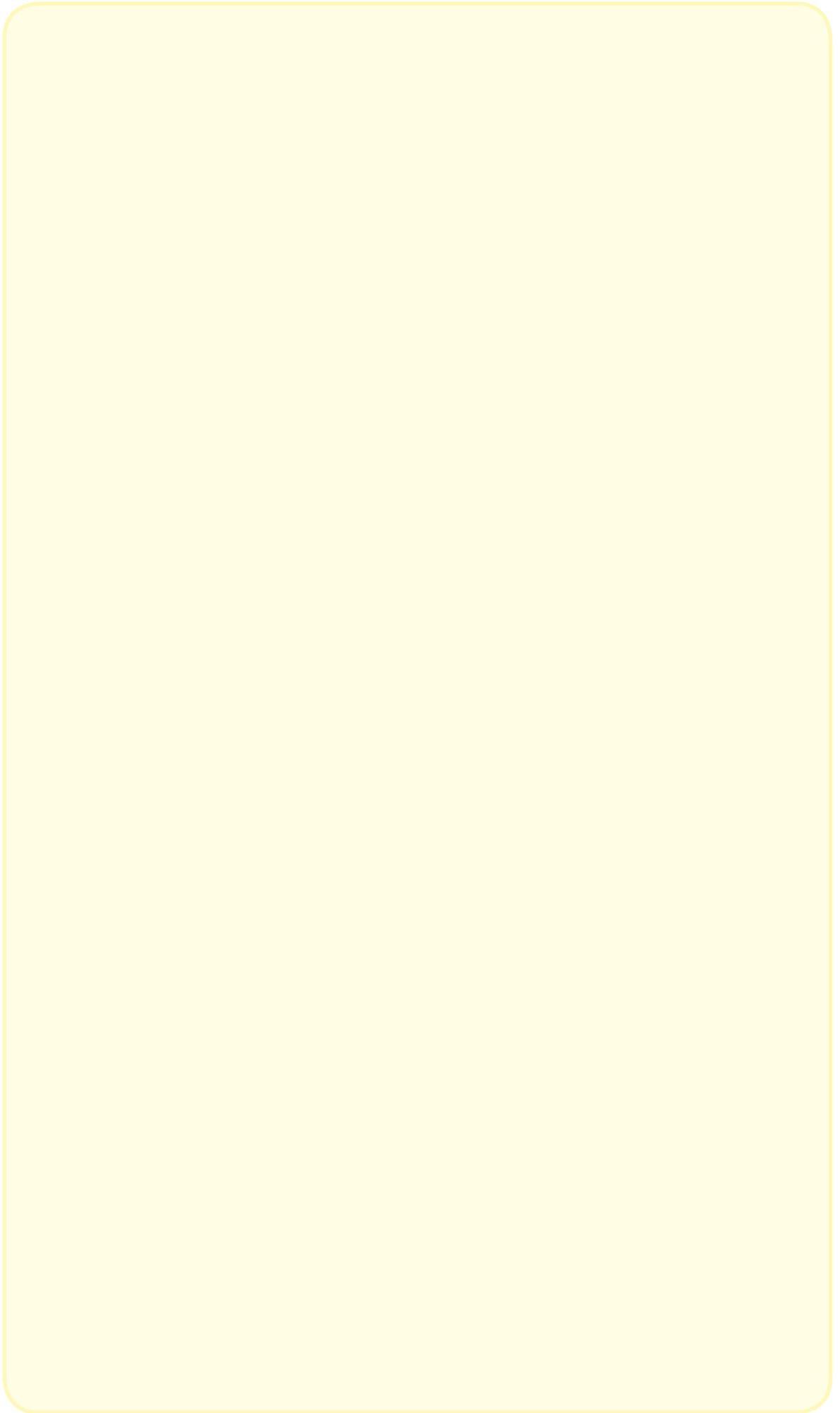
- Presidents of the U.S.A.
- Brave and honest
- Leaders
- Fought in battles for freedom
- Tried to do what was right and fair
- Heroes because they helped others

Ask:

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

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





Unit 3 Bibliography

At and Below Level (Wordless Books)

Bear About Town	Truck	Sesame Street I'm a Helper	Breakfast for Jack
Blackstone, Stella	Crews, Donald	Author: Reader's Digest	Schories, Pat
Barefoot Books, 2001	Harper Trophy, 1991	Reader's Digest, 2007	Hand Print, 2004
A bear walks around town and visits different places each day of the week.	Children follow a truck driver's journey cross-country in his big red truck.	Elmo and his friend help out at home and in the community. Includes a "My Daily Chores" chart.	A busy family finds out what happens when they forget to feed breakfast to their red-spotted terrier, Jack.

Above Level (Beginning Readers)

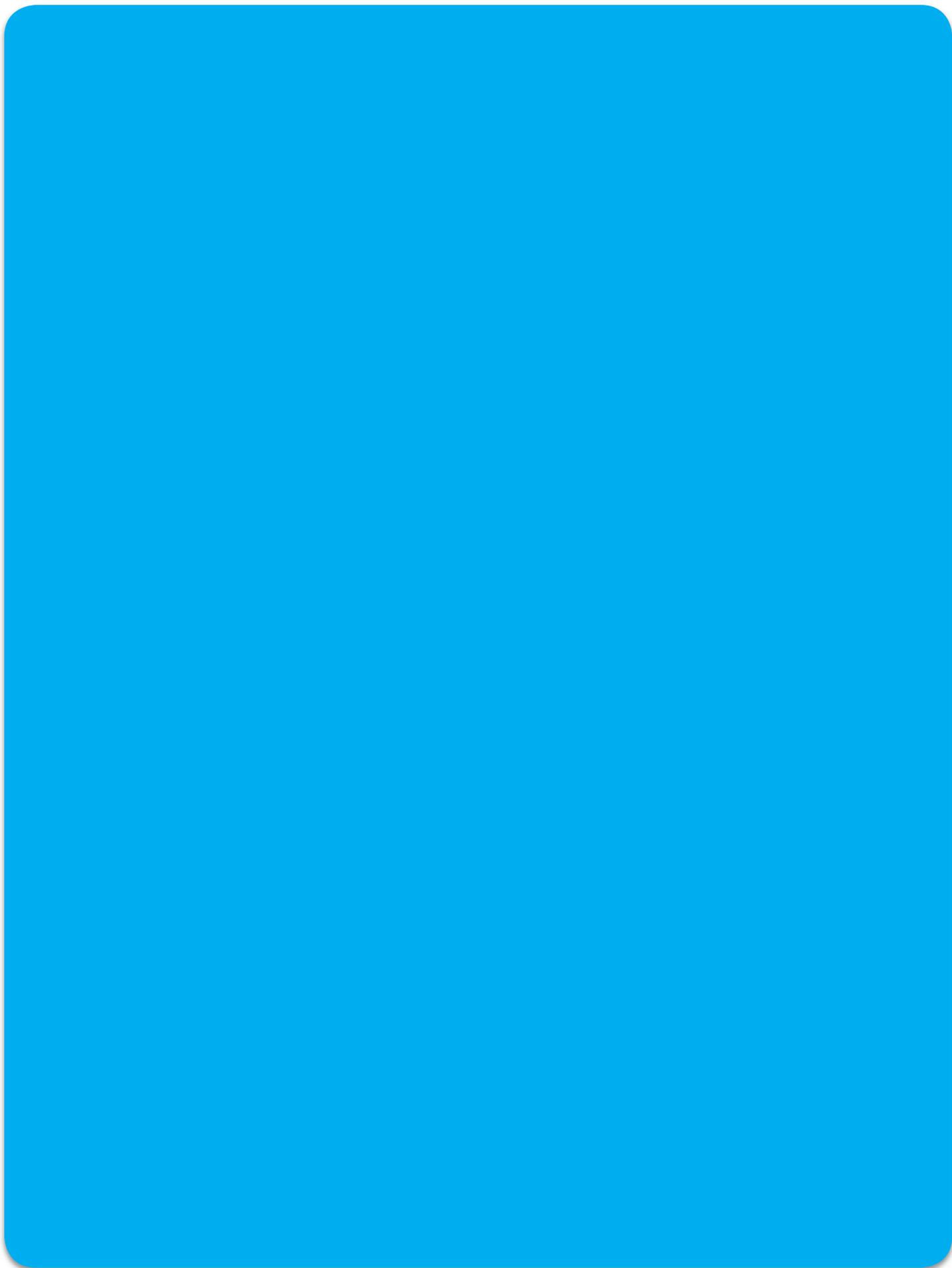
Mama, Do You Love Me?	The Family Book	Community Helpers from A to Z	The Colors of Us
Joose, Barbara	Parr, Todd	Kalman, Bobbie and Walker, Niki	Katz, Karen
Chronicle Books, 2001	Little Brown and Co., 2003	Crabtree, 1997	Owlet Paperbooks, 2002
A child, living in the Arctic, learns of the loyalty and unconditional love that a mother gives.	Celebrates the diversity of families. All families are special.	This alphabet book introduces many nationalities of workers that hold community occupations from A to Z.	Lena and her mother take a walk around the neighborhood and see that their friends and families are many shades of beautiful brown.

Teacher Read Aloud

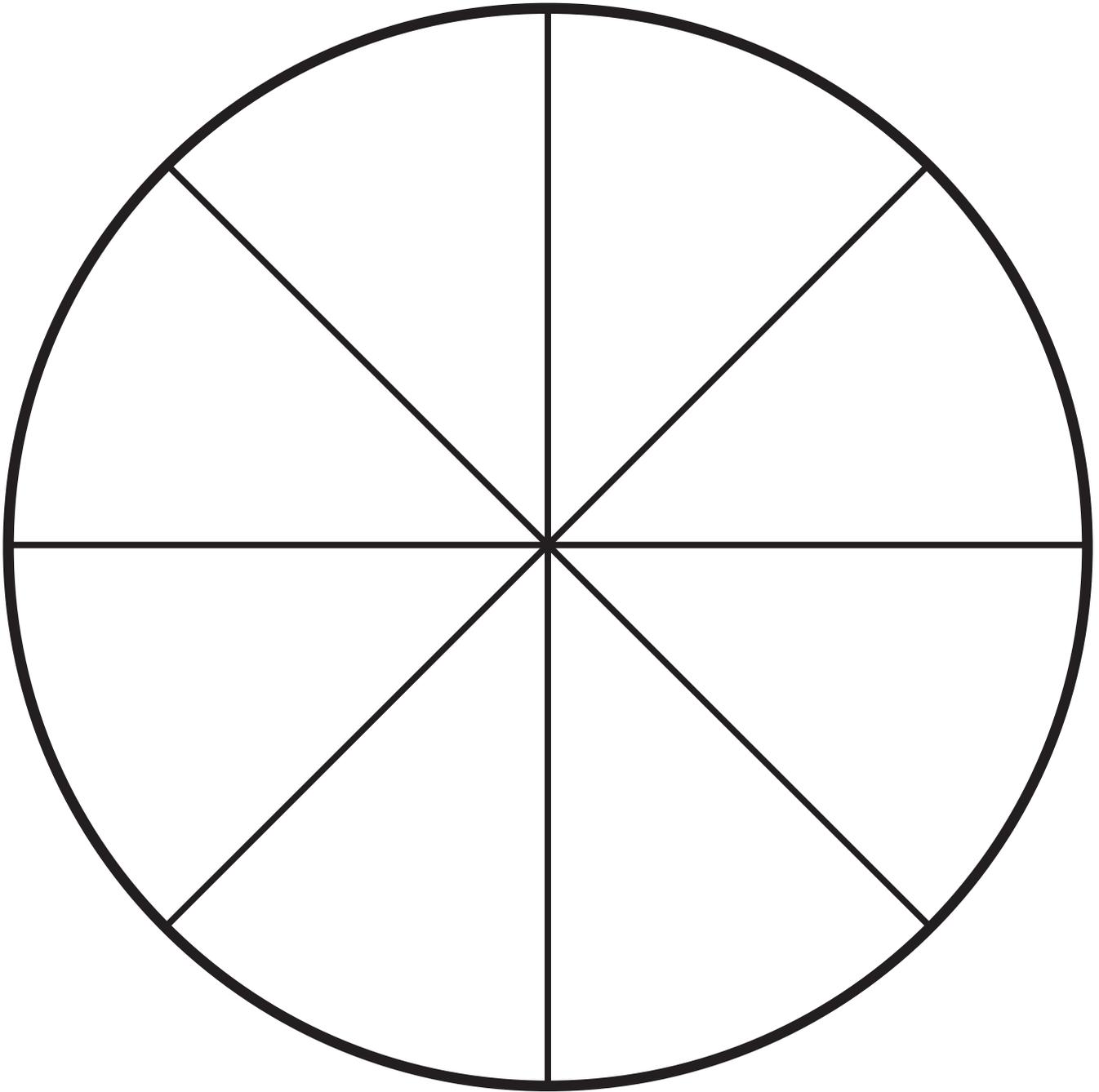
Barrio: Jose's Neighborhood	In My Family (En mi familia)	The Pledge of Allegiance	The Capitol Building
Ancona, George	Garza, Carmen	Tourville, Amanda	Stille, Darlene
Harcourt Brace, 1998	Children's Book Press, 2000	Looking Glass Library, 2008	Looking Glass Library, 2008
Describes school, holidays, and recreation in the family of an eight year-old boy living in a Latino barrio in San Francisco.	The author shares memories of growing up in a traditional Mexican-American family and community of her hometown of Kingsville, Texas. (bilingual text)	Includes the meaning of the pledge, when we say it, and its importance to our country.	Teaches children all about this very special building in Washington D.C. and how it is a part of how our country works.
How the U.S. Government Works	Clifford for President	Does a Dinosaur Check Your Teeth?	The White Swan Express: A Story About Adoption
Sobel, Syl	Figueroa, Acton	Woodworth, Viki	Okimoto, J. D. and Aoki, Elaine
Barron's Educational Series, 1999	Scholastic, 2004	Child's World, Inc., 1996	Clarion Books, 2002
Explains the federal system and how the three branches of government come together to govern a nation.	Emily Elizabeth nominates Clifford as a candidate for president of the Birdwell Island Dog Park.	Humorous rhymes teach children about some of the occupations that a community needs people to do.	Four families prepare to go to China to adopt daughters.

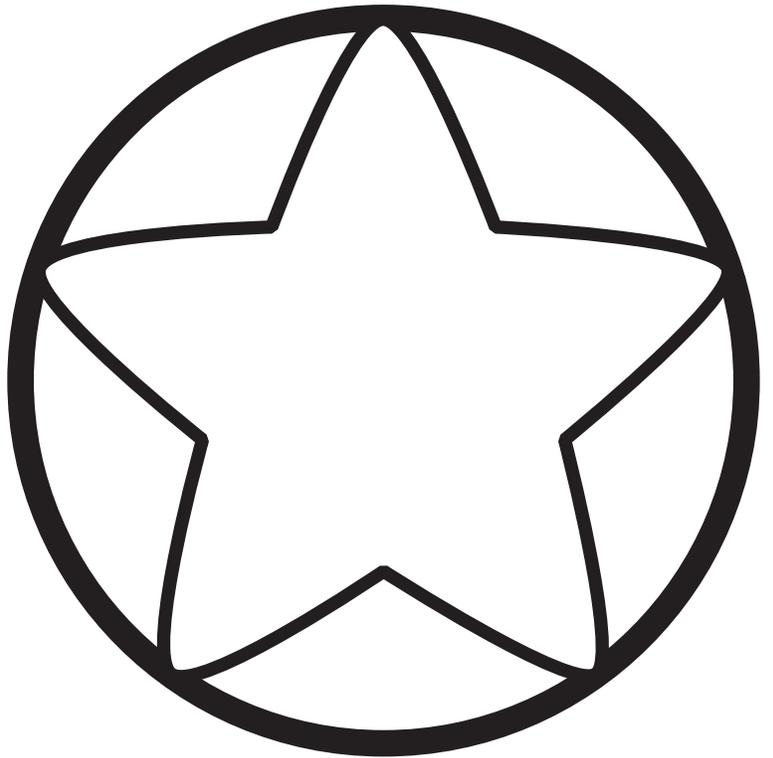
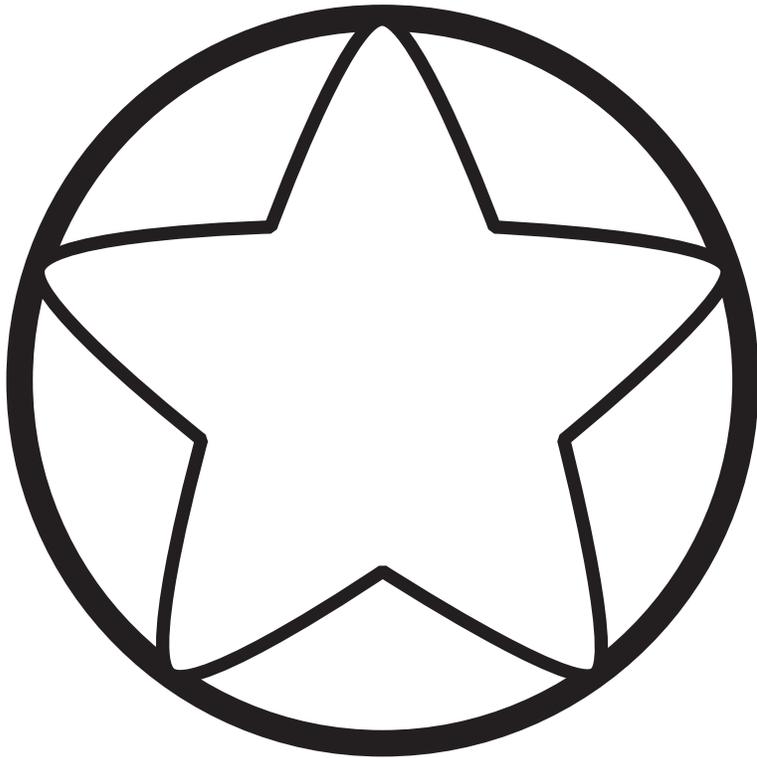
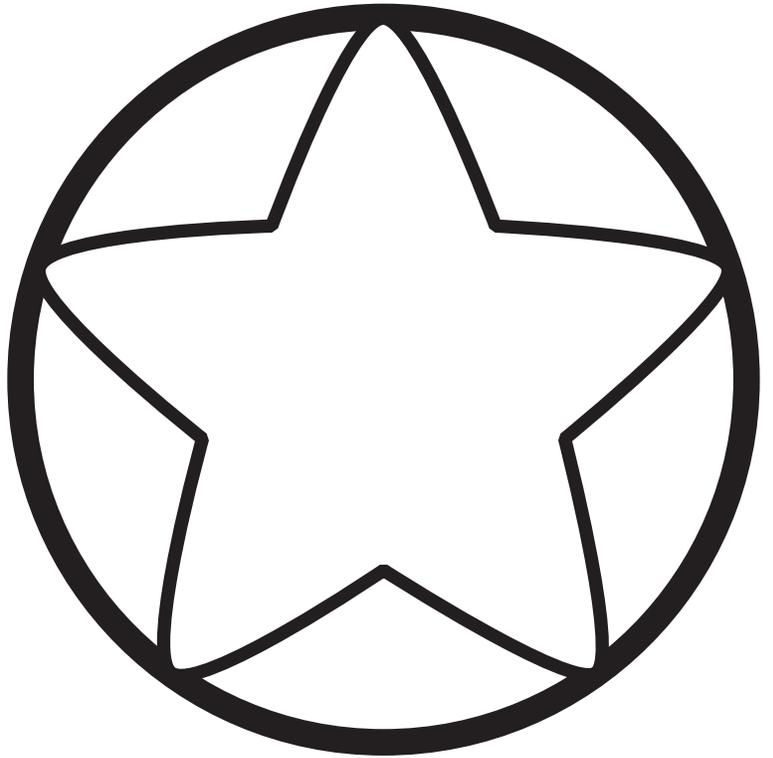
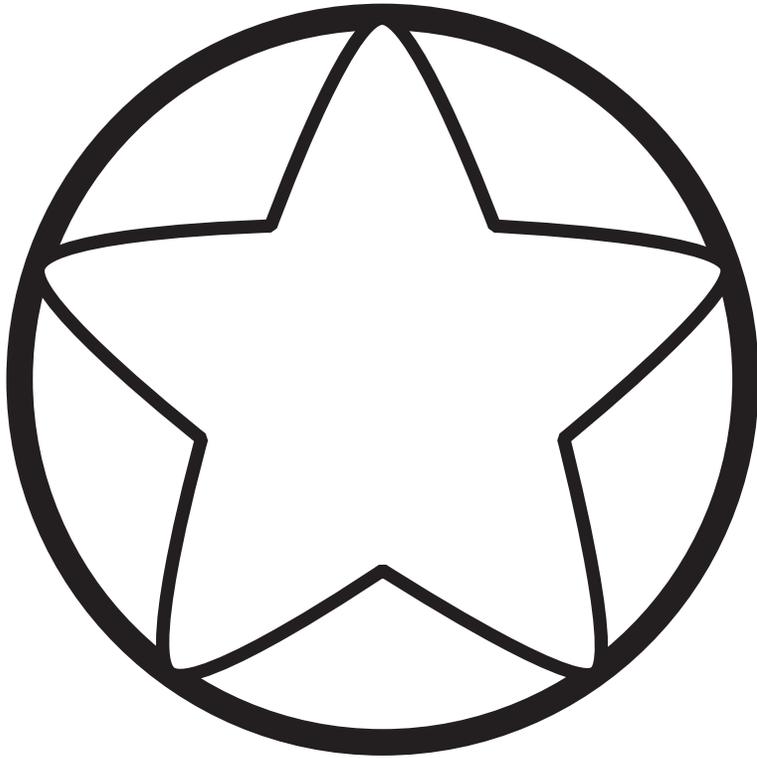
Professional Development

Strickland, Dorothy and Morrow, Lesley (editors), *Beginning Reading and Writing*. Teachers College Press, 2000
ISBN 0-8077-3976-6 or 978-080773-976-1

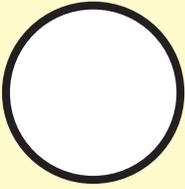


Wheel of Reading!

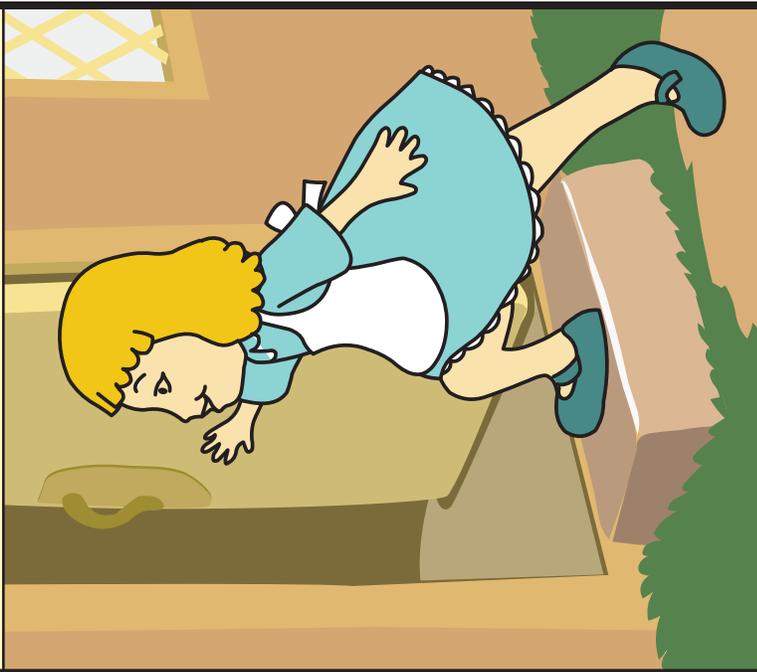
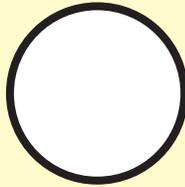


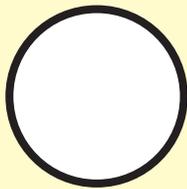


The bears return home and find Goldilocks.

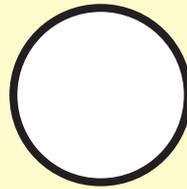
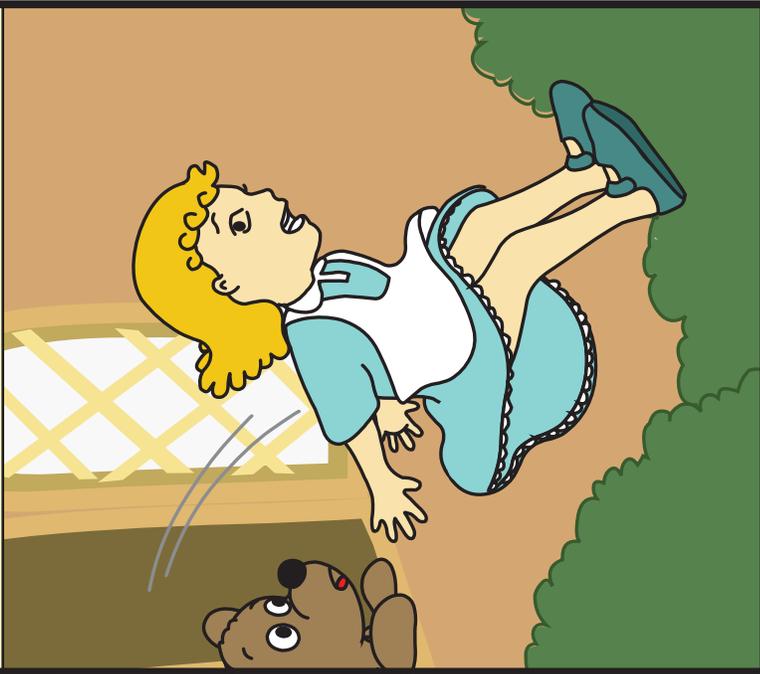


Goldilocks goes inside the bears' cottage.

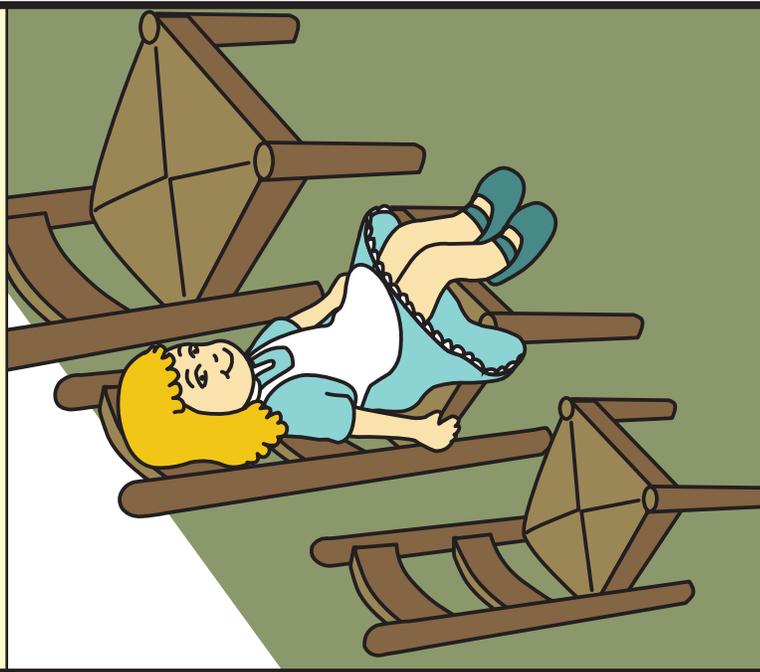


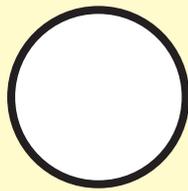


Goldilocks jumps out
of the window and
runs home.

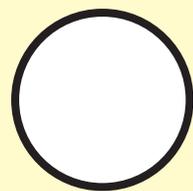


Goldilocks sits in
each chair.

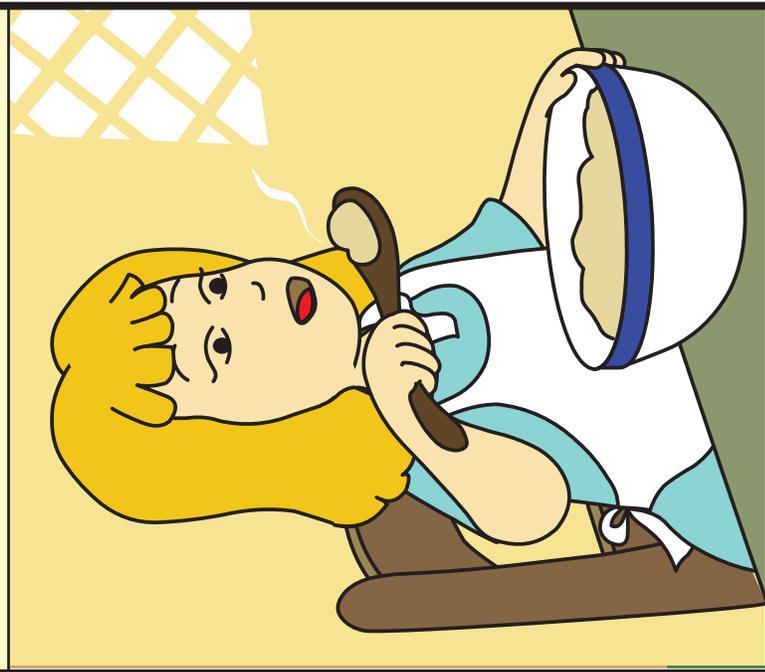


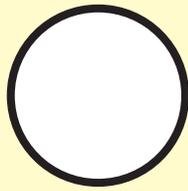


Goldilocks lies on
each bed, and then
falls asleep.

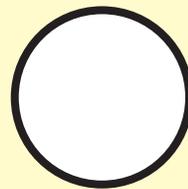
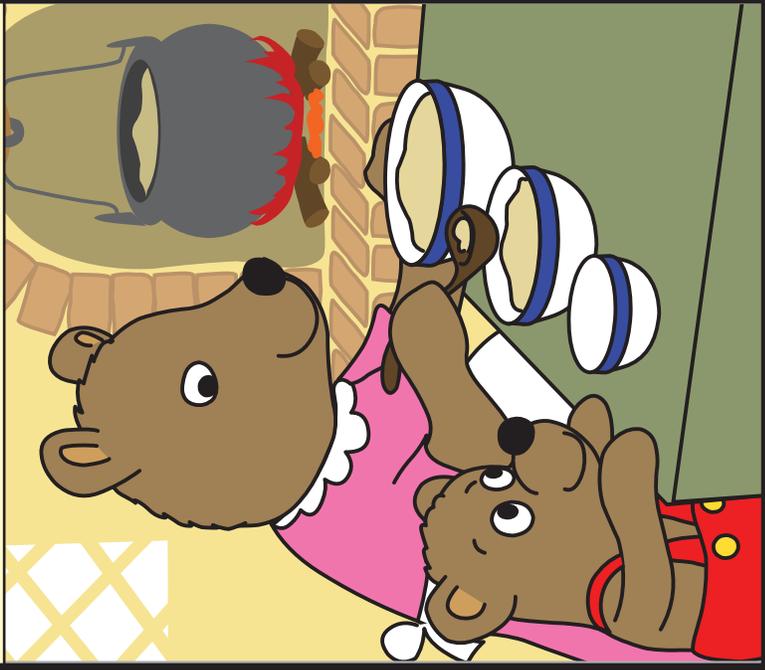


Goldilocks tastes
the porridge.





Mother Bear made porridge. It was too hot!



The Three Bears go for a walk while the porridge cools.





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