

# Starfall 👸 Kindergarten Unit 4



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# Starfall 👸 Kindergarten

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# **Frequently Asked Questions**

# Why do you place so much importance on final sounds?

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

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

tly. These skills will contribute eatly to their ability to encode, or ell, words. The students participated in the activity with enthusiasm and completed the lesson quickly. They display confidence and competence when

blending; this activity supports and reinforces strategies that we've shared with the children as we've begun to introduce word families.

—Las Vegas, Nevada

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

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

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

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

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

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

-Bakersfield, California

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

-Cuddebackville, New York

# **Reading Research**

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

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

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

1. Adams, M. (1990). *Beginning to Read: Thinking and Learning about Print*, Cambridge, MA: MIT Press, p.75.

2. Moats, L. C. "Teaching Decoding." *American Educator/American Federation of Teachers*, Spring/Summer, 1998, p 3.

3. Menon, Shailaja and Hiebert, Elfrieda H. (2005) "A Comparison of first grader's reading with little books or literature-based basal anthologies." *Reading Research Quarterly*, Vol. 40, No. 1, p 18.

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

—Las Vegas, Nevada







# Week 10 Overview

# Our Country, Our Land

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

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

# Starfall Books & Other Media

ABC Rhyme Book America the Beautiful At the Library Precipitation by Stephen Allen Star Writer Melodies Sing-Along Tracks 3, 19, 25, 39, 40 Water Cycle Poster









### Day 1



Generate and prepare:

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

### Day One

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

### Day Two

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

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

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

### **Day Three**

None

### **Day Four**

None

### **Day Five**

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

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

Create a "Color by Word" practice page for Week 10.





XQbmh

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

| AY Three   | DAY Four  | DAY Five  |  |
|--|---|---|--|
| L&W, pp. 39, 40<br>Ww /w/<br>HF Words:<br>as, has,<br>want<br>Rhyming  | L&W, p. 41<br>Beginning,<br>Ending sounds<br>HF Words: a, and,<br>come, go, I, in, it, me, said, see,<br>the, to, we, with, has, want<br>Comprehension Strategy:<br>Visualize | Beginning, Ending sounds<br><b>Comprehension Skills:</b><br>Story Details (setting)                                     |  |
| "At the Library"<br><b>Comprehension Skill:</b><br>Story Details (characters)<br>Inference                       |   | Starfall Free Day<br>"Picture-Sound" practice page<br>for Hh and Ww   |  |
| <i>BpB's Books:</i> Row 9<br>Any previously introduced<br>pre-decodable stories.<br><i>ABC Rhymes:</i> Hh and Ww | <i>BpB's Books:</i> Row 9 and<br><i>Concepts:</i> "Weather"<br>"Color"  | Copy water cycle diagram and<br>draw one phase of water cycle   |  |
| "Starfall Speedway"  | Rainbow write HF Words  | Sequence <i>At the Library</i>  |  |
| "Ww Wolf Rhyme"<br>"Letter March Song Ww"  | America the Beautiful   | "Color by Word" practice<br>page for <b>Week 10</b>   |  |
| Librarian<br>Landforms<br>Dialogue   | "Wee Willie Winkie"<br>Environment<br>Globe/world<br><b>Vocabulary:</b> environment,<br>nature  | "Old Maid"<br>America the Beautiful<br>Precipitation<br>"Looby Loo"<br>"What's the Weather?"<br>"America the Beautiful" |  |
|  |   | Write a shared story about the cyclical journey of a water drop   |  |
|  | Know characteristics<br>of landforms  |   |  |
|  | Communicate observations orally and pictorially   |   |  |

# **WEEK 10**

# Day One

### Reading

Identify and sort common words in basic categories

#### Social Studies

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



### Reading

Describe common objects and events in both general and specific language

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

Relate new vocabulary to prior knowledge

### Social Studies

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

### Science

Know characteristics of landforms

### Phonemic Awareness Warm-Up

# **Opposites**

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

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

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

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

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

### Materials

Sing-Along Track 25
 Backpack Bear

### Open Them, Shut Them

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

# Introduce America the Beautiful

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



**Materials** 



Discuss children's observations of the people on the cover. (They have different facial features, skin colors, and ways of

dressing.) Explain that many people from other countries have come to live in the United States.

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

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

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

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

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

Introduce the vocabulary words as landforms are identified.

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

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

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



Starword

vocabulary on your

Display the new

Starword Wall.

### Listening & Speaking

Listen carefully and understand directions for performing tasks

#### Science

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

Know water left in an open container evaporates

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

# **Introduce the Water Cycle**

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



parents might have drunk some of it when they were children. It might have even fallen over a waterfall!

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

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

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

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

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



# • "Colors"

# **Activity**

Computer

• "Calendar"

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

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

**The Play:** Players look at their cards and discard any pairs. The dealer offers his or her hand, spread facedown, to the player on the left who then draws one card. If the card makes a pair with another card in his or

her hand, the player discards the pair, then offers his or her hand to the player on the left, and so on. A player who has discarded his or her entire hand is "safe," and the turn skips to the next player.

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

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

Materials

Picture Card: horse

Observe

& Modify

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

### **Hector Horse**

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

Practice

Materials Two sets of all High-

Frequency Word Cards for Weeks 1-9

Sound-Spelling Instructional Picture Card: Queen (for use as Old Maid)

> Children will play "Old Maid" again during the Day 5 Learning

### Reading

Recognize and produce words that rhyme

### Writing

Write lowercase letters of the alphabet independently

# Introduce *Hh* /h/

### Step **One** Introduce /h/ in the initial position

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



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

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

## Step **Two Discriminate** /h/ in the initial position

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

| fingers hot jump hat dig hide |
|-------------------------------|
|-------------------------------|

# WEEK 10 • DAY 1

# Technology

Use technoloav resources to support learning

### Reading

Read simple onesyllable and highfrequency words



Center Rotation.

### WEEK 10 • DAY 1





Display the Wall Card at the end of the lesson.



# Step Three Connect /h/ to the spelling Hh

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



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

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

### The Letter March: Hh

(Melody: "The Ants Go Marching")

The letters go marching one by one, Hurrah! Hurrah! The letters go marching one by one, Hurrah! Hurrah! The letters go marching one by one, "H" makes its sound, /h/ /h/ /h/ /h/ And they all go marching, In- to a word, to use, their sound

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

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



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

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

## Step Four Listening & Writing, page 37

Complete as with similar pages.

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

Observe & Modify

ELD

| Aa Bb C | c Dd | Ee Ff | Gg Hh | li Jj | Kk | Mm Nn | Oo Pr | Qq | Rr S | Ss Tł | Uu  | Vv Ww Xx Yy Z | Zz |
|---------|------|-------|-------|-------|----|-------|-------|----|------|-------|-----|---------------|----|
|         | d    | f     | g h   | i     |    | C C n | • P   |    | r    | s t   | u I |               | _  |

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

|   |  | WEEK 10  |
|---|--|--|
| Phonemic Awareness / Phonics Warm-Up<br>Listening and Writing, Page 38  | Materials          L&W, p. 38         Pencils/crayons  | Day <b>TWO</b>   |
| Complete as directed at the bottom of the page.   |  | <b>Reading</b><br>Distinguish initial,<br>final, and/or<br>medial phonemes<br>in CVC words<br>Match consonant and<br>short-vowel sounds to<br>appropriate letters  |
| 1   | Materials  |  |
| <ul> <li>Water Cycle Experiments</li> <li>Review Precipitation, page 23. Display Vocabulary Word Cards evaporation, condensation, and precipitation as you read. After reading, conduct the following three experiments to demonstrate evaporation, condensation, and precipitation.</li> <li>Display Vocabulary Word Card evaporation in the pocket chart.</li> <li>Say: Our first experiment is about evaporation. Evaporation happens when the sun heats the water from oceans, lakes and puddles. This heating causes the water to rise into the air in the form of steam. We call the steam, water vapor.</li> <li>Pass around the empty cup so children can feel the dryness inside the cup.</li> </ul> | <ul> <li>Precipitation</li> <li>Vocabulary Word<br/>Cards: evaporation,<br/>condensation,<br/>precipitation</li> <li>Pocket chart</li> <li>Two clear plastic cups<br/>of the same size, one<br/>filled with hot water</li> <li>An empty cup,<br/>ices cubes, and a<br/>newspaper</li> <li>A cotton ball for each<br/>child and several<br/>containers filled with<br/>water</li> </ul> | Reading<br>Describe common<br>events in both general<br>and specific language<br>Listening & Speaking<br>Listen carefully and<br>understand directions<br>for performing tasks<br>Science<br>Know water can be a<br>liquid or a solid and<br>can be made to change<br>back again from one<br>form to the other |

• Display the cup of hot water.

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

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

evaporates

Compare and sort

common objects by one

physical attribute (e.g.,

color, shape, texture, size, or weight)

# Starfall Kindergarten

### WEEK 10 • DAY 2

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

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

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

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

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

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

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

### WEEK 10 • DAY 2

# Write about Experiments

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

|     |   | -  |   |                       |   |
|-----|---|----|---|-----------------------|---|
| пл  | 1 | to | ~ | $\boldsymbol{\alpha}$ | L |
| 111 | u | ιε |   | u                     |   |
|     |   |    |   |                       |   |

| Starfall Writing<br>Journals |
|------------------------------|
| Starfall Dictionaries        |

| _ |                    |
|---|--------------------|
|   | Vocabulary Word    |
|   | Cards: evaporation |
|   | condensation,      |
|   | precipitation      |

| Pencils/crayons         |
|-------------------------|
| _ i criciis/ cruy or is |

### Practice

### • Backpack Bear's Books: Concepts, "Weather"

• *ABCs*: H, N, W, I

**Computer** 

# **Activity**

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



**Materials** 

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



# **Author's Chair**

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

| 1 | IVIC | iterius                      |
|---|------|------------------------------|
|   |      | Starfall Writing<br>Journals |
|   |      | Author's Chair               |

Mataviala

#### resources to support learning

Technology Use technology

Writing

a variety of informational/

writing

expository forms

through drawing or

Participate in creating

### Writing

Write lowercase letters of the alphabet independently

### Listening & Speaking

Communicate effectively when sharing ideas

Relate an experience or creative story in a logical sequence

### Writing

Produce, illustrate and share a finished piece of writing

D

| WEEK 10  |  |  |   | ~~~~   | ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~   |
|--|--|--|---|--|---|
| Throe  | Phonemic Aware   | eness Warm-Up  |   | Materials                                      |   |
| ay Three   |  | <i>Vriting</i> , Page 39   |   | L&W, p   | . 39<br>s/crayons   |
| <b>Reading</b><br>Recognize and produce  | Complete as direc  | ted at the bottom of t   | he page.  |  |   |
| words that rhyme   | Kern       Lists for Shyring Work!         Image: Comparison of the state of the s |  |   |  |   |
| (  | 1  |  |   | Materi   | als   |
|  | Introduce <i>Ww</i> /v   | v/   |   | Pict   | ure Card: <i>wolf</i><br>er Cards: W and w<br>I Card: <i>Wolf /w/</i>                                 |
| <b>Reading</b><br>Recognize and produce<br>words that rhyme<br>Distinguish initial                 |  | <b>luce /w/ in the initia</b> l<br>bage 49. Ask: What wo   |   | m 🗆 L&N  | Rhyme Book<br>/, p. 40<br>cils/crayons  |
| phonemes in words<br><b>Writing</b><br>Write lowercase letters<br>of the alphabet<br>independently | of a wolf. So<br>sound /w/.<br>I will read to<br>begin with  | Picture Card wolf. Say: 1<br>ay, wolf. The word wo<br>Watch my mouth: /w,<br>he rhyme again. Liste<br>the sound /w/. Read t<br>egan with the sound /       | olf begins with<br>/. Now you say<br>en for words the<br>the rhyme agai | <b>1 the</b><br>/ /w/.<br>nat<br>n.            | <b>Wolf</b><br>Wild wolf, wild wolf<br>Noble and free<br>You are so majestic<br>Will you howl for me? |
|  | Children stand. Say:   | <i>minate /w/ in the ini</i><br>I will say some words<br>bs up." If not, do noth   | . If you hear /\  | w/ at the be                                   | ginning of a  |
|  | we   | ce water   | wish  | queen  | wait  |
| AAA  | Teach children the A<br>Letter March" with th<br>Display the L   | ect /w/ to the spelling<br>SL sign for <i>Ww</i> . Childre<br>ne ASL sign for <i>w</i> and s<br>etter Card <i>w</i> . Say: This<br>r w. The letter w stand | en sing "The<br>ound /w/.<br><b>is the low-</b>                         | (Melody: "Th<br>The letters ge<br>Hurrah! Hurr | <b>March: Ww</b><br>e Ants Go Marching")<br>o marching one by one,<br>rah!<br>o marching one by one,  |

sound /w/. Each time I touch the letter w, say,

Demonstrate the letter's formation as you write *w* on the

/w/. Touch *w* several times.

board. Children skywrite *w* several times.

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

The letters go marching one by one, "W" makes its sound, /w/ /w/ /w/ /w/

And they all go marching,

In- to a word, to use, their sound

W

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

| women zebra | wig | violin | winter | I |
|-------------|-----|--------|--------|---|
|-------------|-----|--------|--------|---|

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

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

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

Step Four Listening & Writing, Page 40

Complete as with similar pages.

Activity: Tag. Then going in our or word, Date analogy Effective with the second (ed., pay pairs bandware, pairs band Produced that the date of the part of the pay pairs bandware, the Produced that the second (ed.) have pairs to short, whether, one wants, dist Methodate()

f

is for &

W W W V

- 22

а

and, "W is for wall." Eng. "Sinter metaloging for the assert l(u)'for words, "Now oblights solid to much picture and any in walk, wards, lot oblights," (What sound to go to have at the<math>l(u)' Harw oblights trans ands latter larginizing at the largest.

b

(pc

c d

W

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 😼 🛐 📷 🚽 0 9 9 4 K.

g h

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



### Display the Wall Card at the end of the lesson.

s t

u

ELD

ef.

w

2

26

r

m n o p

### Reading

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

Read simple onesyllable and highfrequency words

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

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

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

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

Children erase *want* from their whiteboards.

Tell children you have two more high-frequency words.

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

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

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

Children enter new high-frequency words into their Starfall Dictionaries. Say: Let's change this word back to as. (Children erase h.) Remind them that both as and has have the sound /z/ at the end represented by the letter s.

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

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

# Computer

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

### Activity

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

### Materials

Materials

Pocket chart

Individual

Large whiteboard

Starfall Dictionaries

High-Frequency Word

Cards: *as, has, want* (two of each)

whiteboards/markers



Practice

beginning with /w/ /h/ /f/ /n/ /d/ /b/

# Technology

Use technology resources to support learning

### Reading

Distinguish initial phonemes in words

# Introduce At the Library

Say: Backpack Bear has a riddle for you.

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

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

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

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

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

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

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

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

### Materials

Backpack Bear At the Library for each child

Predecodable book 9

Read simple onesyllable and highfrequency words

### Technology

Reading

Use technology resources to support learning

#### Information and Media Literacy

Demonstrate an understanding of media literacy as a life skill



# WEEK 10

# Day Four

#### Reading

Distinguish initial phonemes in words



### Phonemic Awareness / Phonics Warm-Up

# **Beginning Sounds**

Play Sing-Along Track 39, "Wee Willie Winkie." Ask: What sound did you hear at the beginning of Wee, Willie, Winkie? (/w/) Today we will listen for other words that begin with the same sound as Wee, Willie, and Winkie.

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



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

#### Wee Willie Winkie

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

### Reading

Describe common objects and events in both general and specific language

#### Science

Communicate observations orally and through drawings



# **Introduce the Environment**

Display the America the Beautiful book.

| _ | Materials   |
|---|---|
|   | <ul> <li>America the Beautiful</li> <li>Drawing paper for<br/>each child</li> </ul> |
|   | Pencils/crayons   |
|   | Vocabulary Word<br>Cards: environment,<br>nature                                    |

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

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

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

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

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

### WEEK 10 • DAY 4

# 2

# At the Library

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

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

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

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

Children then read the story to Backpack Bear.

# Computer

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

# Activity

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

### Materials

Materials

At the Library

Two sets of High-

with, has, want

Pocket chart

Backpack Bear

Predecodable Book 9

Frequency Word Cards: *a, and, come, go, I, in, it,* 

me, said, see, the, to, we,

High-Frequency Word Cards: as, has, want and other words of your choice

Practice

Drawing paper

Pencils/crayons

### Reading

Read simple onesyllable and highfrequency words

#### Technology

Use technology resources to support learning

### Reading

Read simple onesyllable and highfrequency words

### Science

Know characteristics of landforms

# Land and Water

Gather near the chart paper.

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

Materials
Drawings free

| Session 1                       |
|---------------------------------|
| Chart paper                     |
| Globe or world map              |
| Towel                           |
| Shaving cream (non-<br>menthol) |
|                                 |

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

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

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

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

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

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

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

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

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

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

|                    |                                    |                        |  |                               |                        | ~~~            | $\sim$ | $\sim$   | $\sim$                    | ~~~~  | )  | <b>WEEK 10</b>   |
|--------------------|------------------------------------|------------------------|--|-------------------------------|------------------------|----------------|--------|----------|---------------------------|---|----|--|
| Ĺ                  | Phonemi                            | c Aware                | ness Warm-U  | Jp                            |                        |                | ſ      | Materi   | als                       |   | 5  |  |
| ζ                  | Idontifi                           | Initial                | or Final Cou   | nde                           |                        |                |        |          | <i>g-Along</i><br>kpack B | Track 19                                    |    | Day Five   |
| 5                  | identity                           | Initial                | or Final Sou   | nas                           |                        |                | U      |          | краск р                   | Jean  | \$ |  |
| $\left\{ \right\}$ |                                    |                        | circle. Play and<br>ng the describe  | 0                             | 0                      | <i>g</i> Track |        |          |                           |   |    | <b>Reading</b><br>Identify initial and final                             |
|                    | l'll say "b<br>stands fo           | eginning<br>or that be | cle. Say: <b>Let's p</b><br>g <b>" or "ending"</b><br>eginning or er<br>ean—ending | sound<br>nding                | d. You say             | the na         | ame    | ofth     | e lett                    | er that                                     |    | phonemes in words  |
| 3                  | Explain ea                         | ach step k             | pelow.   |                               |                        |                |        |          |                           |   |    |  |
| Ś                  | • A volu                           | nteer hol              | ds Backpack Be   | ear.                          |                        |                |        |          |                           |   | Ś  |  |
| Ś                  | <ul> <li>Play "L the so</li> </ul> |                        | " Children pass  | Backp                         | oack Bear              | arounc         | d the  | e circle | e in tir                  | ne with                                     |    |  |
| ξ                  | • Pause<br>"begin                  | the recor              | 5  |                               |                        |                |        |          |                           | nd either                                   |    |  |
| ζ                  |                                    |                        | ng Backpack Be   | ear nar                       | nes the le             | etter ac       | corc   | lingly.  |                           |   |    |  |
| S                  | Beginning                          | g:                     |  |                               |                        |                |        |          |                           |   | 5  |  |
| $\left\{ \right.$  | riv                                | er                     | sea  |                               | plain                  | wate           | er     | lal      | ĸe                        | field                                       |    |  |
| Ś                  | precipi                            | tation                 | condensa   | tion                          | rain                   | sur            | ٦      | nat      | ure                       | beach                                       |    |  |
| Ş                  | Ending:                            |                        |  |                               |                        |                |        |          |                           |   |    |  |
| 3                  | grain                              | land                   | swamp  | env                           | vironme                | ent            | wa     | ter      | mc                        | ountain                                     |    |  |
|                    |                                    |                        | ~~~~~  |                               |                        | $\sim$         | $\sim$ |          |                           | ~~~~  | ļ  |  |
|                    |                                    |                        |  |                               |                        |                |        | Mat      | erials                    |   |    |  |
|                    |                                    |                        |  |                               |                        |                |        | □ F      | Precipita                 | tion  |    |  |
| 2                  | hared O                            | ral Story              |  |                               |                        |                |        |          |                           | <i>ng</i> Track 40,<br>the Weather?"        |    |  |
| R                  | ead Precipi                        | itation. As            | you read, indi   | cate th                       | ne differer            | nt form:       | S      |          | Story sta                 | arter                                       |    | Reading  |
| O<br>S             | f water in t<br>now, and t         | the photo<br>he enviro | ographs such a<br>nments in whi<br>d, mountain, ar                                 | s rain,<br>ch wa <sup>.</sup> | steam, ha<br>ter appea | iil, and       |        |          |                           | <i>er Melodies</i><br>encil to use for<br>า |    | Connect to life<br>experiences the<br>information and<br>events in texts |
|                    |                                    |                        |  |                               |                        |                |        |          |                           |   |    | Describe common  |

Children recall what happens to water in the water cycle.

Starfall Kindergarten

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

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

# **UNIT 4** 247

objects and events in both general and

specific language

*Create a group draft* 

scripted by the teacher

Writing

### Title (to be determined)

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

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

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

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

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

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

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

# Computer

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

# "Picture-Sound" Hh, Ww

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

### Materials

"Picture-Sound" practice pages "Hh," "Ww"

Pencil/crayons

🗌 Glue stick

# Water Cycle

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

### Materials

| Water Cycle Poster        |
|---------------------------|
| Starfall Writing Journals |

Pencils/crayons

# Sequence "At the Library"

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



# Materials

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

Pocket chart



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

| Materials |  |
|-----------|--|
|-----------|--|

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

|      |  |        | /             |   |
|------|--|--------|---------------|---|
|      |  |        |               |   |
| <br> |  | $\sim$ | $\overline{}$ | - |
|      |  |        |               |   |

# "High-Frequency Old Maid"

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

### Materials

Two sets of all High-Frequency Word Cards from **Weeks 1-9** 

Sound-Spelling Instructional Picture Card: *Queen* (for use as Old Maid)

### WEEK 10 • DAY 5

### Technology

Use technology resources to support learning

### Reading

G

Distinguish initial phonemes in words



### Science

Communicate observations through drawings

### Reading

Read simple onesyllable and highfrequency words

Identify sequence of events in a story

### Reading

Read simple onesyllable and highfrequency words

### Reading

Read simple onesyllable and highfrequency words

### Reading

Connect to life experiences the information and events in texts

Use new vocabulary that is introduced and taught directly

| -                | What am 17   |
|------------------|--|
| mih              | e leader of the United States of America. My name is What am 17  |
|                  |  |
| Hen              | you tell the truth or do the right of a g<br>people call mit a store. You can bray thing's you need here. What am 1?<br>C is to the wheat of come I am very small but I grow into some-  |
|                  |  |
| fold U<br>fhield | se me to grow wargen with an 12<br>much bigger. What am 12<br>le climb me. I am Very high-I am made by the earth's movement. What am 12<br>bent receiving on the What am 12  |
| Peop             | le climb me, I am wery high-I am made by the way of the way what am 12   |
|                  | in climb me, I am very legis i am travelou.<br>a landform that is very fail. I have few of no twest growing on mix. What am 19<br>a low landform that is bishest and small tows and some ways. You can find alligations<br>a low landform that is bishest and small tows and some ways. You can find alligations   |
| 1.20             | a Loss landform that has bushes and small trees and point and a shalls.  |
|                  |  |
|                  |  |
| 1 40             | n a salky body of water. I am not all org the  |
| W                | n a safty body of water. I am not as big as grocoled in the second as a safty body or if you boll water on the second am the second and the s |
| W                | hat am If  |
| 11               | orm clouds. I am made up or many or  |
| T.               | form clouds. Lam made up of many years of the<br>then a cloud gets too heavy); fail from it. I can be rain or snow. What is my name?   |
|                  |  |
| H                | andiomns, trees, surf, clouds, and nature and or oceans, jakas, and teas. What am 17<br>I fail from the clouds and collect on the street or in oceans, jakas, and teas. What am 17   |
| 11               |  |
| U                |  |
| Ľ                | I give you light and heat, I dry things on the earth and Cause very<br>I give you light and heat, I dry things on the family line while they are lead<br>I am a special house where the president and his or her family line while they are lead<br>I am a special house any I called?   |
| ł.               | and broke where the preposition  |
|                  | I am a special house where the prevalence and con-<br>our county, what am i called?<br>I am a farmout state that experience our recognize what the people in our country's<br>off from the proople of frame to house or recognize what the people in our country's<br>off from the proople of states that the West am IP   |
|                  | I am a tainfollow people of France to benord of record and the people of the set of the  |
|                  |  |

# **Vocabulary Challenge**

Materials

Sing-Along Track 3

Vocabulary "Riddles" blackline (cut apart)

Basket or container

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

Divide your class into five teams and designate a leader for

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

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

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

Observe & Modify

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

250 UNIT 4

### WEEK 10 • DAY 5

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



WEEK 11 —OVERVIEW

# Week 11 Overview

### **Our Environment**

Children will learn about caring for the environment through conservation. They will discover the Three Rs of conservation: reduce, reuse, and recycle. They will also meet environmentalists, both real and fictional, who did their part to make the world a better place. This week we will:

- discuss landforms and our environment.
- learn about Ee /e/ and Vv /v/.
- write about conservation.

# Recommended Literature

*Miss Rumphius —Barbara Cooney* [1917 - 2000] Author and illustrator Barbara Cooney and her twin brother were born in a hotel room in Brooklyn, New York. When she was little, she intended to become an artist. She loved colors and taught herself how to draw and paint. When she grew up, she illustrated books written by other authors. Did you know she was the illustrator for *Ox-Cart Man*? (See Week 8.)

Barbara Cooney loved drawing and painting pictures for her own books. Just like the character Miss Rumphius, she really did travel all over the world. Quite naturally, she also lived in a house by the sea in Maine with a yard full of colorful flowers. Which flower do you think was her favorite? Lupines, of course! Besides art and gardening, her hobbies included cooking and photography. She said of all the books she ever wrote and illustrated, *Miss Rumphius* was the one "closest to her heart." She even changed her hairstyle to look just like Miss Rumphius.

# Starfall Books & Other Media

ABC Rhyme Book The Bottle in the River Star Writer Melodies Sing-Along Track 8 Get to Know John Muir Poster





### Day 1



Generate and prepare:

- Vocabulary Word Cards for Week 11. You will use conservatory, sowing, desert, satisfaction, and moist on Day 1, integrity and conserve on Day 2 and reduce, reuse, and recycle on Day 3.
- an "ABC Rhyme" practice page for letters *Ee* and *Vv*. Photocopy one for each child to take home and practice with his or her parents.

# Day One

None

## Day Two

Generate a "Picture Sound" practice page using Ff /f/ and Vv /v/ for each child.

## **Day Three**

Today the children will discuss the Three Rs of conservation. You will need to have several items on hand that can be recycled and a few that can't, including newspaper, an aluminum can, a paper bag, a lunch box, a cardboard box, a magazine, an old shirt, a toy, a paper plate, a book, a ceramic plate, and a plastic grocery bag.

You will also need three or six large cardboard boxes, depending on whether you decide to make one or two sets of recycling bins during Session 2 today.

Generate a "Color by Word" practice page for each child using high-frequency words: had, has, have, here, help, and helps.

You will need some used magazines to "recycle" today.

# **Day Four**

None

# **Day Five**

Generate a "Word Search" for each child with this week's high-frequency words: has, had, have, help, helps.















I loved meeting Miss Rumphius. She went to many faraway places. Maybe one day I can go to some faraway places, too!

Love

Backpack Bear

It was great learning about John Muir! He helped my family by conserving our forest

|  | DAY One  | day <b>Two</b>  |
|--|--|---|
| Reading Phonemic Awareness Phonics High-Frequency Words Comprehension Print Concepts | <ul> <li>L&amp;W, pp. 42 - 43</li> <li>Beginning<br/>sounds</li> <li>"See It! Say It!<br/>Write It!"</li> <li>Ee /e/</li> <li>HF Word: had</li> <li>Comprehension Skill:<br/>Story details (setting, main idea,<br/>main character, ending)</li> <li>Comprehension Strategy:<br/>Make connections</li> </ul> | L&W, p. 44<br>Syllabication<br>Vv /v/<br>HF Words: have, here,<br>help, helps<br>Comprehension Skills:<br>Inference<br>Story details (main idea)<br>Comprehension Strategy:<br>Predict/verify |
| Computer   | <i>"Calendar"<br/>I'm Reading: <u>Folk Tales</u>;<br/>"Mr. Bunny's Carrot Soup"<br/><u>Fiction/Nonfiction:</u><br/>"A House in a Tree"</i>   | <i>BpB's Books</i> : Row 8, "Come<br>Vote with Me"; Row 9, "At the<br>Library"; Concepts, "E-Machine,"<br>"I-Machine"   |
| Activity   | "Starfall Avenue"  | "Picture Sound" Vv /v/ and Ff /f/<br>practice page  |
| <b>Listening &amp; Speaking</b><br>Literature<br>Rhymes, Poems & Songs<br>Vocabulary | <i>Miss Rumphius</i><br>"Letter March Song Ee"<br>"Ee Elephant Rhyme"<br>Being a good citizen<br><b>Vocabulary:</b><br>Conservatory, sowing, desert,<br>satisfaction, moist  | Miss Rumphius<br>Get to Know John Muir Poster<br>"Vv Violin Rhyme"<br>"Letter March Song Vv"<br>Environment<br><b>Vocabulary:</b><br>Integrity, conserve                                      |
| Writing  |  |   |
| Social Studies   |  | Understand that being a good<br>citizen involves acting in cer-<br>tain ways  |
| Science  | Know characteristics of rivers,<br>oceans, valleys, deserts, and<br>local landforms  | Know how to identify resources<br>from Earth used in everyday<br>life and understand that many<br>resources can be conserved  |

| DAY Three   | DAY Four   | DAY Five   |
|---|--|--|
| L&W, p. 45<br>Beginning/end-<br>ing sounds<br>The Bottle in the<br>River<br>Comprehen-<br>sion Skill:<br>Classify/<br>categorize<br>Comprehension Strategies:<br>Open discussion<br>Make connections<br>Quotation marks | L&W, p. 46<br>Rhyming                            | L&W, p. 47Rhyming<br>The Bottle in the<br>RiverComprehension Skills:<br>Sequence<br>Story details<br>(problem/solution)Comprehension Strategy:<br>Make connectionsStarfall Free Day"Word Search": HF words |
| "Earth Day"<br><i>ABCs</i> : Vv, Ee, Ff, Ll   | <i>BpB's Books</i> : Row 10<br>"Earth Day"       | Make recycling signs to reduce, reuse, and recycle   |
| "Color by Word" practice page:<br>HF words  | Play dough letter formation                      | Sequence The Bottle in the River   |
| Vocabulary:<br>Reduce, reuse, recycle   | "Five Little Bears"<br>Author's chair            | Practice page of your choice 5<br>"Starfall Speedway"  |
| Dramatization (reading story dialogue)  |  | Vocabulary riddle  |
|   | Write about ways to help save<br>our environment |  |
|   |  |  |
| Know how to identify resources<br>from Earth used in everyday<br>life and understand that many<br>resources can be conserved  |  | Know how to identify resources<br>from Earth used in everyday<br>life and understand that many<br>resources can be conserved   |

# WEEK 11

# Day One

#### Reading

Distinguish initial phonemes in words

### Phonemic Awareness / Phonics Warm-Up **Materials** Lowercase Letter Cards, d, f, h, w Listening and Writing, Page 42 L&W, p. 42 Pencils/crayons Display lowercase Letter Card d. Children name the letter and suggest words that begin with the sound /d/. Repeat for *f*, *h*, *w*. Dd Complete L&W, p. 42 as with similar pages. Ff f d h W MMM

Materials

Miss Rumphius by

desert, moist,

Pocket chart

 $\square$ 

 $\square$ 

satisfaction, sowing

Story Element Cards:

What is the setting for

this story? Why is it

important? Who are

the main characters?

What happened at

the end? What is the

main idea of this story?

Make a text-to-world

connection.

Barbara Cooney
Vocabulary Word
Cards: conservatory.

### Reading

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Listen to and discuss both familiar and conceptually challenging text

### Science

Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms

# Introduce Miss Rumphius

Say: This story is about a woman who did something very special to better the environment. Display *Miss Rumphius*. Discuss the title, author and illustrator.

Explain: This is Miss Rumphius. She is pointing to a special flower called a lupine. (LOOP-en) Lupines are special because they only grow in dry, sandy soil. They can be blue, purple, or pink. They stand straight and tall. Children repeat, *lupine*. Lupines also grow in deserts. A desert is a type of landform. Children repeat, *desert*. Who can tell us something about a desert? Accept responses. Children should understand:

### • a desert is dry land with few plants and little rainfall.

- the desert is the perfect place for lupines to grow.
- lupines love the dry land and bright sun. They also grow near the ocean and sea because the land there is sandy and rocky.

# Say: Miss Rumphius was very interested in the environment and she worked to make things more beautiful. Let's read this book to find out how she did it.

Picture-walk through the book, then read the story. Pause to highlight new vocabulary words.

| conservatory | a greenhouse for growing or displaying plants     |
|--------------|---|
| sowing       | planting (Discuss sewing and sowing as homonyms.) |
| moist        | damp, slightly wet, as when we sweat              |
| satisfaction | happiness with the outcome of something           |

Ask: What did Miss Rumphius do to make the environment better? (She planted lupines.) How did that make the environment better? (It added more beauty.) Did you notice that the story began when Miss Rumphius was a little girl living by the ocean? As we read the story, it explained how she grew up and became older.

Place each Story Element Card in the pocket chart as you introduce it. Read the card and discuss the following:



Review *setting*. In this story, there is more than one setting. Look through the book to find examples. (city by the sea, grandpa's art studio, the conservatory, the tropical island, the home by the ocean, and the garden)



Recall that main characters are people or animals the author writes most about. Two main characters in this story are Miss Rumphius and Grandfather. Several different names for Miss Rumphius are used (Lupine Lady, Alice, Miss Great-Aunt Alice), but they all refer to the same person.



Alice said she wanted to go to faraway places when she grew up and when she grew old, she wanted to live beside the sea.

Her grandfather gave her a third thing to do. What was it? (Make the world more beautiful.)

Did Miss Rumphius do as her grandfather asked?

What happened at the end of the story that showed she listened to her grandfather? (She planted seeds so the world would be filled with beautiful lupines.)



Starfall Kindergarten

The main idea of a story is what the story is about. Was this story about a farm animal finding a flower? Was it about a girl who wanted to be a ballerina? Partner children to discuss the main idea of this story. Volunteers share responses.



Miss Rumphius wanted to make her environment more beautiful. Why should we care about our environment? This week we will think about what we can do to take good care of our world.

### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple onesyllable and highfrequency words

### Writing

Write consonantvowel-consonant words



#### Technology

Use technology resources to support learning

### Reading

Recognize and name uppercase and lowercase letters of the alphabet

Match consonant and vowel sounds to appropriate letters

"See It! Say It! Write It!" Introduce High-Frequency Word: *had*  Materials

# Lowercase Letter Cards: a, b, c, d, g, h, i, n, o, p, t, u Whiteboards/markers Starfall Dictionaries Pencils

Distribute Letter Cards. Say: I will say a word. If you have a letter that stands for any of the sounds in the word, come to the front and face the group. Place yourselves in the correct order to form the word. Ready? It

- Children holding the letters *i* and *t* come to the front, face the class, and form the word *it*.
- Children repeat, it.
- Letter holders then turn their backs to the group to hide the word.

### Say: Write it!

- The group writes the word from memory on its whiteboards.
- Letter holders turn to face the group.
- Children check and make corrections on their whiteboards.

Continue for can, up, big, and, not, in.

Say: Here's another one. It is a new high-frequency word. Listen to the sounds, *had*. Come to the front if you have the letters that stand for the sounds in *had*. Continue as above.

Distribute Starfall Dictionaries. Children enter had in their dictionaries.

Say: Now we will make the game harder! I will say a high-frequency word. Look it up in your dictionaries and write it on your whiteboards! Ready? Suggested words: has, want, come, are, with, said

### **Computer**

- "Calendar"
- *I'm Reading:* Folk Tales: "Mr. Bunny's Carrot Soup"; Fiction/Nonfiction: "A House in a Tree"

### Activity

Children identify the letter, then furnish a word that begins with that sound. If a child lands on *e*, *v*, *z*, *x*, *j*, *q*, *y*, or *k*, he or she gets a free spin because these letters have not yet been formally introduced.

Materials

"Starfall Avenue"

Practice
# Introduce *Ee* /e/

# Step One Introduce /e/ in the initial position

Read the rhyme "Ee Elephant" on page 13 of the ABC Rhyme Book. Ask: What words in the poem rhyme? (knows, toes, nose) Which words are homonyms? (knows, nose) Discuss the difference in their meanings.



Display the Picture Card *elephant*. Say: **This is a picture of an** *elephant***.** (Children repeat, *elephant*.) **The word** *elephant* **begins with the sound /e/. Watch my mouth: /e/. Now you say /e/. The words** *Ed* **and** *elephant* 

**begin with the same sound, /e/.** (Children repeat, /e/.) **I will read the rhyme again. Listen for the sound /e/ in the rhyme.** Read the rhyme again, then repeat it in unison.

# Step Two Discriminate /e/ in the initial position

Children stand. Say: I will say some words. If you hear /e/ at the beginning of a word, pretend you are an elephant and raise your trunk! If not, stand very still! Ready?

# Step Three Connect /e/ to the spelling Ee

Teach children the ASL sign for *Ee*. Children sing "The Letter March" with the ASL sign for *e* and sound /e/.



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

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

# The Letter March: Ee

Materials

Picture Card: *elephant* 

Letter Cards: E and e
 Wall Card: Elephant /e/

ABC Rhyme Book

Pencils/crayons

*L&W*, p. 43

Ed the elephant walks so slow.

Where is he going? No one knows.

Look at his ears and his very long nose!

Ed the Elephant

He hasn't any fingers,

But he has twenty toes-

(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, "E" makes its sound, /e/ /e/ /e/ /e/ And they all go marching , In- to a word, to use, their sound

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

| enter grape exit end wall igloo |
|---------------------------------|
|---------------------------------|



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

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

## Reading

Recognize and produce words that rhyme

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

#### Writing

Write lowercase letters of the alphabet independently



# Step Four Listening & Writing, Page 43

Complete L&W, p. 43 as with similar pages.



Display the Wall Card at the end of the lesson.



Children need extra practice hearing the difference between the short vowel sounds /i/ and /e/. During transition times, play games where children discriminate words beginning with /i/ and /e/. Children indicate by making the ASL sign that represents each letter.



The sound /e/ does not exist in Mandarin Chinese. Be sure to emphasize this sound for children who speak Mandarin.

ELD

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|                                      | _            |  |                | $\sim$  | $\sim$      | ~~~~~                                     | 1)       | <b>WEEK 11</b>                           |    |
|--------------------------------------|--------------|--|----------------|---------|-------------|---|----------|--|----|
| Phonemic Av                          | vareness V   | Varm-Up  |                | М       | laterials   |   |          | -  |    |
| Cullahisati                          |              |  |                |         | ] None      |   | D        | ay TWC                                   |    |
| Syllabicatio                         | n            |  |                |         |             |   |          |  |    |
|                                      |              | of the vocabular<br>s. Listen carefull                 | · ·            |         |             | · · · · · · · · · · · · · · · · · · ·     |          | ading                                    |    |
| to make the                          | vocabulary   | v word. Ready? n                                       | na—ture.W      | hat is  | the wor     | d? Yes,                                   | wo       |  |    |
| nature. Ther<br>na (clap) ture       |              | yllables in <i>natu</i> l                              | re. Let's clap | once    | for each    | n syllable.                               |          | unt the number of<br>Iables in words     |    |
|                                      |              | in this long word                                      | l·en_vi_rc     | onm     | ent? Sav    | ı it with me                              |          | e new vocabulary<br>at is introduced and | d  |
|                                      |              | <b>per of syllables.</b> S                             |                |         |             |   | tau      | ight directly                            |    |
| Continue for:                        |              |  |                |         |             |   | Ś        |  |    |
| Des—ert                              | stoop        | Sow-ing  | moist          | Sat-    | —is—f       | ac—tion                                   | S        |  |    |
| Choose volur                         | . <u>.</u> . | e each vocabulary                                      | / word in a se | entenc  | e.          |   | ζ        |  |    |
|                                      |              |  |                |         |             |   | <u>(</u> |  |    |
|                                      |              |  |                | (       | Materials   | 5   |          |  |    |
|                                      |              |  |                |         | Picture     | e Card: violin                            |          |  |    |
| Introduce Vv                         | /V/          |  |                |         |             | Cards: V and v<br>ard: <i>Violin /</i> v/ |          |  |    |
|                                      |              | / in the initial p                                     |                |         |             | nyme Book                                 |          | ading                                    |    |
| ,                                    |              | on page 47. Ask: <b>V</b><br>ring, song/along)         |                | in      | L&W, p      | o. 44<br>s/crayons                        |          | cognize and produ<br>ords that rhyme     | се |
|                                      | 9            | Card violin. Say: T                                    |                | (       |             |   |          | <b>iting</b><br>ite lowercase letter     |    |
| picture                              | of a violin. | Say, violin. The                                       | word           | Violin  |             |   | oft      | the alphabet<br>lependently              | 2  |
|                                      | -            | the sound /v/. V<br>w you say /v/. Tl                  |                |         |             | nakes you sing?<br>Ites my string.        | ind      | ependentiy                               |    |
| words                                | violin, vibr | ates, and vote b                                       | egin           |         |             | icks the song?<br>e and I'll play alo     | 20       |  |    |
|                                      |              | (Children repeat,<br><b>n. Listen for the</b>          | , ., .,        | VOLETON | your lavorn | e ana ni piay alo                         | ng.      |  |    |
| <b>/v/ in the rhym</b> it in unison. | e. Read the  | rhyme again, the                                       | en repeat      |         |             |   |          |  |    |
|                                      |              |  |                |         |             |   |          |  |    |
|                                      |              | ? /v/ in the initic<br>. If you hear /v/ a             | -              | ning    | of a word   | d pretend to                              |          |  |    |
|                                      |              | ake your head n  |                | ining c |             | , pretend to                              |          |  |    |
| van                                  | desert       | vegetables   | swoop          |         | /ase        | vet                                       | 1        |  |    |
|                                      |              |  |                |         |             |   |          |  |    |
|                                      |              | <b>to the spelling \</b><br>for <i>Vv</i> . Children s |                | ter Mar | rch" with   | the ASL sian                              | d        | YE                                       |    |
| for <i>v</i> and sound               | 0            |  | 5              |         |             |   | 13       | $\bigcirc$                               |    |



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

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

Say: The sound /v/ is very much like another sound we learned. Listen to this sound, /f/. What letter stands for the sound /f/? Place your hand on your throat. Say, /f/. Do you feel a vibration like a running motor? (No) Now, make the sound /v/. Do you feel your throat vibrating? When you need to know the difference between the /f/ and /v/, just place your fingers on your throat and see if your motor is running! If it is, you are making the sound /v/!

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

| Valentine sowing farm | vote | tent | vacuum |
|-----------------------|------|------|--------|
|-----------------------|------|------|--------|



Display the Wall Card at the end of the lesson.



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

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

# Step Four Introduce /v/ in the final position

Ask the riddle:



I am a bear's winter home. Bears sleep in me all winter. What am I?

ELD

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

| have save | kite | twelve | cliff | wave |
|-----------|------|--------|-------|------|
|-----------|------|--------|-------|------|

# Step Five Listening & Writing, page 44

Complete *L*&*W*, p. 44 as with similar pages.



The sound /v/ does not exist in Tagalog or Mandarin Chinese. Be sure to emphasize this sound with children who speak these languages.

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# Introduce High-Frequency Words: *have, here, help, helps*

Write *had* on the classroom whiteboard. Children identify the word, then watch carefully as you change *had* to *have*.

Say: Had, have. Do had and have end with the same sound? No! What sound do you hear at the end of have? (v) To make this new word, we need to change the /d/ to /v/. (Children watch as you change the d to v.) I need to add another letter to finish the word have. What letter should I add? (e) Let's spell this word together, h-a-v-e. Sometimes you see a letter, but you do not hear its sound. It is silent. The e in have is silent.

- Children write *have* on their whiteboards.
- On the board write: We have fun at school.
- Children help read the sentence.
- A volunteer circles *have* in the sentence.

Say: I'm thinking of another high-frequency word that begins with /h/. (Write *here.*) This word is *here*. (Children repeat, *here.*) Let's make up sentences using this word. I have one, *Here is a new word*. Now it's your turn. Children respond.

Ask children to recall homonyms, words that sound the same but have different meanings.

Say: I want to hear the music. Children define hear. (to listen) Say: Please come here.

# Ask: Does the word *here* used in this sentence mean 'to listen'? No, it means 'where I want you to come!'

• Children write *here* on their whiteboards.

Write *help* on the board. Say: **This word is** *help*. (Children repeat, *help*.) **We know all the letters to spell this word. Let's try it on our whiteboards. I'll say a sound and you write the letter that stands for that sound:** */h//e//l//p/*.

- On the board write: *I can help you*.
- Read the sentence together. It uses words the children already know.
- A volunteer circles *help* in the sentence.

# Say: Now, add s to help on your whiteboards. What new word do you have? (helps)

- Children repeat after you, I can help you.
- Then they repeat, *He helps me*.

# Say: Listen to this sentence, *He help me*. Does that make sense? Now listen, *He helps me*. Do you hear the difference the *s* makes?

To review, write each word on the board: *have, here, help,* and *helps*. Say: **We just learned four new high-frequency words that all begin with /h/!** 

Materials

 Classroom whiteboard/marker
 Whiteboards/markers
 Starfall Dictionaries
 Dancils

Pencils



Read simple onesyllable and highfrequency words

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

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

Children enter new high-frequency

words into their Starfall

Dictionaries.

#### Technology

Use technology resources to support learning

#### Reading

Distinguish initial phonemes in words

#### Writing

Write uppercase and lowercase letters of the alphabet

# Computer

- Backpack Bear's Books: Concepts, "E-Machine," "I-Machine"
- *Backpack Bear's Books*: Rows 8 and 9 Books, "Come Vote with Me" and "At the Library"

# Activity

Children trace over the letters Vv and Ff, then cut apart the pictures and glue them into the appropriate boxes.



# Materials

|  | "Picture Sound"<br>practice pages <i>Vv, Ff</i><br>for each child |
|--|---|
|  | Pencils/crayons<br>Glue stick                                     |
|  |   |

Practice

#### Reading

Use new vocabulary that is introduced and taught directly

#### Social Studies

Understand that being a good citizen involves acting in certain ways

#### Science

Know how to identify resources from Earth that are used in everyday life

Understand that many resources can be conserved

# Get to Know John Muir

| Ма | iterials                        |
|----|---------------------------------|
|    | Miss Rumphius                   |
|    | Get to Know John Muir<br>Poster |
|    | Vocabulary Word                 |

Cards: integrity,

conserve

Display *Miss Rumphius*. Children partner and discuss one thing they remember about the story. Volunteers share with the class.

Say: The main idea of this story is Miss Rumphius made

a choice to improve the environment by planting lupine seeds. She knew the right thing to do and she did it. When someone knows and does what is right, we say they have *integrity*. Say, *integrity*. You show *integrity* when you make good choices. Listen to these situations. If you think they show *integrity*, say *integrity*. If not, shake your head no.

- You find something that isn't yours and you give it back to the person it belongs to.
- You bump into someone and say you are sorry.
- You are angry and you hit someone.
- You have a toy that someone else wants. You decide to share it.
- You are outside and have a piece of candy. You throw the wrapper on the ground instead of in the trash can.

Say: I'd like to introduce you to a man who lived long ago. He had integrity and he had a love for the environment. Display the *Get to Know John Muir Poster*. Say: This is John Muir. What do you notice in the picture? (Discuss the environment.) What do you think John Muir is thinking about? Read and discuss the narrative on the back of the poster.

Say: John Muir was particularly interested in wild plants, animals, and the environment they lived in. He always carried a journal with him to record his observations. At each place he visited, he drew pictures and took notes about the plants and animals that lived there. He was sad when he saw that people did not always show respect for the environment. He wanted to *conserve*, or save, trees, plants, mountains and lakes in nature so they would last a long time for animals and people to enjoy. Children repeat, *conserve*.

Explain that there are ways we can conserve at home and at school. Challenge the children to observe your actions and determine what is being wasted, then think of ways to conserve that item:

|             | Waste  | Conserve  |
|-------------|--|---|
| water       | Turn on the water in the sink (or pretend to) and walk away.             | Turn off the water when<br>you aren't using it, when<br>brushing your teeth, and<br>take shorter showers. |
| electricity | Flick the lights on and off.   | Turn off lights and other<br>electrical appliances when<br>they aren't in use.                            |
| paper       | Hold up a piece of paper.<br>Write one thing on it and<br>throw it away. | Use both sides of the paper,<br>and use the paper to make<br>something else, such as a<br>paper airplane. |

Say: Paper is made from trees. By conserving paper, you are saving trees. When you save trees, you protect the homes of forest animals. Isn't it interesting how conservation affects people, trees, and animals? Discuss.



# **WEEK 11**

Day Three

# Phonemic Awareness / Phonics Warm-Up

Materials

*L&W*, p. 45
Pencils/crayons

#### Reading

Distinguish initial and final phonemes in words





#### Reading

Describe common objects and events in both general and specific language

#### Science

Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

# Introduce Reduce, Reuse, and Recycle

Say: There are three great ways to conserve and keep the environment clean. They all start with the sound /r/. We call them the *Three Rs*. Place each Vocabulary Word Card into the pocket chart as you name it:

• **Reduce** — The first and best way to conserve is to *reduce*. (Children repeat, *reduce*.) To reduce is to make less garbage in the first place! An example of reducing is when we take cloth bags to the grocery store instead of

#### Recyclable Items: newspaper, aluminum can, paper bag, lunch box, cardboard box, magazine, old shirt, toy, paper plate, book, ceramic plate, plastic grocery bag

Materials

 Vocabulary Word Cards: recycle, reuse, reduce
 Pocket chart

using plastic bags. We can use the cloth bags over and over again. Another way to reduce is to not waste food by taking more on our plates than we can eat.

- **Reuse** Another way to conserve is to *reuse*. (Children repeat, *reuse*.) We can reuse instead of throwing away. Have you ever used a shoebox to hold your toys? How about using old socks or T-shirts for cleaning cloths rather than paper towels? These are examples of reusing.
- **Recycle** You conserve when you *recycle*. (Children repeat, *recycle*.) Some things that are usually thrown away can be made into something else. This is recycling. Aluminum cans, plastic, cardboard, paper, and glass are smashed up, melted, and then made into other things. We can sort these items and take them to a recycling center, rather than throw them in the garbage.

Indicate the word, *reduce*. Say: **The most important way to help our environment** is to reduce waste, or make less garbage. For example, if you draw a picture on a piece of paper and then get another piece of paper for another drawing, you are using two pieces of paper. Instead, you can reduce waste by using both sides of one sheet of paper. Display a lunch box, ceramic plate, mug, and toy. Ask: **How do we reduce waste when we:** 

- use a reusable lunch box rather than lunch bags every day?
- use dishes instead of paper plates?

- use a reusable mug instead of paper or plastic cups?
- repair a toy that breaks instead of getting a new one?

Say: Think about the word *reuse*. (indicate) Rather than throw something away, we might be able to find a different way to use it. Display the following items; children think of ways each item could be reused:

- Paper bag—make a hat out of it or use it again
- Can and jar—hold pencils, markers, paintbrushes, etc.
- Cardboard box—store toys or make a fort
- Clothing, toys, books—give to younger brother/sister/ friend, donate to a local charity, or sell at a yard sale
- Newspaper—use under art projects, for washing windows and mirrors, searching for high-frequency words, and even wrapping gifts

Point to *recycle*. Say: **One way to help conserve what we have is to** *recycle*. **Rather than throw something away, we can give it to a company that will use it to make something new.** Display a newspaper, cardboard box, magazine, aluminum can, and plastic bag. Explain that all these items can be recycled into new items rather than creating more waste and using up new materials.

Divide the class into three groups. Each group is responsible for one of the Three Rs: *Reduce, Reuse,* and *Recycle.* Say: I will hold up an item. Discuss the item with your group, decide how you would conserve, then report back to the class. Let's try one. Hold up the plastic bag.

- Recyclers take it to a recycling center so the plastic could be used to make something else.
- Reusers would use it again and put different things in it, like toys, or wrap a package with it.
- Reducers would use a cloth grocery bag instead.

# **Recycling in the Classroom**

# Say: Backpack Bear thinks it would be a good idea for us to recycle! He brought in these boxes to help us create recycling bins for our classroom.

- On the board, write the words: Cans, Paper, Plastic
- Children repeat the words after you.

Divide the group into three smaller groups and assign each group a recycling category and a box. Children:

- copy their assigned words on scrap paper in pencil, then trace over the words with crayons.
- locate pictures of items in their categories in magazines and cut them out.
- draw pictures of items in their categories and cut them out.
- glue all of these items onto their assigned box.

#### **Materials**

- Pocket chart
- Three large "recycled" cardboard boxes
- "Recycled" (discarded) magazines
- Scrap paper
- Pencils/crayons

Scissors/glue sticks

#### Reading

Describe common objects and events in both general and specific language

#### Science

Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

The second group adds to the boxes, or creates another set.

#### Reading

Read simple onesyllable and highfrequency words

#### Technology

Use technology resources to support learning



# Computer

- "Earth Day"
- ABCs: Vv, Ee, Ff, li

# Activity

Children read high-frequency words and color words to color the picture.



# Introduce The Bottle in the River

# Say: Backpack Bear has a story he wants you to read. He is one of the characters in the story!

Navigate to *Backpack Bear's Books*: Row 9, "The Bottle in the River." Children interact with and discuss the story.

Distribute *The Bottle in the River* to each child. Say: **There** 

are three speaking characters in this story. (a teacher, a girl, Backpack Bear) How can we tell by looking at the story that the characters are speaking? (quotation marks) Let's read the story together.

After reading, explain: We can read this story another way. Three people can take the parts of the characters and read the dialogue spoken by those characters. I will take the parts that are not in the quotation marks. Choose volunteers to demonstrate. Divide the class into groups of three children. The groups partner-read the story, each child reading one of the character's dialogues.

Display *had*, *have*, *here*, and *help* in the pocket chart. Review each word and assign a color to each.

Say: **Let's go on a high-frequency word hunt!** Indicate the word *had* in the pocket chart. Children read *had* and circle or highlight *had* according to the color key each time it appears in the story. Repeat for *have, here,* and *help*.

# Materials Materials Backpack Bear The Bottle in the River for each child High Frequency Word Cards: had, have, help, here Crayons Pocket chart

Materials

Generate a "Color by

help, and helps

Pencils/crayons

Word" practice page

for each child using high-frequency words: had, has, have, here,

Practice

Phonemic Awareness Warm-Up

# **Rhyming Words**

Play *Sing-Along* Track 8. Ask: **Did you hear some rhyming** words in that song? Let's sing it again. This time, be sure to listen for words that rhyme. Play Track 8 again.

Read the words to the song one verse at a time. Pause after the first word in each rhyming pair for children to supply the rhyming words.

Children supply other words that rhyme with *do, tree, core,* and *hive*.

## Five Little Bears

Materials

Sing-Along Track 8

One little bear Wondering what to do Along came another Then there were two! Two little bears Climbing up a tree Along came another Then there were three! Three little bears Ate an apple core Along came another Then there were four! Four little honey bears Found honey in a hive Along came another And then there were five! **WEEK 11** 

# Day Four

#### Reading

Recognize and produce words that rhyme

# Reading

Recognize and produce words that rhyme



Materials

 L&W, p. 46

 Pencils/crayons

Say: I will say a word. Listen to the sound at the end of the word. When you know the letter that stands for that sound, raise your hand.

|  | can | fig | ten | pet |
|--|-----|-----|-----|-----|
|--|-----|-----|-----|-----|

Complete L&W, p. 46 as with similar pages.

Listening and Writing, Page 46

#### Writing

Use letters and phonetically spelled words to write about experiences

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

# Technology

#### Writing

# Writing

Say: Let's make an entry in our journals to explain how we might conserve and protect our environment. What are some things we might write? Volunteers share responses.

Additional suggestions for discussion include:

• Turn off the computer, television, and radio when you're not using them.

**Materials** 

Starfall Writing

Pencils/crayons

Star Writer Melodies

Journals Starfall Dictionaries

- Help wash and dry the dishes rather than use the dishwasher.
- Take shorter showers.
- Turn off the water when brushing your teeth.
- Use a lunch box rather than a paper bag.
- Eat more fruits and vegetables rather than animal foods such as hamburgers or bacon.
- Use the sun to make iced tea rather than heating water on a stove, or use the sun to dry your laundry, rather than using a clothes dryer.

Distribute journals. Play Star Writer Melodies while children write about and then illustrate ways they can conserve. Children will share their writings during Session 3.

|  | Computer  | Practice  |
|--|---|---|
| Technology   | • "Earth Day"   |   |
| Use technology<br>resources to support                       | Backpack Bear's Books: Concepts, Row 10   |   |
| learning   | Activity  | Materials   |
| <b>Writing</b><br>Write lowercase letters<br>of the alphabet | Children reference Letter Cards to form lowercase letters<br>using play dough. Encourage them to put letters to-<br>gether to form words. | <ul> <li>Lowercase Letter Cards<br/>of your choice</li> <li>Play dough</li> </ul> |
|  | 3   | Materials   |
| Listening & Speaking   | Author's Chair  | Starfall Writing<br>Journals  |
| Communicate<br>effectively when<br>sharing ideas             | Children complete their writings from <b>Session 2</b> and share.   | Author's Chair  |
|  |   |   |
| <i>Relate an experience or creative story</i>                |   |   |

#### Produce, illustrate, and share a finished piece of writing

|                       |   |   | <b>WEEK 11</b>   |
|-----------------------|---|---|--|
|                       |   | Materials   | Day Five   |
|                       | Listening and Writing, Page 47<br>Complete L&W, p. 47 as with similar pages.  | Pencils/crayons   | <b>Reading</b><br>Recognize and produce<br>words that rhyme  |
|                       | <ul> <li>The Bottle in the River</li> <li>Distribute The Bottle in the River to each child. Read it together.</li> <li>Display the Cover Card. Children describe what they see.</li> <li>Choose volunteers to hold the eight Sentence Strips. Say:</li> <li>Let's read this story again. If you are holding the sentence in the pocket chart. Continue until all sentences are ordered.</li> <li>Children cover their eyes.</li> <li>Mix up the Sentence Strips.</li> <li>Ask children to open their eyes and tell you what is different.</li> <li>Read the story in the mixed-up order.</li> <li>Ask: Do you think it is important for the sentences in a story order? Discuss, then ask volunteers to order the story correctly.</li> </ul> | t about the sentences.<br><b>ry to be in the right</b><br>/.<br><b>night the teacher, the</b> | <b>Reading</b><br>Connect to life<br>experiences the<br>information and<br>events in texts<br>Read simple one-<br>syllable and high-<br>frequency words<br>Identify sequence of<br>events in a story<br><b>Science</b><br>Know how to identify<br>resources from Earth<br>that are used in<br>everyday life and<br>understand that many<br>resources can be<br>conserved |
| Starfall Kindergarten |   |   | Come here.   |

#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

#### Reading

Identify types of everyday print materials (e.g., newspapers, signs, labels)

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

#### Reading

Read simple onesyllable and highfrequency words

Identify sequence of events in a story



Read simple onesyllable and highfrequency words

# Computer

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

# Word Search

Children find this week's high-frequency words *has, had, have, help,* and *helps* hidden in the puzzle, and then write the words on the back of the paper.

# Sign Making

Children use scrap paper or drawing paper and copy from Word Cards to make signs reminding people to reduce, reuse and recycle. Signs may include pictures, words, and/or sentences. Display them in appropriate places in the classroom and around the school.

# Sequence The Bottle in the River

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

Come here.

Come here

**Generator Practice Page** 

Materials

Materials

Pencils

Materials

Scrap paper

paper

**Materials** 

Pocket chart

Pencils/crayons/markers

Vocabulary Word Cards:

recycle, reuse, reduce

Word cards: *cans, plastic,* 

The Bottle in the River for

The Bottle in the River Cover

Card, Sentence Strips, Word

5

each child

Cards
Pocket chart

"Word Search" for each child

Choose the skill your children most need to review and generate a practice page.

Generated practice page of your choice

# "Starfall Speedway"

Children play "Starfall Speedway" by reading the high-frequency words.



"Starfall Speedway"

High-Frequency Word Cards: Choose words children need to review

# **Vocabulary Riddles**

Materials

Say: We're going to play a game. I'll read a riddle, then you will partner to discuss the answer. We will take turns answering the riddles.

| aluminum<br>can | I am the container soft drinks come in. Sometimes I'm in<br>a soda machine. You can recycle me. What am I?   |
|-----------------|--|
| desert          | I am a landform that is dry and sandy. I am often found where it is very hot. What am I?   |
| plastic         | I am the container that a gallon of milk comes in. What am I made of?  |
| reuse           | When you use something over again instead of throw-<br>ing it away, you do this. What is it?   |
| moist           | I am a word that means damp and slightly wet. What word am I?  |
| satisfaction    | You feel this when you have done something really well and are proud of yourself. What is it?  |
| sowing          | I am a homonym. One of my meanings is to use thread<br>to attach material together. My other meaning is to<br>plant seeds. What am I doing?  |
| John Muir       | I loved the environment and worked hard to help others<br>understand how important it is to conserve so people<br>and animals can enjoy our earth for a very long time.<br>Who am I? |
| environment     | I am the world around you. What am I?  |
| recycle         | I am very important for the environment. I am what you<br>do after you use something and you sort it into a special<br>container to be made into something new. What am I?           |
| reduce          | I am what you do when you use less paper and plastic products and make less garbage or waste. What word am I?  |
| conservatory    | I am a greenhouse for growing or displaying plants. You read about me in the story <i>Miss Rumphius</i> . What am I?   |
| integrity       | You have this if you make good choices and do the right thing. Miss Rumphius and John Muir had it. What is it?   |
| conserve        | When you save something or try to use less of some-<br>thing, you do this. What is it?   |

#### Reading

Connect to life experiences the information and events in texts

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly



Ζ

Ζ

Ζ

# Week 12 Overview

# **Citizens and Their Actions**

Children will learn about peaceful ways to solve problems through discussion and literature that introduces pioneers in America's civil rights movement. This week we will:

- meet Martin Luther King, Jr., Ruby Bridges and Rosa Parks.
- learn about Xx /x/, Zz /z/, and Jj /j/.
- discover vowels.

# **Recommended Literature**

# Miss Rumphius —Barbara Cooney See the author bio in Week 11.

# Starfall Books & Other Media

ABC Rhyme Book A Young Hero Ruby Goes to School America the Beautiful Star Writer Melodies Sing-Along Tracks 23, 49 Get to Know Abraham Lincoln Poster Get to Know Martin Luther King, Jr. Poster Get to Know Rosa Parks Poster











# Preparation

Generate and prepare:

- Vocabulary Word Cards for Week 12. You will use *peaceful* on Day 1, and *equal*, integrate, race, racism, judge, harm, refuse and overcome on **Day 2**.
- an "ABC Rhyme" practice page for letters Xx, Zz and Jj. Photocopy one for each child to take home and practice with his or her parents.

# Day One

None

# Day Two

Photocopy and cut apart the High-Frequency Word Sentence Strips blackline to be used during today's independent practice activity.

# Day Three

Familiarize yourself with the ASL signs on the "Old McDonald Had a Vowel Farm" blackline. You will teach them during today's Session 1 for use in the adapted version of the song, "Old McDonald Had a Farm."

# **Day Four**

Generate a graph practice page for each child using the high frequency words found in Ruby Goes to School.

# **Dav Five**

Generate a practice page for the skill your children most need to review for use during Learning Centers.

Prior to today's Learning Centers, assign one of this week's historical figures (Martin Luther King, Jr., Rosa Parks, or Ruby Bridges) to each rotation group or child. They will draw

portraits of this person and label them during today's Learning Centers.

If you have other books about these historical figures, have them available for children to reference.

Generate a "Color by Word" practice page for Week 12.





@ 00

Day 1

|   | DAY One   | day <b>Two</b>   |
|---|---|--|
| Reading<br>Phonemic Awareness<br>Phonics<br>High-Frequency Words<br>Comprehension<br>Print Concepts | L&W, p. 48<br>Phoneme<br>Addition<br>Zz /z/<br>HF Words:<br><b>away, do, was, will</b><br><b>Comprehension Skills:</b><br>Compare/contrast<br>Draw conclusions<br><b>Comprehension Strategies:</b><br>Open discussion<br>Summarize<br>Make connections  | L&W, p. 49<br>Blending<br>phonemes<br>XX /X/<br>Ruby Goes<br>to School<br>Comprehension Skill:<br>Comprehension Skill:<br>Comprehension Strategies:<br>Summarize<br>Predict/verify<br>Make connections |
| Computer  | <i>BpB's Books:</i> Concepts, "A-Ma-<br>chine," "E-Machine," "O-Machine"  | <i>ABCs:</i> Zz, Xx, Ee, Vv<br><i>It's Fun to Read:</i> All About Me,<br>"Who Am I?"   |
| Activity  | "Concentration" Picture and<br>Word Cards   | "Starfall Speedway" Reading<br>Sentences   |
| <b>Listening &amp; Speaking</b><br>Literature<br>Rhymes, Poems & Songs<br>Vocabulary                | Get to Know Posters: Abraham<br>Lincoln, Martin Luther King, Jr.,<br>Rosa Parks<br>"Letter March Song Zz"<br>"Zz Zebra Rhyme"<br><b>Vocabulary:</b> Peaceful  | <i>A Young Hero</i><br>"Zipper Coat"<br>"Xx Box Rhyme"<br>"Letter March Song Xx"<br><b>Vocabulary:</b> Equal,<br>integrate, race, racism, judge,<br>harm, refuse, overcome                             |
| Writing   |   |  |
| Social Studies  | Know the people, events, triumphs, struggles in stories ar<br>lore about commemorative holidays — Learn about exan<br>of honesty, courage, determination, individual responsibil<br>patriotism in American and world folklore and history —<br>beliefs and related behaviors of story characters in times p<br>understand consequences of their actions |  |
| Science   |   |  |

| DAY Three  | DAY Four  | DAY Five   |
|--|---|--|
| L&W, pp. 50, 51<br>Beginning/end-<br>ing sounds<br>Vowels/conso-<br>nants<br>Jj /j/<br>Jj /j/<br>Comprehension Skill:<br>Sequence<br>Comprehension Strategy:<br>Make connections | L&W, p. 52<br>Beginning<br>sounds<br>Medial vowels<br>Comprehension Skills:<br>Classify/categorize<br>Story details (problem/solu-<br>tion)<br>Comprehension Strategies:<br>Open discussion<br>Visualize<br>Ask questions<br>Make connections | Blend onset and rimeShared writingComprehension Skill:<br>Story details (character, setting)Comprehension Strategy:<br>Open discussion<br>SummarizeStarfall Free Day1*Starfall Speedway" HF words2 |
| <i>BpB's Books:</i> Row 11, "Ruby Goes<br>to School"; Concepts, "I-Ma-<br>chine,""U-Machine"   | ABCs: Aa, Ee, Ii, Oo, Uu;<br>BpB's Books: Row 11  | "Color by Word" practice page<br>for <b>Week 12</b>  |
| Sequence Ruby Goes to School   | Use play dough to create<br>high-frequency words  | Sequence Ruby Goes to School   |
| "Old McDonald Had a Farm"  | A Young Hero  | Practice page of your choice 5   |
| "Jj Jump Rhyme"<br>"Letter March Song Jj"  |   | Art Gallery 6  |
|  |   | A Young Hero; Miss Rumphius;<br>America the Beautiful<br>Get to Know Posters: Abraham<br>Lincoln, Martin Luther King, Jr.,<br>Rosa Parks<br>Kindergarten Book Club                                 |
| Write about ways to welcome a new child to class   |   | Group (shared) writing about<br>ways we can be more peaceful   |
| Learn examples of honesty,<br>courage, determination, indi-<br>vidual responsibility, and pa-<br>triotism in American and world<br>folklore and history                          |   | Know beliefs and related<br>behaviors of story characters<br>in times past and understand<br>consequences of their actions   |
|  |   |  |

# **WEEK 12**

# Day One

#### Reading

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

Recognize words that rhyme

#### Reading

Connect to life experiences the information and events in texts

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

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

Know the triumphs in American legends and historical accounts through the stories of people

# Phonemic Awareness Warm-Up

## Materials

Picture Cards: in, cup,

Pocket chart

fin, pin, pup, stop, top, up

# **Phoneme Addition**

Place the Picture Card *up* face-up in the pocket chart. Place *cup* and *pup* face-down next to *up*. Identify *up*; children repeat *up*.

Ask: **If we add the sound /k/ in front of** *up***, what new word will it make?** Accept responses. Reveal the picture of the *cup*. Say: *up*, /k/ /up/, *cup*.

Ask: What do you notice about the words *up* and *cup*? (They rhyme.) Reveal *pup*. Ask: What sound do we add to *up* to make *pup*? (/p/) Say, *up*, *pup*. They rhyme!

Repeat for in/fin/pin and top/stop.



# Get to Know Martin Luther King, Jr. and Rosa Parks

| Materials |   |  |  |  |  |
|-----------|---|--|--|--|--|
|           | Get to Know Abraham<br>Lincoln Poster         |  |  |  |  |
|           | Get to Know Martin<br>Luther King, Jr. Poster |  |  |  |  |
|           | Get to Know Rosa Parks<br>Poster              |  |  |  |  |
|           | Vocabulary Word Card:<br>peaceful             |  |  |  |  |

Instruct children with black hair to stand. Ask: **Would it be fair if only children with black hair got a special treat?** (Discuss.)

Display the Get to Know Abraham Lincoln Poster. Say: We

learned that President Abraham Lincoln saw something that was not fair. He saw people with black skin being treated differently from other people. He worked to create laws to change that, but some people still treated those with black skin unfairly. Today we will meet two people who worked hard so that all people would be treated fairly.

- Display the Get to Know Martin Luther King, Jr. Poster.
- Read the narrative on the back of the poster.
- Children partner and share with each other what they learned about Martin Luther King, Jr.
- Volunteers share responses with the group.

Say: Martin Luther King, Jr. had a helper named Rosa Parks. Display the Get to Know Rosa Parks Poster.

| After bullets 1-4  | How is our school different from the one Rosa Parks attended?   |
|--------------------|---|
| After bullet 5     | Rosa could not eat in the same restaurants or use the<br>same drinking fountains as white people. Was that<br>fair? Listen carefully to what happened to Rosa next.<br>You'll hear how she helped Martin Luther King, Jr.<br>make a difference. |
| After bullets 7-10 | Partner-share and discuss what Rosa Parks did to help change the laws for black people.   |

Explain that Martin Luther King, Jr. and Rosa Parks didn't want people to fight. Instead of fighting, they wanted people to find peaceful ways to solve their problems. Say: *Peaceful* means living together without fighting. Children repeat, *peaceful*.

Children discuss peaceful solutions to the following problems.

- You want to play with a toy someone else has. You grab the toy and pull it away.
- Someone bumps into you as you are running outside and you hit him or her.
- Your friends tell you they won't be your friends if you don't do what they want. You say mean things to them.

Say: We can learn better ways to solve our problems from the examples set by Martin Luther King, Jr. and Rosa Parks. Stand in a circle and hold hands. Let's make a promise. Repeat after me: We want to be happy. (pause) We promise to try to solve our problems (pause) in a peaceful way. (pause) We promise (pause) to treat each other (pause) with fairness and respect.

# Introduce High-Frequency Words: away, do, was, will

On the board, write: *She was on the log.* Volunteers identify and circle high-frequency words *she, on,* and *the*.

Say: There are two words left that are not circled. (Circle *log* with a different color.) We can decode this word because we have learned all of the sounds in it. Let's use our invisible rubber bands to sound it out: /l/ /o/ /g/. This word is *log*.

Indicate the word, *was*. Explain that *was* is a new high-frequency word. Children repeat, *was*. A volunteer circles *was* in the sentence using a third color. Read the sentence together.

Display the High-Frequency Word Card *was* in the pocket chart. Children write *was* on their whiteboards.

# Materials

- High-Frequency Word Cards: *away, do, was, will*
- Pocket chart
- Whiteboards/markers
- Three whiteboard markers in different colors
- Starfall Dictionaries

# WEEK 12 • DAY 1







# Reading

Blend individual phonemes in simple one-syllable words

Read simple onesyllable and highfrequency words



#### Technology

Use technology resources to support learning

#### Reading

Match consonant and vowel sounds to appropriate letters

Collect Picture and Word Cards. You will use them again in Learning Centers, Day 5.

Reading

Recognize and produce words that rhyme

#### Writing

Write lowercase letters of the alphabet independently

Repeat for will, away, and do in the following sentences.

- The dog *will* run *away*.
- I will do it for you.

Arrange was, will, away, and do in the pocket chart face-down in random order. Volunteers turn over cards, read the words, and use them in sentences.

# Computer

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

# **Match CVC Words and Pictures**

Children arrange the Picture and Word Cards face-down on the floor or in a pocket chart, then play "Concentration" matching Picture Cards to Word Cards.

Picture and Word Cards: bed. bus. cot. dig, fan, fin, gum, ham, hop, leg, log, map, nut, pin, pup, rug, sun, ten, van, wig

Pocket chart or floor

**Materials** 

Practice



# Introduce Zz /z/

Read the rhyme "Zz Zebra" on page 55 of the ABC Rhyme Book. Ask: What words in the poem rhyme? (same, fame)

Explain that a zebra's stripes are special since no two zebras have the same pattern. Every zebra's stripes are different!



Display the Picture Card zebra. Say: This is a picture of a zebra. Say, zebra. The word zebra begins with the sound /z/. Watch my mouth: /z/. Now you say /z/. The words zebra and zany begin with the same sound, /z/. (Children repeat: /z/.) I will read the

rhyme again. Listen for the sound /z/ in the rhyme. Read the rhyme again, then repeat it in unison.



#### Zebra

The zebra is not a horse of course But they look very much the same. Those zany stripes of black and white Are the zebra's claim to fame!

| Chara Orac   | Diamin   |  |  |                                       |  |   |   |           | WEEK 12 • DAY 1  |
|--|--|--|--|---------------------------------------|--|---|---|-----------|--|
| Children star  | nd. Say: I   | n <i>inate /z/ in th</i><br>will say some v<br>s up. If not, giv   | vords. If yo                               | ou hear /z/                           |  | e beginn  | ing of a  |           |  |
| zip  |  | city   |  | lock                                  |  | Z   | 00  |           |  |
| Step <b>Two</b>  | Conne  | ct /z/ to the sp   | elling Zz                                  |                                       | The I  | etter Marc  | h: Zz   |           | <b>~ -  ~</b> ()   |
| Teach childre<br>Letter March<br>Displ<br>case<br>/z/. E   | en the As<br>" with th<br>ay the Le<br>letter z.<br>ach tim  | SL sign for Zz. Ch<br>e ASL sign for Z a<br>etter Card Z. Say:<br>The letter Z sta<br>e I touch the le<br>ral times. | and sound /<br>This is the<br>ands for the | /z/.<br>Iower-<br>e sound             | The le<br>Hurra<br>The le<br>Hurra<br>The le | etters go mar<br>h! Hurrah!<br>etters go mar<br>h! Hurrah!<br>etters go mar | s Go Marching")<br>ching one by one<br>ching one by one<br>ching one by one | ·         |  |
|  |  | er's formation as<br>rite z several tim  |  | z on the                              | And t  | hey all go me   | d, /z/ /z/ /z/ /z/<br>arching ,<br>se, their sound                          | Z         | otice that the pictured<br>sign on the ASL Chart<br>d in this book appears   |
| the example<br>making the s<br>Say: <b>Let's pl</b> a  | , <i>zip</i> and<br>sound /z<br><b>ay a gan</b>  | id /z/ and /s/ are<br><i>sip</i> . Children rep<br>/.<br><b>ne. If the word I</b><br>: <b>begins with th</b>         | beat. Discus<br>say begin                  | s how your<br><mark>s with the</mark> | sound  | d /z/, ma   | ke  | mir<br>th | backwards. It is a<br>backwards. It is a<br>prored depiction. From<br>the perspective of the<br>wer, it looks correct. |
| sing   |  | zipper   | sand                                       | Zar                                   | nder   |   | soap  |           | and the same   |
| Display the Letter Card Z. Say: This is the uppercase letter Z. The uppercase letter Z and the lowercase letter z stand for the sound /z/. A volunteer locates Zz on the Alphabet Chart. Ask: Are the letters Z and z at the beginning, middle, or end of the alphabet? (end) Demonstrate the letter's formation as you write Z on the board. Children skywrite Z several times. |  |  |  |                                       |  |   |   |           |  |
|  |  | uce /z/ in the fi  | nal positio                                | on                                    |  |   |   |           | Display the Wall Card at the end of the lesson.  |
| Step Three Introduce /z/ in the final position   Ask the riddle:   buzz I am the sound a bee makes when it flies around. What sound am I?   Step Four Listening & Writing, page 48 Complete as with similar pages  |  |  |  |                                       |  |   |   |           |  |
|  | Complete as with similar pages.<br>A a Bb C c D d E e F f G g Hh I i J j K k L l Mm Nn O o P p Q q Rr S s T f U u V v W w X x Y y Z z<br>a b c d e f g h i I m n o p r s t u v w z z |  |  |                                       |  |   |   |           |  |
| is slightly a  | different  | s not exist in Gel<br>in Mandarin Chi<br>who speak thes  | nese. Be su                                | re to emph                            |  |   | ELD   |           |  |

sound for children who speak these languages.

# **WEEK 12**

# Day TWO

#### Reading

Blend individual phonemes in simple one-syllable words

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

# Reading

*Recognize and produce words that rhyme* 

#### Writing

Write lowercase letters of the alphabet independently

# Phonemic Awareness / Phonics Warm-Up

# **Blending Phonemes**

Play *Sing-Along* Track 49 several times as children sing. Ask: What sound do you hear at the beginning of *zipper*? Explain that very few words use the letter *z*. Recall that sometimes *s* stands for the sound /*z*/.

- On the board write: *zot, zam, zab, zup*.
- Volunteers blend the sounds and name the nonsense words.
- Ask children to name the high-frequency words they know in which the letter s stands for the sound /z/ (is, has, was).

Sing "Zipper Coat" again. Divide the class into two groups. One group sings verse one and the other group sings verse two. Reverse the groups and repeat the song.

# Materials

Sing-Along Track 49

#### Zipper Coat

Oh do you have a zipper coat A zipper coat A zipper coat Oh do you have a zipper coat That goes zzzzip! Oh yes I have a zipper coat A zipper coat A zipper coat Oh yes I have a zipper coat

That goes zzzzip!

# Introduce Xx /x/

# Step One Introduce /x/ in the final position

Read the rhyme "Xx Box" on page 51 of the ABC Rhyme Book. Ask: What words in the poem rhyme? (box, fox; saxophone, bone) Materials

Picture Card: box
Letter Cards: X and x
Wall Card: Box /x/
ABC Rhyme Book
L&W, p. 49
Pencils/crayons

Say: Listen for the sound /ks/ in this word, box. Children repeat, box. Display the Picture Card box. This is a picture of a

#### Вох

What would fit inside that box? Maybe an ax, some wax or a fox. But not a taxi or a saxophone, Not even an ox or a T-Rex bone!

you say /ks/. Listen again. What words end in /ks/ in this rhyme? Repeat the rhyme. Children identify box, ax, wax, fox, ox, and Rex.

begin with the sound /ks/. Watch my mouth: /ks/. Now

*box*. Does *box* begin with the sound /ks/? No, it does not begin with the sound /ks/, it *ends* 

with the sound /ks/. Words in English do not

Say: Listen for the sound /ks/ in the *middle* of some of the words in the poem. Read the poem again. Children identify *taxi* and *saxophone*.

# Step Two Discriminate /ks/ in the final position

Children stand. Say: I will say some words. If you hear the sound /ks/ at the end of a word, sit on the floor. If not, stand up. Ready?

| fox paper top Mox Max | Mox Max |
|-----------------------|---------|
|-----------------------|---------|

# Step Three Connect /ks/ to the spelling Xx

Teach children the ASL sign for *Xx*. Children sing "The Letter March" with the ASL sign for *x* and sound /ks/.



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

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

## The Letter March: Xx

(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,

"X" makes its sound, /ks/ /ks/ /ks/ /ks/ And they all go marching , In- to a word, to use, their sound



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

|  | ОХ | lox | boy | leaf | fox |
|--|----|-----|-----|------|-----|
|--|----|-----|-----|------|-----|

X

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

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

# Step Four Listening & Writing, page 49

Complete as with similar pages.





Display the Wall Card at the end of the lesson.



#### Reading

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a 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 beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions

# Introduce A Young Hero

#### Materials

A Young Hero by Starfall

Vocabulary Word Cards: equal, racism, judge, harm, refuse, overcome, race, integrate

Volunteers share what they remember about Martin Luther King, Jr. and Rosa Parks. Recall that Rosa Parks went to school with all black children.

Say: This story is about a little black girl named Ruby Bridges. When she was a child, African-American (black) children only went to schools with other black children and white children only went to schools with other white children. Ruby Bridges could not go to school with the white children. As you listen to her story, think about how you would feel if you were Ruby.

As you read, stop and discuss the following vocabulary:

| equal  | things that are the same in value                            |
|--|--|
| race   | a group of people who share similar physical characteristics |
| racism   | the belief that one race is better than another              |
| integrate  | to combine or mix one thing with another                     |
| judge an official who decides if someone is right or wrong |  |
| harm to hurt someone or something                          |  |
| <i>refuse</i> to say or decide you will not do something   |  |
| overcome   | to be able to do something even if it is difficult           |

After reading the story, discuss the following:

- Kn How did Ruby get to go to school?
- Kn What happened on Ruby's first day of school?
- Kn How did Ruby stay safe?
- Un Why did the parents of the white children not allow them to go to school with Ruby?
- Un How did Ruby feel about school once she was safely inside?
- An How are schools different today?
- **Ev** What do you think would happen if Ruby came to our class tomorrow?

**Technology** Use technology

learning

Reading

Read simple one-

syllable and high-

frequency words

resources to support

# Computer

- ABCs: Zz, Xx, Ee, Vv
- It's Fun to Read: All About Me, "Who Am I?"

# Activity

Children draw Sentence Strips, then read them to advance on the Starfall Speedway.

| Come with me.   | She has a top.                          |
|---|---|
| I want to have a dog.   | The hat is here.                        |
| We are in the tub!  | Will you come with me?                  |
| I had a big bat.  | She helps with the dog.                 |
| I do not want to go away  | He likes to run up and down.            |
| She was in the van with   | in the men and he                       |
| us.<br>We will go to see the de<br>I want to go, but he will<br>not go with me. | log. Sam said, "I can help you<br>run." |
|   | 1. The me with                          |
| I am little and she is  | big.                                    |
| I am little and she is  | Dig.                                    |

3

# Introduce Ruby Goes to School

Display A Young Hero. Ask: **Remember the story**, A Young Hero? Let's picture-walk through the book and talk about what happened to Ruby.

Ask: What was Ruby's problem? (She could not go to a school with white children and get the same education they did.) How was her problem solved? (A judge ordered her to go to a school with white children.) Explain that Ruby received help from the Federal Agents and her teacher.

To introduce the story, navigate to *Backpack Bear's Books:* Row 11, "Ruby Goes to School." Children interact with and discuss the story.

- Read the title together.
- Picture-walk through the book and discuss.
- Read the story together.

Say: Look at the list of high-frequency words used in this story on page 6. Find the word will. Circle or highlight will with your red crayon. Now find will in other places in the story and circle or highlight it with your red crayon. Repeat for was (blue), and away (green).

Place all High-Frequency Word Cards in the pocket chart face-down. Volunteers reveal cards and read the words.

#### Materials

| Speedway' |
|-----------|
|           |

Practice

 Basket
 High-Frequency Word Sentence Strips

# Materials

Ruby Goes to School for each child

A Young Hero

Pocket chart

High-Frequency Word Cards: a, and, at, but, can, come, do, had, he, help, here, l, in, not, the, to, was, we, will, with, you

Pencil/crayons

Retell familiar stories

#### Social Studies

Reading

Read simple one-

syllable and high-

frequency words

Connect to life

experiences the

information and

events in texts

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

#### Technology

Use technology resources to support learning



# **WEEK 12**

Day Three

# Phonemic Awareness / Phonics Warm-Up

# Listening and Writing, Page 50

L&W, p. 50

**Materials** 

#### Reading

Distinguish initial and final phonemes in words



×?

N

#### Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Match short-vowel sounds to appropriate letters



# Alphabet, Consonants, Vowels

R

Sing the "Alphabet Song." Point to each letter on the classroom Alphabet Chart as you sing.

# Say: Most letters of the alphabet are called consonants, but there are five special letters called *vowels*. Every word has to have at least one vowel in it.

Place the Picture Cards *cat, hen, pig, fox,* and *duck* in the pocket chart face-down. Place the Lowercase Letter Cards, *a, e, i, o,* and *u* in the bottom of the pocket chart face-up. Name the letters; children repeat. For each letter, a volunteer:

- reveals one of the Picture Cards.
- names the card, and finds the letter that stands for the vowel sound.
- places the vowel Letter Card next to the Picture Card.
- makes the ASL sign for the vowel.

Say: We have a song that uses these animal names. Teach the signs for *cat, hen, pig, fox,* and *duck*. There are two more signs we need to know. Teach the signs for *old* and *farm*.

# Materials



#### Old McDonald Had a Farm

Old McDonald had a farm, A, E, I, O, U And on this farm he had a cat, A, E, I, O, U With an /a//a/ here and an /a//a/ there Here an /a/, there an /a/, everywhere an /a//a/, Old McDonald had a farm, A, E, I, O, U

Practice the signs before children sing. Say: **Make the sign for** *cat***. What vowel sound do you hear in** *cat***? Make the** *Aa* **sign with both hands!** Repeat for the remaining animals.

- Children sing with Sing-Along Track 23 and make the signs.
- Divide the class into five groups. Assign an animal to each group.

Repeat the song for each vowel. Each group stands, sings, and signs its assigned animal. Everyone joins in on the repeated portions of the song.

# Write About Ruby

#### Materials

Starfall Writing Journals

Starfall Dictionaries

- Pencils/crayons
- Star Writer Melodies

Distribute Ruby Goes to School. Children read the story together.

Recall that when Ruby first went to school, she had no friends her own age because she was the only child in her

classroom. Discuss how it would feel to come to school and not have any friends.

Say: No one wants anyone to feel sad or lonely at school. If a new child joined our class, what could you do to make that child feel welcome?

Ask: Why don't we write about this in our writing journals? Draw a picture of yourself with a new classmate doing something that would help him or her feel welcome. When you complete your picture, use your Starfall Dictionary and kidwriting to write about it.

Play *Star Writer Melodies* as the children write. Children will share their writings on **Day 4**.

# Computer

- Backpack Bear's Books: Row 11
- Backpack Bear's Books: Concepts, "I-Machine" and "U-Machine"

# Sequence Ruby Goes to School

Children sequence *Ruby Goes to School* by placing the Sentence Strips and individual Word Cards in story order.



#### Materials

Ruby Goes to School for each child

Practice

Ruby Goes to School Cover Card, Sentence Strips, Word Cards

Pocket chart

#### Reading

Read simple onesyllable and highfrequency words

Connect to life experiences the information and events in texts

#### Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

#### Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

#### Listening & Speaking

Communicate effectively when sharing ideas

#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

Identify sequence of events in a story



#### Reading

Recognize and produce words that rhyme

#### Writing

Write lowercase letters of the alphabet independently

# Introduce *Jj* /j/

# Step **One** Introduce /j/ in the initial position

Read the rhyme "Jj Jump Rope" on page 23 of the ABC Rhyme Book. Ask: What words in the poem rhyme? (four, more) Which word is a homonym? (four) Discuss the difference in meaning of *four* and *for*.



Display the Picture Card jump rope. Say: This is a picture of a jump rope. (Children repeat, jump rope.) The word *jump* begins with the sound /j/. Watch my mouth: /j/. Now you say /j/. The words jump and Jenny begin with the same sound: /j/. (Children repeat:

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

Jump rope Jump, Jenny, Jump! One jump, two jumps, Three jumps, four.

**Materials** 

Picture Card: *jump rope* 

Letter Cards: J and j

Wall Card: Jump /j/

ABC Rhyme Book

Pencils/crayons

L&W, p. 51

Five jumps, six jumps, Seven jumps more. Jump, Jenny, Jump!

# Step Two Discriminate /j/ in the initial position

Children stand. Say: I will say some words. If you hear /j/ at the beginning of a word, pretend you are jumping rope! If not, stand very still! **Ready?** 

| jar honey judge Jack go Jill |
|------------------------------|
|------------------------------|



# Step Three Connect /j/ to the spelling Jj Teach children the ASL sign for Jj. Children sing "The Letter March" with the ASL sign for *j* and sound /j/.

*i* several times.

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

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

# (Melody: "The Ants Go Marching")

The Letter March: Jj

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

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

| jam horn jelly | jog | kitten | June |
|----------------|-----|--------|------|
|----------------|-----|--------|------|



Display the Letter Card J. Say: This is the uppercase letter J. The uppercase letter J and the lowercase letter j stand for the sound /j/. Ask a volunteer to locate Jj on the Alphabet Chart. Ask: Are the letters J and j near the beginning, middle, or end of the alphabet? (middle)

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



# Step Four Listening & Writing, page 51

Complete as with similar pages.

| J is for  | <b>.</b>   |
|---|--|
|   |  |
| The first data of the state of | Address the second seco |



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



Display the Wall Card at the end of the lesson.

# **WEEK 12**



#### Reading

Distinguish initial, final, and medial phonemes in CVC words

# Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

#### Listening & Speaking

Communicates effectively when sharing ideas

Relate an experience or creative story



Children gather around the Author's Chair with their writing journals. They take turns sharing their writings using presentation voices.

After each 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.

Each presenter chooses the next child to share.

Collect writing journals after each child presents.

Reading

# **Classify Medial Vowels**

# Say: We will be listening to vowel sounds in the middle of words. Then we will organize, or classify, the words according to the sound we hear in the middle.

Write one vowel (Aa, Ee, Ii, Oo, Uu) on each of five whiteboards. Place the five whiteboards on the floor. Shuffle the Picture Cards and place them face-down in the pocket chart.

A volunteer reveals a Picture Card and names the picture. He or she places the Picture Card on the whiteboard corresponding to its medial sound. Children give a "thumbs up" if they agree, or help the volunteer make the correct choice. Once all pictures have been classified, remove the Picture Cards and erase the whiteboards.

Children sit in a circle. Give each child a whiteboard and play "Vowel Switch-A-Roo!"

# Say: **pan**. Children:

- write pan in large letters on their whiteboards.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

# Say: **pen**. Children:

- change the vowel in *pan* to spell *pen*.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

# Repeat for pin.

Children erase and play again with: hot/hit/hut; ten/tan/tin; fin/fan/fun; pot/pit/pat/pet



# Materials

- Whiteboards/markers/ erasers
- Picture Cards: bag, bed, bug, cap, duck, fan, gum, hop, leg, pig, pot, rock, zip
- Pocket chart





# Technology

Use technology resources to support learning

# Reading

Read simple one-syllable and high-frequency words

# 3

#### Reading

Read simple one-syllable and high-frequency words

# **Graphing Ruby Goes to School**

Distribute *Ruby Goes to School* and a graph to each child. Review the high-frequency words on the graph. Explain: We will see how often each word is used in the story. Each time we find the word we will color a square next to it on the graph.

Guide children to locate the first word on the graph each time it occurs in the story. Include the list on the back page. Choose a color, then children color the corresponding number of squares. Repeat to complete the graph. Interpret the graph to determine which word(s) were used most and least often.

| - |    | H | · · | 1 |          |
|---|----|---|-----|---|----------|
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|   |    |   |     |   | 8.04     |
|   |    |   |     |   | Autom    |
|   |    |   |     |   | lani     |
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|   |    |   |     |   | Here     |
| 5 | •  |   | 3   | 1 |          |
|   | İ. |   | 3   | 1 |          |

 Generated practice page for each child
 Ruby Goes to School for each child

Pencils/crayons

# Phonemic Awareness Warm-Up

Materials

🗌 None

# **Blend Onset-Rimes**

Say: Let's play a word game. Listen carefully as I say the beginning sound, then the rest of the word. Put the parts together to say the word. Let's try one: /p/—/eace/. What is the word? (peace) When you say the beginning sound /p/ together with the ending /eace/, you hear the word peace. Let's try another word: /R/—/uby/. What is the word? (Ruby) Continue for:

| /e/ /qual/ | /l/ /uther/ | /k/ /ing/  | /j/ /udge/ |
|------------|-------------|------------|------------|
| /h/ /arm/  | /r/ /osa/   | /p/ /arks/ | /f/ /air/  |

|  | 2 |   |  |
|--|---|---|--|
|  |   | - |  |
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|  |   |   |  |

# **Shared Writing**

Divide the class into three groups. Distribute a poster or book to each group. Say: **Talk with your group about the person on your poster or book. Discuss how the person helped make our world a better place. When you finish, you will share your ideas with other groups.** 

Gather children. Each group tells about its assigned person.

Say: Each of us needs to do our part to make our world a peaceful place. Close your eyes and think about some things you can do to make our classroom or your home more peaceful. Some examples might be to let someone in front of you in line, share toys, or clean your room when your parent asks you. Play *Star Writer Melodies* as children think of additional ideas.

Ask: Why don't we write some of your ideas down so we don't forget them?

- Title the chart paper "Ways We Can Be Peaceful."
- Children share their responses, *I can...*
- Record their responses. Replace the child's / with his or her name.

Read the list, then post it in your classroom.

# Materials

Get to Know Martin Luther King, Jr. Poster

Get to Know Rosa Parks Poster

Get to Know Abraham Lincoln Poster

🗌 A Young Hero

Chart paper

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Marker
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Star Writer Melodies

# Reading

Reading

Blend onset and rime

Communicate effectively when sharing ideas

Connect to life experiences the information and events in texts

#### Social Studies

Know beliefs and related behaviors of characters in stories from times past, and understand consequences of the characters' actions

Day Five

**WEEK 12** 

#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

#### Reading

Read simple onesyllable and highfrequency words

#### Reading

Read simple onesyllable and highfrequency words

Identify sequence of events in a story

#### Reading

Connect to life experiences the information and events in texts



whiteboard. Display the finished portraits as part of

your classroom Art Gallery.

On a whiteboard, write: Martin Luther King, Jr, Rosa Parks, Ruby Bridges

# 2

# **Kindergarten Book Club**

Gather children on the floor in a circle. Display *Miss Rumphius, America the Beautiful*, and *A Young Hero* from Weeks 10 through 12.

- Review the titles of the books.
- A volunteer chooses a favorite book. He or she tells the class what it is about and why it is a favorite.

Ask the following questions to review vocabulary on the Starword Wall from Unit 4.

# America the Beautiful

| grain    | What do we call the little seeds or kernels that grow into plants such as wheat and corn?       |
|----------|---|
| mountain | What vocabulary word means a high landform where you might go hiking?                           |
| beach    | What landform is the sandy or gravelly part of the shore near the ocean or other body of water? |
| plain    | What do we call the flat landform that is used by farmers to grow crops?                        |

# **Miss Rumphius**

| desert | What type of landform is dry with few plants and very little rainfall?                                  |
|--------|---|
| moist  | What vocabulary word means damp or slightly wet,<br>like when we sweat?                                 |
| sowing | What is the vocabulary word that tells what Miss Rumphius was doing when she was planting lupine seeds? |

# A Young Hero

| racism   | What do we call the belief that one race is better than another simply because of the color of its skin? |
|----------|--|
| overcome | What word means to be able to do something even if it is very difficult?                                 |

Discuss each book. Children vote for their favorite book from Unit 4.

## Reading

Materials

Miss Rumphius

A Young Hero

America the Beautiful

Retell familiar stories

Demonstrate an understanding of story elements

Understand the meanings of words

#### Listening & Speaking

Communicate effectively when sharing ideas

# **Unit 4 Bibliography**

# At and Below Level (Wordless Books)

| Why Should I Protect Nature?                               | Chicken and Cat  | Clifford Goes to Washington   | Boy, a Dog, a Frog, a Friend  |
|--|--|---|---|
| Green, Jen   | Varon, Sara  | Bridwell, Norman  | Mayer, Mercer   |
| Barron's Ed. Series, 2005                                  | Scholastic, 2006   | Scholastic, 2005  | Penguin, 2003   |
| Teaches the importance of pro-<br>tecting our environment. | Cat goes to N.Y.C. to stay with his<br>best friend, Chicken. He misses<br>the trees in the country, so<br>Chicken plants him a garden. | Join Clifford, the big red dog, for<br>a walk around Washington, D.C. | A boy travels with his dog and frog friends to the pond where they meet a turtle. |

# Above Level (Beginning Readers)

| I Am America  | Working Cotton   | L is for Liberty  | Abigale the Happy Whale   |
|---|--|---|---|
| Smith, Jr., Charles   | Williams, Sherley Anne   | Lewison, Wendy Cheyette   | Farrelly, Peter   |
| Cartwheel, 2003   | Voyager, 1997  | Grosset and Dunlap, 2003  | Little, Brown Children's, 2006  |
| The diversity of people in the U.S.<br>is celebrated in photographs of<br>children from different racial and<br>ethnic backgrounds. | Shelan, a child, tells of her im-<br>migrant family's long, hard days<br>of working in the cotton fields in<br>California. | Celebration of the history and<br>symbolism of the Statue of<br>Liberty | Abigale and her underwater<br>friends deliver an ecological<br>message to clean up the pollu-<br>tion in the ocean where they live. |

# Teacher Read Aloud

| Being a Good Citizen: A Book<br>About Citizenship                         | A Very Important Day   | The Great Kapok Tree   | Mary Smith   |
|---|--|--|--|
| Small, Mary   | Herold, Maggie Rugg  | Cherry, Lynne  | U'Ren, Andrea  |
| Coughlan, 2006  | Harper Collins, 1995   | Harcourt, 2000   | Farrar, Straus, and Giroux, 2003   |
| Twenty-four pages of ideas of things children can do to be good citizens. | Eleven families, each from a<br>different country, become U.S.<br>citizens. The book explains the<br>process of gaining citizenship. | Different animals that live in<br>the Brazilian rainforest try to<br>convince a man with an ax of the<br>importance of not cutting down<br>a tree. | This historically based book tells<br>how Mary Smith woke up impor-<br>tant citizens by blowing her pea-<br>shooter at their windows. (before<br>alarm clocks) |
|   |  |  |  |
| Everything Kids' Environment<br>Book                                      | A is for Abigail: An Almanac of<br>Amazing American Woman  | O, Say Can You See?: America's<br>Symbols, Landmarks, and<br>Important Words   | This Land Is Your Land   |
|   | -  | Symbols, Landmarks, and  | <b>This Land Is Your Land</b><br>Guthrie, Woody  |
| Book  | Amazing American Woman   | Symbols, Landmarks, and<br>Important Words   |  |

# **Professional Development**

Justice, Laura, Pence, Khara and Beckman, Angela, *Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement*. International Reading Association, 2005, ISBN 0-87207-578-8 or 978-0872075788

# **Vocabulary Riddles**

I am the leader of the United States of America. My name is \_\_\_\_\_\_. What am I?

When you tell the truth or do the right thing, you are being \_\_\_\_\_

Some people call me a store. You can buy things you need here. What am I?

You use me to grow things in fields like wheat or corn. I am very small, but I grow into something much bigger. What am I?

People climb me. I am very high. I am made by the earth's movement. What am I?

I am a landform that is very flat. I have few or no trees growing on me. What am I?

I am a low landform that has bushes, small trees, and some water. You can find alligators in me. What am I?

I am the shore of a body of water. You probably have walked on me and picked up shells. What am I?

I am water vapor and steam. You can see me on a foggy day, or if you boil water on the stove. What am I?

I form clouds. I am made up of many water drops. What am I?

When a cloud gets too heavy, I fall from it. I can be rain or snow. What is my name?

Landforms, trees, sun, clouds, and nature are all part of me. What am I?

I fall from the clouds and collect on the street or in oceans, lakes and seas. What am I?

I hold all the water drops until they become too heavy. I can be white, gray, or sometimes even black in color. What am I?

I give you light and heat. I dry things on the earth and cause evaporation. What am I?

I am a special house where the president and his or her family live while they are leading our country. What am I called?

I am a famous statue that represents our freedom. I am located in the New York Harbor. I was a gift from the people of France to honor, or recognize, what the people in our country went through to make America free. What am I?

I stand for freedom. I am a bell which is located in Philadelphia. What am I?

# Old McDonald Had a Vowel Farm



| igh-Frequency Word Sentence Strips        |                                    |  |  |
|---|------------------------------------|--|--|
| Come with me.                             | She has a top.                     |  |  |
| I want to have a dog.                     | The hat is here.                   |  |  |
| We are in the tub!                        | Will you come with me?             |  |  |
| I had a big bat.                          | She helps with the dog.            |  |  |
| I do not want to go away.                 | He likes to run up and down.       |  |  |
| She was in the van with us.               | I help the man and he helps me.    |  |  |
| We will go to see the dog.                | Sam said, "I can help you<br>run." |  |  |
| I want to go, but he will not go with me. | He said, "Help me with the cat!"   |  |  |
| I am little and she is big.               |                                    |  |  |

condensation

# precipitation

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# evaporation

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