

# Unit 1



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

**Teacher's Guide**  
**Welcome to**  
**Kindergarten!**

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# Unit 1: Welcome to Kindergarten!

## Week 1

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# Unit Plan • Unit 1: Welcome to Kindergarten

**Subjects:** Kindergarten English Language Arts, Social Studies, Science

**Time Frame:** Two weeks

**Description:** The children will spend Week 1 getting oriented to classroom routines, schedules, and most importantly each other! During Week 2 they will learn about various types of rules that keep them safe and happy.

## Essential Questions

The Essential Questions Cards (found in your supplements package or downloaded from [teach.Starfall.com](http://teach.Starfall.com)) are used to highlight important concepts throughout the year. Discuss the Essential Questions Cards with the children as they relate to the lessons. Then display them to build a bulletin board throughout the unit. Essential questions are not usually answered using short responses. Instead, the children should give them more thought and synthesize information they gather throughout the unit. Periodically review the Essential Questions and discuss possible responses, adding to them each time as more information is learned. At the end of each unit, remove the cards to make room for the next unit.

- (RL.K.1) *How can asking and answering questions about important parts of the story help us understand the books we read?*
- (RL.K.6) *How do the author and illustrator of a book work together to tell a story?*
- (RF.K.3) *How does knowing letters and sounds help us to learn to read?*



## Starfall Standards

Starfall Standards		Inline Summary Form
English Language Arts		
PC.1	Distinguish letters from words.	<i>Distinguish letters from words</i>
PA.2a	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
PA.2b	Distinguish rhyming and non rhyming words	<i>Distinguish rhyming and non rhyming words</i>
VOC.3	The student uses multiple strategies to develop vocabulary.	<i>Use multiple strategies to develop vocabulary</i>
FL.6c	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
W.8	Students write and draw to communicate effectively for a variety of purposes and audiences.	<i>Write and draw for a variety of purposes and audiences</i>
W.8d	Print their names	<i>Print name</i>
LS.9a	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
TECH.11a	Learn the parts of the computer and the purpose for each part	<i>Learn parts of a computer and their purposes</i>

## Social Studies

<b>SS.ST.4b</b>	Describe the relative location of people, places, and things by using positional words	<i>Use positional words to describe relative location of people, places and things</i>
<b>SS.CG.6b</b>	Explain the purpose and necessity of rules and laws at home, school and community	<i>Know the purpose of rules and laws</i>

## Science

<b>SS.LS.2e</b>	Recognize that stories sometimes give plants and animals attributes they do not really have	<i>Recognize stories sometimes give plants and animals fictional attributes</i>
<b>SS.ES.5f</b>	Recognize the repeating pattern of day and night	<i>Recognize the repeating pattern of day and night</i>

## Common Core Standards

### Reading: Literature

<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Name the author and illustrator of a story and identify their roles</i>

### Reading: Foundational Skills

<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
<b>RF.K.2.D</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
<b>RF.K.3.C</b>	Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>

### Speaking & Listening

<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas freely</i>

### Language

<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
<b>L.K.2.A</b>	Capitalize the first word in a sentence and the pronoun I	<i>Capitalize the first word in a sentence and the pronoun I</i>
<b>L.K.5.A</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>Sort common objects into categories</i>
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>



# Week 1 Overview

## Making Friends

Welcome to school! The children will spend this week getting oriented to classroom routines, schedules, and most importantly, each other! They will also help Backpack Bear overcome common anxieties. This week we will:

- learn about the alphabet.
- learn about Bb /b/.
- identify rhyming words.



## Starfall Books & Other Media



Starfall Dictionaries



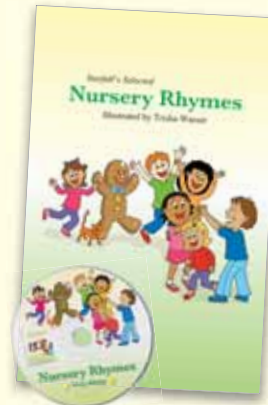
Star Writer Melodies



Backpack Bear's  
ABC Rhyme Book



Sing-Along Volume 1



Selected Nursery Rhymes



## Literature Selections

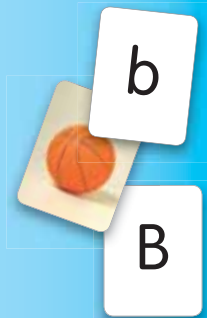
**The Kissing Hand—Audrey Penn** started taking ballet to control the pain from juvenile rheumatoid arthritis. In spite of the pain, it was evident she had a gift. She performed as a ballerina with the New York City Ballet, National Ballet and the Stuttgart (Germany) Ballet. She wrote her first book, *Happy Apple Told Me*, when the pain from the arthritis prevented her from dancing.

Audrey Penn grew up and now lives with her family in Maryland. Audrey's daughter felt worried about leaving home to attend kindergarten. Audrey observed a raccoon help her baby who seemed uneasy about separating from its mother. Inspired by the raccoon's behavior, Audrey kissed her daughter's hand and told her when she needed a kiss from Mommy to put her hand on her face.

**Brown Bear, Brown Bear, What Do You See?—Bill Martin, Jr.** (1916-2004) grew up in Kansas. He liked to tell stories and sing folk songs just like those he learned from listening to his grandmother.

Bill Martin, Jr. didn't write books in the usual way. He would tell a story softly to himself over and over until every word sounded just right. He wrote *Brown Bear, Brown Bear, What Do You See?* just like this while he was riding the Long Island Railroad. When he arrived at Penn Station, the story was finished and all the words had been written crossways on a newspaper.

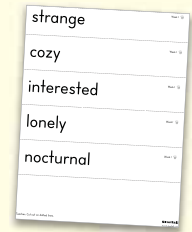
Bill Martin, Jr. eventually moved to Texas. His favorite things were reading and writing books and chocolate ice cream.



# Preparation

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

Generate and prepare Vocabulary Cards for Week 1. You will use *strange*, *cozy*, *interested*, *lonely*, and *nocturnal* on Day 5.



Vocabulary Cards

## Day One

Hide Backpack Bear in your classroom near a reading area or on a bookshelf.

Write a note "from your principal" stating there should be another child in the class, and place it on your desk.

Create a name card for each child, yourself, and Backpack Bear. Write the first letter of each name in red and the rest of the name in black. You will use these cards throughout the year. Place the name cards in a basket. You will also need a sheet of chart paper, a marker, and a box of crayons for each day's Magic Writing Moment.

Have a beach ball or other large ball available for the children to roll as they learn each other's names.

**Note:** You will draw a different child's name card for each day's Magic Writing Moment, and work with that child throughout the lesson.

## Day Two

You will use Uppercase and Lowercase Letter Cards (A-Z).

## Day Three

As part of the routine for introducing a new sound-spelling, the children will sing "The Letter March" (to the melody of "The Ants Go Marching") with that letter's sound and ASL sign. Please:

- memorize "The Letter March" and teach it to your children. (See page 22.)
- learn the ASL sign *Bb*, (pictured).

Prepare a chart paper for Session 2 by writing the following sentences:

- *I can see the dog.*
- *Can you come with me?*
- *Let me see your new book.*
- *Can you see me?*
- *Do you see Tommy on the swing?*
- *Will you go with me to the store?*



Prior to Session 3, prepare the Schema Anchor Chart by taping the Schema Anchor Chart Card 1 to the top middle of a sheet of chart paper. You will add Cards 2, 3, and 4 during the lesson.





### Day Four

Prior to Day 4, prepare a green, yellow, and red construction paper circle. The circles should be large enough for the children to see easily, but they should fit in a pocket chart. Place the crayons from two eight-color boxes in a bag.

The children will encounter their *Listening & Writing Books* and *Starfall Dictionaries* for the first time. If you have not already done so, write the children's names on the front covers in permanent marker. They will reference your example when writing their own names.

To introduce the *Starfall Dictionaries*, you will need a collection of 4 or 5 picture and/or grown-up dictionaries, a *Starfall Dictionary* for yourself, and one for each child.

### Day Five

Prepare the Capital Letter Anchor Chart by attaching Capital Letter Card 1 to the top center of a sheet of chart paper. You will add Cards 2 and 3 during the lesson.

Duplicate copies of the magnifying glasses blackline, and cut them apart so each child will have his or her own magnifying glass.

**Note:** Save the magnifying glasses for use in Week 3.



### Day 1

Hi! My name is  
Backpack Bear. I  
want to learn how to  
read. May I join your  
Kindergarten class?  
Your new friend,

Backpack Bear 🐻

### Day 2

I brought a surprise.  
It's my favorite book!  
Could we read it? I  
put it on (your name)'s  
desk! Your friend,

Backpack Bear 🐻

### Day 3

I was practicing Little  
Boy Blue. My name  
begins with the same  
sound as Boy and Blue!  
Bb is my favorite letter!

Backpack Bear 🐻

### Day 4

We will get a special  
book today to help us  
learn about letters and  
sounds. I'm so excited!

Backpack Bear 🐻

### Day 5

I rode the bus to  
school today. Do you  
know the sound at the  
beginning of bus?

Your new pal,

Backpack Bear 🐻

## DAY One


## DAY Two

Magic Writing Moment	Recognizing names	Recognizing names
<b>Reading</b> Phonological Awareness Phonics High Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	"Simon Says" Title, author, and illustrator Top and Bottom Prediction	Alphabet Order Rhyming Words Prediction Uppercase and Lowercase Letters (A-Z) Review author and illustrator
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems & Songs Concept Development Vocabulary	<i>The Kissing Hand</i> "Mary Had a Little Lamb" "Backpack Is a Little Bear"	<i>Brown Bear, Brown Bear, What Do You See?</i> "Alphabet Song" "Little Boy Blue" <i>Backpack Bear's ABC Rhyme Book</i> <i>Starfall's Selected Nursery Rhymes</i> Introduce Partner Sharing
<b>Writing</b>	Children write their names and draw self portraits	
<b>Social Studies</b>		
<b>Science</b>		

## DAY Three

## DAY Four

## DAY Five

Recognizing names	Recognizing names	Recognizing names
<p>Syllables</p> <p><b>Bb /b/</b></p> <p>High Frequency Words:</p> <p><b>see, me</b></p>	<p><i>Listening &amp; Writing, p.1</i></p> <p>HF Words: <i>see, me</i></p> <p>Practice <i>Bb /b/</i></p> <p>Beginning, Middle, End</p> 	<p>Initial /b/</p> <p>Introduce Star Word Wall</p>
<p><i>Brown Bear, Brown Bear, What Do You See?</i></p> <p>Introduce Schema Anchor Chart</p> <p><i>Backpack Bear's ABC Rhyme Book</i></p>	<p><i>Brown Bear, Brown Bear, What Do You See?</i></p> <p><i>The Kissing Hand</i></p> <p>Same, different, top, bottom</p> <p>Introduce <i>Starfall Dictionary</i></p>	<p><i>Starfall.com: "ABC Rhymes"</i></p> <p><i>The Kissing Hand</i></p> <p>"Wheels on the Bus"</p> <p>Daytime, nighttime</p> <p><b>Vocabulary:</b> <i>cozy, interested, lonely, nocturnal, strange</i></p> <p>Introduce Capital Letter Anchor Chart</p>
		Illustrate daytime and nighttime
	Animals given human characteristics	

**Speaking & Listening**

**SL.K.6** *Speak audibly and express thoughts, feelings, and ideas freely*

**Magic Writing Moment****Introduce the Magic Writing Moment**

Say: **Today we will learn about the part of our day called the Magic Writing Moment. What do you think makes it magic?** (Volunteers respond.) **It's magic because it's so much fun and you will learn to write, just like that!** (Snap your fingers.) **Let's try it.**

Indicate the basket of name cards. Say: **This basket has name cards in it. Every day, we will select a different name card from the basket until everyone has a turn. Are you ready to see the first name card?**

Ask the child whose name is drawn: **What is your favorite color?**

Indicate the chart paper attached to the whiteboard with magnets. Continue: **I will write a sentence on this chart paper to help us all remember your favorite color.**

Read as you write: (Child's name) *likes the color* (child's favorite color).

Say: **Let's read the sentence together.** Do this.

Ask: **Can you point to your name in the sentence?** The child does this.

Indicate the box of crayons. Continue: **Now see if you can find your favorite color crayon in this box and use it to circle your name in the sentence.** (The child does this.) **Great job!**

**Materials**

- ☐ Basket with children's name cards
- ☐ Chart paper
- ☐ Box of crayons
- ☐ Marker

**Phonological Awareness Warm-Up****"Simon Says"**

Say: **Let's play "Simon Says." I will say an action. Only do the action if I say "Simon says" first. Let's practice: Simon says, put your hands up in the air.** (Pause to allow the children to respond.) **Put your hands on top of your head.**

Observe the children and clarify as needed. Continue with other statements. Compliment the children on being good listeners who are ready for kindergarten!

**Materials**

- ☐ None

**Speaking & Listening**

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

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## Introduce Backpack Bear and Getting to Know Each Other

The children sit in a circle on a rug or the floor near a pocket chart. Distribute the name cards and the children place them face up on the floor in front of them.

Demonstrate as you explain: **I will roll the ball to one of you. When you get the ball, show your name card and introduce yourself, then place your name card in the pocket chart, and roll the ball to another child. Ready?**

Remind the children to roll the ball only to classmates whose name cards are still on the floor. Assist children who have difficulty or are too shy to respond.

After each child has a turn, tell the children that you are sure there should be one more child in the class. Look through papers on your desk, and discover the note from your principal stating that there should in fact be another student in the class and read it aloud.

Say: **I wonder where the new student is. Does anyone have any ideas?** (Volunteers respond.) **Maybe our new student is shy and he or she is hiding.** Encourage the children to search the classroom until they find Backpack Bear.

Once Backpack Bear is found say: **Boys and girls, this is our new student! His name is Backpack Bear. Can you say hi to Backpack Bear?** The children do this.

Backpack Bear whispers the following to you and you relay it to the children. Say:

- **Backpack Bear is a little shy when he meets so many new people, but he is very excited about learning to read.**
- **Backpack Bear says we should look inside his backpack for a special message.**

Reveal the message in Backpack Bear's backpack. Backpack Bear whispers, "I'll have a new message in my backpack each day!" Post the message on a bulletin board.

Backpack Bear whispers that he has a song that will help the children get to know him better.

Play *Starfall Sing-Along* Volume 1 Track 5, "Backpack is a Little Bear." Repeat the song and encourage the children to sing along with Backpack Bear.

### Materials

- ☐ Note "from your principal" placed on your desk
- ☐ Name cards for yourself, Backpack Bear, and each child
- ☐ *Sing-Along* Volume 1 Track 5, "Backpack is a Little Bear"
- ☐ Backpack Bear, hidden in your classroom
- ☐ Pocket chart
- ☐ Ball

### Listening & Speaking

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

**SL.K.6** Speak audibly and express thoughts, feelings, and ideas freely



### Formative Assessment

Ask: **Who would like to introduce Backpack Bear to one of the children in our class?**

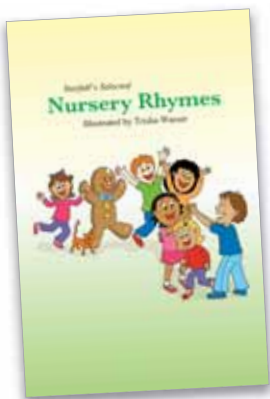
A volunteer chooses another child and introduces him or her to Backpack Bear. The children take turns introducing Backpack Bear as time permits.



**Reading**

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

**RI.K.6** Name the author and illustrator of a text and define their roles



## ***The Kissing Hand*: Introduce Title, Author, and Illustrator**

Indicate *Starfall's Selected Nursery Rhymes* and say: **This book contains several different nursery rhymes. Nursery rhymes are simple songs or poems for children that have been repeated for a very long time. If we want to find the nursery rhyme "Mary Had a Little Lamb," what are some different ways we could find it in this book?**

Lead the children to understand they could either use the index or turn the pages one by one. Turn to page 27 and say: **Let's say this nursery rhyme together.** (Do this.)

Say: **Pictures in books are called illustrations. Say, illustration.** (The children repeat, *illustration*.) **Look at the illustration on this page. Who can find the lamb?**

A volunteer indicates the lamb. Ask:

- **How did you know it was a lamb?**
- **How do you think the lamb might have felt on that first day of school?**

Say: **Let's sing, "Mary Had a Little Lamb" for Backpack Bear.** Play *Sing-Along*, Volume 1 Track 20 and the children sing along.

Indicate *The Kissing Hand*. Say: **Here's a book about another animal's first day of school. It is called *The Kissing Hand*. That means *The Kissing Hand* is the title of this book. Say, title.** (The children repeat, *title*.)

Explain that the illustration on the cover usually shows what a book is about. The children discuss the cover illustration then tell what they think the book might be about.

Say: **The person who wrote the words for this story is Audrey Penn. Who remembers what a person who writes the words for a story is called?**

Explain: **Audrey Penn is the person who wrote the words in this story, so she is the author. Say, author.** (The children repeat, *author*.)

Ask: **Who is the author of this book?** (Volunteers respond.) **Right, Audrey Penn is the author of *The Kissing Hand*. Good job!**

Continue: **There are illustrations, or pictures, in this book that make it more fun to read. Here's a really hard question! What do we call the person who draws pictures for a book?**

### **Materials**

- ☐ *Sing-Along* Volume 1 Track 20, "Mary Had a Little Lamb"
- ☐ *Starfall's Selected Nursery Rhymes* Book
- ☐ *The Kissing Hand* by Audrey Penn

### **Mary Had a Little Lamb**

*Mary had a little lamb  
Whose fleece was white as snow  
And everywhere that Mary went  
Her lamb was sure to go  
It followed her to school one day  
Which was against the rules  
It made the children laugh and play  
To see a lamb at school*

Explain: **The person who draws or creates pictures for a book is called an *illustrator*. Say, *illustrator*.** (The children repeat, *illustrator*.) **This story has two illustrators, Ruth Harper and Nancy Leak. They worked together to draw the pictures, or illustrate the story.**

Read the story aloud then ask the following questions.

Did Chester go to school during the day or at night?	<b><i>Night</i></b>
Do you think the lamb went to school during the day or at night?	<b><i>Day</i></b>
Why is Chester afraid to go to school?	<b><i>(Answers will vary.)</i></b>
What does his mother do to help keep him from being afraid?	<b><i>She kisses his hand, then tells him to put his hand on his cheek.</i></b>
What did Chester do for his mother when he got home?	<b><i>He kissed her hand.</i></b>
If you tell your parents this story tonight, what will you tell them the story was about?	<b><i>(Answers will vary.)</i></b>



### **Formative Assessment**

Ask these questions and allow time for the children to discuss their answers.

- **How are the lamb and the raccoon alike?**
- **How are they different?**
- **What is the job of the author in this story?**



**Reading**

**RL.K.6** Name the author and illustrator of a story and identify their roles

**Social Studies**

**ST.4b** Use positional words to describe relative location of people, places and things

**Writing**

**W.8d** Print name

## Introduce Top and Bottom

Show the children *The Kissing Hand* and indicate the top of the book. Say: **This is the top of the book.**

Repeat for the bottom of the book. Then ask:

**What else in our room has a top and a bottom?**

Move around the room identifying objects with a top and a bottom (whiteboard, map, table, chair). As you indicate the top and bottom of each object, say:

**Here is the top of the \_\_\_\_ . Here is the bottom of the \_\_\_\_ .**

Indicate *The Kissing Hand* and draw attention to its cover. Ask:

- **Who remembers the title of this book?**
- **Does anyone remember the name of the author of this book?**
- **The author is Audrey Penn. What does an author do?**
- **This book has two illustrators, Ruth Harper and Nancy Leak. Who remembers what an illustrator does?**

Say: **Today you will get to be illustrators just like Ruth Harper and Nancy Leak. Backpack Bear would like to get to know all of you better, so he would like for each of you to illustrate yourself for him.**



### Formative Assessment

Distribute drawing paper to each child. Say: **Illustrate, or draw, yourself for Backpack Bear. Hold up your paper and touch the top.** (The children do this.) **Good! Now touch the bottom.** (The children do this.) **Now write your name at the top of your paper.**

After the children have written their names, say: **Use the bottom part of your paper to illustrate or draw yourself. You can even include Backpack Bear!**

Write names using a highlighter for children to trace if they are unable to write their own names.

**Observe  
& Modify**

Play *Star Writer Melodies* as the children draw.

Gather the children together to take turns showing Backpack Bear and the class their illustrations.



Display the illustrations where Backpack Bear can study them! After a few days collect the illustrations and file them in the children's portfolios.

Materials	
<input type="checkbox"/>	Drawing paper, pencil, crayons for each child
<input type="checkbox"/>	<i>The Kissing Hand</i>
<input type="checkbox"/>	<i>Star Writer Melodies</i>
<input type="checkbox"/>	Backpack Bear



## Magic Writing Moment

## Review Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1. Write the child's name and sentence telling his or her favorite color under the first day's sentence.

## Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

## Speaking &amp; Listening

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

## Phonological Awareness Warm-Up

## "The Alphabet Song"

Play *Sing-Along Volume 1* Track 2, "The Alphabet Song." The children name their favorite letters of the alphabet. Say the full alphabet with them.

The children listen carefully as you say the alphabet again. When you pause they tell you the letter that comes next.

- A, B, C, \_ (stop)
- L, M, N, O, P, \_ (stop)
- Continue to the end. Omit Z.

Sing "The Alphabet Song" together.

## Materials

- ☐ *Sing-Along Volume 1* Track 2, "The Alphabet Song"

## Speaking &amp; Listening

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

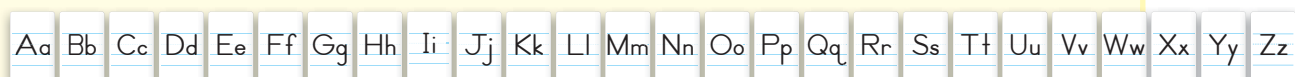


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## Introduce Upper and Lowercase Letters of the Alphabet

Direct the children's attention to the classroom Alphabet Chart. Say: **This is the alphabet. The alphabet is made up of many letters. We use letters to write words. Each letter has a name. Listen.**

Slowly indicate each letter as you recite the alphabet. Repeat a second time. Then encourage the children to recite the alphabet as you indicate each letter.



Choose a volunteer to point to a letter that appears in his or her name on the Alphabet Chart. Name the letter and the children repeat it. Continue with additional volunteers.

Ask: **What do you notice about each of the letters on the Alphabet Chart?** (Volunteers respond.) **There are two different ways of writing every letter.**

## Materials

- ☐ Uppercase Letter Cards (A-Z)
- ☐ Lowercase Letter Cards (a-z)
- ☐ Pocket chart
- ☐ Pointer

## Reading

**RF.K.1.D** Name all upper- and lowercase letters

One is called **uppercase, or capital**. Uppercase or capital letters are tall. The other letters are lowercase letters.

Indicate an example of both capital and lowercase letters on the Alphabet Chart. Continue: **The uppercase and lowercase letters both stand for the same letter.**



### Formative Assessment

Arrange the capital letters in a pocket chart side-by-side, leaving empty rows between them.

Ask: **What do you notice about the letters in the pocket chart?** Lead the children to understand that they are all capital (or uppercase) letters.

Distribute the lowercase letters. Some children might get more than one letter. Say: **Let's play a matching game. When I call on you, bring your letter to the chart, find the matching capital letter and place your lowercase letter under it. Where can you look if you need help matching your lowercase letter to the capital letter?** (the Alphabet Chart)

Select a volunteer and assist as needed. The child chooses the next volunteer. Continue until all of the capital and lowercase letters have been matched.

Conclude by singing "The Alphabet Song."

Children are not expected to recognize all of the capital and lowercase letters at this time. Use this lesson as an informal assessment.

2

## Introduce *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

### Materials

- ☐ *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. (placed on your desk)

### Reading

**RL.K.6** Name the author and illustrator of a story and identify their roles

### Speaking & Listening

**SL.K.1** Participate in conversations with diverse partners about kindergarten topics and texts

Read Backpack Bear's message, then go to your desk and locate *Brown Bear, Brown Bear, What Do You See?* Say: **I remember this book. Backpack Bear is right. It will be a fun book to read!**

Explain: **All books have covers. Some are soft and others are hard. There is a front cover** (indicate) **and a back cover** (indicate). **The cover protects the pages and gives us information about what is inside the book. We can look at the cover to find out a book's name, or title. The title of this book is *Brown Bear, Brown Bear, What Do You See?***

Indicate the author's name. Say: **The author's name is Bill Martin, Jr. What does an author do?** (Volunteers respond.) **Yes, an author writes the story.**

Indicate the illustrator's name. Ask: **Who remembers what an illustrator does?** (Volunteers respond.) **An illustrator creates the illustrations, or pictures, in the book. Eric Carle created the pictures for this book. He wanted us to know this book is about a bear, so he gave us a clue. Cover illustrations help us predict what is inside a book, or what the book is about.**

Continue: **As I read, listen for repeating words, or words you hear over and over again. Ready?**

Read the book, demonstrating the qualities of fluent reading (rhythm, intonation, phrasing, and expression). Read the book a second time, pausing to answer children's questions, and encourage the children to chime in during the predictable, repetitive phrases.



### Formative Assessment

Choose two volunteers to come forward. Say: **Let's count how many children are here.** Do this.

Continue: **These two children will be partners. Say, partners.** (The children repeat, *partners.*) **We will do a great deal of work this year as partners. These partners will work together to answer a question.**

Steps in partnering:

- Two partners (volunteers) sit criss-cross, knee-to-knee facing each other.
- Say: **First the partners greet each other. Let's try this. Greet each other.** (Hi, Sam; Hi Suzy.)
- **Next the partners discuss the question or subject. Here's your subject: Discuss your favorite animal in the story *Brown Bear, Brown Bear, What Do You See?*** The partners do this.
- Say: **Clap once if you can hear me.** (The children do this.) **Clap twice if you can hear me.** (The children do this.) Explain: **This will be the signal to end the discussion.**
- Ask: **What was your favorite animal?** The partners share with the class.

Continue: **The next step is to compliment your partner. Partners, compliment each other. Say, good job (name).** The partners do this.

Say: **The last thing you do is say good-bye to your partner.** (The partners do this.) **Later, you will all have a chance to partner share.**

3

### Introduce *Backpack Bear's ABC Rhyme Book*

Say: **Nursery rhymes for children are very old and they are known by many people. What does it mean when words rhyme?** (Volunteers respond.)

Explain: **A rhyme means some of the words sound the same in the middle and end, like *cat* and *rat*.** (The children say, *cat, rat.*) ***Cat* and *rat* rhyme!**

Indicate *Starfall's Selected Nursery Rhymes* and turn to page 25.

Say: **Raise your hand if you have heard the nursery rhyme called "Little Boy Blue." Listen for words that rhyme as I read.**

Read the rhyme then ask: **What word did you hear that rhymes with *horn*?** (corn) **Yes, *horn* and *corn* rhyme. This time listen for a word that rhymes with *sheep*.**

Repeat the nursery rhyme. Ask: **Did anyone hear one? Right, it is *asleep*. Did you hear any other words that rhyme?** (I, cry)

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <i>Starfall's Selected Nursery Rhymes</i> Big Book and CD |
| <input type="checkbox"/> | <i>Backpack Bear's ABC Rhyme Book</i>                     |

#### Phonological Awareness

**PA.2b** Distinguish rhyming and non rhyming words



Turn to page 13. Say: **Let's try another one. Look at the illustration. What nursery rhyme is this? Right, it's "Humpty Dumpty." How did you know?**

Say: **Let's read the rhyme together.** Repeat it a second time and this time pause for the children to supply the rhyming words for *fall* and *again*.

Say: **Now, let's sing it!** Play *Nursery Rhyme* CD Track 10, "Humpty Dumpty."

Backpack Bear whispers that he has his own rhyme book that might help children learn rhyming words, letters and sounds. Indicate *Backpack Bear's ABC Rhyme Book*.

- Lead the children in a discussion about the cover.
- Turn to page 3 and read the text.
- Instruct the children to listen for words that rhyme as you read the text again. (*you, too; reason, season*)

Backpack Bear whispers that he wrote a rhyme for each letter of the alphabet. Say: **Wow, Backpack Bear that was a big job! We will be sure to read all of your rhymes this year. Let's give Backpack Bear a big clap for all of his hard work!**

Read the /b/ rhyme on page 7, but do not read any of the other rhymes at this time. You will read each rhyme as you introduce its corresponding sound-spelling.



### Formative Assessment

Say: **Now let's partner. Everyone stand. Raise your hand up high in the air. Find someone who has his or her hand up, walk toward that person and connect hands.** The children do this.

Continue: **Everyone sit criss-cross, knee-to-knee facing your partner. This is called "Stand Up, Hand Up, Partner Up." Great job! Now, greet each other.**

Touch one child in each partner pair and tell them they are partner number one.

Say: **Partner one, please raise your hand. You heard the "Humpty Dumpty" and "Little Boy Blue" nursery rhymes. Tell your partner which nursery rhyme was your favorite and why. I'll give a signal when it is time for partner two to share.**

Circulate and observe. After an appropriate amount of time, signal the children by saying: **Clap once if you can hear me. Clap twice if you can hear me.** When the children are quiet continue: **Now it is time for partner number two to share. Ready? Begin.**

When the children have had time to share, signal them to stop. When the partners are finished, remind them to compliment each other and say goodbye.

Gather the children back into a group. Say: **Let's give ourselves a rocket cheer!** Teach them the following rocket cheer:

The children place both hands together near their waists, with palms together and fingers pointed up. They wiggle their hands upward like a rocket lifting off. When the children's hands reach above their heads, they separate their hands in a big circular movement, like bursting fireworks, while saying, "Ah!"

If there is an odd number of children in the class, partner with one of the children for this activity.

## Magic Writing Moment

## My Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

## Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Marker

## Speaking &amp; Listening

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

## Phonological Awareness Warm-Up

## Syllables

Say: **Say these words after me: now.** (The children say, *now*.) **Say yesterday.** (The children say, *yesterday*.) **Which word has more parts, now or yes-ter-day?** (Volunteers respond.) **Right, yesterday has more parts. We call those parts syllables. Say syllables.** (The children say, *syllables*.)

Explain: **All words are made of syllables. A word may have one or two, or even more than two syllables, or parts.**

Ask: **Would you like to learn a trick that will help you count the syllables in words? Okay! Place your hand under your chin, like this.** (Demonstrate placing your hand facing down under your chin.) **Now, listen to this word: red. Keep your hand under your chin and say, red. How many times did your chin move?** (Volunteers respond.) **Your chin moved just once. That means red has one part, or syllable.**

Continue: **That is a good trick! Let's try some more. Keep your hand under your chin and say, purple. How many times did your chin move?** (Volunteers respond.) **What does that mean? Right, it means purple has two parts or two syllables.**

Repeat for *blue, orange, violet, yellow, and green*.

Modification: Substitute names of the children rather than using color words.

## Materials

- ☐ None

## Reading

**RF.K.2** Demonstrate understanding of spoken words, syllables and sounds (phonemes)

1

## Introduce: Bb /b/

Indicate *Backpack Bear's ABC Rhyme Book*. The children discuss the cover. Read the rhyme on page 3.

Ask: **Which words rhyme in the rhyme I just read?** (you/too, reason/season) **We have learned about rhyming words and we have also learned about the letters of the alphabet. Now we are ready to learn letter-sounds.**

## Materials

- ☐ Whiteboards, markers
- ☐ Letter Cards: B and b
- ☐ Wall Card: Ball /b/
- ☐ Picture Card: ball
- ☐ ABC Rhyme Book

## Reading

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

## Step One

## Introduce /b/ in the initial position

Read "Bb Ball" on page 7.



Indicate the *ball* Picture Card. Say: **This is a picture of a ball. Say, ball. The word ball begins with /b/. Watch my mouth, /b/. Now you say /b/. The words basketball and bounce begin with the same sound: /b/. (The children repeat, /b/.) I will read the rhyme again. Listen for /b/ in basketball and bounce.**

Read the rhyme again, then repeat it in unison.

## Bb Ball

*I have a bouncy basketball,  
Here's a game for two:  
Bounce a basketball to me,  
I'll bounce it back to you!*

## Step Two

## Discriminate /b/ in the initial position

The children stand. Say: **If you hear /b/ at the beginning of a word I say, jump two times. Ready?**

butter

red

bike

ant

box

blue

## Step Three

## Connect /b/ to the spelling "Bb"

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



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

Demonstrate the letter's formation as you write *b* on the board. The children mimic the formation by writing *b* in the air (sky writing), several times.

Distribute whiteboards and markers. The children write *b* on their whiteboards.

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

beach

camera

book

bug

basket



Indicate the *B* Letter Card. Say: **This is the uppercase letter B. The uppercase letter B and the lowercase letter b stand for /b/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write *B* on the board. The children mimic the formation by sky writing *B* in the air several times.

Some children have difficulty distinguishing the graphemes *b* and *d*. As a preventive measure, continually reinforce the directionality of *b* well before introducing *d*. For example: write *B* on the board. Erase the top loop to reveal lowercase *b* hiding inside.

Observe  
& Modify



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

Ask the riddle:

**cub**

I am a baby animal. My mother and father are bears. What am I?

Explain: **The word *cub* ends with the letter b. The letter b stands for /b/.**

Emphasize the final /b/ as you say the following words. The children repeat each word after you.

rub

tub

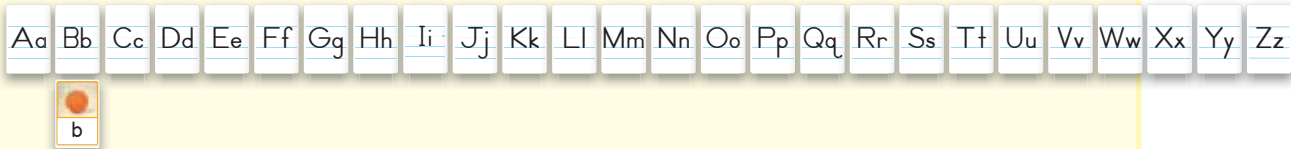
sub

cube

tube

The sound /b/ exists in Mandarin Chinese with a slight difference.  
Be sure to emphasize this sound for children who speak Mandarin.**ELL**

This routine will be repeated for each sound-letter introduction.



Display the Wall Card at the end of the lesson.

**Formative Assessment**Say: **Listen to these words. If you hear /b/, stand. If you don't hear /b/ sit on your hands! Remember /b/ can be at the beginning, in the middle or at the end of the word! Ready?**

Say the following words, pausing after each one to allow the children time to respond.

book	bug	cub	tub	basket	table
barn	beach	cube	sub	bike	butter

**2****Introduce High Frequency Words: see and me**Say: **Let's read *Brown Bear, Brown Bear, What Do You See?* again. Listen carefully and chime in when I read the word *me* at the end of the rhymes. Remember, rhyming words sound the same in the middle and at the end.**Read the book, emphasizing the words *see* and *me* as you read.**Materials**

- ☐ High Frequency Word Cards:  
*me, see*
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ Prepared chart paper with sentences
- ☐ Whiteboards, markers
- ☐ Pocket chart

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



After reading, ask: **Which two words in this story rhyme?** (Volunteers respond.) Say: **Besides rhyming, *see* and *me* are special for another reason. When we read, we see some words more often than others. We call these words *high frequency words*. When we see high frequency words we need to recognize them right away because we will see them often. Say, *high frequency*.** (The children repeat, *high frequency*.)

Continue: **Let's count how many times, or how frequently, Bill Martin, Jr. used the words *see* and *me* in the story.** (*See* is used 23 times including the title and *me* is used 10.)

Place the High Frequency Word Card *see* in the pocket chart. Point to it and say: **This word is *see*. Say, *see*.** (The children repeat, *see*.) **We saw this word frequently in the story we just read. What do we call words that we see frequently or often? They are high frequency words.**

Place the High Frequency Word Card *me* in the pocket chart. Point to it and say: **This word is *me*. Say, *me*.** (The children repeat, *me*.) ***Me* is another high frequency word.**

Divide the class into two groups, Group 1 and Group 2, and distribute whiteboards and markers.

Say: **If you are in Group 1 write *see* on your whiteboards. If you are in Group 2 write *me* on your whiteboards.** (The groups do this.)

At this stage, some children may have difficulty writing letters, particularly "e" and "s." Circulate as children write these words and assist as necessary.

**Observe  
& Modify**

Continue: **I will read *Brown Bear, Brown Bear, What Do You See?* again. This time stand when I read your word and show your whiteboards. Ready?**



### Formative Assessment

Indicate the prepared chart paper with sentences, and gather the children where they can easily see it. Read the first sentence. A volunteer circles the high frequency word you choose in the sentence and selects the next volunteer. Continue with the remaining sentences.

- **I can see the dog.**
- **Can you come with *me*?**
- **Let me see your new book.**
- **Can you see *me*?**
- **Do you see Tommy on the swing?**
- **Will you go with *me* to the store?**

Add additional sentences as time allows.

Say: **Congratulations! You have learned your first two high frequency words!**

Encourage the children to look for *see* and *me* in other books throughout the week.



## Introduce the Schema Anchor Chart

Say: **Let's pretend we are all in a big boat and we want to fish, so we need the boat to stay in one place. How could we keep the boat from moving?** (Volunteers respond.) **We would drop an anchor into the water, and the anchor would keep the boat in one place so we could fish.**

Explain: **Today we'll learn about a different kind of anchor. It's called an anchor chart. Say, *anchor chart*.** (The children repeat, *anchor chart*.) **An anchor chart has information on it that we want to keep in our brains. We're going to "anchor" information into our brains!**

Indicate the Schema Anchor Chart with Card 1 "What is Schema?" attached.

Say: **Here is our first anchor chart. It's called the Schema Anchor Chart. Schema is a very big vocabulary word that means everything that you already know. Say, *schema*.** (The children repeat, *schema*.) **This anchor chart will help us remember what schema means. Who can explain schema to Backpack Bear?** (Volunteers explain.) **Now Backpack Bear is wondering what is in his schema!**

Attach the Schema Anchor Card 2 "My schema is what I already know."

Continue: **Let's look at the picture. Backpack Bear is telling us that he already knows that grass is green, so it is in his schema. Do you wonder what is in YOUR schema? Let's see what you already know.**

- **How many of you know your name?**
- **How many of you know what the color red looks like?**
- **How many of you know how old you are?**

Explain: **All that information is already in your schema!**

Choose volunteers to dictate sentences describing something they already know. Write three of their sentences under the example, such as "Claire knows that her birthday is in April." "Jack knows that cats make good pets."

Indicate Schema Anchor Card 3: "Your schema grows and changes when you connect new information" and read it to the children. Tape it onto the chart paper under the sentences.

Say: **Look at this example. Do you remember that Backpack Bear already knew grass is green? He just learned that grass needs sun, water, and nutrients to grow. What do you think the word nutrients means?** (Discuss)

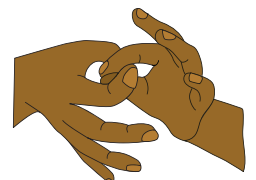
Continue: **Now he connected** (Demonstrate the sign language sign for connect, pictured on the right.) **this new information to information that was already in his schema.**

### Materials

- ☐ Prepared Schema Anchor Chart
- ☐ Anchor Chart Cards 2, 3, and 4
- ☐ Marker
- ☐ Tape

### Language

**L.K.6** Use acquired words and phrases



**Partner Share**

Say: **Stand up, hand up, partner up. Remember to greet your partner and sit knee-to-knee. Talk to your partner about one new thing you have learned in school. Maybe you learned where the bathrooms are, maybe you learned a new word or sound, maybe you met a new friend. Talk about something new you've learned. Ready? Begin.**

Give the signal to stop. Say: **Clap once if you can hear me. Clap twice if you can hear me.**

Volunteers share what they have learned. Choose several of their sentences, and write them under the Schema Anchor Chart Card 3. For example, Juan met a new friend in kindergarten.

Continue: **Say goodbye and compliment your partner.**

Gather the children around the Schema Anchor Chart.

Indicate and read Anchor Card 4 "My schema is what I see, hear, taste, smell, and touch" and tape it to the chart paper.

Say: **The information that is already in your schema comes from what you learned from things that you saw, heard, tasted, smelled, and touched. When you see, hear, taste, smell, or touch something new you add it to your schema.**

**Formative Assessment**

Say: **Turn to your neighbor and explain what schema means.**

Choose volunteers to share their definitions of schema with the class.

Display the Schema Anchor Chart in your classroom. As children add information to their schema throughout the year, reference this anchor chart.

## Magic Writing Moment

## My Favorite Color

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

## Materials

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

## Speaking &amp; Listening

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

## Phonics Warm-Up

## Beginning, Middle, End

Place the green, yellow, and red circles horizontally in a pocket chart. The children tell which color is at the beginning of the row (green), the middle (yellow) and the end (red).

Indicate the classroom Alphabet Chart and say: **The alphabet has a beginning, middle, and end.**

- **Who can point to a letter at the beginning of the alphabet?**
- **Who can point to a letter at the end of the alphabet?**
- **Who can point to a letter in the middle of the alphabet?**

Focus attention on the colored dots on each alphabet card.

Explain: **The letters at the beginning of the alphabet have green dots. The letters in the middle of the alphabet have yellow dots, and the letters at the end of the alphabet have red dots. We can look at the dots to help us remember if a letter is at the beginning, middle, or end of the alphabet.**

## Materials

- ☐ Classroom Alphabet Chart
- ☐ Prepared green, yellow, and red circles
- ☐ Pocket chart
- ☐ Pointer

## Language

**L.K.5.A** Sort common objects into categories

## Observe &amp; Modify

If time allows, line the children up in order by the first letter of their first names then identify the children in the beginning, middle, and end of the alphabet.

**Speaking & Listening**

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

**Science**

**LS.2e** Recognize stories sometimes give plants and animals fictional attributes

## Introduce Same and Different and Animals Given Human Characteristics

Indicate the bag containing the crayons. Choose a volunteer to draw two crayons from the bag. Ask:

**Are these crayons the same or are they different?**

The child responds, identifies the color or colors of the crayons, then returns them to the bag. Continue as time allows with other volunteers.

Backpack Bear whispers to you. Say: **Backpack Bear noticed he is the same as us in some ways but different in others. Let's think about how we are the same as, and different from, Backpack Bear.**

A volunteer holds Backpack Bear in front of the class. Discuss similarities and differences between Backpack Bear and the children. Accept all reasonable responses.

Ask: **Who is really glad Backpack Bear has joined us this year?** (The children respond.)

Indicate *Brown Bear, Brown Bear, What Do You See?* Say: **The author of the book used animals in this story, but the animals act like people!** Ask:

- **Do you remember the name of the author?** (Bill Martin, Jr.)
- **What job does the author have?** (He or she writes the words of the story.)
- **Can animals really talk in human languages?** (No they can't but in this story the animals do talk.)

Continue: **Bill Martin, Jr. pretended that animals in his story could talk. We read another story about animals that could do things that only people do. Who remembers which story that was?**

Indicate *The Kissing Hand*. Say: **In this book a raccoon goes to school. Do raccoons go to school? Why not?**



### Formative Assessment

Say: **In this book, the animals acted like people. Now it's your turn! Let's see if you can take on the characteristics or actions of animals. Listen and follow my directions. Ready?**

Allow time after giving each direction for the children to enjoy acting like each of the animals before giving the next direction.

- **Pretend you are hopping like a frog.**
- **Howl like a wolf.**
- **Slither like a snake.**
- **Purr like a cat.**
- **Fly in the sky like a bird.**

Say: **Authors often pretend that animals in their stories can act like people. You will hear many stories this year. Try to notice when authors create animals that act like people.**

### Materials

- ☐ Crayons from two eight-color boxes in a bag
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ *The Kissing Hand*

## 2

Practice **Bb** /b/

Indicate the Alphabet Chart. Say: **You have learned the letter that stands for the /b/ sound. This is the letter Bb. Remember, each letter in the alphabet has an uppercase and a lowercase letter. Both letters have the same name and stand for the same sound.**

- Print uppercase *B* on the board.
- The children say the letter name, then sky write it together.
- Repeat for lowercase *b*.

Distribute copies of *Listening & Writing* Book 1. Say: **This is the book Backpack Bear is so excited about.**

**Step One** Name the letters

The children name the letters *B* and *b* as you print them on the board. They:

- indicate the large outlined *Bb* on the worksheet.
- use their fingers to trace inside the letters.
- color the letters with a blue crayon.

**Step Two** Read the sentence

Read, *Bb is for ball*. Ask: **Do you hear /b/ at the beginning of ball?**

- On the board, print: *Bb is for ball*.
- Track and read the sentence aloud.

Ask: **How is the sentence I wrote on the board different from the sentence on your papers?** (Ball is pictured instead of written.)

- The children color the ball brown.

**Step Three** Identify the sound in initial position

Ask: **What is the first picture in the middle part of the page?** (boy)

- On the board, replace *ball* with *boy*.
- Read the new sentence.
- Repeat for *bike* and *bear*.
- The children color the boy blue, black, or brown.

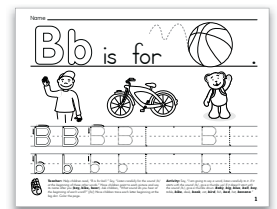
Use the next step "Write the Letter" to observe the children's eye-hand, small-motor control. Do not be concerned if children are unable to stay on the dotted lines. The primary instructional focus is the letter/sound relationship.

**Materials**

- ☐ Blue, black and brown crayons
- ☐ *Listening & Writing* Books, page 1
- ☐ Each child's name card
- ☐ Pencils

**Reading**

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words



If you have a projector or similar device, project the *Listening & Writing* book page for the whole class, either from a paper copy or from the "Projectables" section of [teach.Starfall.com](http://teach.Starfall.com).

**Observe & Modify**

## Step Four

## Write the letter

Say: **Look at the letters at the bottom of the page. The dot on each letter tells you where to place your pencil when you begin to trace the letter Bb. Watch.**

Place several “dots” on the board, then demonstrate the letter’s formation. Volunteers practice at the board while the other children sky write the letter.

The children trace uppercase and lowercase Bb letters at the bottom of the page, then color the pictures.



## Formative Assessment

Say: **Let’s sky write the capital or uppercase B.** (The children do this.) **Now, sky write lowercase b. Raise your hand if you know a word that begins with /b/.** Select volunteers to answer and the class confirms words that begin with /b/.

3

## Introduce Alphabetical Order and the Starfall Dictionary

**Note:** You will use your own *Starfall Dictionary* each time a word is entered or traced.

Say: **We learned that the alphabet is an example of something that has a beginning, middle and end.**

Indicate the Alphabet Chart and point to each letter as you say the alphabet in unison.

Explain: **The letters in the alphabet are always in the same order. That means every time we write or see the alphabet, each letter is in its own special place, which is the same every time.**

Gather the children around a classroom computer navigated to *Starfall.com*, Learn to Read: Row 1, “Alphabet” (or use projection capabilities if available). Show the video “How the Alphabet Got Its Order.”

Continue: **All of the letters between A and Z are really in the middle of the alphabet, but some are closer to the beginning and some are closer to the end.**

Indicate a classroom dictionary. Say: **This is a dictionary. A dictionary contains many of the words we use in speaking, reading, and writing. The words are organized just like “The Alphabet Song” and our Alphabet Chart. They are in alphabetical order. Words beginning with the letter Aa are at the beginning of the dictionary. Where do you think the words beginning with Zz can be found?** (Volunteers respond.) **Right, at the end!**

## Materials

- ☐ *Starfall Dictionary* for yourself and one for each child
- ☐ Classroom Alphabet Chart
- ☐ Collection of dictionaries (4 or 5, both picture and grown-up dictionaries)
- ☐ Pencils

## Print Concepts

PC.1 Distinguish letters from words

## Reading

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



Dotted high frequency words in the dictionary are printed in block print. It is important for children to be able to recognize print regardless of the style. However, children may enter new words in either block or manuscript.

Divide the children into 4 or 5 groups and distribute a different dictionary (picture or grown-up) to each group.

Say: **Each group has a different dictionary. When I give the signal, look through your dictionary together. Ready? Begin.**

After an appropriate amount of time signal the groups to stop.

Ask: **What did you notice about your dictionary?** Volunteers from each group discuss similarities and differences in the dictionaries.

Distribute a *Starfall Dictionary* to each child. Allow the children a few minutes to look through their dictionaries.

Ask: **Do you see the letters in the top left and top right corners? Did you notice they are in alphabetical order? These letters tell us where to write the new words we learn. Where do you think we should write words beginning with the letter Aa?** (Volunteers respond.) **What about words beginning with the letters Mm or Zz?**

Ask: **What else do you notice about your dictionary?** (Volunteers respond.) **Since the words are already written in the dictionary, when we learn those words you will just trace them. Later you will write words all by yourself!**

Continue: **Locate the page in your *Starfall Dictionary* with the letter that begins your name. Raise your hand when you find it.**

Say: **The first word you will write in your dictionary is your name. Watch me.** Clearly demonstrate how to do this by locating the appropriate page in your *Starfall Dictionary* and printing your name.



### Formative Assessment

Say: **We have learned two high frequency words.**

Write the word *me* on the board. Continue: **What letter do you see at the beginning of me?** (Volunteers respond.) **Find Mm in your dictionary then hold it up in the air.** (The children do this.)

Continue: **Place your finger on the word me.** (Check that the children do this correctly.) **Now, trace the letters in the word me.**

Write *see* on the board. Ask: **What letter do you see at the beginning of see?** **Find Ss in your dictionary then hold it up in the air.**

Continue: **Place your finger on the word see.** (Check that the children do this correctly.) **Now, trace the letters in the word see.**

Say: **Let's give ourselves a big clap for writing our first two high frequency words in our *Starfall Dictionaries*!**



**Speaking & Listening**

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

**Magic Writing Moment****My Favorite Color**

Choose a child's name card from the basket and repeat the lesson from Day 1, adding the child's name and sentence to the chart.

**Materials**

- ☐ Chart paper from Day 1
- ☐ Basket with children's name cards
- ☐ Box of crayons
- ☐ Marker

**Phonological Awareness Warm-Up****Initial /b/**

Ask: **Who has ridden on a bus?**

Discuss the children's experiences.

Backpack Bear whispers, "My name and bus begin with the same sound!"

Say: **You are right, Backpack Bear! Everyone say bus, backpack, bear.** The children say *bus, backpack, bear*.

Continue: **Backpack Bear, we know a fun song about a bus. Would you like to hear it?** Play *Sing-Along Volume 1* Track 41, "Wheels on the Bus."

Say: **Let's sing this song for Backpack Bear. As we sing, listen for other words that begin with the sound, /b/.**

After singing, ask: **Did you hear other words that begin with /b/?** Help the children identify other words in the song that begin with /b/. (*bus, beep, and back*)

Say: **Let's sing the song again. This time jump when you hear /b/ words.** Play the song again and observe whether the children jump at the appropriate times.

**Materials**

- ☐ *Sing-Along Volume 1* Track 41, "The Wheels on the Bus"
- ☐ Backpack Bear

**The Wheels on the Bus**

*The wheels on the bus go round and round...*

*The wipers on the bus go swish, swish, swish...*

*The door on the bus goes open and shut...*

*The horn on the bus goes beep, beep, beep...*

*The driver on the bus says, "Step back please!"*

*The mommy on the bus says,  
"I love you! I love you! I love you!"*

*The daddy on the bus says, "Love you, too!"  
All through the town.*



## Introduce the Capital Letter Anchor Chart

Ask: **Who remembers what an anchor chart is?** Discuss anchor charts and review the Schema Anchor Chart.

Say: **Today we will create a new anchor chart. This anchor chart will help us remember when to use capital letters and when to use lowercase letters.**

Indicate the Capital Letter Anchor Chart with Card 1, *What Gets a Capital Letter?* attached.

Say: **Look at Backpack Bear. Did you know that he is a capital letter detective? The words on this card say "What gets a capital letter?"**

Continue: **Backpack Bear told me that he has a hard time remembering when to write capital letters and when to write lowercase letters, so he did a little detective work and created this chart for us.**

Indicate the Magic Writing Moment chart paper.

Say: **Let's look at the sentences on our chart. Who can find a word that begins with a capital letter?** (Volunteers point to words that contain capital letters.) **What did you notice about all the words with capital letters? Right, they are all names of children in our class.**

Indicate Capital Letter Card 2, Names of people and pets. Say: **Backpack Bear tells us that names of people and pets begin with capital letters.**

Attach the card to the chart. Say: **Read the names. Who can think of a name of a person who is not in our class to add to our chart?** Volunteers suggest names. Add the names under the card, drawing attention to the capital letters.

Ask: **Who has a pet? What is your pet's name? Pets' names also begin with capital letters.** Add pet names to the chart.

Say: **Another important place you will see a capital letter is at the beginning of a sentence. A sentence is a group of words that makes up a complete thought. Listen and give a thumbs up if you hear a sentence with a complete thought. Give a thumbs down if you hear a group of words that is not a complete thought. Ready?**

- at the playground
- over the fence
- The girl is playing on the playground.
- I want to jump over the fence.
- out the door
- Can you come to my house and play with me today?

### Materials

- ☐ Prepared magnifying glass cut out for each child
- ☐ Magic Writing Moment chart paper from Day 1
- ☐ Capital Letter Anchor Chart Cards 2 and 3
- ☐ Classroom book for each set of partners
- ☐ Prepared Capital Letter Anchor Chart paper with Card 1 attached
- ☐ Marker

### Print Concepts

**PC.1** Distinguish letters from words



You will use several anchor charts. Consider hanging a clothesline in your classroom and using clothespins to display them.

**Science**

**ES.5f** Recognize the repeating pattern of day and night

**Writing**

**W.8** Write and draw for a variety of purposes and audiences

Indicate Capital Letter Card 3, Beginning of a sentence.

Say: **Backpack Bear tells us we need a capital letter at the beginning of every sentence.**

Review the examples on Card 3. Ask: **Who can make up a sentence to add to the chart?**

Volunteers make up sentences and you write them under Capital Letter Card 3. Assist the children in creating sentences when their responses are phrases.

**Formative Assessment**

Distribute a magnifying glass cut out to each child. Say: **Let's pretend you are all detectives like Backpack Bear. This will be your magnifying glass.**

Partner the children and distribute a classroom book to each pair. Continue: **You and your detective partner look through your book and try to find capital letters.** Circulate and interact with the partners as they discover capital letters in their books.

**2****Nighttime and Daytime**

Turn off the classroom lights and instruct the children to lie down and close their eyes. Softly say: **Let's pretend it is nighttime and we are all fast asleep.**

Turn on the lights and ring a bell. Say: **The sun is up and it's daytime. Everyone up! It's time for school.**

Turn off the lights again and say: **Oh no, it's nighttime again! Everyone go back to sleep.**

Turn on lights again and ring a bell. Say: **The sun is up and it's daytime again. Everyone wake up! It's time for school.**

Ask: **What pattern did you notice?** (Volunteers respond.) **Right, we had day and night over and over. The pattern repeats every day.**

Ask: **Do you go to school during the daytime or at night?** (Volunteers respond.) **Yes, we go to school during the daytime. Who can remember a story about an animal that went to school at night? Right, *The Kissing Hand*.**

Explain: **Raccoons, like some other animals, come out at night to hunt and play. They sleep during the day. We call animals that eat at night and sleep during the day *nocturnal*. Say, *nocturnal*.** (The children repeat, *nocturnal*.)

Indicate the Vocabulary Card *nocturnal* and read the word. Say: **Raccoons are *nocturnal* because they stay awake and hunt at night.**

**Materials**

- ☐ Vocabulary Card: *nocturnal*
- ☐ *The Kissing Hand*
- ☐ Pencils, crayons
- ☐ Drawing paper
- ☐ Bell

nocturnal

Continue: **In the story *The Kissing Hand*, Chester goes to school at night. He plays with his friends at night. Think about some of the things we do, or some things that happen at night.**

Lead the children to respond with activities such as eat dinner, see the moon, wear pajamas, owls and bats fly, we look at the stars, etc. Repeat for the daytime with activities such as we eat lunch, play in the sun, go to school, wear our shoes, raccoons sleep, etc.



### Formative Assessment

Distribute drawing paper, pencils and crayons and instruct the children to write their names.

Demonstrate how to fold the paper in half vertically. Indicate the top left side and say: **On this side of your paper draw a sun.** (The children do this.)

Indicate the top right side and say: **On this side of your paper draw a moon or star.**

Ask: **Should the sun represent the daytime or the night? Right, we see the sun during the daytime. How about the moon and the stars? Right, we see the moon and the stars at night.**

Instruct the children to draw objects that remind them of the daytime such as the sun, flowers, rainbow, playing outside, etc. on the left side of the paper, and objects on the right side that remind them of night, such as the moon, stars, dark sky, campfire, and sleeping in their beds.

Gather the children with their drawings. Ask: **Who would like to share his or her illustration of daytime and nighttime activities?** Volunteers take turns sharing.

Ask: **Who remembers what we call animals that are awake at night and sleep during the daytime? Right, nocturnal.**

3

## Introduce the Star Word Wall

Say: **This week we learned about high frequency words, the words we see over and over again when we read. Say, high frequency words.** (The children repeat, *high frequency words*.)

Continue: **Now, high frequency words are in our schema. Who remembers what schema is?** (Volunteers respond.) **Right, our schema is what we already know.**

Indicate the High Frequency Word Card, *see*. Say: **Put your finger on your chin if you remember this high frequency word.** (The children do this.) **What is this word?** (The children say, *see*.) **Good job!**

### Materials

- ☐ High Frequency Word Cards:  
*see, me*
- ☐ Vocabulary Cards: *strange, cozy, interested, lonely*
- ☐ Schema Anchor Chart
- ☐ *The Kissing Hand*
- ☐ Backpack Bear
- ☐ Pocket chart

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

### Reading

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

Repeat with the High Frequency Word Card, *me*.

Explain: **Today we will add to our schema. We'll learn about another kind of word called a vocabulary word.** (The children repeat, *vocabulary word*.) **Vocabulary words are words we learn and understand whenever we read a story in class.**

Indicate *The Kissing Hand* and the children recall the story. Say: **The author, Audrey Penn, used some important vocabulary words in her story. Let's talk about some of those vocabulary words before I read the story again. We can add these words to our schema.**

Display the Vocabulary Cards in a pocket chart as you introduce them. The children repeat the words after you.

<b>Strange</b>	Something that is not usual or hasn't been seen before
<b>Cozy</b>	Warm and comfortable
<b>Interested</b>	Wanting to know more about something, or being curious about it
<b>Lonely</b>	Feeling all alone

### Star Word

Display the new vocabulary on your Star Word Wall.



### Formative Assessment

Say: **Listen for these words as I read *The Kissing Hand*. If you hear a word and you don't know what it means, raise your hand quietly and we'll talk about that word and add it to your schema.**

Backpack Bear whispers that he is afraid he might not remember all of the vocabulary words. He suggests that there should be a special place to put them so everyone can practice.

Tell the children Backpack Bear's idea, and direct them to your Star Word Wall.

Explain: **As you learn new vocabulary words, we will place them on this special board, called the Star Word Wall.**

Read *The Kissing Hand*. Pause to discuss vocabulary words the children don't understand.

The Star Word Wall is primarily for teacher reference and not intended for children to read. This wall serves as a reminder to the teacher to review the vocabulary words during transition times.

# Week 2 Overview

## Learning About Rules

The children will learn about various types of rules that keep them safe and happy: classroom rules, computer rules, traffic rules. Backpack Bear shares his story of how he learned the rules. This week we will:

- learn about Aa /a/.
- discuss how rules keep us safe.
- use our *Starfall Dictionaries*.
- learn about the computer.

## Starfall Books & Other Media



*I Am Your Flag*



*Backpack Bear Learns the Rules*



*Backpack Bear's ABC Rhyme Book*



*Starfall Sing-Along Volume 1*



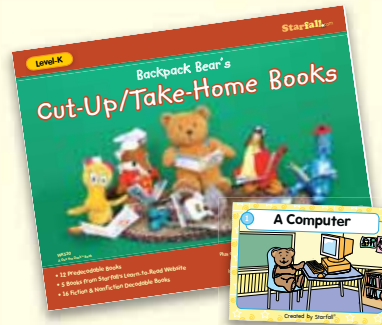
*Star Writer Melodies*



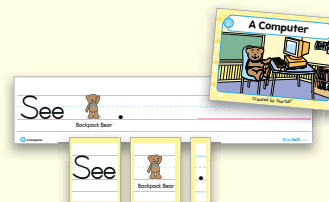
*Starfall Dictionary*

## Literature Selections

**Backpack Bear Learns the Rules** and **I Am Your Flag**—**Chase Tunbridge** was born at the foot of Mt. Nebo in Nephi, Utah. Her mother was a rodeo queen and her father was a milkman. Even though she loved her parents, and was very proud of them, she didn't want to grow up to be either of these things so she packed her bags and began to travel. Today, she lives most of her life in airports around the world. She loves to stand on her head and eat crunchy green salads, but not at the same time.



*Cut-Up/Take-Home Books*



Cover Cards & Sentence Strips



a

a

A

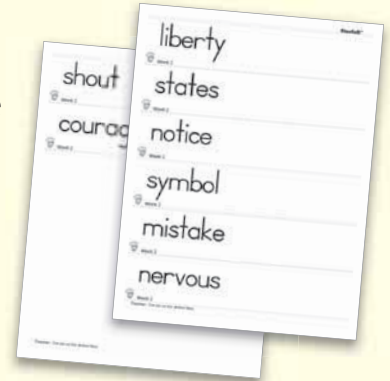
# Preparation

Introduce Small Group, Independent Practice Activity and Computer Practice rotations this week. Small Group Sessions should be 20 minutes in duration with two independent practice rotations of 10 minutes each. Beginning in Week 3, the Small Group Sessions will be 30 minutes with 15 minute practice rotations for the Practice Activity and Computer Practice.

Generate and prepare Vocabulary Cards for Week 2. You will use *nervous*, *notice*, *mistake*, and *shout* on Day 2 and *courage*, *liberty*, *states* and *symbol* on Day 3.

You will begin using *Starfall.com* this week. Laminate the Computer Center Cards and use a marker to indicate which activity within the link the children are to visit on the computer. You will use the Computer Center Cards each day.

For this week's Magic Writing Moment you will need the basket of children's name cards and the chart paper from Week 1.



Vocabulary Cards

## Day One

Navigate to *Backpack Bear's Books* and familiarize yourself with this section of the website. You will demonstrate "Backpack Is a Little Bear" and "A Computer."



You will indicate the appropriate parts of the computer as they are described, and demonstrate how to open *Starfall.com* in a browser and navigate to the ABCs.

Prepare a copy of classroom rules to review with the children.

Use the Word Card generator on *teach.Starfall.com* to create a Word Cards for *Beginning* and *Ending*.



You will add Anchor Chart Card 4 to the Capital Letter Anchor Chart.

Prior to Session 3, prepare a green, yellow and red construction paper circle. They should be large enough for the children to see easily, but they should fit in a pocket chart.

## Day Two

Learn the ASL sign for Aa (pictured).





### Day Three

Navigate to *ABC Rhymes: Aa*.

Cut out and assemble Take-Home Book 1: *A Computer* for each child.

### Day Four

Use the "Word Shapes" generator on *teach.Starfall.com* to generate a Week 2 "Word Shapes" worksheet for each child for today's learning centers.

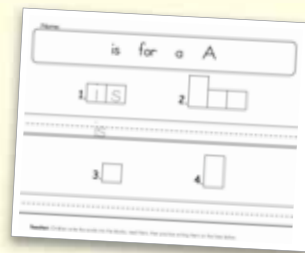
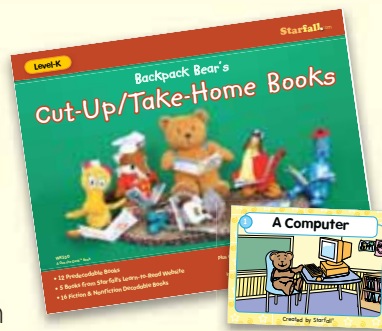
Label three index cards, *Tall*, *Small*, and *Tail*.

You will add Anchor Chart Cards 5, 6, and 7 to the Capital Letter Anchor Chart.



### Day Five

Fridays are Starfall Free Days. The children are free to navigate anywhere on *Starfall.com*. Explain this before beginning Small Group Session 2, Computer, and Practice Activities.



Week 2 "Word Shapes"

### Day 1

I love the letter Bb in my name. I have been learning to write my name! Can you write yours?

Backpack Bear



### Day 2

I am so happy to be in Kindergarten. I'm going to follow the rules because they are important! Your friend,

Backpack Bear



### Day 3

Every day I'll write you a message. I hope you enjoy the message I wrote to you on the computer.

Backpack Bear



### Day 4

I have a surprise for you later today! You will need to go to *Starfall.com* to see my surprise!

Backpack Bear



### Day 5

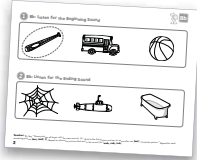
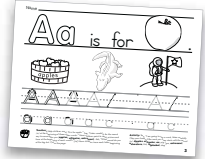
I made up a sentence with our new words. "A computer is for Backpack Bear." Your new pal,

Backpack Bear



## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Where to use capital letters	Where to use capital letters
<b>Reading</b> Phonological Awareness Phonics High Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	Initial and final /b/ <i>Listening &amp; Writing p. 2</i> Compound Words 	<b>Aa /a/</b> High Frequency Words: <b>is, for</b> Retelling Stories <i>Listening &amp; Writing p. 3</i> Letters, Words, Sentences 
<b>Computer</b>	<i>Backpack Bear's Books: Concepts, "Backpack is a Little Bear"</i> ABCs: Letter B	ABCs: A, B, ABC Rhymes: Aa, Bb
<b>Activity</b>	Forming uppercase and lowercase Bb	Children draw a portrait of Backpack Bear and self
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems, & Songs Concept Development Vocabulary	"Traffic Lights" Top, Middle, Bottom Introduce the Computer <b>Vocabulary:</b> <i>computer, cursor, keyboard, monitor, mouse, navigation</i> Introduce Rules	"Letter March Song Aa" "Aa Apple Rhyme" <i>Backpack Bear Learns the Rules</i> <b>Vocabulary:</b> <i>nervous, notice, mistake, shout</i>
<b>Writing</b>		The children draw portraits of themselves with Backpack Bear
<b>Social Studies</b>	Follow rules such as share, and take turns, and know consequences of breaking them	
<b>Science</b>	Describe relative position of objects by using one reference	



## DAY Three

## DAY Four

## DAY Five

Where to use capital letters	Where to use capital letters	Where to use capital letters
<p>Initial /a/ and /b/</p> <p>Take-Home Book 1: <i>A Computer</i></p>  <p>High Frequency Words: <b>A, a</b></p> <p>Solve riddles (Vocabulary/ Comprehension Review)</p>	<p>Rhyming Words</p> <p><i>A Computer</i></p> <p><i>Starfall Dictionary</i></p>  <p>HF Words: A, a, is, for, me, see</p>	<p>Initial /b/</p> <p>Compare and contrast</p> <p>Retelling stories</p> <p>Characters, important events</p> <p>Blend onsets and rimes</p> <p>Kindergarten Book Club</p>
		Starfall Free Day <b>1</b>
		Play Dough Name Formation <b>2</b>
<p><i>Talking Library: "Backpack Bear Learns the Rules"</i></p> <p><i>Selected Nursery Rhymes</i></p>	<p><i>BpB's Books: Row 1, "A Computer"</i></p> <p><i>ABCs: Aa, Bb</i></p> <p><i>Talking Library: Nonfiction, "I Am Your Flag"</i></p>	Sequence "A Computer" <b>3</b>
Play "Concentration" with HF Words: A, a, is, for, me, see	Sequence <i>A Computer</i>	"Color by Word" worksheet for Week 2 <b>4</b>
<p><i>I Am Your Flag</i></p> <p><b>Vocabulary:</b> <i>courage, liberty, states, symbol</i></p>	Capital Letter Anchor Chart - Days, Months, Holidays	Teacher's Choice <b>5</b>
		Teacher's Choice <b>6</b>
		<p><i>Backpack Bear Learns the Rules</i></p> <p><i>I Am Your Flag</i></p> <p><i>The Kissing Hand</i></p> <p>Review vocabulary words</p>
Recognize national flag		Follow rules such as share, and take turns, and know consequences of breaking them

## Language

**L.K.2a** Capitalize the first word in a sentence and the pronoun I



## Magic Writing Moment

## Where to Use Capital Letters

Indicate the Capital Letter Anchor Chart and review it with the children.

Choose a child's name card from the basket.

Say: **Today we will use a different sentence to tell your favorite colors.**

On the chart paper write: *The color I like is yellow.*

Ask the child whose name card was drawn: **What is your favorite color?**

Write: (Child's name) *likes the color* (chosen color).

Continue: **Can you find your name in the sentence? Use your favorite color to circle your name. What do you notice about the word at the beginning of the sentence? Right, it starts with a capital letter.**

Ask: **Is there another word in this sentence that begins with a capital letter?** (Volunteers respond.) **Yes, the word I is a capital letter and it isn't even at the beginning of the sentence.**

Indicate Capital Letter Anchor Card 4. Say: **This card tells us that whenever we use I as a word, it is always a capital.** Attach Anchor Card 4 to the anchor chart.

Indicate the sentences on the chart paper. Ask: **Who can find the word I in the first sentence?** Choose a volunteer to circle the word I. Repeat for the remaining sentences. Instruct the class to reread the sentences together as you indicate each word.

Say: **Look at every I that was circled. Were they lowercase letters or capitals?** (Volunteers respond.) **Right, every I is a capital letter!**

Review the Capital Letter Anchor Chart and display it where the children can easily see it throughout the school year.

## Materials

- ☐ Basket of children's name cards
- ☐ Capital Letter Anchor Chart
- ☐ Capital Letter Anchor Card 4
- ☐ Chart paper from Week 1
- ☐ Box of crayons

## Phonological Awareness Warm-Up

## Compound Words

Display the Picture Cards *foot* and *ball* in the pocket chart.

Say: **Listen to these words, *foot* and *ball*. What does *foot* mean?**

(Volunteers respond.) **What does *ball* mean?**

Continue: **What new word is formed if we put *foot* and *ball* together? Right, the word is *football*. When we put two words together to form one word, we call that word a *compound word*. Say, *compound word*.** (The children repeat, *compound word*.)

Display the Picture Cards *cup* and *cake* in a pocket chart. Continue: **Let's create more compound words. Listen to the two words and see if you can put them together to form a compound word. Ready?**

Indicate the Picture Cards and say: ***Cup, cake*.** Put the two Picture Cards together and the children say, *cupcake*.

Repeat with *rain* and *bow*, and *dog* and *house*.

## Materials

- ☐ Picture Cards: *ball, bow, cake, cup, dog, foot, house, rain*
- ☐ Pocket chart

## Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

## Phonological Awareness

**PA.2a** Recognize compound words are made up of shorter words

1

## Introduce the Computer

Gather children around a classroom computer.

Explain: **Not long ago, there were no computers or DVDs. People watched movies on television or they went to a theater. Games came in boxes and they didn't need batteries. People wrote letters using a pen or a pencil, or they used something called typewriters. Raise your hand if you have ever seen a typewriter.** (The children share any experiences with typewriters.) **People also had to buy stamps to mail the letters.**

**Now, we can watch movies, play games, learn about things, and send e-mail all on a computer or a tablet. Backpack Bear would like us to learn how to use the computers in our classroom.**

Indicate a laptop computer, a tablet, and a desktop computer.

Say: **Here are three different kinds of computers. Let's compare them to determine how they are the same.** (Discuss the elements that are similar about the three types of computers.) **Now, let's contrast them to see how they are different.** Discuss the elements that differ such as on a tablet, the mouse is a touch pad, you tap rather than click, the keyboard is hidden until needed, etc.

## Materials

- ☐ Laptop computer (If available)
- ☐ Tablet computer (If available)
- ☐ Desktop computer (If available)

## Technology

**TECH.11a** Learn parts of a computer and their purposes

Make adjustments to this lesson based on the type of technology you use.

### Partner Share

Say: **Stand up, hand up, partner up. Remember to sit knee-to-knee and say hi to your partner.** (The children do this.)

Continue: **I wonder what computers can be used for. Discuss with your partner everything you can think of that you can use a computer to do. Ready? Discuss.**

After an appropriate amount of time signal the children to end their discussions. Say: **Clap once if you can hear me. Clap twice if you can hear me.**

The children raise their hands to share purposes of a computer. If they do not share that computers are useful for learning new things, Backpack Bear may whisper that he likes to use a computer to do “research.” Discuss what this means.

Continue: **Watch carefully as I demonstrate.**

Open *Starfall.com* in a browser and indicate the monitor. Say: **This is a monitor. A monitor is like a television screen. We can see pictures, watch movies and find information. Say, monitor.** The children repeat, *monitor*.

Next, demonstrate how to open the ABCs. Say: **I just navigated to the ABCs on Starfall.com. To navigate means to move around and explore a website to find what you need. Say, navigate.**

As you navigate, indicate the cursor and say: **Look closely at this little arrow on the monitor. It is called the cursor.** (The children repeat, *cursor*.) **The cursor shows us where we are on the computer. To get information, we use the mouse to move the cursor. Watch. I would like more information about the letter Bb, so I move the mouse, which moves the cursor.**

Say: **Look what happens when I put the cursor on Bb. It turns into a hand.** (Demonstrate) **That means I can click on it for more information. To click, I push this button** (indicate) **on the mouse. Let’s see what happens when I click on Bb. Listen for the clicking sound.**

Choose several volunteers to navigate to other letters. Say: **You will be able to explore the Starfall website during computer time today.**



### Formative Assessment

Say: **Backpack Bear would like for one of you to be the teacher and ask the other children what they have learned about computers.**

Select a volunteer. The volunteer asks his or her classmates what they have learned then chooses a child to answer. That child becomes the teacher and asks another question.

Continue with the selected children, asking the meaning of the vocabulary words *computer*, *monitor*, *navigation*, *cursor*, *mouse*, and *keyboard*.

## Initial and Final /b/

Indicate page 7 of the *ABC Rhyme Book* and recite "Bb Ball."

Say: **Listen as I read the rhyme again. This time raise your hand when you hear words that begin with /b/.**

Say: **Some words end with /b/ such as *cab* and *tub*. Listen, /c/ /a/ /b/, *cab*.** (The children repeat, *cab*.) **Was /b/ at the beginning or the end of the word? Right /b/ is at the end of the word *cab*.** Repeat for /t/, /u/, /b/, *tub*.

The children stand. Say: **If you hear /b/ at the beginning of a word, pretend you are bouncing a ball. If you hear /b/ at the end of a word, rub your tummy. Ready?**

Say the following words clearly and pause for the children to react. Repeat each word being sure to emphasize the /b/ and discuss the correct answers.

bottle	crab	basket	sub
--------	------	--------	-----

Place two chairs at the front of the classroom and attach a *Beginning* or *Ending* label to each. Choose a volunteer and say: **I will say a word and you will repeat it. Listen for the /b/. If you hear /b/ at the beginning of the word, sit in the chair that says beginning.** (Indicate) **If you hear /b/ at the end of the word, sit in the chair that says ending.** (Indicate)

ball	bear	bed	web
cab	boat	lab	bell

Display the Picture Cards (*bag, baseball bat, bed, black, blue, cub, rib, sub*) face down in a pocket chart. Select a volunteer to choose a Picture Card. The class identifies the picture and the volunteer selects a child to determine if the word begins or ends with /b/. The chosen child reveals the next Picture Card.



### Formative Assessment

Distribute the *Listening & Writing Books* and the children turn to page 2. As a group, identify and name each picture: *bat, bus, ball*. Project this page if possible for demonstration.

The children listen for /b/ in these words. Ask: **What do you notice about all of these words? Right, they all begin with /b/.**

Indicate the *blue* Picture Card and place it in the pocket chart. Say: **Use your blue crayon to color the pictures that have /b/ at the beginning.**

Display the Picture Cards *cub, rib* and *sub*. Indicate the *cub* Picture Card. Say: **A *cub* is a baby bear. When Backpack Bear was little, he was a *cub*.** (The children repeat, *cub*.) **Look at the other pictures. Can you find any pictures that end with the same sound as *cub*?** (*rib, sub*)

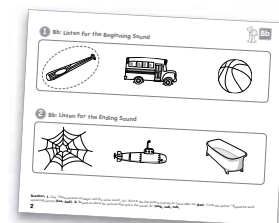
### Materials

- ☐ Picture Cards: *bag, baseball bat, bed, black, blue, cub, rib, and sub*
- ☐ Pencils and blue and black crayons for each child
- ☐ *Listening & Writing Books*, page 2
- ☐ Generated Word Cards: *Beginning, Ending*
- ☐ *ABC Rhyme Book*
- ☐ Pocket chart
- ☐ Two chairs

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words



Emphasize the /b/ at the end of words since it is more difficult for children to discriminate.



The children identify the pictures on page 2 that end with /b/ (*web, sub, tub*) and color them using a black crayon.

**Reading**

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

**Language**

**L.K.1a** Form upper- and lowercase letters

**Computer****Practice**

On *Starfall.com* or the *Starfall App*:

- *Backpack Bear's Books*: Concepts, "Backpack is a Little Bear"
- *ABCs*: Letter B

**Activity**

The children use play dough to form the letters in their names and several uppercase and lowercase letters, *B* and *b*.

**Materials**

- ☐ Children's name cards
- ☐ Letter Cards: *B, b*
- ☐ Play dough

**3****Introduce Rules, Signs, and Middle**

Review your classroom rules and emphasize the fact that rules keep everyone safe.

Ask: **Who remembers the song "The Wheels on the Bus"? A bus driver has to follow rules, too—special rules for drivers. These rules keep traffic flowing smoothly and they keep people safe. What might happen if we didn't have traffic rules?** Volunteers respond.



Say: **Signs tell drivers the traffic rules. This is a stop sign.** (Indicate the *stop sign* Picture Card and place it in a pocket chart.) **Stop signs are always red and they have 8 sides. The word stop is in the middle of the sign. When we see a stop sign, we stop. That is a traffic rule; it keeps cars from crashing. We can use a stop sign in our classroom, too. It will tell us when to stop moving, talking, or working. Let's try it! Walk around the room slowly. Stop when I hold up the stop sign Picture Card. Ready?** Repeat this activity several times.



Indicate the *traffic signal* Picture Card. Say: **This object is a traffic signal. It tells us to stop, slow down, or to go in traffic. What is it called?** (The children respond.) **A traffic signal is another driving rule that people must obey in order to keep everyone safe.**

Ask: **Which color means stop? Yes, the red light at the top means stop.** Indicate each color as you describe its function.

**Materials**

- ☐ *Sing-Along* Volume 1 Track 37, "Traffic Lights"
- ☐ Three circles of construction paper (red, yellow, green)
- ☐ Picture Cards: *stop sign, traffic signal*
- ☐ Pocket chart
- ☐ Pointer

**Social Studies**

**ST.4b** Use positional words to describe relative location of people, places and things

**Speaking & Listening**

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

**Reading**

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



Continue: **Green means go. The green light is at the bottom. Yellow means to slow down. The yellow light is in the middle. It is between the red light and the green light.**

Indicate the construction paper circles. Say: **Let's review these colors. To review is to think of something again. As I hold up each color, say, "This color is" and name the color.** Repeat for each circle.

Place the red circle in the top pocket of a pocket chart and the green circle in the bottom pocket. Say: **Red is at the top. Green is at the bottom.** (Switch the circles.) **Now, green is at the top and red is at the bottom.** (Place the yellow circle between the red and green.) **Green is at the top, yellow is in the middle and red is at the bottom. Middle means halfway between.**

The children echo you as you continue to rearrange the circles, "\_\_\_\_\_ is at the top, \_\_\_\_\_ is in the middle and \_\_\_\_\_ is at the bottom."

Play *Sing-Along* Volume 1 Track 37, "Traffic Lights." The children sing as a volunteer touches the traffic signal colors with a pointer as they are named in the song. Review the traffic signs and reiterate that rules help keep people safe.



### Formative Assessment:

Divide the children into groups of 3.

Say: **Backpack Bear tells me that we need rules like hold an adult's hand when crossing the street, or stop and look both ways before crossing the street. Can you think of other rules that are important?** Talk with your group about rules you think are important and explain why.

When the groups have finished sharing, they report to the class. Encourage the children to tell the rules and why it is important to follow them.

#### Traffic Lights

*"Stop" says the red light,  
(Hand out to indicate stop)*

*"Go" says the green,  
(Motion to come)*

*"Wait" says the yellow light,  
(Hands on hips)*

*Blinking in between.*

*That's what they say and  
(Shake finger on right hand)*

*That's what they mean,  
(Shake finger on left hand)*

*We all must obey them  
(Shake head, "yes")*

*Even the Queen.  
(Pretend to put on a crown.)*



## Language

**L.K.2a** Capitalize the first word in a sentence and the pronoun I

## Print Concepts

**PC.1** Distinguish letters from words

## Reading

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

## Magic Writing Moment

## Where to Use Capital Letters

On the chart write: *I like the color violet.* Draw a name card from the basket.

Ask the child: **What is your favorite color?** Write: (Child's name) *likes the color* (chosen color). **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **What do you notice about the word at the beginning of the sentence? Right, it is your name and it begins with a capital letter.**

Ask: **Can you find the word I in the first sentence?** (The child indicates I.) **Use your crayon to circle the word I.** The class rereads the sentences together as you indicate each word.

## Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

## Phonics Warm-Up

## Difference Between a Letter and a Word

Display the letters *b, a, t* next to each other in a pocket chart to form the word *bat*, and the letters *m, o, m* to form the word *mom*.

Say: **These are words. Does anyone know what the words say? The words are *bat* and *mom*.**

Now spread those same letters out randomly in the pocket chart. Ask: **What do you see now?** (Discuss) **Now these are only individual letters. By themselves, not in any special order, they just stand for sounds. They don't mean anything.**

Ask: **What do we need to do with these letters so they will form words? Right, the letters need to be put together in a special order so the sounds form a word.**

Indicate m-o-m. Decode it for children (/m/ /o/ /m/, *mom*). Say: **What word did we build? Right, the word is *mom*.** Repeat for b-a-t, and *bat*.

## Materials

- ☐ Letter Cards: *b, a, t, m, o, m*  
(or magnetic letters)
- ☐ Pocket chart

1

## Introduce: Aa /a/

Indicate *Backpack Bear's ABC Rhyme Book*. Review the "Bb Ball" rhyme on page 7. Explain: **Today you will learn the letter and sound that begins the alphabet. What is the first letter of the alphabet?**

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

Read "Aa Apple" on page 5.



Indicate the *apple* Picture Card. Say: **This is a picture of an apple. Say, apple. The word apple begins with the sound /a/. Watch my mouth, /a/. Now you say /a/. The words *apple* and *as* begin with the same sound: /a/.** (The children repeat: /a/.) **I will read the rhyme again.**

**Listen for the sound /a/ in *apple* and *as*.** Read the rhyme again then repeat it in unison.

### Materials

- ☐ Picture Cards: *apple, alligator, ants, bell, dinosaur*
- ☐ Letter Cards: *A, a, B, b, O, o, X, x C, c*
- ☐ *Backpack Bear's ABC Rhyme Book*
- ☐ Whiteboards, markers
- ☐ Wall Card: *Apple /a/*

### Aa Apple

*Apple, apple  
As red as can be,  
Apples for you  
And apples for me.*

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

The children stand. Say: **If you hear the sound /a/ at the beginning of a word I say, give a thumbs up! Ready?** Read the following words pausing after each to allow the children to respond.

alligator

tree

boy

ant

astronaut

### Step Three Connect /a/ to the spelling "Aa"

Teach the ASL sign for Aa. The children then sing "The Letter March" using the ASL sign for *a* and sound /a/.

a

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

Demonstrate the letter's formation as you write *a* on the board. The children mimic the formation by sky writing *a* several times.

Distribute whiteboards and markers. The children write *a* several times on their whiteboards.

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

Read the following words pausing after each to allow the children to respond.

ambulance

ant

circle

puppy

bone

after

at

add

The ASL signs for **Aa** and **Ss** are similar. When forming the **Aa** sign, the thumb should be alongside the fist. When forming the **Ss** sign, the thumb is in front of the fingers.



### The Letter March: Aa

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

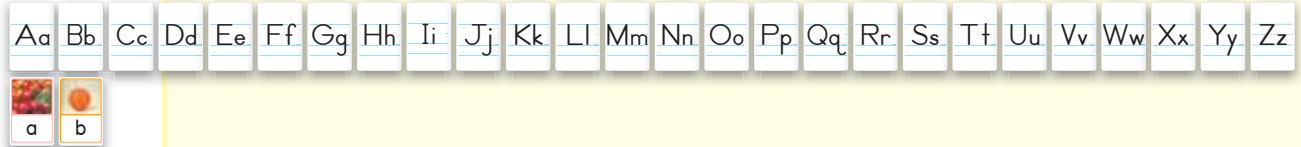
Indicate the A Letter Card. Say: **This is the uppercase letter A. The uppercase letter A and the lowercase letter a stand for the sound /a/.**

A

Demonstrate the letter's formation as you write A on the board. The children mimic the formation by sky writing A several times.

The sound /a/ exists in Mandarin Chinese with a slight difference. Be sure to emphasize this sound for children who speak Mandarin.

ELL



### Formative Assessment

Say: **Let's play a game. I will flash a Letter Card. If the Letter Card stands for the letter Aa, stand. If it does not stand for the letter Aa, sit criss-cross. Ready?**

Flash the Letter Cards in random order and the children respond.

Say: **Now listen for the sound that Aa stands for, /a/. This time stand if you hear /a/ at the beginning of the word and sit criss-cross if you hear a different sound at the beginning of the word. Ready?**

Flash the Picture Cards in random order, reading the words aloud, and the children respond.



Display the Wall Card at the end of the lesson.

2

## Introduce High Frequency Words: *is* and *for*

Say: **We have learned two words we called high frequency words. A high frequency word is one that we see often when we are reading.**

- Write the word *see* on the board, naming each letter as you write it, s-e-e.
- Repeat for *me*.
- The children volunteer sentences using the words *see* and *me*. (e.g., I can *see* the bear.)

Say: **Let's learn two new high frequency words. The first word is *is*.** (Print *is* on the board.) **The letters *i* and *s* together form the word *is*.** The children repeat, *is*.

Print *for* on the board. Say: **When we put the letters *f*, *o*, *r*, together, they form the word *for*.** The children repeat, *for*.

### Materials

- ☐ Listening & Writing Books, page 3
- ☐ Pencils, orange and green crayons
- ☐ Starfall Dictionaries
- ☐ Pocket chart

### Reading

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

### Language

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

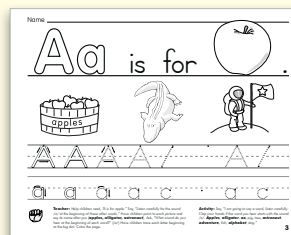
**L.K.1c** Form plural nouns orally by adding /s/

Distribute *Listening & Writing Books* and the children turn to page 3.

### Step One Name the letters

On the board, print: *Aa*. Say: **The letters A and a stand for the sound /a/.** The children name the letters, then:

- point to *Aa* on the page.
- use their fingers to trace inside the large outlined *Aa*.



### Step Two Read the sentence

On the board, write: *Aa is for Apple.*

- Indicate each word as you read the sentence.
- Reread with the children in unison.
- Select a volunteer to circle *is* and *for* on the board.

Ask: **Can you find the high frequency words *is* and *for* in the sentence on your page? Circle *is* using your orange crayon.** (The children do this.) **Now circle *for* using your green crayon.**

### Step Three Identify and discuss the pictures

Say: **Each picture on this page begins with the sound /a/. Repeat after me:**

apple	apples	alligator	astronaut
-------	--------	-----------	-----------

Indicate the word *apple* in the sentence written on the board. Say: **Point to the apple pictured on page 3 of your *Listening & Writing Book*.** (The children do this.) **Now, locate the pictured basket of apples.**

Explain: **In the sentence on the board there is only one apple. In the basket there are *apples* because there is more than one. Who knows the difference in the words *apple* and *apples*?** (Volunteers respond.) **When there is more than one of something, we often add an *s* to the end of the word.** Read the new sentence together, *Aa is for apples.*

Continue: **Let's try some others. I will say a word and you add an *s* to the end to make it mean more than one. Ready?** Say these words one at a time, pausing for the children to add *s* to the end.

girl	boy	dog	cat
car	flower	book	bird

### Step Four Write the word

Demonstrate the formation of uppercase and lowercase *Aa* on the whiteboard. Say: **Now you practice writing uppercase and lowercase *Aa* by tracing the letters at the bottom of the page.**



## Formative Assessment

Distribute *Starfall Dictionaries* and write the word *for* on the whiteboard.

Say: **For** is our new high frequency word. Let's add it to our *Starfall Dictionaries*. What letter do you see at the beginning of the word *for*? **Right, f.** Write *Ff* on the board. **Find the *Ff* in your dictionary and hold it up.**

Indicate *for* on the whiteboard. Say: **Now, find the word *for* and trace it with your pencil.** Repeat for *is*.

### Technology

**TECH.11** Develop technology skills for using and understanding conventional and current tools, materials and processes

### Writing

**W.8** Write and draw for a variety of purposes and audiences

## Computer

### Practice

On *Starfall.com* or the *Starfall App*:

- *ABCs*: A, B
- *ABC Rhymes*: Aa, Bb
- *All About Me*

## Activity

The children write their names at the bottom of a sheet of drawing paper and then illustrate themselves with Backpack Bear.

### Materials

- ☐ Drawing paper
- ☐ Pencils, crayons
- ☐ Backpack Bear

3

## Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge

### Materials

- ☐ *Backpack Bear Learns the Rules*
- ☐ Vocabulary Cards: *mistake*, *nervous*, *notice*, *shout*

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

### Literary Response & Analysis

**RA.7c** Make inferences based on titles

### Reading

**RI.K.6** Name the author and illustrator of a text and define their roles

Indicate *Backpack Bear Learns the Rules*. Say: **Today let's**

**look at visual text. Visual text is an illustration or picture. Listen as I explain this visual text.**

Say: **I see Backpack Bear. He looks like he is going into a room. I see a lady with a child. She looks like she is handing the child a book. I also see a rug. I see that Backpack Bear has his backpack on. I wonder where Backpack Bear is going.**

Ask: **By looking at the cover and visual text, what do you think this book might be about?** (Accept all answers.)

Turn to the first page. Ask: **Who can explain what you see in this visual text?** (Discuss) Repeat for the next page. Ask: **How can we find out if your predictions were correct? Right, let's read the story.**

Indicate the front cover. Say: **The title of this book is *Backpack Bear Learns the Rules*. The author is Chase Tunbridge. Who remembers what an author does?** (Volunteers respond.) **Right, an author writes the words that tell the story.**

Continue: **The illustrator is Dale Beisel. What does the illustrator do?** (Volunteers respond.) **Does knowing the title of the book help us have a better idea what the story will be about?**

Say: **Let's read *Backpack Bear Learns the Rules*.** Read the story through without stopping to discuss vocabulary words.

Divide the children into groups of 4. Say: **Talk with your group about some of the rules Backpack Bear learned in the story.** After an appropriate amount of time, gather the children and volunteers share.

Say: **As I was reading I noticed some interesting vocabulary words. Remember vocabulary words are words that may be new to us. Let's talk about the interesting vocabulary words we heard in this book.**

Display the Vocabulary Cards: *nervous*, *notice*, *mistake*, and *shout*.

Read each word and its definition. Explain that you will display the new vocabulary words on the Star Word Wall.

<b>nervous</b>	Backpack Bear was nervous because he wasn't sure what was going to happen at his new school. When you are nervous, you are a little afraid or scared. Were you nervous on the first day of school?
<b>notice</b>	Mrs. Elliott noticed that Backpack Bear was missing. When you notice something that means you see or hear it. Did you notice this story reminded you of our classroom?
<b>mistake</b>	Sometimes we try very hard but just can't get it right. Backpack Bear was trying to make good choices but sometimes he forgot and made mistakes. The good thing about making mistakes is we learn something new. What did Backpack Bear learn when he made a mistake? (Making mistakes is part of learning.)
<b>shout</b>	to call out loudly, to yell or cry out

Partner the children. Read the story again. Pause several times as you read to allow partners to discuss what happened on the page. Volunteers share with the class.

Continue until you complete the story. Congratulate the children and Backpack Bear for practicing the classroom rules.



### Formative Assessment

Say: **I will read this story again. Listen for the new vocabulary words. If you hear another word you don't know or understand, raise your hand.**

Reread *Backpack Bear Learns the Rules*. Give a short explanation of any unknown words and add them to your Star Word Wall.



nervous

notice

mistake

shout

### Star Word

Display the new vocabulary on your Star Word Wall.



## Language

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

## Magic Writing Moment

## Where to Use Capital Letters

On the chart paper write: *I like the color black.*  
Draw a name card from the basket and repeat the lesson from Day 2.

Ask the child: **What is your favorite color?** Write: (Child's name) *likes the color* (chosen color). **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **What do you notice about the word at the beginning of the sentence? Right, it is your name and it begins with a capital letter.**

Ask: **Can you find the word I in the first sentence?** (The child indicates I.) **Use your crayon to circle the word I.** The class rereads the sentences together as you point to each word.

## Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

## Phonological Awareness Warm-Up

## Identify and Discriminate Initial /a/ and /b/

Gather children around a classroom computer navigated to *ABC Rhymes: Aa*. The children:

- say the /a/ rhyme with Backpack Bear.
- listen for the sound /a/ at the beginning of these words: *apple, alligator, astronaut*.

Review the ASL sign for Aa. Say: **If you hear the sound /a/ at the beginning of the word I say, make the ASL sign for a.**

apple	dog	adventure
ant	tree	antelope
fish	pig	ax

Repeat as above for *ABC Rhymes: Bb*, the ASL sign Bb and words beginning with /b/.

tail	button	computer	balloon	bath
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The children stand. Say: **If you hear the sound /b/ at the end of the word, sit on the floor.** (The children stand again before you say each word.)

cube	cat	lab	tab	have
------	-----	-----	-----	------

## Materials

- ☐ Computer navigated to Starfall's *ABC Rhymes*
- ☐ *ABC Rhyme Book*

Access the ABC sign language videos in the ABC section of Starfall.com and click on the "Interpreter" button for videos of how to make the sign language hand signs.



## Reading

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

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



1

## Introduce High Frequency Words: A and a

Distribute *Starfall Dictionaries*. Say: **We have learned four high frequency words: for, is, me, and see. Today you can be high frequency word detectives! (Indicate the word me.) This is the word, me. Now be high frequency word detectives and find me in your dictionaries. What letter page will you turn to? Right, the letter m. Hold up your dictionary when you find it.**

Repeat for *is*, *see*, and *for*.

Gather the children around the pocket chart and explain the rules for playing the game "Concentration."

Place both sets of the Word Cards *is*, *for*, *see*, and *me*, face down in the pocket chart. Choose a volunteer to attempt to make a match. If the child succeeds, he or she takes another turn. If the child does not find a match, he or she chooses the next volunteer. The game continues until all cards are matched.

Say: **Our new high frequency word today is A.** (Indicate A.) **It's important to know that A is a letter, but when it is used alone in a sentence, it is a word. Sometimes when you see the word a, you will see an uppercase A and sometimes you will see a lowercase a.**

Write the following sentences on the board.

- A dog is my pet.
- Tom can run fast.
- I see a fish.
- The ball is for me.
- A cat and dog play at the park.
- Kate is a pal.

Read each sentence. Discuss where *Aa* is used as a word or used as part of a word. Volunteers indicate their answers by using a red marker to circle *Aa* as a word and a blue marker to circle *Aa* when it is part of a word.

The children return to their seats and find *Aa* in their dictionaries. They trace the upper and lowercase *A*, *a*.

### Materials

- ☐ Red and blue dry erase markers
- ☐ High Frequency Word Cards:  
(2 of each) *A*, *a*, *for*, *is*, *me*, *see*,
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

### Reading

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



You may substitute names of children in your class in these sentences.

### Formative Assessment

Partner the children. Say: **Today we will learn to play "I Spy" with our dictionaries. I will say and write a word on the whiteboard. You and your partner look through your dictionaries to find that word. Raise your dictionary when you have found the word. Ready? I spy the word is.** (Continue with *for*, *A*, *see*, and *me*.)

**Reading**

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

## Introduce *A Computer*

Recall Backpack Bear's excitement about going to the computer lab in the story *Backpack Bear Learns the Rules*.

Say: **I have a special story about a computer. It uses pictures and the high frequency words you have learned. Stories that use words and pictures for words are called rebus stories. The pictures in a rebus story stand for words you have not learned to read yet.**

Place the Cover Card for *A Computer* in a pocket chart.

- The children describe the illustration on the Cover Card.
- Place and read each Sentence Strip as you build the story.
- The children reread each sentence.

Distribute copies of *A Computer* and explain that the books belong to children and they may take them home at the end of the week. The children write their names in the space provided.

Say: **The title of this story is *A Computer*.**

Page through the story to identify the rebus pictures, Backpack Bear, mouse, keyboard, monitor, and computer. Read the story aloud as the children track each word with their fingers.



### Formative Assessment

The children open their books to page one. Say: **Look at the first sentence. Do you see any high frequency words?**

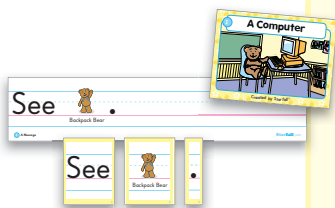
- Write *see* on the board.
- Children locate and circle (or highlight) the word *See* on page one using a red crayon.
- Reread the first sentence together.

Repeat as above for *is* (green), *for* (orange), *A* (purple) and *me* (green).

Children partner to read the story.

### Materials

- ☐ Backpack Bear and his message
- ☐ Take-Home Book 1, *A Computer* for each child
- ☐ Cover Card and Sentence Strips for *A Computer*
- ☐ A pack of 8 crayons for each child
- ☐ Pocket chart
- ☐ Pencils



Collect the books.  
You will use them  
again on Day 4.

## Computer

## Practice

- *Talking Library: Fiction, "Backpack Bear Learns the Rules"*
- *Selected Nursery Rhymes*

## Activity

The children display the High Frequency Word Cards face down in a pocket chart, then take turns finding matches. They repeat the game as often as time allows.

## Materials

- ☐ High Frequency Word Cards:  
*me, see, is, for, a, A*
- ☐ Pocket chart

3

Introduce *I Am Your Flag* by Chase Tunbridge

Say: **There are many kinds of books. Some books like *Brown Bear, Brown Bear, What Do You See?* tell make-believe stories. We call these books fiction.**

(The children repeat, *fiction*.) **Other kinds of books teach us true facts. These are called nonfiction.**

(The children repeat, *nonfiction*.) **The book we will read today is a nonfiction, or true story, that teaches us about the American flag.**

Indicate the classroom flag. Say: **Each morning we look at the American flag and make a promise to honor our country. This is called the Pledge of Allegiance. Look closely at our flag. Who can describe something they notice about it?**

Volunteers respond.

Indicate *I Am Your Flag*. Say: **The title of this book is *I Am Your Flag*. The author is Chase Tunbridge. Have you heard the name of this author before? What book did we read that was written by Chase Tunbridge? Right, *Backpack Bear Learns the Rules*. There is no illustrator for this book because the pictures are photographs.**

The children describe the cover. As you read the story, pause to indicate the Vocabulary Cards and discuss the following vocabulary words:

## Materials

- ☐ Vocabulary Cards:  
*courage, liberty, states, symbol*  
(two of each)
- ☐ *I Am Your Flag*
- ☐ Classroom flag

**courage**

the ability to do something hard without letting fear stop you; to be brave is to have courage

**liberty**

freedom to choose; I am free to wear a green shirt

**state**

a piece of land within a nation that has borders, people and a government; (your state's name) is one of the 50 states in the United States of America

**symbol**

a picture that stands for an idea; a heart is a symbol of love

## Technology

**TECH.11** Develop technology skills for using and understanding conventional and current tools, materials and processes

## Reading

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

## Reading

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

**RI.K.4** Ask and answer questions about unknown words

**RI.K.10** Actively engage in group reading activities

## Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

## Social Studies

**HK.2e** Recognize importance of American symbols



Reread the story or project it in the *Talking Library* on Starfall. Say: **Listen to this story again. This time raise your hand when you hear one of our new vocabulary words. If you hear another word that you don't understand, raise your hand.**



### Formative Assessment

Say: **Listen to these riddles and raise your hand if you know the answers.**

- **I am red, white, and blue. You see me in your classroom. What am I?**  
(the flag)
- **The flag of the United States of America belongs to us. Who are we?**  
(every American)
- **I am a word that means to be brave. What word am I?** (courage)
- **I am the state where you live in the United States of America. What state am I?** (Answers will vary.)
- **I am a picture that stands for an idea. A heart is an example of me. What am I called?** (a symbol)
- **I am a stripe on the flag. I stand for liberty, which means I have the freedom to make choices. What color stripe am I?** (white)
- ***I Am Your Flag* is a nonfiction book. Am I a pretend story or a story about real information?** (real information)

## Magic Writing Moment

## Where to Use Capital Letters

On the chart write: *I like the color indigo*. Draw a name card from the basket. Explain that indigo is red and blue mixed together to make purple, with a little more blue added to it.

Repeat the lesson from Day 2.

## Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

## Language

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

## Phonological Awareness Warm-Up

## Rhyming Words











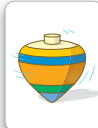





Say: **Let's have some fun with rhyming words. Listen to these word pairs. If the words rhyme, give a thumbs up. (Demonstrate) If they do not, they give a thumbs down. (Demonstrate)**

Pause after each pair of words for the children to respond. Discuss the correct response before going on.

cat/rat	fish/cab	rap/cap
hat/bus	lab/nab	map/lap

Place the following pairs of Picture Cards in the pocket chart, one pair at a time. Choose volunteers to decide whether or not the two words rhyme. Each child chooses the next volunteer.

Suggested combinations:

  sub/tub	  rug/bus	  jar/star	  rock/flag
  log/box	  top/shop	  ants/pants	  kite/white

## Materials

- ☐ Picture Cards: ants, box, bus, flag, jar, kite, log, pants, rock, rug, shop, star, sub, top, tub, white

## Reading

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

**Listening & Speaking**

**LS.9c** *Relate an experience in a logical sequence*

## A Computer

Backpack Bear whispers that it is time to show you his surprise on *Starfall.com*!

Navigate to *Backpack Bear's Books*: Row 1, "A Computer." Children interact with and discuss the online story and high frequency word game.

Display and discuss the Cover Card, then work together to order the Sentence Strips according to the story.

Distribute Word Cards. Designate five stations. Say: **If you have the word A, stand at Station 1.** Continue as follows: *is*-Station 2; *for*-Station 3; *see*-Station 4; *me*-Station 5.

Children place their Word Cards in the pocket chart next to the Sentence Strip as it is read. When all Sentence Strips have been matched with Word Cards, say: **There is something missing at the end of each of these sentences. Does anyone know what it is?** (punctuation marks) **Every sentence needs a "stop sign" to tell us that it is the end of a sentence. We call these "stop signs" punctuation marks.** Children repeat.

- Identify each punctuation mark and discuss its meaning as you display it to the side of the pocket chart.
- Volunteers take turns selecting the appropriate punctuation mark and placing it at the end of the sentence.

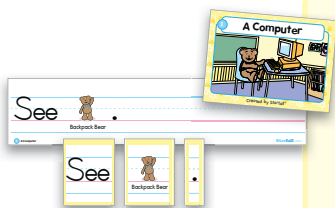


### Formative Assessment

Distribute Take-Home Book 1 to each child. Children read their books aloud as you read the Sentence Strip story.

### Materials

- ☐ Cover Card, Sentence Strips, Word Cards: *A Computer*
- ☐ Take-Home Book 1: *A Computer*
- ☐ Backpack Bear
- ☐ Pocket chart



## 2

## Introduce the “High Frequency Word Shapes” Worksheet

Indicate the pocket chart with the index cards *Tall, Small, Tail* placed across the top row as column headings, with spaces between them.

Place the “b” Letter Card in the tall column, “a” in the small column, and “j” in the tail column.

Say: **Today let’s talk about lowercase letters. Some lowercase letters are tall, some are small, and some have a tail!** Indicate the tall letter column of the pocket chart. **Lowercase “b” is a tall letter.** Indicate the small letter column of the pocket chart. **Lowercase “a” is a small letter.** Indicate the tail letter column of the pocket chart. **Lowercase “j” is a tail letter because it has a “tail” that goes below the bottom line.**

Explain: **Here is a basket with all of the lowercase letters in it. Let’s see if we can classify, or sort, all of the lowercase letters into groups of tall, small, and tail letters.** Choose a volunteer to draw a letter from the basket, show it to the class, and identify the letter, with assistance if needed.

Ask: **Is \_\_\_\_ a tall letter, a small letter, or a tail letter?** (The class responds.) **In what column does this letter belong?** Repeat this procedure until all of the letters are classified. Each volunteer may choose the next.

Draw a tall box like the one found on the “High Frequency Word” worksheet on the whiteboard and write *A* in the box. Indicate the Letter Cards *A, a*, and ask: **Which of these letters is smaller, the uppercase or lowercase *Aa*?** Volunteers respond.

Draw a small box on the whiteboard and write *a* in the box. Write the word *for*. Say: **Let’s see if you can tell which letters in this word are small letters. Indicate each letter individually and the children decide which are tall and which are small.**

### Formative Assessment

Distribute the “High Frequency Word Shape” worksheet to each child. Instruct the children to write their names at the top. Read and review the words in the word bank: *is, A, a, me, for, and see*.

Explain: **Placing the words in the shapes is like doing a puzzle. Each piece will fit in a special place.** Instruct the children to trace *me* in the first word shape box and copy the word *me* onto the handwriting line below. Observe the children to be sure they do this correctly.

Demonstrate each word on the whiteboard before the children write it on the worksheet.

### Materials

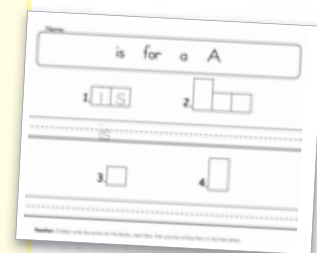
- ☐ Generated “High Frequency Word Shapes” worksheet for each child
- ☐ High Frequency Word Cards: *is, A, a, me, for, see*
- ☐ Prepared *Tall, Small, Tail* index cards
- ☐ All Lowercase Letter Cards
- ☐ Pocket chart
- ☐ Pencils
- ☐ Basket

### Reading

**RF.K.1** Understand basic features and organization of print

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

<u>Tall</u>	<u>Small</u>	<u>Tail</u>
b	a	j
d	c	g





**Reading**

**RI.K.2** Identify the main topic and key details of a text

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

**RF.K.1.D** Name all upper- and lowercase letters

**RF.K.4** Read texts with understanding

**Technology**

**TECH.11** Develop technology skills for using and understanding conventional and current tools, materials and processes

**Social Studies**

**HK.2e** Recognize importance of national and state symbols

**Language**

**L.K.2** Demonstrate command of English conventions in capitalization

**Computer****Practice**

- *Backpack Bear's Books*: Row 1, "A Computer"
- *Talking Library*: Nonfiction, "I Am Your Flag"
- *ABCs*: Letters A and B

**Activity**

The children reference *A Computer* to:

- order the Sentence Strips in the pocket chart to match the story.
- use Word Cards to construct matching sentences beneath the Sentence Strips.
- read the completed story.

**Materials**

- ☐ A Computer Cover Card, Sentence Strips, Word Cards
- ☐ Pocket chart

**3****Capital Letter Anchor Chart**

Gather the children where they can easily view the Capital Letter Anchor Chart. Review the chart to remind the children where we use capital letters:

- Names of People and Pets
- The Beginning of Sentences
- The word *I*

Backpack Bear whispers to you that he sees some words with capital letters on the calendar.

Direct the children's attention to the calendar. Ask: **What do you notice about the first letter of the name of each day of the week?**

Add Anchor Chart Card 5 to the anchor chart. Explain: **The name of each day of the week begins with a capital letter.**

Say: **Look at the word that names the month. What do you notice about the first letter?**

Add Anchor Chart Card 6 to the anchor chart. Explain: **The name of the month starts with a capital letter. Here is another card for the anchor chart. It says "Months of the Year."**

Navigate a classroom computer to *Starfall.com*: Math Songs, "The Months of the Year." Ask: **What did you notice about the names of all of the months?** (They all begin with a capital letter.)

Say: **The anchor chart card says that the days of the week also begin with**

**Materials**

- ☐ Capital Letter Anchor Chart
- ☐ Capital Letter Anchor Chart
- Cards: 5, 6, and 7



**a capital letter. Look at the calendar.** Indicate the names of the days. Choose volunteers to individually identify the days of the week on the calendar and identify the beginning letter.

Navigate to *Starfall.com*, Calendar. Say: **Let's be capital letter detectives.** The children search for capital letters as you complete the activity.

Say: **Let's add something to our anchor chart.** Write: *Today is* (day), (month), (year). Choose a volunteer to circle the capital letters in the day and the month.

Draw a picture of a Christmas tree, a pumpkin, and heart on the whiteboard.

Say: **These pictures remind us of some special holidays. When you see a Christmas tree what holiday do you think of? Right, Christmas!** (Print Christmas under the Christmas tree.) **What do you notice about the word, Christmas? Yes, it starts with a capital letter because it is the name of a holiday.**

Repeat for a Jack-o-lantern (Halloween) and a heart (Valentine's Day). Do not erase these pictures.

Explain: **The names of holidays also begin with capital letters.**

Read Anchor Chart Card 7 (Names of holidays) and attach it to the anchor chart.

Partner the children and say: **You and your partner discuss other holidays we can add to the chart.**

After an appropriate amount of time gather the children together and add their suggestions under Anchor Chart Card 7.

**Optional:** Write the capital letter of each holiday in a different color.



### Formative Assessment

Say: **Now it's time for you to be capital letter detectives again. This time we will play "I Spy." Raise your hand when you have an answer.**

A volunteer indicates the answer in the classroom for each example. They may use the classroom calendar, the whiteboard examples, or the anchor chart to indicate their answers. Repeat each example as time permits.

I spy...

- the name of a month
- the name of a day
- the name of a holiday

**Language**

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

**Reading**

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

**Social Studies**

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

**Magic Writing Moment****Where to Use Capital Letters**

On the chart paper, write: *I like the color rojo.* Ask:

**Does anyone know the English color word for rojo? Right, red!**

Repeat the lesson from Day 2.

**Materials**

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

**Phonological Awareness Warm-Up****Blending Onsets and Rimes**

Say: **Today we will learn a new strategy for building words. Listen to this word, /d/ /og/. Does that sound like a word?** (Volunteers respond.)

Continue: **How would you say that word? Right, dog. You are putting together or blending the /d/ and /og/ together to form a word.**

Say: **Let's try another one, /f/ /or/. Who can blend the /f/ and /or/ together to form a word?** Choose a volunteer to do this.

Continue with /s/ /ame/, /m/ /ap/, /f/ /un/, and /b/ /ed/.

**Materials**

- ☐ None

1

**Compare and Contrast Rules**

Say: **Sometimes we look at two things to see how they are alike and how they are different. When we do this we compare and contrast the two things. Compare means to tell how things are alike, and contrast means to tell how things are different.** The children repeat, *compare* and *contrast*.

Indicate *Backpack Bear Learns the Rules*. Ask: **What was the main idea of this story, or what was this story about?** (school, rules)

Say: **At the end of the story, the children worked together to list their class rules. What rules do you think they had on their list?** Responses might include wait your turn to speak, clean up after yourself, walk indoors, speak softly, do the activity assigned. You might also note computer lab rules.

Say: **I think it's a good idea to have rules in OUR classroom.**

**Materials**

- ☐ *Backpack Bear Learns the Rules*
- ☐ Chart paper, marker
- ☐ Backpack Bear

Ask:

- **Why do you think rules are important?**
- **How do rules help us to have a peaceful classroom?**
- **What might happen if we didn't have any rules in our classroom?**

Display a sheet of chart paper and write: *Our Classroom Rules* (or a title of your choice).

Say: **Let's make a list of some good rules to follow in our classroom. I'll start. I think a good rule is to always be kind to others. What do you think? Why would that be a good rule?** Volunteers respond.

Say: **Let's write that rule on our list.** (Write: *Always be kind to others.*) **Backpack Bear has a rule he would like to add.** Backpack Bear whispers to you, "Raise your hand if would like to share."

Ask: **Do you think that is a good rule? Why? Let's add that to our list.**

Ask the children to add rules to the list. If a child suggests a rule such as "Don't run." Help him or her state it in a positive way, such as "Always walk in the classroom."

If you have already established rules in your classroom, use this opportunity to review the rules and add to the list already created by the children.



### Formative Assessment

The children compare and contrast the rules in the story to their own classroom rules.

2

## Introduce Six Center Rotations

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

**Note:** Each week there will be two centers labeled, Teacher's Choice. This is an opportunity for you to create centers needed to reinforce and/or review skills and concepts based on results of the week's formative assessments.

Consider including a Listening Center featuring the literature story for the week.

Explain the objective for each center before you begin.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Number Cards for each center                       |
| <input type="checkbox"/> | Six Group Cards<br>(children's names on each card) |
| <input type="checkbox"/> | Six Learning Center Cards                          |
| <input type="checkbox"/> | Pocket chart or classroom magnetic whiteboard      |
| <input type="checkbox"/> | Learning Center Icons                              |

### Reading

**RI.K.2** Identify the main topic and key details of a text

### Print Concepts

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

**Technology**

**TECH.11** Develop technology skills for using and understanding conventional and current tools, materials and processes

**Reading**

**RI.K.10** Actively engage in group reading activities

**Reading**

**RI.K.2** Identify the main topic and key details of a text

**Print Concepts**

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

**Reading**

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

**Computer****1**

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

**Name Formation with Play Dough****2**

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

**Materials**

- ☐ Children's name cards
- ☐ Play dough

**A Computer Sequencing Activity****3**

The children reference *A Computer* to sequence the Sentence Strips in a pocket chart. They rebuild the sentences using the Word Cards.

**Materials**

- ☐ Take-Home Book 1: *A Computer*
- ☐ Cover Card, Sentence Strips, Word Cards: *A Computer*
- ☐ Pocket chart

**"Color by Word"****4**

The children complete the "Color by Word" worksheet for Week 2 according to high frequency words.

**Materials**

- ☐ Week 2 "Color by Word" worksheet for each child
- ☐ Pencils, crayons

**Teacher's Choice****5**

Choose an appropriate activity for this center.

**Teacher's Choice****6**

Choose an appropriate activity for this center.

3

## Introduce Kindergarten Book Club

Gather children on the floor in a circle. In the middle, place the books from Weeks 1 and 2.

Review the title of each book. Ask: **Who would like to choose his or her favorite book, explain to the class what the book is about, and tell why this book is your favorite?** Choose a volunteer to do this.

- Model asking the volunteer a question such as “What did you like about this book that made you choose it?”
- Classmates ask the volunteer questions such as “What did you like best about this book?” or “What did you learn from this book?”

### Materials

- ☐ *Backpack Bear Learns the Rules*
- ☐ *The Kissing Hand*
- ☐ *I Am Your Flag*

### Language

**L.K.5.C** Identify real-life connections between words and their use

### Reading

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



### Formative Assessment

Discuss each book and ask questions to review each book's vocabulary words on the Star Word Wall.

#### *The Kissing Hand*

<b>cozy</b>	What do we mean when we say we are cozy?
<b>interested</b>	What vocabulary word means you want to listen carefully and learn more about something?
<b>strange</b>	Think of something strange or unexpected that could walk into our classroom.

#### *Backpack Bear Learns the Rules*

<b>nervous</b>	When you are nervous, how do you feel?
<b>notice</b>	What do you notice about the illustrations in this book? What does it mean to notice something?
<b>mistake</b>	When we say we made a mistake, what do we mean?

**I Am Your Flag**

<b><i>courage</i></b>	Think of a time you had courage or were brave.
<b><i>symbol</i></b>	A heart is a symbol of love. Think of a symbol that makes you think of our country, the United States of America.
<b><i>states</i></b>	There are 50 states in the United States. What is the name of our state?
<b><i>liberty</i></b>	Liberty is another word for freedom. If you had the freedom to choose any toy to play with right now, what would you choose?

Discuss each book. The children vote for their favorite book from the first two weeks of school.



# Unit 1 Bibliography

## At and Below Level (Wordless Books)

<b>School</b>	<b>Following Rules</b>	<b>Do You Want to Be My Friend?</b>	<b>Frog, Where Are You?</b>
by McCulley, Emily Arnold	Nelson, Robin	Carle, Eric	Mayer, Mercer
HarperCollins, 2005	Lerner, 2003	Barnes and Noble, 2008	Dial, 2003
The smallest mouse follows its older siblings to school, enjoying snacks and story hour before Mama Mouse rescues it.	Introduces following rules at home, at school, and in the community. Nonfiction with photos and simple sentences.	Lap-sized board book of Eric Carle's classic. A mouse asks other animals to be his friend.	A young boy romps through the woods and makes animal friends along the way.

## Above Level (Beginning Readers)

<b>My Best Friend</b>	<b>The Golden Rule</b>	<b>Know and Follow Rules</b>	<b>Love Your Neighbor</b>
by Namm, Diane	Cooper, Ilene	Meiners, Cheri	Carlson, Melody
Children's Press, 2004	Reed Business, 2007	Free Spirit, 2004	B and H Pub., 2002
A child tries to decide which friend is really the best, and learns that they all are!	Grandfather reminds his grandson of the timeless golden rule and what it means.	Playing together can be lots of fun if everyone follows the rules.	A boy imagines all sorts of creatures he'd rather be friends with than the kid next door. Grandmother teaches him to try to be friends.

## Teacher Read-Aloud

<b>Look Out Kindergarten, Here I Come</b>	<b>Little Brown Bear Won't Go to School</b>	<b>Wemberly Worried</b>	<b>A Bug, a Bear, and a Boy Go to School</b>
by Carlson, Nancy	Dyer, Jane	Henkes, Kevin	McPhail, David
Viking Juvenile, 1999	Little Brown, 2003	Greenwillow, 2000	Sagebrush, 1999
A young mouse is enthusiastic about his first day of kindergarten, but when he arrives, he is suddenly shy. He quickly finds friends and gets involved in fun activities.	When Little Brown Bear announces at breakfast, "I won't go to school," Mama and Papa Bear respond that his job is to go to school, and they drop him off at the schoolhouse door. The little cub, however, has different ideas, and slips away for other adventures.	Wemberly the mouse worries about everything, especially the first day of school. What if no one else has spots? What if no one else brings a doll? She quickly finds a friend who brings a doll, and stops worrying so much.	A friendship between a bug, a bear, and a boy, and their adventures at school as they learn how to print the letter "B", fly a kite and read together.

<b>Little Bear's Bad Day</b>	<b>Welcome to Kindergarten</b>	<b>Berenstain Bears and the Golden Rule</b>	<b>My Kindergarten</b>
by Minarik, Else	Rockwell, Ann	Berenstain, Stan, Jan, Michael	Wells, Rosemary
HarperFestival, 2003	Walker and Co., 2004	Zonderkidz, 2008	Hyperion, 2004
Little Bear's day isn't going well. He spills his milk and knocks over his paint. It's going to take the help of some very good friends to make him feel better.	Tim visits his future kindergarten classroom and learns what kindergarten is all about.	"Do to others what you would have them do to you" is the message on the wall that Mama Bear teaches her cubs.	This book takes readers on an adventure, September through May, with a kindergarten class of animals who learn the alphabet, sing songs, recite poems, learn about maps, and more in Miss Cribbage's classroom.





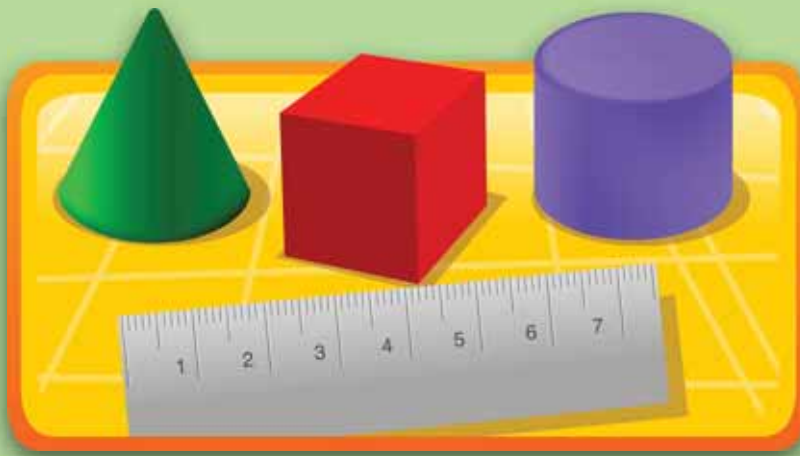
Math Songs

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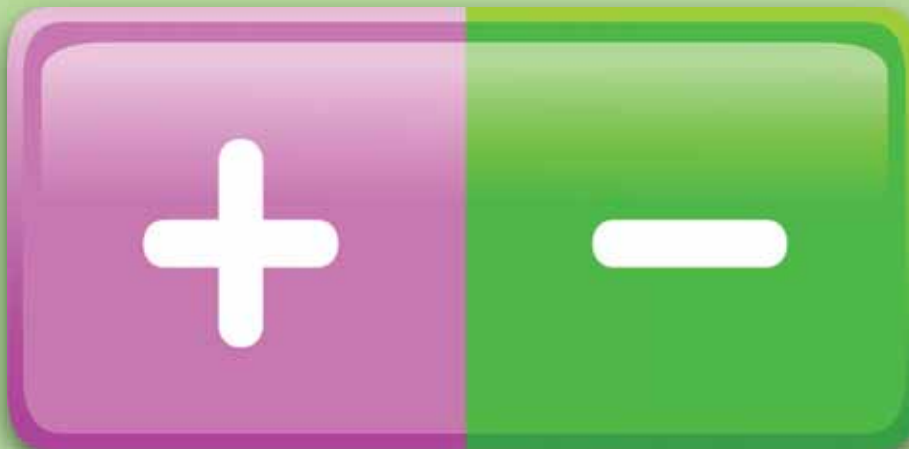


Numbers

Blank white space for writing or drawing.



Geometry & Measurement



Addition & Subtraction



Multiplication & Division



ABCs



Word Machines



Learn to Read



Colors





Backpack Bear's Books

Blank space for writing or drawing.



Short Vowel Pals

Blank space for writing or drawing.



It's Fun to Read

A large, empty white rectangular area with rounded corners, intended for writing or drawing.



More Phonics

A large, empty white rectangular area with rounded corners, intended for writing or drawing.



I'm Reading

A large, empty white rectangular area with rounded corners, intended for a child to write or draw.

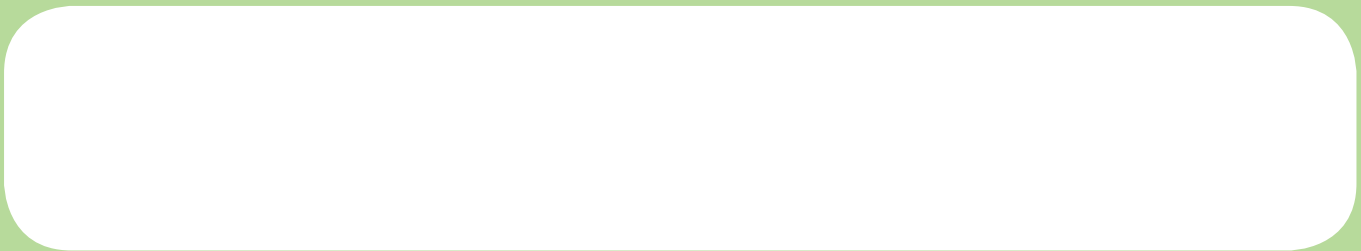


Starfall Sing-Along

A large, empty white rectangular area with rounded corners, intended for a child to write or draw.



## Selected Nursery Rhymes



## Motion Songs





Historical Folk Songs



ABC Rhymes



Holidays

# Calendar

m						





Backpack Bear's Books: The Computer



Backpack Bear's Books: Backpack Is a Little Bear





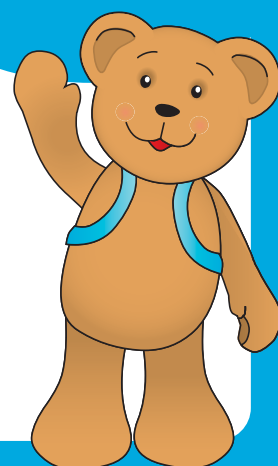
## Backpack Bear's Books: What's the Weather?

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Let's Play!

1



2



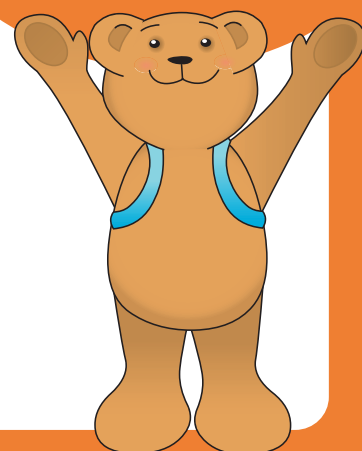
3



4



5



6



A large yellow rounded rectangle containing a white area with ten horizontal dotted lines for writing.

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A second large yellow rounded rectangle containing a white area with ten horizontal dotted lines for writing.







