

Unit 3



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
Working
Together!

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Unit 3: Working Together

Week 6

Overview / Preparation

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Unit Plan • Unit 3: Working Together

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Four weeks

Description: The children will be introduced to communities of today and long ago and several well-known community helpers, Thomas Edison, Benjamin Franklin, George Washington and Abraham Lincoln. The phonics focus will be Rr, /r/, Ll, /l/, Nn, /n/, and Gg, /g/.

Essential Questions: 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. Periodically review the Essential Questions. At the end of each unit, remove the Essential Questions to make room for the next unit.

- (RL.1-3) *How can asking and answering questions about important parts of the story help us understand the books we read?*
- (RI.6) *How do the author and illustrator of a nonfiction book work together to present information?*
- (SS.HK.2h) *How have inventions of long ago changed our lives?*
- (SS.HK.2a) *How was life different long ago?*
- (SS.CG.6c) *Why is voting important?*
- (SS.St.4a) *How do maps and globes represent the Earth and places on it?*



Standards & Benchmarks

Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
PC.1a	Recognize that sentences in print are made up of separate words	Recognize that sentences are made up of separate words
Vocabulary Development		Inline Summary Form
VOC.3	The student uses multiple strategies to develop vocabulary.	Use multiple strategies to develop vocabulary
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	Listen to and discuss familiar and conceptually challenging text
VOC.3b	Describe common objects and events in both general and specific language	Describe objects and events in general and specific language
Fluency		Inline Summary Form
FL.6	The student demonstrates the ability to read orally with accuracy and expression.	Demonstrate ability to read with accuracy and expression
FL.6b	Use appropriate intonation and expression during unison oral reading with the teacher	Use appropriate intonation and expression during oral reading

Literary Response & Analysis		Inline Summary Form
LIT.RA.7	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented.	Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information
LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	Create or present poetry, drama, art, or personal response to text or theme
LIT.RA.7b	Use illustrations and context to make predictions about text	Make predictions based on illustrations and context
LIT.RA.7d	Make text to self connections	Make text to self connections
LIT.RA.7e	Make text to text connections	Make text to text connections
Writing		Inline Summary Form
W.8a	Create a group draft, scripted by the teacher	Create a group draft scripted by the teacher
W.8b	Produce, illustrate, and share a finished piece of writing	Produce, illustrate and share writing
W.8c	Draw and label	Draw and label
Listening & Speaking		Inline Summary Form
LS.9c	Relate an experience in a logical sequence	Relate an experience in sequence
LS.9d	Understand and follow one and two-step directions	Understand and follow one and two-step directions
Media Literacy		Inline Summary Form
ML.10	Use technology resources to support learning	Use technology resources to support learning
ML.10a	Recognize that authors, illustrators, and composers create informational sources	Recognize that authors, illustrators, and composers create informational sources
Technology		Inline Summary Form
TECH.11	The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes.	Develop technology skills for using and understanding conventional processes

Starfall Social Studies Standards

American History		Inline Summary Form
Historical Inquiry and Analysis:		
SS.IA.1	The student understands that events occur in a specific order.	Understand events occur in a specific order
SS.IA.1a	Develop an understanding of how to use and create a timeline	Understand how to create and use a timeline
Historical Knowledge:		
SS.HK.2	The student understands that history relates to events, people and places of other times.	Understand history relates to events, people and places of other times
SS.HK.2a	Compare and contrast life in the present with life in the past	Compare and contrast life in the present and past

SS.HK.2b	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin	<i>Know triumphs in American legends and historical accounts through stories of famous Americans</i>
SS.HK.2f	Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events	<i>Identify the purposes of and the people honored in commemorative holidays</i>
SS.HK.2g	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore	<i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i>
SS.HK.2h	Recognize the contributions of important historical figures	<i>Recognize contributions of important historical figures</i>

Chronological Thinking

Inline Summary Form

SS.CT.3c	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>
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Geography

Inline Summary Form

The World in Spatial Terms

SS.ST.4	The student compares and contrasts the locations of people, places and environments and describes their characteristics.	<i>Compare, contrast and describe characteristics of locations of people, places and environments</i>
SS.ST.4a	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>
SS.ST.4b	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>

Economics

Inline Summary Form

Beginning Economics

SS.E.5a	Identify United States coins and their values	<i>Identify coins and their values</i>
SS.E.5b	Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts	<i>Match descriptions of work people do to related jobs in school, community and from historical accounts</i>
SS.E.5d	Recognize jobs people do at their school and in their community	<i>Recognize jobs people do in their school and community</i>

Civics and Government

Inline Summary Form

Foundations of Government, Law and the American Political System:

SS.CG.6	The student understands that being a good citizen involves acting in certain ways.	<i>Understand being a good citizen involves certain behaviors</i>
SS.CG.6a	Follow rules, such as sharing and taking turns, and know the consequences of breaking them	<i>Follow rules and know the consequences of breaking them</i>
SS.CG.6b	Explain the purpose and necessity of rules and laws at home, school and community	<i>Know the purpose of rules and laws</i>
SS.CG.6c	Understand the characteristics of being a good citizen	<i>Know characteristics of being a good citizen</i>
SS.CG.6d	Know the importance of taking responsibility for one's own choices and actions	<i>Know importance of taking responsibility for choices and actions</i>

SS.CG.6f Recognize the benefit of fulfilling responsibilities

Recognize the benefit of fulfilling responsibilities

SS.CG.6g Describe fair ways for groups to make decisions

Describe fair ways for groups to make decisions

Starfall Science Standards

Investigation & Experimentation

Inline Summary Form

SC.IE.1 The student develops an understanding of science concepts by formulating questions and performing investigations.

Ask and answer questions to understand science concepts

SC.IE.1g Become familiar with prediction and probability

Understand prediction and probability

Forces & Motion

Inline Summary Form

SC.FM.3c Describe the relative position of objects using one reference

Describe relative position of objects

Common Core Standards

Reading: Literature

Inline Summary Form

Key Ideas and Details:

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Ask and answer questions about key details in a text

RL.K.2 With prompting and support, retell familiar stories, including key details.

Retell familiar stories

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Identify characters, settings and major events

Craft and Structure:

RL.K.4 Ask and answer questions about unknown words in a text.

Ask and answer questions about unknown words

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Recognize common types of texts (e.g., storybooks, poems)

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Name the author and illustrator of a story and identify their roles

Integration of Knowledge and Ideas:

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Connect illustrations to story events

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Compare and contrast experiences of story characters

Range of Reading and Level of Text Complexity:

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Engage in group reading activities

Reading: Informational Text

Inline Summary Form

Key Ideas and Details:

RI.K.1	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>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>

Integration of Knowledge and Ideas:

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Describe the relationship between illustrations and text</i>
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>

Range of Reading and Level of Text Complexity:

RI.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>
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Reading: Foundational Skills

Inline Summary Form

Print Concepts:

RF.K.1	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
RF.K.1.C	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>

Phonological Awareness:

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	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>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>

Phonics and Word Recognition:

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>

RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
RF.K.3.C	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>

Writing

Inline Summary Form

Text Types and Purposes:

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<i>Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book</i>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>

Production and Distribution of Writing:

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>
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Research to Build and Present Knowledge:

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>

Speaking & Listening

Inline Summary Form

Comprehension and Collaboration:

SL.K.1	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>
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</i>
SL.K.1.B	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<i>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>

Research to Build and Present Knowledge:

SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>
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Language		Inline Summary Form
Conventions of Standard English		
L.K.1.A	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.B	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Represent most consonants and short vowel sounds (phonemes)</i>
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
Vocabulary Acquisition and Use:		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>



Week 6 Overview

Our Families

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

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

Recommended Literature

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

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

Starfall Books & Other Media

ABC Rhyme Book

At the House

A House in a Tree by Margaret Hillert

Story Elements Cards

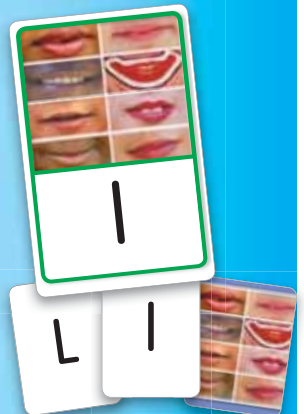
“Alphabet Avenue” Game
(On the reverse side of “Starfall Speedway”)

Goldilocks and the Three Bears by Marc Buchanan

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

Post the Essential Questions Cards for Unit 3. Refer to them often as you and the children discuss related information throughout the unit.

Prepare copies of Take-Home Book 5, *At the House*, for each child for use on Day 3.

Generate Vocabulary Cards for Week 6. You will use *babbling*, *brook*, *cozy*, *gobble*, *grumble*, *mumble*, *cried* and *porridge* on Day 1, *caring* and *frightened* on Day 2 and *wee* and *huge* on Day 4.

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

For the Magic Writing Moment on Days 1 through 4, you will use *Mouse Paint* by Ellen Stoll Walsh, *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr., *Caps for Sale* by Esphyr Slobodkina, and a book of your choice.

Day One

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

Prepare the *Goldilocks and the Three Bears* Sequence Cards (found in the supplements package or downloaded from teach.Starfall.com).

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



Day Two

You will need a stuffed animal for Session 1.

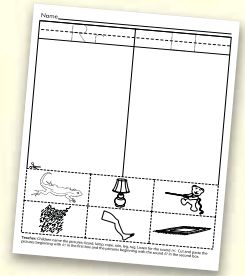
Day Three

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

The children should each bring one of their favorite stuffed animals to school tomorrow. Be sure to have a few extra stuffed animals in case a child forgets to bring one.

Backpack Bear will need a stuffed animal of his own.

Each child will need a green, red, blue, and orange crayon.



Day 1

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

Love,

Backpack Bear 

Day 2

Have you ever had a sleep over with a friend? I think that would be fun. Do you?

Love,

Backpack Bear 

Day 3

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


Your pal,

Backpack Bear 

Day 4

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

Love,

Backpack Bear 

Day 5

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

Your pal,

Backpack Bear 

Day Four

The children will use the stuffed animals they brought from home in Session 1.

You will use the Opinion Chart Paper from the Magic Writing Moment and the Writing Anchor Chart in Session 2.

Day Five

Each child will need several connect cubes, chips, or small blocks.

Generate a "Color by Word" worksheet for Week 6 for each child for today's Learning Centers.



DAY One

DAY Two

Magic Writing Moment	Book Review	Book Review
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>Listening & Writing</i> , p. 18, 19 Rhyming Words Rr /r/ Comprehension Skills: Genre: Folk tales Main characters Inferences Sequence Prediction Setting	<i>Listening & Writing</i> , p. 20, 21 Initial and final /r/ Ll /l/ HF Words: and, are Comprehension Skills: Relate text to self
Computer	ABCs: Cc, Oo, Mm, Ss <i>It's Fun to Read: All About Me</i>	<i>It's Fun to Read: All About Me, About My Bathroom, Kitchen, Living Room</i>
Activity	Draw and label the bear family	"Alphabet Avenue"
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Goldilocks and the Three Bears</i> "Rr Rainbow Rhyme" "Letter March Song Rr" Vocabulary: porridge, babbling, brook, cozy, gobble, grumble, mumble	<i>Ira Sleeps Over</i> "Ll Lips Rhyme" "Letter March Song Ll" Vocabulary: caring, frightened
Writing	Illustrate and label	
Social Studies	Show the importance of taking responsibility for one's own choices and actions	Show the importance of taking responsibility for one's own choices and actions
Science		

DAY Three

DAY Four

DAY Five

Book Review	Book Review	Review <i>Rr, Ll</i>
Blending and decoding Take-Home Book 5: <i>At the House</i>  HF Words: like, likes Comprehension Skills: Setting Characters	<i>Listening & Writing</i> , p. 22 Initial and final Ll /I/  Comprehension Skills: Setting Vocabulary: <i>wee, huge where, who, what, why, how</i>	Words in a sentence Comprehension Skills: Main character Setting Story Elements Cards Initial <i>Rr</i> and <i>Ll</i> Identify HF Words
		Starfall Free Day 1
		HF Words with play dough or magnetic letters 2
ABCs: Ll, Ss, Mm <i>BpB's Books</i> : Rows 1-3	<i>BpB's Books</i> : Row 5, "At the House" <i>It's Fun to Read</i> : Poetry, "My Hiding Place"	<i>At the House</i> Sequencing Activity 3
"Sound Picture" worksheet <i>Rr, Ll</i>	Sequence <i>At the House</i>	"Color by Word" Worksheet for Week 6 4
<i>At the House</i> Choral reading	<i>At the House</i> <i>A House in a Tree</i> Using Presentation Voices Present stuffed animals Compare/contrast two versions of a folk tale Partner Share	Teacher's Choice 5 Teacher's Choice 6 <i>Ira Sleeps Over</i> <i>At the House</i> <i>A House in a Tree</i>
Write and illustrate a sentence about your family using kid writing and adult writing	Write about what you and your stuffed animal like to do	
Compare and contrast life in the present with life in the past		
	Know how to observe and describe similarities and differences in appearance and behavior of animals	

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

The listed books are suggestions. You may choose other books you have read to the children that are not included on the list.

Reading: Foundational Skills

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

Magic Writing Moment**Book Review**

Display *Mouse Paint*, *Brown Bear Brown Bear, What Do You See*, *Caps For Sale*, and your book choice. Individually identify and briefly review each book.

Indicate the chart paper attached to a whiteboard with magnets. Say: **Backpack Bear's favorite book is *Caps For Sale*. He would like to share his opinion about the story. Raise your hand if you know what an opinion is.** (Volunteers respond.) **Right, your opinion is what you think about something. Say opinion.**

To give an example, Backpack Bear whispers to you, "I thought it was funny when the monkeys threw their hats on the ground." Write Backpack Bear's sentence on the chart paper.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to create complete sentences to add to the chart paper.

Materials

- ☐ Basket of children's name cards
- ☐ *Mouse Paint* by Ellen Stoll Walsh
- ☐ *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- ☐ *Caps For Sale* by Esphyr Slobodkina
- ☐ Chart paper, marker
- ☐ Book of your choice
- ☐ Backpack Bear

Phonological Awareness Warm-Up**Rhyming**

Distribute *Listening & Writing Books*, and the children turn to page 18. Say: **Point to each picture in row 1 and repeat its name after me.** (The children do this.) **Now look at the pictures in row 1 again. Circle the two pictures that rhyme and put an X on the one that does not rhyme.** Repeat for rows 2, 3, and 4.

Materials

- ☐ *Listening & Writing Books*, page 18
- ☐ Pencils, crayons



Introduce *Goldilocks and the Three Bears*

Say: **Backpack Bear told us about his family. Raise your hand if you have brothers or sisters.** (The children do this.) **They are members of your family. Who are some other members of a family?** Discuss the children's responses.

Indicate *Goldilocks and the Three Bears* by Marc Buchanan.

Say: **Look at the book's cover. Let's use the visual text, or the illustration, to learn the title of this story. Do you think the title is *The Three Pigs, Goldilocks and the Three Bears*, or *The Gingerbread Boy*?** (Volunteers respond.) **What about the visual text helped you figure out the title of this story?** Discuss the children's responses.

Say: ***Goldilocks and the Three Bears* is a very old folk tale about a bear family. In this book, Marc Buchanan retold the folktale in his own words. Triska Wasser is the illustrator of the book. Who remembers what job an illustrator does?** (Volunteers respond.) Discuss the concept of retelling stories and folk tales. The children should understand:

- Long ago, there were no books so people made up their own stories. Frequently, the stories taught a lesson.
- When children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- After a long time, people decided they should write the stories down so no one would forget them. Now we call these stories *folk tales*.

Look through the book with the children and discuss the following vocabulary words. Example: Turn to page 3. Ask the children to examine the visual text, or illustrations, and discuss *babbling*, *brook*, *porridge*, and *cozy*. Continue for pages 7 and 13.

Materials

- ☐ *Goldilocks and the Three Bears*
by Marc Buchanan
- ☐ Vocabulary Cards: *babbling*,
brook, *cozy*, *gobble*, *grumble*,
mumble, *porridge*

Reading: Literature

RL.K.3 Identify characters, settings and major events

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

Social Studies

SS.CG.6d Know importance of taking responsibility for choices and actions



Page 3	<i>babbling</i>	a pleasant, nonstop sound
Page 3	<i>brook</i>	a small river
Page 3	<i>porridge</i>	cooked breakfast cereal (like oatmeal)
Page 3	<i>cozy</i>	snugly warm and comfortable
Page 7	<i>gobble</i>	to eat quickly and hungrily in large pieces; gulp
Page 13	<i>grumble</i>	talking in a low growl
Page 13	<i>mumble</i>	talking in a low and unclear voice
Page 13	<i>cried</i>	Discuss the difference between "I cried" and "cried out."

Read the story, modeling fluency and expression. Use a gruff voice for Father Bear and vary your voice to represent the voices of Goldilocks, Mother, and Baby Bear.

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

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



Formative Assessment

The children partner to discuss the following questions:

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

Review the vocabulary words *babbling*, *brook*, *porridge*, *cozy*, *gobble*, *grumble*, *mumble*, and *cried*.

When partnering the children to discuss the story setting and main characters, choose partners for ELL children who have knowledge of their native languages or can assist with patience. Accept any answers they offer.

ELL

2

Sequence *Goldilocks and the Three Bears*

Indicate and identify Letter Cards A-H, then distribute them to volunteers. Say: **Let's put these letters in ABC order.**

- Volunteers arrange themselves in ABC order in the front of the classroom.
- The class identifies the letters in order.
- Volunteers distribute the Letter Cards to other children and they repeat the activity.

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

Materials

- | | |
|--------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
by Marc Buchanan |
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
Sequence Cards |
| <input type="checkbox"/> | Letter Cards: A-H |
| <input type="checkbox"/> | Pocket chart |

Reading: Literature

RL.K.2 Retell familiar stories

RL.K.7 Connect illustrations to story events

Display three Story Sequence Cards in the following order:

- Goldilocks eating porridge.
- Baby Bear on his broken chair.
- The three bears leaving the house to take a walk in the woods.

Continue: **Look at these Story Cards. Each card shows a different part of the story.** Read the Story Sequence Cards and discuss the events.



Ask: **Is this the order in which these events happened in the story?** (Volunteers respond.) **Would the story make sense if the author had written the events in this order?** (No) Volunteers take turns to explain what is wrong with the order of the Story Sequence Cards then rearrange them in the proper order.

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



Formative Assessment

Shuffle the Story Sequence Cards and place them in the middle of the pocket chart in random order. Say: **Let's read Goldilocks and the Three Bears again. We can sequence these cards as we read. Raise your hand when you think it's time to rearrange the cards.** As you read, volunteers locate the correct Story Sequence Cards and place them in order in the top row of the pocket chart.

The children partner to discuss whether or not the order is correct.

Computer

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

Practice

Activity

Display the Word Cards *baby, father, and mother* for the children to copy on drawing paper.

The children illustrate the bear family and label the bears.

Materials

- ☐ Word Cards: *baby, father, mother*
- ☐ Pencils, crayons
- ☐ Drawing paper

Media Literacy

ML.10 Use technology resources to support learning

Writing

W.8c Draw and label

**Reading:
Foundational Skills**

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

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

Introduce Rr /r/**Step One** *Introduce /r/ in the initial position*

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

The children recall what they learned about rainbows during Week 5.



Indicate the *rainbow* Picture Card.

Say: **This is a picture of a rainbow.**

(The children repeat, *rainbow*.) **The word *rainbow* begins with /r/. Watch my mouth, /r/. Now you say /r/.** (The children say, /r/.) **The words *radiant* and *rainbow* begin with the same sound, /r/.** (The children repeat, /r/.) **I will read the rhyme again. Listen for /r/ in other words** (*royal, row, ruby, red*).

Read the rhyme one line at a time, and the children echo you.

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

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

rat

clock

bell

rock

rooster

Step Three *Connect /r/ to the spelling Rr*

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



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

Demonstrate the letter's formation as you write *r* on the whiteboard. The children sky write *r* several times.



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

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

Materials

- ☐ Listening & Writing Books, page 19
- ☐ Wall Card: *Rainbow* /r/
- ☐ Picture Card: *rainbow*
- ☐ Letter Cards: *R, r*
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Rr Rainbow

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



Display the Wall Card at the end of the lesson.

The Letter March: Rr

(Melody: "The Ants Go Marching")

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

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

*The letters go marching one by one,
"R" stands for the sound, /r/ /r/ /r/ /r/*

And they all go marching ,

In- to a word, to use, their sound

Step Four Introduce /r/ in the final position

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

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

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

car

deer

chair

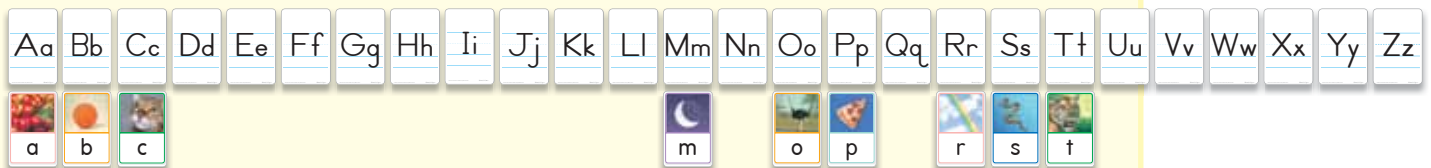
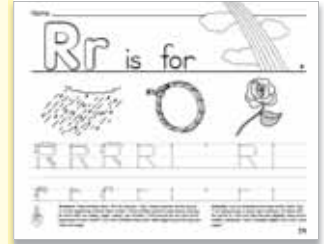
ear

are

four

**Formative Assessment****Step Five** Listening & Writing Books, page 19

Distribute *Listening & Writing Books*, and the children turn to page 19. Complete it with the children as you have similar pages.



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

ELL

Provide pictures of the words that end in final r to help ELL children make connections. Ask the children to repeat these words after viewing the pictures.

ELL

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

**Reading:
Foundational Skills**

RF.K.1B Recognize that spoken words are represented by specific sequences of letters

Language

L.K.1.A Print upper- and lowercase letters

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 1 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Book of your choice from Day 1
- ☐ Basket of children's name cards
- ☐ *Mouse Paint* by Ellen Stoll Walsh
- ☐ *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- ☐ *Caps For Sale* by Esphyr Slobodkina
- ☐ Chart paper from Day 1, marker
- ☐ Backpack Bear

Phonics Warm-Up**/r/ at the Beginning and End**

Draw a rainbow on the whiteboard with a box under each end. Say: **This is a rainbow.** (The children repeat, *rainbow*.)

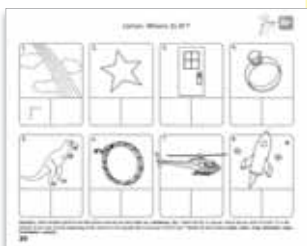
Continue: **There are two boxes under the rainbow. One is at the beginning of the rainbow and the other one is at the end. Do you hear /r/ at the beginning or end of the word *rainbow*? (The children respond.) Since we hear /r/ at the beginning of the word, let's write *r* in the first box.**

A volunteer does this.

Distribute *Listening & Writing Books*, and the children turn to page 20. Say: **Point to the first picture and say its name.** (The children point and say, *rainbow*.) Recall that /r/ occurs at the beginning of the word *rainbow*. The children write *r* in the first box. Continue for the other pictures. The children determine where /r/ occurs and write *r* in the appropriate boxes. Children may write both the first and last sound they hear in each word.

Materials

- ☐ *Listening & Writing Books*, page 20
- ☐ Whiteboard
- ☐ Pencils, crayons



1

Introduce *Ira Sleeps Over*

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

Discuss the children's responses.

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

Indicate *Ira Sleeps Over*. Review the roles of the author and the illustrator by discussing Bernard Waber as both. Say: **Look at the visual text on the cover. What do you think this story might be about?** (Discuss)

Read *Ira Sleeps Over*.

Say: **In this story, Ira was excited because he had never slept at a friend's house before, but he was also afraid to sleep without his teddy bear. He became even more afraid because his sister told him his friend Reggie would laugh at him if he brought his teddy bear. What does it mean to be afraid?**

As children contribute, affirm their responses.

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

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

Materials

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

Speaking & Listening

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

Social Studies

SS.CG.6d Know importance of taking responsibility for choices and actions

Literary Response & Analysis

LIT.RA.7d Make text to self connections



Formative Assessment

Say: **Listen to these questions. After each question, you will partner with your neighbor and discuss your answers.** Allow time for the partners to discuss each question then volunteers share their thoughts.

The partners discuss the following:

- **How do you think Ira felt about leaving his teddy bear home?**
- **Why did Ira's mom and dad tell him to take his bear and not to worry?**
- **How did you feel when Ira decided to go home to get his teddy bear?**
- **Why did Ira's sister make fun of him for wanting to take his bear? What could she have done instead?**
- **Toward the end, when we found out Reggie also had a teddy bear, how did you feel?**
- **How do you think Ira slept that night?**

The children share a time when they were frightened. They explain:

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

As the children share, assist them to make relevant connections to the story.

Allow children who speak limited English to listen to answers and offer responses when they feel confident.

ELL

2

Introduce High Frequency Words: *and, are*

Ask: **What sound can you hear at the beginning of these words: *red, round, ride*? Right, you hear /r/. What letter stands for the /r/ sound? Yes, it is the letter *Rr*. Listen carefully as I say a new high frequency word, then see if you can tell me what you notice about it. The new high frequency word is *are*. What do you notice about the word *are*?**

After children respond, write *are* on the whiteboard. Continue: **The word *are* sounds like the name of the letter!** (The children repeat, *are*.)

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

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

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

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

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

The children write *and* on their whiteboards. Choose six volunteers to come to the

Materials

- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Classroom books
- ☐ Pencils

Reading: Foundational Skills

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

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

front of the classroom. Say: **Let's use the word *and* to connect these children together.** Choose five more children to bring their whiteboards to the front and stand between the first group forming connections.

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

Distribute *Starfall Dictionaries*.

Optional: Project the Aa page of the dictionary.

The children locate Aa in their dictionaries. Say: **We have traced *a, am, an*.**

Print *and* on the classroom whiteboard. Continue: **Put your finger on *and*. Now trace *and*.** (The children do this.)

Print, *are* on the classroom whiteboard. **Put your finger on *are*. Now trace *are*.**



Formative Assessment

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

Computer

- ABCs: Rr, Oo, Cc
- *It's Fun to Read: All About Me, "About My Bathroom, Kitchen, Living Room"*

Practice

Activity

The children play "Alphabet Avenue," naming the letters they land on to advance.

Materials

- | | |
|--------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> | "Alphabet Avenue" (On the reverse side of "Starfall Speedway") |
|--------------------------|----------------------------------------------------------------|

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

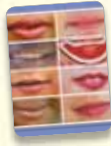
RF.K.1.D Name all upper- and lowercase letters

**Reading:
Foundational Skills**

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

Introduce L l /l/**Step One Introduce /l/ in the initial position**

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



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

Step Two Discriminate /l/ in the initial position

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

ladybug	leaf	king
leap	popsicle	lizard

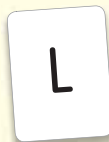
Step Three Connect /l/ to the spelling LI

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



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

Demonstrate the letter's formation as you write *l* on the whiteboard. The children sky write *l* several times.



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

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



Display the Wall Card at the end of the lesson.

Materials

- ☐ Listening & Writing Books, page 21
- ☐ Letter Cards: *L* and *l*
- ☐ Wall Card: *Lips* /*l*/
- ☐ Picture Card: *lips*
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

LI Lips

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

The Letter March: LI

(Melody: "The Ants Go Marching")

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

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

*The letters go marching one by one,
"L" stands for its sound, /l/ /l/ /l/ /l/*

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

Step Four Introduce /l/ in the final position

Ask the riddle:

ball

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

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

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

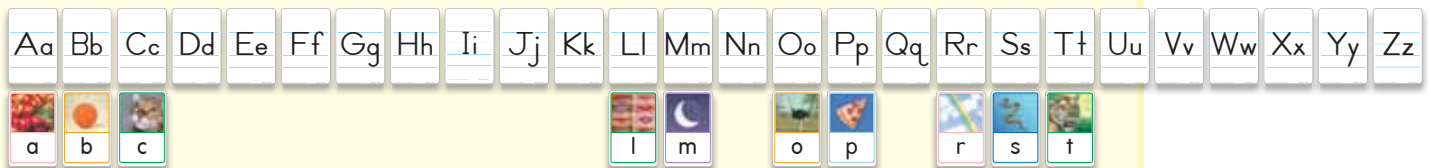
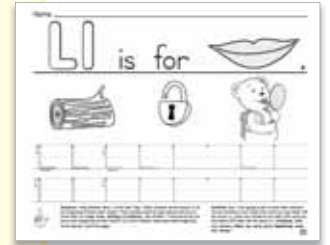
tail

bell

fall

girl

table

**Formative Assessment****Step Five** Listening & Writing Books, page 21Distribute *Listening & Writing Books*, and the children turn to page 21. Complete the page with the children as you have similar pages.

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 2 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Book of your choice from Day 2
- ☐ Chart paper from Day 2, marker
- ☐ Basket of children's name cards
- ☐ *Mouse Paint* by Ellen Stoll Walsh
- ☐ *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- ☐ *Caps For Sale* by Esphyr Slobodkina
- ☐ Backpack Bear

Phonics Warm-Up**Materials**

- ☐ Whiteboards, markers

Blending/Decoding

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

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

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

Reading:**Foundational Skills**

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

RF.K.3 Apply phonics/ word analysis skills in decoding words

1

Introduce High Frequency Words: *like, likes*

Step One

Write *like* on the whiteboard. Say: **This word is *like*.**
(The children repeat, *like*.) ***Like* is a high frequency word.**

Distribute individual whiteboards and markers. Continue: **Now you write the word *like* on your whiteboards.** (Assist as needed.) **Let's see if we can use this word in a sentence.** Volunteers do this.

Step Two

Indicate the chart paper from Day 2. Say: **Today think of things you like. I'll start. I like to read.**

Write the sentence on the chart paper and add your name in parentheses following the sentence. Continue: **Now read the sentence with me.** The children read: *I like to read.* Choose several volunteers to dictate sentences. Add the sentences to the chart paper. Each volunteer circles the word *like* in his or her sentence. The class reads the sentences together.

Step Three

Say: **Listen carefully and tell me if this sentence sounds correct: *He like you.***
(The children respond.) **That sentence sounds funny. Let me try again. *He likes you.* Did you notice something different? The word *like* is the same, but this time I added /s/ to *like* in order for the sentence to sound correct.**

Write the word *likes* under *like* on the whiteboard. Continue: **Look at these two words: *like, likes*. How are they different?** (*Likes* has the /s/ at the end.)
The children write *likes* on their whiteboards.

Step Four

The children generate sentences using *likes*. Write each sentence on the chart paper. The creator of each sentence circles the word *likes* in his or her sentence. The class reads the sentences together.

Step Five

Distribute *Starfall Dictionaries*. The children locate *Ll* in their dictionaries and trace *like* and *likes*.

Materials

- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Chart paper, marker
- ☐ Pencil, crayons



Formative Assessment

The children erase their whiteboards. Divide them into two groups. Group 1 writes *like* on their whiteboards and Group 2 writes *likes*.

Say: **If you have the word *like* on your whiteboard, hold it up.**

(Group 1 does this.) **If you have the word *likes* on your whiteboard, hold it up.**

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

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

2

Write About Your Family

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

Say: **Let's write about the activities you and your families enjoy doing together. Watch and I will show you how to write a sentence in your writing journal. The whiteboard will be my writing journal so you will be able to see what I write. We will also use our *Starfall Dictionaries*.**

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

Continue: **The next word in my sentence is *like*.** (Indicate the word *like* in the sentence on the whiteboard.) **I should leave a space before beginning this word. We just wrote *like* in our dictionaries. Find *like* in your *Starfall Dictionary* and hold it up.** Look through your own dictionary, find *like* and add it to the sentence.

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

Materials

- ☐ All Writing Anchor Charts (for display)
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Say: **That is the end of this sentence, so I should add a period.** (Add a period.)
Now I'm finished writing my sentence. I am ready for adult writing.

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



Formative Assessment

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

Say: **Let's begin our sentences the same way today, *We like to...* Then you finish the sentence with something you enjoy doing with your family.** Write the sentence stem *We like to* on the whiteboard. As you do, emphasize the spaces between words. The children copy the sentence stem.

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

The children share their writings with each other as they finish.

Choose children to sit next to ELL children to encourage them to say one or two words in English. Allow them to draw their picture first and then dictate their sentences to you.

ELL

As you circulate to do adult writing, encourage the children who are ready to add detail to their writing. For example, if a child writes ***We like to go to the park,*** ask what the child likes to do at the park and the child adds it to his or her writing.

Computer

Practice

- ABC: Ll, Ss, Mm
- Backpack Bear's Books: Rows 1-3

Activity

The children write their names on the worksheets. They trace the *Rr* and *Ll*, then locate words beginning with /r/ and /l/. They cut apart the words and glue them in the appropriate boxes.

Materials

- | | |
|--------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> | "Picture Sound" worksheet
(<i>Rr</i> /r/ and <i>Ll</i> /l/) for each child |
| <input type="checkbox"/> | Scissors, crayons |
| <input type="checkbox"/> | Glue stick |

Media Literacy

ML.10 Use technology resources to support learning

Reading:
Foundational Skills**RF.K.3.C** Read common high frequency words by sight**Fluency****FL.6** Demonstrate ability to read with accuracy and expression**FL.6b** Use appropriate intonation and expression during oral reading**Social Studies****SS.HK.2a** Compare and contrast life in the present and past**Introduce *At the House***

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

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

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

Ask: **Do you remember the story *Goldilocks and the Three Bears*? What kind of house did the bears have?** (Volunteers respond.) **Does your house look like their house?**

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

Distribute *At the House*. Say: **This story is about a mom, a dad, a boy, a baby and a cat. These are the characters in this story. What do you think the setting of the story is?** The children identify the setting of the story as a house.

Read the book, and the children follow along. Read the book again and the children read along.

Ask: **Which objects in the story could you find in your own house?** (chair, table, tub) **These objects are pictured and labeled to help you read the story.**

The children identify the high frequency words used in the book. As they identify each word, print it on the whiteboard. The children then identify the new words they have learned this week (*and*, *are*, *like*, and *likes*). They read these new words as volunteers indicate them on the whiteboard.

Circle *like* using a green marker. The children search in their take-home books for the word *like* and circle, underline, or lightly highlight it, using their green crayons, each time it is used in the story. Repeat for *likes*—red, *and*—blue, *are*—orange.

Materials

- ☐ Take-Home Book 5, *At the House*, for each child
- ☐ Whiteboard markers (*green, red, blue, orange*)
- ☐ Classroom computer navigated to Backpack Bear's Books: Row 5, "At the House"
- ☐ Crayons (*green, red, blue, orange*) for each child



Formative Assessment

Choose groups of 5 or 6 children to bring their take-home books to the front of the classroom and read the story to the class. Repeat until all of the children have had a turn to read the story chorally.

Some English language learners may not be ready to read aloud in English. Encourage them to join the groups of four to five children and read what they can.

ELL

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 3 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 3, marker
- ☐ Basket of children's name cards
- ☐ Book of your choice from Day 3
- ☐ *Mouse Paint* by Ellen Stoll Walsh
- ☐ *Brown Bear Brown Bear, What Do You See?* by Bill Martin Jr.
- ☐ *Caps For Sale* by Esphyr Slobodkina
- ☐ Backpack Bear

Phonemic Awareness / Phonics Warm-Up**Listening for /l/**

Distribute *Listening & Writing Books*, and the children turn to page 22.

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

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

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

Materials

- ☐ *Listening & Writing Books*, page 22
- ☐ Pencils, crayons

Reading:**Foundational Skills**

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

Language

L.K.1.A Print upper- and lowercase letters



1

Introduce Presentation Voices

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

Continue: **Another voice you have is your presentation voice. It is a strong voice you use when you speak to many people at once.** Discuss how using a presentation voice is similar to using a projector. If you have a projector, demonstrate how it makes an image larger so many people can see it at once. When you project your voice, you make it bigger and stronger so everyone can hear what you have to say.

Say: **Let's use our presentation voices to introduce our animals to Backpack Bear. Think of something you enjoy doing with your stuffed animal. When you present your stuffed animal, you will say I enjoy (activity) with my (stuffed animal).**

Write the sentence *I enjoy _____ with _____* on the whiteboard. Indicate each word as you read the sentence then the children read it with you. Say *blank* for the missing words.

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

Materials

- ☐ Children's stuffed animals
- ☐ Backpack Bear and his stuffed animal
- ☐ Optional: Projector

Speaking & Listening

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



Formative Assessment

Volunteers share their stuffed animals. Assist them as necessary.

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

W.8b Produce, illustrate and share writing

Writing About Animals

Indicate the opinion chart paper from today's Magic Writing Moment. Remind the children that an opinion is what you think about something.

Distribute writing journals and dictionaries. The children open their writing journals to their next available page.

Say: **It's time to write your opinion about what you enjoy doing with your stuffed animal.** The children copy the words *I like to* on the first line of their writing journals. Remind them to leave spaces between words.

Materials

- ☐ Opinion chart paper (from Magic Writing Moment)
- ☐ Children's stuffed animals
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons



Formative Assessment

Say: **Finish your journal entry by telling what you enjoy doing with your stuffed animal. Use kid writing and when you are ready, I will do adult writing.** The children:

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

As you circulate to do adult writing, encourage children who are able to add detail to their writings or to write additional sentences.

Media Literacy

ML.10 Use technology resources to support learning

Reading:**Foundational Skills**

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

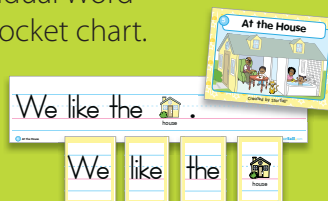
Computer

Practice

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

Activity

The children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.



Materials

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

Introduce *Goldilocks and the Three Bears* by Jan Brett/ Compare and Contrast with *Goldilocks and the Three Bears* by Marc Buchanan

Indicate *Goldilocks and the Three Bears* by Jan Brett. Say:

This is another version of the story of *Goldilocks and the Three Bears*. Remember, folk tales have been retold for many years. Jan Brett retold this story in her own words. She also illustrated the story.

Review the concept of folk tales. The children should understand:

- Long ago, there were no books so people made up their own stories. Frequently, the stories taught a lesson.
- When children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- After a long time, people decided they should write the stories down so no one would forget them. Now we call these stories *folk tales*.

Say: **Listen carefully as I read this version of *Goldilocks and the Three Bears*. We will compare it, noticing how it is the same and contrast it, noticing how it is different, from the story of *Goldilocks and the Three Bears* we listened to by Marc Buchanan.**

Read the story with fluency and expression, pausing briefly to discuss the following vocabulary words.

wee	very small, tiny
huge	of great size, very large

Say: **Now let's compare and contrast these two stories of *Goldilocks and the Three Bears*, noticing how they are the same and how they are different.**

Attach a sheet of chart paper to the whiteboard using magnets. Create two columns and label them *Starfall* and *Jan Brett*. Chart the children's responses to the following questions in both columns. Ask:

- **Where did the story take place?**
- **Who are the main characters?**
- **What were the three bears called?**
- **Where did the three bears walk?**
- **Why did Goldilocks enter the house?**
- **How did the authors describe the sizes of the bowls, chairs, and beds?**
- **How did Goldilocks wake up?**
- **How did Goldilocks leave the house?**
- **How did the story end?**

Materials

- ☐ *Goldilocks and the Three Bears*
by Marc Buchanan
- ☐ *Goldilocks and the Three Bears*
by Jan Brett
- ☐ Chart paper, markers

Reading: Literature

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

RL.K.9 Compare and contrast experiences of story characters



Formative Assessment

Partner the children. Say: **Turn to your partner and share your favorite part of both of the stories.** Allow the partners to share as time allows.

Have copies of both books available for use as visual aids.
If needed, set aside some time to work in a small group with the English language learners.

ELL

Magic Writing Moment

Review Rr, Ll

Attach a sheet of chart paper to the whiteboard using magnets. Create two columns labeled *Rr* and *Ll* using markers of different colors.

Divide the children into two groups. Assign *Rr* to one group and *Ll* to the other. The children discuss words that begin with their assigned letters. As the children share their words, write them in the correct columns. Review the lists.

Materials

- ☐ Two markers (different colors)
- ☐ Chart paper

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Words in a Sentence

Instruct the children to place their cubes (or other manipulatives) in front of them in a row.

Say: **Listen as I read a sentence and move one cube toward you for each word I say.** Read the first sample sentence below, and the children do this.

Continue: **Let's count together as we clap for each word in the sentence.** (Do this.) **We counted 4 words. Count the number of cubes you have in front of you to check if that number matches the number of words we counted.** The children do this.

Repeat for the remaining sample sentences, which reinforce this week's focus:

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

Materials

- ☐ Several connect cubes, chips, or small blocks for each child

Reading:
Foundational Skills

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

Print Concepts

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

Reading: Literature

RL.K.3 Identify characters, settings and major events

Speaking & Listening

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

Listening & Speaking

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

**Materials**

- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ Pictured Story Element Cards
- ☐ Backpack Bear

Introduce Story Element Cards

Indicate *Ira Sleeps Over*. Ask: **Backpack Bear, would you like to hear this story again?** Backpack Bear whispers to you that he would like to hear *Ira Sleeps Over* again.

Read the story, then say: **I wonder if we can answer questions about this story. Here are special cards called Story Element Cards to help us.**

Indicate and read the Story Element Card, *Who are the main characters?* as you place it in a pocket chart.

- The children work with partners to recall the story characters.
- Refer to illustrations in the book, if needed, to help them recall.
- Volunteers identify the characters (Ira, Reggie, Ira's sister, Ira's parents, Reggie's dad, Tah Tah, and Foo Foo).

Place and read, *What is the setting for this story? Why is it important?*

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

Say: **The story *Ira Sleeps Over* takes place in three different places or settings. Let's see if we can identify the three settings.** Ask:

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

Recall the three story settings. (Ira's house, the park, and Reggie's house)

Indicate the remaining Story Element Cards in turn, *Name 3 events in the story. What happened at the end? What is the story's conflict or problem? Is this story fiction or nonfiction?* Read the text and explain how the illustration on each Story Element Card helps us remember the question it asks.

**Formative Assessment**

Reread the story. The children listen for the answers to these questions as you read. After reading, review the Story Element Cards one at a time. Choose a volunteer to come forward to teach the class.

The volunteer selects a Story Element Card and reads it (with your assistance).

- The children partner to discuss their answers.
- The volunteer chooses one or more children to answer the question.
- The volunteer chooses the next "teacher."

Be patient with English language learners. While they are listening, they are absorbing. It may take time to hear them verbalize an answer. Provide visual clues and accept answers in their native languages.

ELL

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

High Frequency Words with Play Dough or Magnetic Letters

2

The children use play dough or magnetic letters to form high frequency words.

Materials

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

Sequence *At the House*

3

The children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.



Materials

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

"Color by Word"

4

The children practice high frequency words by completing the "Color by Word" Worksheet for Week 6.

Materials

- ☐ Week 6 "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.

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Media Literacy

ML.10 Use technology resources to support learning.

Reading: Foundational Skills

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

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

Reading: Foundational Skills

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

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

Reading:
Foundational Skills

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

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals

Materials

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

Introduce *A House in a Tree*

Gather the children together on a rug or the floor. Say: **We’ve been talking about families and where they live. People live in all different kinds of houses; a few even live in tree houses!** Indicate *A House in a Tree* by Margaret Hillert. **Here is a book that tells about a kind of house in which many animals live. It is a house in a tree.** Explain that *A House in a Tree* is a nonfiction book because it is about real animals that live in trees.

Read the story pausing to discuss the animals and in which part of the tree they live.

Page 8	Robin
Page 9	Red squirrel
Page 13	Opossum
Page 16	Rabbit
Page 18	Owl
Page 20	Raccoon
Page 21	Spider
Page 23	Skunk
Page 25	Prairie dog
Page 27	Frog, tadpoles

Partner the children to discuss the story. When they have had an appropriate amount of time to discuss, volunteers share.

Ask: **Did you notice this story has words that rhyme? Let’s read it again.** Read the book again and pause for the children to supply the rhyming words.



Formative Assessment

Distribute *A House in a Tree* to each child. Say: **The author of this book, Margaret Hillert, used many high frequency words we have already learned. Let’s see how many we can find.**

- The children work with partners. They raise their hands as they locate high frequency words.
- Write the high frequency words on the whiteboard as they are discovered (*a, and, are, at, can, for, I, is, like, me, see, the, you*).

The children take turns to read *A House in a Tree* to their partners.

Week 7 Overview

Our Community

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

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

Recommended Literature

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

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

Starfall Books & Other Media

ABC Rhyme Book

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

Goldilocks and the Three Bears by Marc Buchanan

Sing-Along Volume 1

Listening & Writing Books

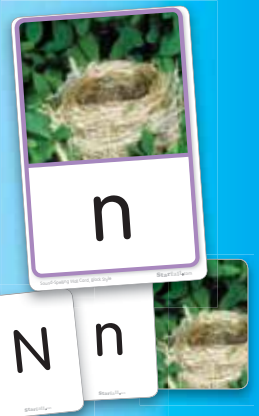
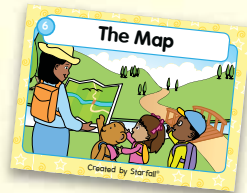
Starfall Dictionaries

Starfall Writing Journals

Take-Home Book 6, *The Map*

A Day in the Life of a Firefighter

ASL Poster



Preparation

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

For the Magic Writing Moment on Days 1 through 4 you will use *Ira Sleeps Over* by Bernard Waber, *Cloudy With a Chance of Meatballs* by Judi Barrett, *Goldilocks and the Three Bears* by Marc Buchanan, and a book of your choice.

You will continue to use the chart paper from Week 6.

Day One

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

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

Day Two

Familiarize yourself with *Sing-Along* Track 34, “Teddy Bear Says, ‘Thank You’” and choose actions to accompany the song.

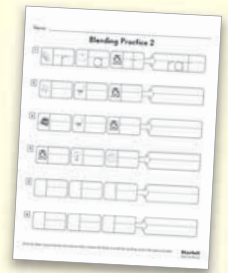
You will need four carrots for today’s Session 2.

Generate a “Blending Practice 2” worksheet using the words, *rat*, *cot*, *bus* and *tub* for each child.

Day Three

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

Generate a “Picture Sound” worksheet for *Uu* and *Nn*, for each child.



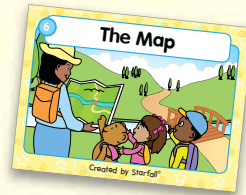
Day Four

Prepare Take-Home Book #6, *The Map*, for each child.

You will need the list of Community Helpers from Day 1 and an index card for each child in Session 2.

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

Have the Writing Strategy Anchor Chart and Card #6 available for today's Session 3.

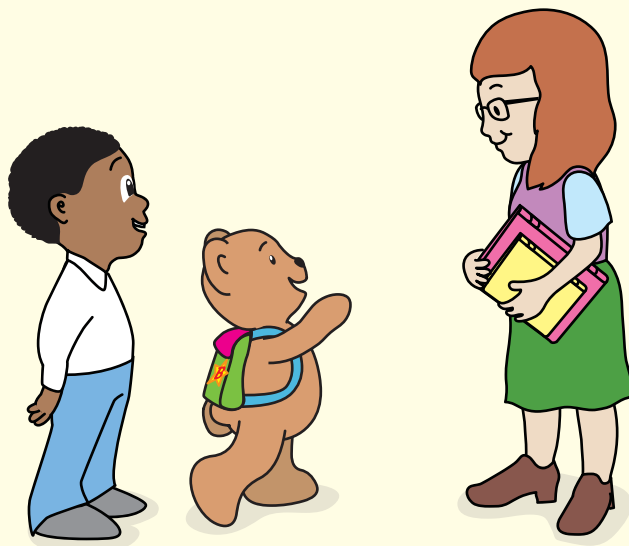


Day Five

Label a sheet of chart paper with the heading *Nn*.

Generate a "Color by Word" worksheet for Week 7 for each child for today's Learning Centers.

The children will also use a selection of books related to firefighters.



Day 1

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

Your friend,

Backpack Bear 🐻

Day 2

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

Love,

Backpack Bear 🐻

Day 3

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

Love,

Backpack Bear 🐻

Day 4

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

Love,

Backpack Bear 🐻

Day 5

I like helping in our community. Do you?

Your pal,

Backpack Bear 🐻

DAY One

DAY Two

Magic Writing Moment	Book Review	Book Review
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>Listening & Writing</i> , p. 23 Initial and final Aa /a/, Bb /b/, Tt /t/, Pp /p/, Ss /s/, Mm /m/, Oo /o/, Cc /c/ Uu /u/ Comprehension Skills: Classify / Categorize	<i>Listening & Writing</i> , p. 24 Rhyming words Nn /n/ HF Words: but, up, us Comprehension Skills: Identify Genre: Folk Tale Identify characters and setting Comprehension Strategy: Predict / Verify Open Discussion
Computer	<i>I'm Reading: Nonfiction</i> , "A House in a Tree" ABCs: Pp, Oo, Rr, Ll	<i>BpB's Concepts: "A-Machine,"</i> <i>"O-Machine," "U-Machine"</i>
Activity	Identify and write letters (A, a, B, b, C, c, L, l, M, m, O, o, P, p, R, r, S, s, T, t)	"Blending Practice 2" Worksheet
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Caps for Sale</i> "Uu Umbrella Rhyme" "Letter March Song Uu" Relate experience in sequence Vocabulary: family, home, community, state, country, community helpers, citizen	<i>The Little Red Hen and other Folk Tales: "Mr. Bunny's Carrot Soup"</i> "Teddy Bear Says, Thank You" "Nn Nest Rhyme" "Letter March Song Nn" Manners
Writing	Write letters	
Social Studies	Introduce Family, Home, Community, State, and Country Community Helpers	
Science	Describe relative position of objects using one reference	

DAY Three

DAY Four

DAY Five

Book Review	Book Review	Review Nn
<p><i>Listening & Writing</i>, p. 25</p> <p>Beginning/ending/rhyming</p> <p>Take-Home Book 6: <i>The Map</i></p> <p>HF Words:</p> <p>down, not, on,</p> <p>Comprehension Skill: Make Connections Story Sequence</p> 	<p><i>Listening & Writing</i>, p. 26</p> <p>Beginning sounds</p> <p>Review HF words</p> <p>Comprehension Skill: Classify / Categorize Cause / Effect Story Details: setting, problem / solution Draw Conclusions</p> 	<p><i>Listening & Writing</i>, p. 27</p> <p>Rhyming words</p> <p>Review Nn</p> <p>Review Vocabulary words</p> <p>Comprehension Skills: Connect text to self Discuss</p> 
BpB's Books: Row 4, "At the Park" Row 5, "At the House"	BpB's Books: Row 6, "The Map" ABC's: Uu, Nn, Rr, Ll	Starfall Free Day
<i>I'm Reading</i> : Folk Tales: "Mr. Bunny's Carrot Soup"		Illustrate firefighters/write sentences
"Picture Sound" Worksheet: Uu, Nn	Sequence <i>The Map</i> and construct sentences	Sequence <i>The Map</i>
<i>Me on the Map</i>	<i>The Map</i>	Teacher's Choice
<i>The Map</i>	Compliments	Teacher's Choice
Maps	Presentation voices: Author's Chair	<i>A Day in the Life of a Firefighter</i> Citizens Maps Community Helpers
	Write about community helpers	Write a thank you note to firefighters
Distinguish between land and water on maps and globes. Determine relative location of objects.	Community Helpers, Jobs	Learn about the job of a firefighter
		Describe relative position of objects using one reference

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Display *Ira Sleeps Over*, *Cloudy With a Chance of Meatballs*, *Goldilocks and the Three Bears*, and your book choice. Individually identify and briefly review each book.

Indicate the chart paper attached to a whiteboard with magnets. Say: **Last week we learned about opinions. Raise your hand if you remember what an opinion is.** (Volunteers respond.) **Right, your opinion is what you think about something. Say opinion.** (The children say, *opinion*.) **Let's read the opinions we have written so far.** (Do this.)

Draw a name card from the basket and ask the child to choose his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Week 6, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

The listed books are suggestions. You may choose other books you have read to the children that are not included on the list.

Phonological Awareness Warm-Up

Materials

☐ ASL Poster

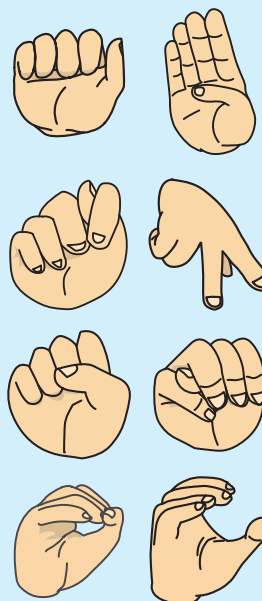
Identify and Discriminate Initial and Final Sounds

Indicate the ASL Poster and review the ASL signs for *a, b, t, p, s, m, o, c*

Say: **Listen for the beginning sound in the word I say, but don't say it. Instead, make the ASL sign for the beginning sound. Let's try one. Ready?** Say a word from the list of initial sounds below. The children form the ASL sign for the beginning sound. **Good! Let's try some more.** Continue with the remaining words.

Say: **Now when I say a word, listen for ending, or final sound.** Say a word from the list of final sounds below. The children form the ASL sign for the ending sound. **Great!**

Continue with the remaining words.

**Reading: Foundational Skills**

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

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

Step One Initial

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

Step Two Final

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

For children whose first language is not English, use terms for initial and final in their native languages. For example in Spanish first is *primero* and last is *ultimo* or *final*.

ELL

Language

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

Listening & Speaking

LS.9c Relate an experience in sequence

Vocabulary Development

VOC.3 Use multiple strategies to develop vocabulary

Science

SC.FM.3c Describe relative position of objects

Social Studies

SS.ST.4 Compare, contrast and describe characteristics of locations of people, places and environments

Materials

- | | |
|--------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> | Vocabulary Cards: <i>country, state, community, home, family</i> |
| <input type="checkbox"/> | Four labeled bowls, graduated in size |

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

Introduce Family, Home, Community, State, and Country

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

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

Indicate and identify the Word Card, *family*.

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

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

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

Turn the medium bowl to reveal its label, *State*. Say: **This bowl says State.** (The children repeat, *state*.) **Our families live in homes in the community of (your city or town). Our community, (your city or town), is part of a state. What is the name of our state?** The children identify their state then complete the sentence stem, *We live in the state of (your state)*. Explain: **Our state is much, much bigger than our community.**

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

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

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

**Formative Assessment**

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

Introduce Community Helpers

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

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

Indicate examples of hats worn by community helpers. Say: **Some people have special jobs in our community.** (Review the meaning of *community*.) We call these people **community helpers**. The children repeat, *community helpers*.

Say: **A police officer helps our community. Turn to your neighbor and discuss ways a police officer helps us, then you can share your ideas with the class.**

Allow time for partners to discuss, then volunteers share with the class. Repeat for firefighter, construction worker, chef, librarian, etc.

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

Materials

- ☐ *Caps for Sale* by Esphyr Slobodkina
- ☐ Vocabulary Cards: *community helpers, citizen*
- ☐ A variety of community helper hats
- ☐ Chart paper, markers

Reading: Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Social Studies

SS.CG.6 Understand being a good citizen involves certain behaviors

SS.E.5b Match descriptions of work people do to related jobs in school, community and from historical accounts

Formative Assessment

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

You will use this list again on Day 4.

Computer

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

Practice

Activity

Shuffle the Letter Cards and place them face down in a stack.

The children take turns to reveal a letter. They look at the card and identify the letter. The children write the letter on their whiteboards.

Materials

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

Media Literacy

ML.10 Use technology resources to support learning

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Reading: Foundational Skills

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

Language

L.K.1.A Print upper- and lowercase letters

Reading:
Foundational Skills

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

Language

L.K.1.A Print upper- and lowercase letters

Introduce Uu /u/

Step One Introduce /u/ in the initial position

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



Indicate the *umbrella* Picture Card. Say: **This is a picture of an umbrella.** (The children repeat, *umbrella*.)

The word *umbrella* begins with /u/.

Watch my mouth, /u/. Now you say /u/. The words *up* and *umbrella* begin with the same sound, /u/. (The children repeat: /u/.) I will read the rhyme again. Listen for /u/ in *up* and *umbrella*.

Read the rhyme again then repeat it in unison.

Step Two Discriminate /u/ in the initial position

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

up

down

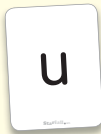
cow

under

until

Step Three Connect /u/ to the spelling Uu

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



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

Touch *u* several times.

Demonstrate the letter's formation as you write *u* on the whiteboard. The children sky write *u* several times.

Distribute individual whiteboards and markers.

The children write *u* on their whiteboards.

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

us

toe

upper

lock

uncle



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

Materials

- ☐ Listening & Writing Books, page 23
- ☐ Wall Card: *Umbrella* /u/
- ☐ Picture Card: *umbrella*
- ☐ Letter Cards: *U* and *u*
- ☐ Whiteboards, markers
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Uu Umbrella

Up, up, up, the umbrella goes.

When will it rain? I don't know.

Under the umbrella,

Under I wait—

Rain or shine, an umbrella's great!

The Letter March: Uu

(Melody: "The Ants Go Marching")

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

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

*The letters go marching one by one,
"U" stands for its sound, /u/ /u/ /u/ /u/*

And they all go marching,

In- to a word, to use, their sound



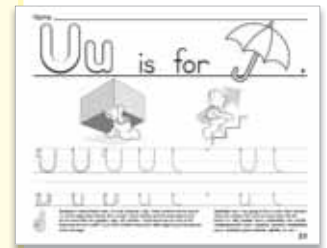
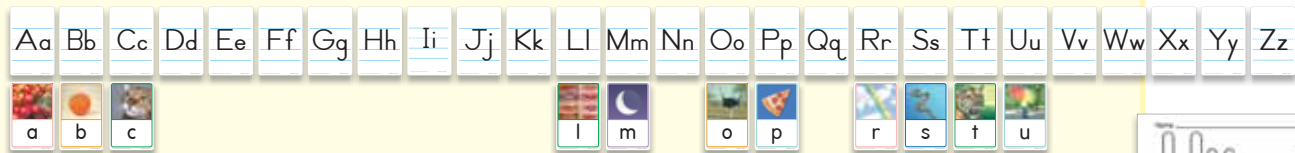
Demonstrate the letter's formation as you write *U* on the whiteboard. The children sky write *U* several times. A volunteer locates *Uu* on the Alphabet Chart. Ask: **Are the letters *U* and *u* near the beginning, middle, or end of the alphabet?** (end)

Step Four *Listening & Writing Books, page 23*



Formative Assessment

Distribute *Listening & Writing Books*. The children turn to page 23. Complete it together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 1 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 1, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

Phonological Awareness Warm-Up**Rhyming Words**

Say: **Backpack Bear has a song about good manners. He would like for us to listen closely to his song so we can make a list of all the good manners we remember.**

The children listen to *Sing-Along Volume 1* Track 34, "Teddy Bear Says, 'Thank You.'" Discuss the importance of using good manners and make a list of those the children remember (say *thank you* and *please*, share, be nice, raise your hand, stand quietly, walk, don't run).

Play the song again. The children sing along and add actions.

Ask: **Did you hear any rhyming words in the song?** (Volunteers respond.) **Let's see if you can tell me what they are.** Say the words to the song and pause before each rhyming word for the children to provide it.

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

Materials

- ☐ *Sing-Along Volume 1* Track 34, "Teddy Bear Says Thank You"
- ☐ Backpack Bear
- ☐ Chart paper, marker

Teddy Bear Says, "Thank You"

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

**Reading:
Foundational
Skills**

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

1

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

Distribute individual whiteboards and markers.

Place the *cup* Picture Card in the pocket chart and identify it. The children use their “invisible rubber bands” to segment (pull apart) the sounds in *cup*: /k/ /u/ /p/ *cup*.

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

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

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

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

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

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

- The children erase the *b* on their whiteboards.
- Explain that *us* is also a high frequency word.
- The children generate sentences that include the word *us*.

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

- Volunteers locate letters needed to spell *cut* and place them in the pocket chart under the Picture Card.
- The children write *cut* on their whiteboards.

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

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

Formative Assessment

Write the words *us*, *up*, and *but* on the whiteboard. The children read each new high frequency word. Model writing *us*, *up*, and *but* in your *Starfall Dictionary*. The children trace the words in their dictionaries.

Materials

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

Reading: Foundational Skills

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

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

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

Language

L.K.1.A Print upper- and lowercase letters



Children trace new high frequency words in their *Starfall Dictionaries*.



**Reading:
Informational Text**

RI.K.10 Actively engage in group reading activities

Reading: Literature

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Literary Response & Analysis

LIT.RA.7a Create or present poetry, drama, art, or personal response to text or theme

LIT.RA.7b Make predictions based on illustrations and context

LIT.RA.7d Make text to self connections.

**Media Literacy**

ML.10 Use technology resources to support learning

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

**Reading:
Foundational Skills**

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

Introduce *Mr. Bunny's Carrot Soup*

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

- The children make predictions based on the title illustration.
- Read the story and check the children’s predictions.

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

Partner the children to discuss the following:

- **Who are the characters in the story?**
- **Where does this story take place, or what is the setting?**
- **What happened over and over again in this story?**
- **How did Mr. Bunny’s friends show they cared and appreciated what he had done?**
- **How does this story show people in a community helping each other?**
- **How can we use what we learned from this story in our classroom?**



Formative Assessment

Dramatize the folk tale.

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

Materials

- ☐ *The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- ☐ Backpack Bear
- ☐ Four carrots

Computer

Practice

- *Backpack Bear’s Books*: Concepts, “A-Machine,” “O-Machine,” and “U-Machine”

Activity

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

Materials

- ☐ “Blending Practice 2” worksheet for each child
- ☐ Pencils, crayons

Set aside time to review the process of blending with your ELL children. Model blending and encourage the children to repeat letter sounds as you blend them together.

ELL

3

Introduce Nn /n/

Step One Introduce /n/ in the initial position

Read "Nn Nest" on page 31 of the *ABC Rhyme Book*.



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

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

Step Two Discriminate /n/ in the initial position

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

neck

hand

bat

neighbor

nail

Step Three Connect /n/ to the spelling Nn

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

n

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

Demonstrate the letter's formation as you write *n* on the whiteboard. The children sky write *n* several times.

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

N

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

Materials

- ☐ Listening & Writing Books, page 24
- ☐ Picture Card: nest
- ☐ Letter Cards: N and n
- ☐ Wall Card: Nest /n/
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Nn Nest

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

Reading: Foundational Skills

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

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

Language

L.K.1.A Print upper- and lowercase letters

The Letter March: Nn

(Melody: "The Ants Go Marching")

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

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

The letters go marching one by one,
"N" stands for its sound, /n/ /n/ /n/ /n/
And they all go marching,
In- to a word, to use, their sound





Display the Wall Card at the end of the lesson.

Demonstrate the letter's formation as you write *N* on the whiteboard. The children sky write *N* several times.

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

Step Four Introduce /n/ in the final position

Ask the riddle:

sun

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

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

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

can

fun

down

hen

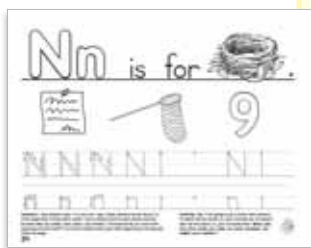
gone

Step Five Listening & Writing Books, page 24



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 24. Complete the page together as you have similar pages.



Magic Writing Moment

Book Review

Indicate the chart paper from Day 2 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 2, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Phonics Warm-Up

Beginning/Ending /n/

Distribute *Listening & Writing Books*, and the children turn to page 25.

Complete the page together with the children as directed at the bottom of the page.

Materials

- ☐ *Listening & Writing Books*, page 25
- ☐ Pencils, crayons



Reading: Foundational Skills

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

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

1

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

Identify the lowercase letters *u* and *n* and write them on the whiteboard. The children copy them on their whiteboards. Compare and contrast their shapes and sounds. The children erase *u*.

Say: **Let's look at some Picture Cards. They are pictures of objects whose names include /n/. The /n/ can be at the beginning of the word or at the end of a word. Stand if the /n/ is at the beginning of the word and stay seated if the /n/ is at the end of the word. Ready?**

- Indicate and identify a Picture Card. Observe the children as they stand or sit and discuss the correct response.
- Place the Picture Card in the pocket chart arranging pictures that begin with /n/ on the left and pictures that end with /n/ on the right.
- The children determine why the Picture Cards are arranged in this way.

Materials

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

Reading: Foundational Skills

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

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

Say: **Now let’s learn three new high frequency words. Guess what, all of these high frequency words include /n/. Indicate the Word Card *not*. This is the word *not*. Say, *not*.** (The children repeat, *not*.) **Where is /n/ in *not*? Right, we hear /n/ at the beginning of the word *not*.**

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

Repeat for *on* and *down*. The children erase their whiteboards.

Divide the children into three groups and assign each group one of the new high frequency words. The children write their assigned words on their whiteboards.

Say: **Here are sentences that include these new high frequency words. If you hear your high frequency word, hold up your whiteboard. Listen carefully because there may be more than one high frequency word in the same sentence. Ready?**

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

The children exchange their whiteboards with others who have different high frequency words and continue:

- I can *not* get *down* from the tree.
- The star is *on* your paper.
- I do *not* want to go *down* the stairs.
- The state is *on* the map.



Formative Assessment

Model writing the high frequency words *on*, *not*, and *down* in your *Starfall Dictionary*. The children then trace the words in their dictionaries.

Reading:
Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Reading: Literature

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

Social Studies

SS.ST.4a Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes

2

Introduce *Me on the Map*

Ask: **Do you remember what Backpack Bear wrote about maps this morning? (Discuss) Maps show us how to get to places and where places are located. We could create a map of where different areas are located in our classroom. Let’s start with the room’s shape. Our room is shaped like a (classroom shape), so I will draw that shape on the whiteboard. Is the shape on the whiteboard the real size of our classroom? No, our classroom is much bigger than our map will be. This map just shows the outline of the shape of our classroom.**

Materials

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

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

Gather the children together on a rug or on the floor. Indicate *Me on the Map*. Lead the children to discuss the cover. Introduce the title and the names of the author, Joan Sweeney and illustrator, Annette Cable. Then read the story, pausing to discuss it with the children.

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

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



Formative Assessment

Read the book again, pausing to allow the children to ask questions. Ask:

What if I want to visit your home? Each of you lives in a different house on a different street. How could I find your houses? (Volunteers respond.)
Yes, I could look at a map of our city/town. I could follow the map to your house. But I would need to know which street and which house on the street is yours.

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

Create a list of children who do not know their addresses and work with them when there are spare moments to teach them their addresses. Contact their parents to enlist their help.

Be aware of your school's location and proximity to countries that your students may be commuting from. For example, if you are located in the southwest, you may have students who live in Tijuana. Show these children the location of Mexico and its proximity to the United States.

ELL

Computer

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

Practice

Activity

The children write their names on their worksheets. First they trace *Uu* and *Nn*. Next they locate words beginning with /u/ and /n/. They cut and glue the words in the appropriate boxes.

Materials

- | | |
|--------------------------|------------------------------------------------------------|
| <input type="checkbox"/> | "Picture Sound" worksheet:
<i>Uu, Nn</i> for each child |
| <input type="checkbox"/> | Pencils, crayons |
| <input type="checkbox"/> | Scissors, glue |

Media Literacy

ML.10 Use technology resources to support learning

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Reading: Foundational Skills

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

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

**Reading:
Foundational Skills**

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

RL.K.7 Connect illustrations to story events

Social Studies

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

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Introduce *The Map*

Ask: **Why do we need maps?** The children discuss why maps are important. They should understand that maps help us find where we want to go. If the children mention the use of a GPS or cell phone map app, explain that these are also forms of maps that are presented in alternative ways.

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

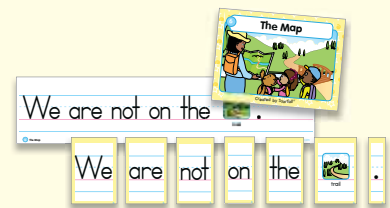
Ask: **What if you want to take a hike in the park or the woods with your parents? What should you take with you so you don't get lost? Right, you should take a map.**

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

Navigate a classroom computer to *Backpack Bear's Books*, Row 6, "The Map." The children interact with and discuss the story.

Materials

- ☐ *Me on the Map* by Joan Sweeney
- ☐ Cover Card and Sentence Strips, *The Map*
- ☐ Take-Home Book 6, *The Map*
- ☐ Classroom computer navigated to *Backpack Bear's Books*, Row 6, "The Map"
- ☐ Vocabulary Card: *trail*
- ☐ Pocket chart



Formative Assessment

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

Distribute *The Map* Sentence Strips to volunteers. As you read the story, the children holding the corresponding Sentence Strips place them in order in the pocket chart.

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

If possible, provide partners for ELL children who have knowledge of their first languages, or work with these students in a small group setting. Allow the children to use visuals (book illustrations) to demonstrate their understanding of a setting, or of a map and its uses.

ELL

Magic Writing Moment

Book Review

Indicate the chart paper from Day 3 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 3, marker
- ☐ Basket of children's name cards
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ Book of your choice
- ☐ Backpack Bear

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Phonics Warm-Up

Beginning Sounds: /r/ /l/ /u/ /n/

Distribute *Listening & Writing Books*, and the children turn to page 26.

Complete the page together with the children as directed at the bottom.

Materials

- ☐ *Listening & Writing Books*, page 26
- ☐ Pencils, crayons



Reading: Foundational Skills

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

**Reading:
Foundational Skills**

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

Reading: Literature

RL.K.4 Ask and answer questions about unknown words

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

The Map

Distribute *The Map* to each child. Read the book together with the children.

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

- Place the Word Card *on* in the left side of a pocket chart.
- The children read the word.
- Place the Picture Card *red* next to the word *on*.

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

The children do this.

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

Once all of the words have been circled or highlighted, challenge the children to look through their books to find the word that is most frequently highlighted. List the words *on*, *not*, *up*, *down* and *us* on the whiteboard. Volunteers report how many times each word was found. The children determine that *on* is the word used most often.



Formative Assessment

Partner the children. Say: **Listen to each question about the story. Discuss the question with your partner and together agree on an answer. You may use your books to help you.**

When the children have had sufficient time to determine answers, choose volunteers to share before asking the next question.

Materials

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

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

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

It took place outdoors while the characters were hiking.

What was the problem at the beginning of the story?

The characters were off the trail.

What did the characters do to solve the problem?

They used a map.

How did the map help Backpack Bear and his friends?

It helped them locate the trail.

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

Answers will vary.

2

Write About Community Helpers

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

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

(Volunteers respond.)

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

Materials

- ☐ Community Helpers list from Day 1
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons
- ☐ Index cards

Language

L.K.2.C Represent most consonants and short vowel sounds (phonemes)

L.K.2.D Spell simple words phonetically

Reading: Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Literary Response & Analysis

LIT.RA.7e Make text to text connections

Social Studies

SS.E.5b Match descriptions of work people do to related jobs in school, community and from historical accounts

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

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

Formative Assessment

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

Computer

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

Practice

Activity

The children reference *The Map* to sequence the Sentence Strips, then they construct the sentences from the story using Word Cards.



Materials

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

Speaking & Listening

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



Introduce the Author's Chair

Review the Writing Strategy Anchor Chart. Read and discuss Card #6, *I can share my writing*. Add Card #6 to the anchor chart.

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

Materials

- ☐ Writing Strategy Anchor Chart and Card #6
- ☐ Starfall Writing Journals
- ☐ Author's Chair



Formative Assessment

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

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

ELL children may be reluctant to share because of their limited English, or they may still be in the “silent period.” This period varies and can range from three months to eighteen months or even longer. Accept sharing offered in native languages until these children feel comfortable answering in English.

ELL

Magic Writing Moment

Review Nn

The children dictate words beginning or ending with /n/, for you to write on chart paper. Review the list with the children.

Materials

- ☐ Chart paper (with the heading Nn)
- ☐ Marker

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming Words

Distribute *Listening & Writing Books*, and the children turn to page 27.

Complete the page together as directed at the bottom of the page.

Materials

- ☐ *Listening & Writing Books*, page 27
- ☐ Pencils, crayons

Reading:
Foundational Skills

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

1

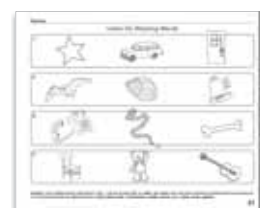
Shared Writing

Indicate *A Day in the Life of a Firefighter*. Say: **Look at the visual text, or cover picture. What would you predict this book will be about?** (Volunteers respond.) **What makes you think so?**

Continue: **The title of the book is *A Day in the Life of a Firefighter*. Do you think this is a fiction or pretend story, or a nonfiction or true story?** (Volunteers respond and explain their reasons.) **Right! This is a true story about a firefighter. It is a nonfiction book. The author is Brandi Chase. Barry Staver took the photographs that appear in the book. Let's read to see what a day for a firefighter is like.** Read *A Day in the Life of a Firefighter*.

Indicate the chart paper. Say: **Firefighters work very hard to keep us safe. How do you think firefighters help us?** (Volunteers respond.) **Let's write them a thank you letter. Then we can send it to a local fire station to let the firefighters there know that we appreciate all the work they do in our community.**

You may project this story from the **Starfall.com** Talking Library.

Reading:
Informational Text

RI.K.7 Describe the relationship between illustrations and text

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

Writing

W.8a Create a group draft scripted by the teacher

Science

SS.E.5d Recognize jobs people do in their school and community

Formative Assessment

Guide the children to compose a thank you letter together by offering sentences stating reasons they are thankful for firefighters. When the letter is complete, read it to the children.

Explain that during Learning Centers the children will have the opportunity to illustrate firefighters helping people.



Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Writing

W.8b Produce, illustrate and share writing

Reading: Foundational Skills

RF.K.3.B Read common high-frequency words by sight

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer**1**

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

Draw Pictures of Firefighters**2**

The children illustrate firefighters helping people. Each child writes his or her name and uses kid writing to write a sentence about the illustration.

Materials

- ☐ Crayons
- ☐ Drawing paper
- ☐ Selection of books related to firefighters

Sequence *The Map***3**

The children sequence *The Map* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.

Materials

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

"Color by Word"**4**

The children practice high frequency words by completing the "Color by Word" worksheet for Week 7.

Materials

- ☐ Week 7 "Color by Word" worksheet for each child

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

Our Community

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

Continue: **When you grow up, you may decide to become a community helper. Even now you can help make our community better in many ways.**

Partner the children to share some of the ways they can help in the community. Responses might include being nice to their friends, listening to their parents, caring for the environment, doing their best work in school, and trying to make good choices.

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

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

Review this week's Star Word Wall Vocabulary Words, *family, home, community, state, country, trail, community helper, and citizen*.

- Individually identify each vocabulary word.
- The children work in groups of three to discuss and define the words.
- Challenge the children to use the words correctly in sentences.

Materials

- ☐ Children's individual drawings from Learning Centers
- ☐ Maps of various types from Day 3
- ☐ *Me on the Map* by Joan Sweeney
- ☐ Firefighter letter from Session 1

Language

L.K.6 Use acquired words and phrases

Science

SC.FM.3c Describe relative position of objects

Social Studies

SS.ST.4 Compare, contrast and describe characteristics of locations of people, places and environments

SS.ST.4a Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes

SS.CG.6 Understand being a good citizen involves certain behaviors

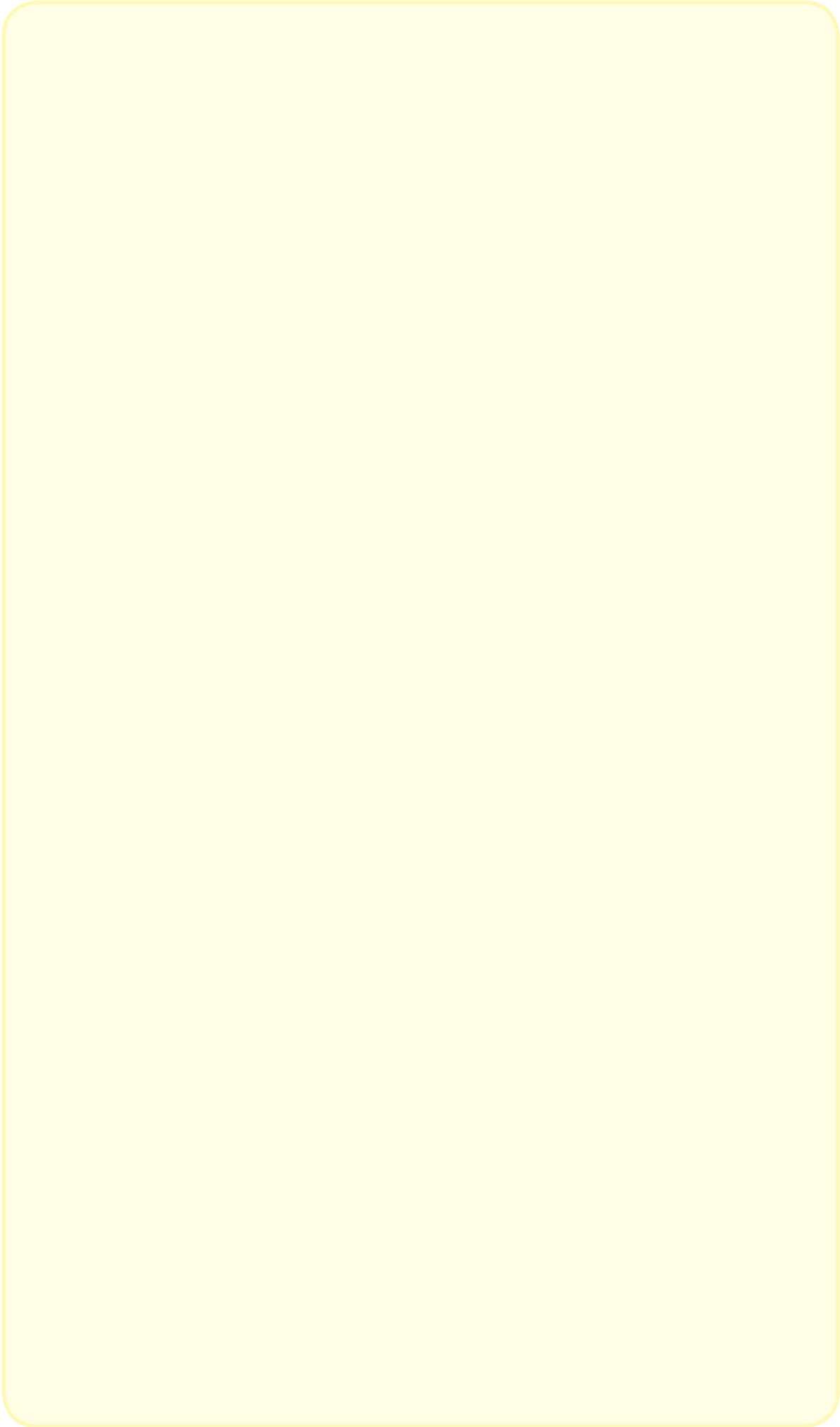
SS.E.5b Match descriptions of work people do to related jobs in school, community and from historical accounts

Formative Assessment

- Display the letter to firefighters from Session 1.
- Distribute the drawings created during Learning Centers.
- Read the letter together with the children.
- Each child shares his or her drawing with the class.

Explain to the children that you will mail their letter and drawings to the firefighters at the local fire station.





Week 8 Overview

How Our Community Works

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

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

Recommended Literature

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

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

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

Starfall Books & Other Media

ABC Rhyme Book

At the Post Office

Sing-Along Volume 1

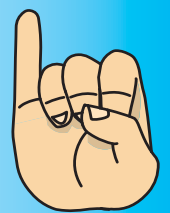
"Starfall Speedway"

Benjamin Franklin Historical Figures Poster

Thomas Edison Historical Figures Poster

Listening & Writing Books

Starfall Dictionaries



Preparation

Generate Vocabulary Cards for Week 8. You will use *shawl*, *embroidery* and *shear* on Day 1.

Prior to Day 4 create several “invention boxes” by collecting several containers, such as shoe boxes, and filling them with miscellaneous items from the classroom or a recycling bin. The boxes should include items that both float and do not float, such as pipe cleaners, paper clips, pencils, blocks, jar lids, small pieces of foam, masking tape, juice boxes, etc.

Day One

For today’s Magic Writing Moment, number two sheets of chart paper #1 and #2. On Chart Paper #1 write: *I went for a walk and I saw some flowers.* On Chart Paper #2 write: *I went for a long walk and saw some beautiful, yellow flowers.*

Day Two

Prepare a sheet of chart paper by writing the sentences: *I saw a dog. He was running.*

Place the High Frequency Word Cards *and*, *are*, *big*, *but*, *down*, *go*, *in*, *it*, *like*, *little*, *not*, *on*, *up*, and *us* in a bag or a basket.

Day Three

You will need the “dog story” from Day 2 for today’s Magic Writing Moment.

You will use the coconut tree from Unit 2, Week 3 and 10 construction paper coconuts.

For Session 1 prepare a copy of *At the Post Office* for each child.

Generate a “Color by Word” Worksheet for Week 8 for each child.

Day Four

You will need the “dog story” from Day 3 for today’s Magic Writing Moment.

Prior to Session 3, prepare several “invention boxes” and plastic containers of water or a sink filled with water for the children to test their inventions.

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

Write the poem “Now that I’m Five” on lined chart paper.



Now that I'm Five

When I was 4, I was very small.

I could only reach halfway up the wall!

a c e i m n o r s u v w x z

When I was 5, I grew so tall,

I could reach much higher up the wall!

b d f h k l t

Now I'm a silly five who started out small.

I thought I was growing up nice and tall.

But was I surprised the very next day,

When I'd grown a tail when I went out to play!

g j p q y

Day Five

Prepare a sheet of chart paper with the letters Gg at the top.

Generate a Week 8 "Word Search" worksheet for each child for today's Learning Center 4.

Optional: Generate a "Multi-Letter" Worksheet for each child for today's Learning Centers.



Day 1

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

Your friend,

Backpack Bear 

Day 2

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

Love,

Backpack Bear 

Day 3

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

Love,

Backpack Bear 

Day 4

Benjamin Franklin and Thomas Edison were great scientists and inventors. I think you could be creative inventors, too!

Your friend,

Backpack Bear 

Day 5

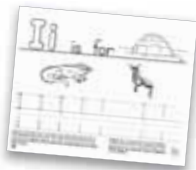

I am excited to hear what you wrote about inventions! I love hearing your stories.

Your pal,

Backpack Bear 

DAY One


DAY Two

Magic Writing Moment	Adding Details	Descriptive Words
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>Listening & Writing</i> , p. 28 Homonyms Ii /i/  Comprehension Skills: Compare/contrast Draw conclusions Inferences	<i>Listening & Writing</i> , p. 29 Rhyming Gg /g/  HF Words: big, go, little, in, it <i>(and, are, but, down, like, not, up, us, on)</i> Comprehension Skill: Compare/contrast Comprehension Strategy: Make connections
Computer	<i>ABC Rhymes</i> : Rr, Ll, Uu, Nn Calendar	<i>BpB's Books</i> : Concepts: "U-Machine," "I-Machine" ABCs: li, Gg
Activity	Illustrate something learned from <i>Ox-Cart Man</i>	"Starfall Speedway" Review beginning sounds
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Ox-Cart Man</i> Caldecott Medal Now and Long Ago <i>"li Igloo Rhyme"</i> <i>"Letter March Song li"</i> Vocabulary: Shear, shawl, embroidery	<i>Benjamin Franklin Historical Figures Poster</i> <i>Thomas Edison Historical Figures Poster</i> <i>"Gg Goat Rhyme"</i> <i>"Letter March Song Gg"</i> <i>"Looby Loo"</i> Community helpers
Writing	Letter configuration and formation Inventive spelling	
Social Studies	Characteristics of good citizens Long Ago	Understand how people lived in earlier times and how their lives would be different today
Science	Introduce Scientists and Inventors	Inventions of Long Ago

DAY Three

DAY Four

DAY Five

Adding Details	Story Title	Review Gg
<i>Listening & Writing</i> , p. 30 Homonyms Blend Phonemes Comprehension Strategies: Predict/verify Summarize 	Beginning onsets/rimes Lowercase letter formation: (tall, small, tail) Comprehension Skill: Classify/categorize	<i>Listening & Writing</i> , p. 31 Review a, b, c, g, l, o, p, t, u Initial /i/ Comprehension Skill: Draw conclusions 
		1 Starfall Free Day
		2 Form consonant-vowel-consonant words using play dough or magnetic letters.
<i>BpB's Books</i> : Row 7, "At the Post Office"	<i>BpB's Books</i> : Concepts: "U-Machine", "I-Machine" ABCs: Uu, Nn, li, Gg	3 Letter formation on whiteboards Optional: "Multi-Letter" Worksheet
"Color by Word" Worksheet for Week 8	Sequence <i>At the Post Office</i>	4 Week 8 "Word Search"
<i>Chicka Chicka Boom Boom</i> <i>At the Post Office</i> <i>Thomas Edison Historical Figures Poster</i> "Gg Goat Rhyme" "Mary Had a Little Lamb" Inventions 	"Now that I'm Five" Create an Invention	5 Teacher's Choice 6 Teacher's Choice Groups share expository writing "Interview" Thomas Edison
Introduce Expository Writing	Shared Expository Writing - Add Details	Share illustrations
Benjamin Franklin and the Post Office	Inventions	Understand that history relates to events, people and places of other times
	Compare, sort common objects by one physical attribute	

Speaking & Listening

SL.K.1.A Follow agreed-upon rules for discussions

Vocabulary Development

VOC.3b Describe objects and events in general and specific language

Magic Writing Moment**Materials**

☐ Prepared Chart Paper #1 and #2

Adding Details

Say: **Something I like to do when I get home from school is go for a walk. Since I enjoy walking so much I decided to write about it.**

Indicate Chart Paper #1. Continue: **So, I wrote, I went for a walk and I saw some flowers. Then I realized that this sentence doesn't tell much about what I saw on my walk. I decided to add more detail, or information, about my walk to make my sentence more interesting. So I edited my writing.**

Indicate Chart Paper #2 and read: **I went for a long walk and saw some beautiful, yellow flowers.**

Say: **Look at these two sentences. How are they the same? How are they different?** (Volunteers respond.) **Which sentence helps you imagine a better picture of my walk? Yes, the second sentence does. Why?** (Volunteers respond.) **Right, it helps you imagine a better picture because it has more detail. The more detail or information we include in a story, the better the story becomes.**

A visual of a field with yellow flowers may be helpful to ELL children when writing details.

ELL

Phonological Awareness Warm-Up

Introduce Homonyms

Place the *baseball bat* Picture Card in a pocket chart. Say: **Listen carefully to this sentence. I use a bat to hit the ball.** The children repeat the sentence.

Ask: **What does the word bat mean in this sentence? Yes, this kind of bat is used to hit a ball.**

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

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

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

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

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

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

Materials

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



Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

L.K.5 Explore word relationships and nuances in word meanings

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

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Vocabulary Development

VOC.3a Listen to and discuss familiar and conceptually challenging text

Social Studies

SS.HK.2a Compare and contrast life in the present and past

SS.CG.6c Know characteristics of being a good citizen

1

Introduce *Ox-Cart Man*

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

Materials

- ☐ *Ox-Cart Man* by Donald Hall
- ☐ Vocabulary Cards: *shear*, *shawl*,
embroidery (and real items,
if available)

Look through the book with the children and explain the following new vocabulary:

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

Read *Ox-Cart Man*, pausing to discuss the characters and events and to allow the children to ask questions. When you have finished the story ask the following questions:

- Did this story take place now or a long time ago? How do you know?
- What other things in the story help you know that the story took place a long time ago?
- What is a good citizen?
- Was the man in this story a good citizen? Why or why not?
- How did the man help his community?
- How did the man show he cared for his family?
- If the man wasn't sure how to get to Portsmouth Market, what could he have used to help him find it?
- The man in this story used an ox and a cart to get his goods to the market. How do people get their goods, or wares, to different places today?

Reading:
Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Social Studies

SS.HK.2a Compare and contrast life in the present and past

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore

Social Studies

SS.HK.2h Recognize the contributions of important historical figures

Science

SC.IE.1 Ask and answer questions to understand science concepts



Formative Assessment

Partner the children. Say: **You and your partner discuss the kinds of things you heard in the story that people had long ago but we do not have now.** After the children have had sufficient time to discuss, volunteers share their answers.



Introduce Scientists and Inventors

Say: **Let's talk about scientists and inventors.** Divide the children into two groups.

Continue: **Group 1, you are the scientists. Scientists are people who study nature and ask questions. Then they observe and do experiments to try to answer those questions.**

Give the rainbow Picture Card to one child in Group 1. Ask: **How do you think scientists discovered what causes a rainbow?** (Volunteers respond.) **Right, they observed and tried different experiments until they discovered how rainbows are formed.**

Continue: **Group 2, you are inventors. Inventors are people who take what scientists have learned and use it to create new things.**

Materials

- ☐ Record player (if available)
- ☐ Benjamin Franklin Historical Figures Poster
- ☐ Picture Cards: rainbow, glasses (spectacles)
- ☐ Thomas Edison Historical Figures Poster
- ☐ Sing-Along Volume 1 Track 20, "Mary Had a Little Lamb"

Give the glasses Picture Card to one child in Group 2. Say: **One day a scientist discovered that some people couldn't see very well and he wanted to solve that problem to help people see better. What do you think an inventor created to help people see more clearly?** (Volunteers respond.) **Right, he invented eye glasses.**

Indicate the *Benjamin Franklin Historical Figures Poster*. Say: **Ben Franklin was both a scientist AND an inventor! Scientist Ben Franklin wanted to learn more about electricity. What did he use to conduct his experiment to learn more about electricity and lightning? Right, he used a kite.**

Ask: **Inventors, what did Ben Franklin create to help keep people safe from lightning? Yes, he invented the lightning rod.**

Say: **Benjamin Franklin was a scientist. Say, scientist.** (The children repeat *scientist*.) **Benjamin Franklin was also an inventor. Say, inventor.** (The children repeat, *inventor*.)

Gather the children together.

Explain: **Today we will learn about another person who was both a scientist AND an inventor.**

Turn off the classroom lights. Ask: **How did the people long ago see when it was dark?** (Volunteers respond.) **Right, they used candles and oil lamps. A man named Thomas Edison wanted to invent a way for people to be able to see in the dark without using candles or oil lamps. Someone had already invented the light bulb, but it was not very bright and it would not stay on for very long. Thomas Edison did thousands of experiments, until one day, his invention finally worked!** (Turn on the classroom lights.)

Thomas Edison was a scientist, but he was also an inventor. He took what he learned from his experiments and invented a way for the light bulb to be brighter and last for 1,500 hours.

Indicate the *Thomas Edison Historical Figures Poster*. Say: **This is Thomas Alva Edison.**

- The children describe the illustration on the poster.
- Explain the function of a phonograph.

Ask the children what song they think Thomas Edison is listening to, then play *Sing-Along Volume 1 Track 20, "Mary Had a Little Lamb"* and sing it together.

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

Ask: **What do we use to hear recordings of songs today?** (CDs, iPods, cell phones, computers) **Someone took Thomas Edison's invention, the phonograph, and invented new ways to make it better.**

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



If you have a record player, show it to the children and explain how it works.



Formative Assessment

Ask: **What is one thing you remember about Benjamin Franklin?**
 (Volunteers respond.) **What is one thing you learned about Thomas Edison?**
 (Volunteers respond.)

Allow ELL children to answer by matching pictures of inventions with their inventors and encourage them to repeat new vocabulary in English.

ELL

Media Literacy/Computer

ML.10 Use technology resources to support learning

TECH.11 Develop technology skills for using and understanding conventional processes

Computer

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

Practice**Activity**

The children illustrate something they learned from *Ox-Cart Man* then use inventive spelling to each write a sentence about the story.

Materials

- ☐ *Ox-Cart Man* by Donald Hall
- ☐ Pencils, crayons
- ☐ Drawing paper

Writing

W.8.c Draw and Label

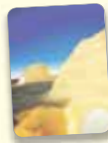
W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

3

Introduce /i, /i/**Step One** Introduce /i/ in the initial position

Read "li Igloo" on page 21 of the *ABC Rhyme Book*.

Ask: **Which words in the poem rhyme?** (snow and blow)



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

Read the rhyme again then repeat it with the children in unison.

Materials

- ☐ Individual whiteboards, markers
- ☐ *Listening & Writing Books*, page 28
- ☐ *ABC Rhyme Book*
- ☐ Wall Card: *Igloo /i/*
- ☐ Picture Card: *igloo*
- ☐ Letter Cards: *I, i*
- ☐ Pencils, crayons

li Igloo

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

Reading: Foundational Skills

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

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

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

The children clap if they hear /i/ at the beginning of these words.

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

Step Three *Connect /i/ to the spelling li*

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



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

Touch *i* several times.

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

Distribute individual whiteboards and markers. The children write *i* on their whiteboards.

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

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



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

Demonstrate the letter's formation as you write *I* on the whiteboard. The children sky write *I* several times. A volunteer locates *li* on the Alphabet Chart.

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

Step Four *Listening & Writing, page 28***Formative Assessment**

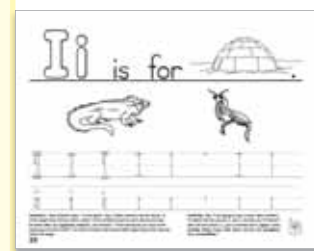
Distribute *Listening & Writing Books*, and the children turn to page 28. Complete the page together as you have similar pages.

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

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

ELL

Display the Wall Card at the end of the lesson.



Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

Magic Writing Moment**Descriptive Words**

Say: **Let's write a story.** Indicate the chart paper and read *I saw a dog. He was running.*

Ask: **Do these sentences tell you anything about my dog or how he looks? Close your eyes and think about this dog.** Pause, then ask: **What is a word I could add if I wanted to describe the dog I saw?** Volunteers respond.

Use the children's ideas to edit the first sentence by adding descriptive words about the dog.

Ask: **Where do you think the dog might have been running?** (Volunteers respond.) Use the children's ideas to edit the second sentence by adding words that describe where the dog was running. Reread the sentences. Lead the children to compare and contrast the original sentences with the revised ones and discuss which sentences provide more information.

Materials

- ☐ Prepared chart paper
- ☐ Backpack Bear
- ☐ Marker

Phonological Awareness Warm-Up**Rhyming**

Say: **Raise your right hand.** (The children do this.)
Now put your right hand down and raise your left hand. (The children do this.)

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

Say: **Backpack Bear knows a song we can use to practice left and right.** Tell Backpack Bear that you would like to learn the song. Gather the children around the computer, where they join Backpack Bear and his friends to sing and perform the motions for "Looby Loo."

Ask: **What rhyming words did you hear in the song?** (light/night, out/about)

Materials

- ☐ Computer navigated to
Motion Songs: "Looby Loo"
- ☐ Sing-Along Volume 1 Track 19,
"Looby Loo"
- ☐ Backpack Bear's paw stamp
- ☐ Backpack Bear

Looby Loo

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

Reading:**Foundational Skills**

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

1

Introduce Gg /g/

Step One Introduce /g/ in the initial position

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



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

Materials

- ☐ Listening & Writing Books, page 29
- ☐ Letter Cards: G and g
- ☐ Wall Card: Goat /g/
- ☐ Picture Card: goat
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Gg Goat

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

Step Two Discriminate /g/ in the initial position

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

go

good

man

watch

glue

Step Three Connect /g/ to the spelling Gg

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



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

Demonstrate the letter's formation as you write *g* on the whiteboard. The children sky write *g* several times.

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

garden

fork

green

grape

gold



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

Demonstrate the letter's formation as you write *G* on the whiteboard. The children sky write *G* several times.

The Letter March: Gg

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



Reading: Foundational Skills

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

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

Step Four Introduce /g/ in the final position

Ask the riddle:

egg

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

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

leg

frog

pig

wag

dog

Step Five Listening & Writing, page 29**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 29. Complete the page together as you have similar pages.



Display the Wall Card at the end of the lesson.



2

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

Place the High Frequency Word Cards in a basket. Say:
I have just placed five mystery words in the basket with the other high frequency words you already know. Let's play a game to find the mystery words.

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

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

Materials

- ☐ High Frequency Word Cards
and, are, big, but, down, go, in,
it, like, little, not, on, up, us)
- ☐ Starfall Dictionaries
- ☐ Basket or bag
- ☐ Pocket chart
- ☐ Marker
- ☐ Pencils

**Reading:
Foundational Skills**

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

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

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

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

Write the sentences on the whiteboard. Assist the children as they read each sentence. A volunteer circles the new high frequency word with a red marker. After each sentence, pause for children to trace the new word in their dictionaries.

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



Formative Assessment

Place the high frequency words face down in a pocket chart. A volunteer selects a word, reads it, and chooses the next volunteer.

If time allows, partner the children to play "I Spy" with words from their dictionaries.

Children trace new high frequency words in their Starfall Dictionaries.



While the majority of the children are partnered to select high frequency words, assist ELL children to read the sentences composed during their introduction, or you read the sentences and they repeat them. Check comprehension by asking these children to use their hands to demonstrate their understanding of *big*, *little*, or *go*.

ELL

Computer

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

Practice

Activity

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

Materials

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

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

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

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

3

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Social Studies

SS.HK.2 Understand history relates to events, people and places of other times

SS.HK.2a Compare and contrast life in the present and past

SS.E.5d Recognize jobs people do in their school and community

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore



Materials

- ☐ Benjamin Franklin Historical Figures Poster
- ☐ Thomas Edison Historical Figures Poster

Inventions of Long Ago

Say: **Imagine what it was like long ago for community helpers. There were no fire trucks, electric lights, telephones, computers, or cars. Let's compare how people who lived in the time of the Ox-Cart Man did things with how we do the same things now.**

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

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

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

Ask: **Do you think it was it easier to do these things long ago, or is it easier to do them now?**

As you discuss the answer, lead the children to understand that people long ago didn't have many of the inventions that make our lives easier today.



Formative Assessment

Indicate the *Benjamin Franklin Historical Figures Poster*. Recall Benjamin Franklin's invention, the lightning rod. Remind the children that Benjamin Franklin invented the lightning rod so that people's homes might be safe in storms since they would not be struck by lightning and catch fire.

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

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

Indicate the *Thomas Edison Historical Figures Poster*. Recall Thomas Edison's invention, the phonograph. Say: **Thomas Edison invented the phonograph so people could listen to music. Since then others have invented new ways to listen to music. What do we use today to listen to music?** (Discuss)



Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.8a Create a group draft scripted by the teacher

Magic Writing Moment**Materials**

- | | |
|--------------------------|----------------------|
| <input type="checkbox"/> | Dog story from Day 2 |
| <input type="checkbox"/> | Marker |

Adding Details

Say: **Today we will edit our “dog story.”**

When we edit a story we add details and add more information, or even change something we wrote in the story. Read the story.

Lead the children in a discussion about what they might change or add to the story to make it better. Select several volunteers to suggest details or additional sentences and add them to the story. Explain that adding details may be as simple as giving the dog a color or a name.

The children read the story with you. Say: **Tomorrow we will add a title and write an ending to our story.**

Phonological Awareness Warm-Up

Homonym Tree

Indicate *Chicka Chicka Boom Boom*. Ask:

Who remembers what was climbing up the tree in this story? (Volunteers respond.) **Right, alphabet letters were climbing up the tree.**

Backpack Bear whispers his idea for remembering homonyms. Explain to the children that Backpack Bear thinks it's a good idea to have a tree like the one in *Chicka Chicka Boom Boom*, but the tree could have homonyms climbing up instead of letters. He thinks it should be called a homonym tree.

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

Place all of the Picture Cards, except bat, face down in a pocket chart. Say: **Here is a picture of an animal called a bat. Who knows another kind of bat? Yes, it's a baseball bat.**

- A volunteer reveals another Picture Card, identifies it, and the class tries to think of a homonym.
- If the children have difficulty identifying homonyms, say the words in sentences, then ask their meanings.
- Display the palm tree on a wall.
- Write one pair of homonyms on each "coconut."
- A volunteer chooses the best place to attach the "coconut" to the tree.

Encourage the children to identify homonyms throughout the year and add "coconuts" to the tree. Review the homonyms regularly.

Materials

- ☐ Ten construction paper coconuts
- ☐ *Chicka Chicka Boom Boom*
by Bill Martin Jr. and John Archambault
- ☐ Picture Cards: *eight*, *bat*
(the animal), *one*, *orange*
(fruit), *red*, *ring*, *two*
- ☐ Prepared palm tree
- ☐ Backpack Bear
- ☐ Pocket chart

Language

L.K.5 Explore word relationships and nuances in word meanings

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

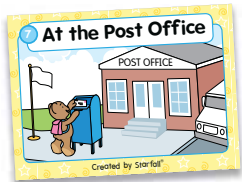


**Reading:
Foundational Skills**

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

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

**Introduce *At the Post Office***

Say: **Raise your hand if you have ever been to a post office.** Discuss the children's experiences.

Continue: **Benjamin Franklin was the first postmaster. What do you think the job of the postmaster is?** (Volunteers respond.) **The postmaster's job is to see that your letter gets to the right person. Last week we wrote a letter to our firefighters. How did our letter get to the firefighters? Yes, we mailed it from the post office and a postal worker delivered it to the fire station.**

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

- Identify each Picture Card.
- The children explain how each picture relates to the post office.

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

Distribute *At the Post Office* to each child.

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

Divide the children into two groups and instruct the groups to face each other. The groups take turns reading the story.

Materials

- ☐ *At the Post Office* for each child
- ☐ *At the Post Office* Word Cards
- with rebus pictures
- (*post office, envelope, mailbox, letter, stamp*)
- ☐ High Frequency Word Cards: *big, go, in, it, little*
- ☐ Classroom computer navigated to *Backpack Bear's Books*, Row 7, "At the Post Office"
- ☐ Pocket chart
- ☐ Crayons

**Formative Assessment**

The children use crayons to highlight each of the most recently introduced high frequency words in their books as follows:

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

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

2

Introduce Expository Writing

Indicate the *Benjamin Franklin* and *Thomas Edison Historical Figures Posters*. Ask: **Who remembers some of the inventions of Benjamin Franklin and Thomas Edison?**

List the inventions (lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb) on the whiteboard as they are named.

Group 1 will do a shared expository writing about Benjamin Franklin.

Group 2 will do a shared expository writing about Thomas Edison.

Explain: **We will do a special shared writing called an expository writing.** (Children repeat, *expository*.)
That means we will do a writing that explains or describes something or someone.

For Group 1 display the *Benjamin Franklin Historical Figures Poster*. Discuss some of Benjamin Franklin's inventions. Group 1 then begins the process of creating a shared writing about things they know or learned about Benjamin Franklin.

For Group 2 display the *Thomas Edison Historical Figures Poster*. Discuss some of Thomas Edison's inventions. Group 2 then begins the process of creating a shared writing about things they know or learned about Thomas Edison.

Indicate and review the Writing Anchor Chart.

Process for each group:

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



Formative Assessment

Read the writings with the children and explain that on Day 4 they will have a chance to edit or add details to their writings.

Materials

- ☐ *Benjamin Franklin* and *Thomas Edison Historical Figures Posters*
- ☐ Classroom whiteboard, marker
- ☐ Chart paper, marker for each group
- ☐ Writing Anchor Chart
- ☐ **Optional:** Pictures of *lightning rod, fire station, police department, library, post office, hospital, phonograph, and light bulb*

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.K.7 Participate in shared research and writing projects

W.8a Create a group draft scripted by the teacher

Social Studies

SS.HK.2h Recognize the contributions of important historical figures

The children will add to their shared writings on Day 4, Session 2.

**Media Literacy/
Computer**

ML.10 Use technology resources to support learning

**Reading:
Foundational Skills**

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

Computer**Practice**

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

Activity

The children practice high frequency words by completing the "Color by Word" worksheet.

Materials

- ☐ "Color by Word" worksheet for Week 8
- ☐ Pencils, crayons

3**Blending Phonemes**

Indicate the *goat* Picture Card and read "Gg Goat" on page 17 of the *ABC Rhyme Book*.

Distribute *Listening & Writing Books*, and the children turn to page 30.

Activity 1:

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

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

Activity 2:

Continue with pictures that end with /g/: Set 1 (*dog, web*), Set 2 (*frog, pin*) and Set 3 (*mug, horse*).

Activity 3:

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

Materials

- ☐ Picture Cards: *goat, bag, gum, log, mug, rug*
- ☐ *Listening & Writing Books*, page 30
- ☐ Whiteboards, markers
- ☐ *ABC Rhyme Book*
- ☐ Pocket chart
- ☐ Pencils





Formative Assessment

Distribute individual whiteboards and markers and display the Picture Cards face down in a pocket chart. Say: **You are such great blenders! Let's play a spelling game.**

- A volunteer reveals a Picture Card and identifies it.
- Lead them to segment the sounds in the word using their "invisible rubber bands."
- The children write the letters that form the word on their whiteboards.
- They compare their words with partners.

Provide additional blending practice for ELL children in order to review letter names and sounds. Encourage the children to blend sounds orally to provide you with a chance to check pronunciation or to provide assistance when necessary.

ELL

Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.8b Produce, illustrate and share writing

Magic Writing Moment**Materials**
☐ Dog story from Day 3
Story Title

Indicate the "dog story" from Day 3. Say: **Let's read our story.** (Do this.)

We need a title for the story. Who has a good idea for a title for our story?

(Volunteers respond.) Decide on a title for the story and write it at the top of the chart paper. Review the story.

Ask: **How should the story end?** Use the children's suggestions to write the story's ending.

Say: **The last thing we need to do is add the name of the author and the date.** Write: *The Kindergartners* and add the date.

Indicate the original chart paper from Day 2 (*I saw a dog. He was running.*) Compare and contrast this version with the final draft of the story. Discuss what makes the final draft of the story better than the original one.

Phonological Awareness Warm-Up**Materials**
☐ None
Blending Onsets and Rimes

Say: **Let's play a game. I will say the beginning sound and the ending sound of a word. You put the sounds together and say the words.**

Let's try one, /s/--/at/ sat. Now, it's your turn. The children blend the following into words.

/g/ /um/—gum	/b/ /ug/—bug	/t/ /ag/—tag	/m/ /ug/—mug
--------------	--------------	--------------	--------------

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

/r/ /ag/—rag	/t/ /ug/—tug	/l/ /og/—log	/g/ /ap/—gap
--------------	--------------	--------------	--------------

Reading:**Foundational Skills**

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

1

Lowercase Letter Formation

Display all of the Lowercase Letter Cards in alphabetical order in the pocket chart. Ask: **Are all the lowercase letters the same height? No, there are three types of lowercase letters:**

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

Materials	
<input type="checkbox"/>	Generated "Word Shape" worksheet (<i>big, little, it, in, go, you</i>) for each child
<input type="checkbox"/>	All Lowercase Letter Cards
<input type="checkbox"/>	"Now that I'm Five" Poem
<input type="checkbox"/>	Pencils, crayons
<input type="checkbox"/>	Pocket chart

Language

L.K.1.A Print upper- and lowercase letters

Reading:

Foundational Skills

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

The children say *tall*, *small* and *tail*.

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

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

Distribute the Lowercase Letter Cards to the children (some children may have more than one letter).

Write: *Tall* *Small* *Tail* on a classroom whiteboard. **Optional:** Draw icons to help the children identify the categories.

Say: **Let's classify or sort the lowercase letters into three groups: tall letters, small letters, and tail letters.**

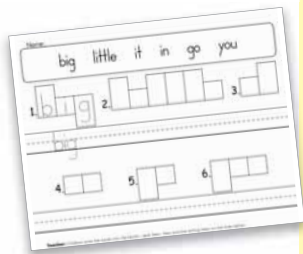
The children take turns to display and identify their letters. They stand in front of the *Tall*, *Small*, or *Tail* column.

Now that I'm Five

*When I was 4, I was very small.
I could only reach halfway up the wall!
a c e i m n o r s u v w x z
When I was 5, I grew so tall,
I could reach much higher up the wall!
b d f h k l t
Now I'm a silly five who started out small.
I thought I was growing up nice and tall.
But was I surprised the very next day,
When I'd grown a tail when I went out to play!
g j p q y*



Formative Assessment



Distribute the “Word Shape” worksheets. Explain that the missing words are the high frequency words the children have learned this week. Ask: **What do you notice about the worksheet? Yes, it has tall, small, and tail boxes.**

The children work cooperatively to match the high frequency words to the word shapes.

2

Add Details to Expository Writings

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.K.7 Participate in shared research and writing projects

Review the Magic Writing Moment stories and remind the children that adding details helps make a story better.

Say: **Today we will edit, or add details to the stories you started about Benjamin Franklin and Thomas Edison.**

Read the story written by Group 1 on Day 3. The children offer suggestions for editing or adding details to the story. Be sure the story has a title and a conclusion. Read the final draft of the story to the children.

Repeat for the story written by Group 2.

Materials

- ☐ Magic Writing Moment chart
- paper stories
- ☐ Shared Writings from Day 3
- ☐ Drawing paper, marker
- ☐ Pencils, crayons

The writings and illustrations will be shared on Day 5 (Session 2).



Formative Assessment

Distribute drawing paper, pencils and crayons. The children write their names on their papers and illustrate their stories.

Media Literacy/Computer

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

Print Concepts

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

Computer

Practice

- *Backpack Bear's Books*: Concepts, “I-Machine” and “U-Machine”
- ABCs: Uu, Nn, Ii, Gg

Activity

The children sequence *At the Post Office* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.



Materials

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

3

Create an Invention

Say: **Backpack Bear told me this morning that he has a problem he needs help with. He would like to get a message to a friend who lives across the river. You can help Backpack Bear by being inventors and inventing something that can float, so Backpack Bear will be able to get a message to his friend across the river.**

- Divide the children into groups of 3 and assign an area in your classroom for each group to work.
- Distribute an invention box to each group.
- The children in each group work together to construct an object that will float. Once the objects are constructed, the groups take turns to test them in plastic containers of water.
- When groups complete their inventions they read books in their work spaces until all of the inventions are complete.

Materials

- | | |
|--------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> | Classroom books related to inventions, inventors, and/or scientists |
| <input type="checkbox"/> | Plastic containers of water |
| <input type="checkbox"/> | Several invention boxes |
| <input type="checkbox"/> | Backpack Bear |

Speaking & Listening

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

Science

SC.IE.1g Understands prediction and probability

Science

SC.IE.1h Predict or explain information or events based on observation or previous experience

SC.IE.1 Ask and answer questions to understand science concepts



Formative Assessment

The groups take turns presenting their inventions to the class. Encourage the children to ask the groups questions about their inventions such as *How did you know that it would float?* and *Do you think Backpack Bear can get a message to his friend using your invention?*

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Magic Writing Moment**Review Gg**

The children dictate words beginning or ending with /g/ and you write the words on the chart paper. When the list is complete review it with the children.

Materials

- ☐ Prepared chart paper, marker

Phonological Awareness Warm-Up**Identify/Discriminate Initial /i/**

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

Ask: **Which words from the rhyme begin with /i/?**
(inside, igloo, it's, in)

Place the Picture Cards *flag*, *in*, and *jam* across a row in a pocket chart. Choose volunteers to identify the pictures, then indicate the picture that begins with /i/. (in)

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

**Materials**

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



if

hat

inch

inside

house

insect

dog

instant

1

Cumulative Review

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

- The children identify the Sound Spelling Cards as you place them in the top row of a pocket chart.
- Shuffle the Letter Cards and place them in the middle of the pocket chart.
- Volunteers place the Letter Cards under the corresponding Sound Spelling Cards.

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

- Indicate and identify the Picture Card *bag*.
- Segment the word /b/ /a/ /g/.
- Volunteers locate the letters needed to spell *bag* and place them next to the *bag* Picture Card.

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

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

- Indicate each Word Card.
- Volunteers match each Word Card to the corresponding Picture Card.

Materials

- ☐ Letter Cards: *a, b, c, g, i, o, p, t, u*
- ☐ Sound Spelling Instructional
- Cards: *apple, ball, cat, goat, igloo, ostrich, pizza, tiger, umbrella*
- ☐ Picture and Word Cards: *bag, cub, pig, pot*
- ☐ *Listening & Writing Books*, page 31
- ☐ Pencils, crayons
- ☐ Pocket chart

Reading: Foundational Skills

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

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

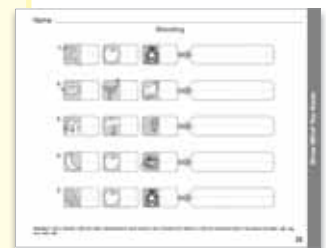
Language

L.K.1.A Print upper- and lowercase letters



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 31. They write the letter represented by each picture then combine the letters to form the resulting word in the space provided. If time permits, the children illustrate the resulting word in the space to the right of it.



Media Literacy

ML.10 Use technology resources to support learning

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Reading:**Foundational Skills**

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

Language

L.K.1.A Print upper- and lowercase letters

Reading:**Foundational Skills**

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*.

Blending Sounds

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

Materials

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



Letter Formation

The children practice writing selected uppercase and lowercase letters on their whiteboards.

Optional: The children complete the “Multi-Letter” worksheet.

Materials

- ☐ Optional: “Multi-Letter” worksheet for each child
- ☐ ABC Letter Cards (uppercase and lowercase letters of your choice)
- ☐ Individual whiteboards, markers

Word Search

The children practice high frequency words by using the word bank to complete Word Search for Week 8.

Materials

- ☐ Word Search for Week 8
- ☐ Crayons, pencils

Teacher's Choice

Choose an appropriate activity for this center.

Teacher's Choice

Choose an appropriate activity for this center.

Materials

- ☐ Shared writings from Day 4
- ☐ Children's illustrations

Share Expository Writings

The groups take turns to move to the front of the classroom and hold their illustrations as you read their shared writings from Day 4.

Gather the children in a semi-circle on a rug or the floor.

Select three children to join you in a group to model the following cooperative learning activity.

Say: **Today we will pretend to interview Thomas Edison. I will be Thomas Edison and the three children in my group will interview me. To interview means to ask questions.**

Say to your group: **What would you like to know about me?**

The three children ask questions, pretending you are Thomas Edison.

Say: **Now it's your turn.**

**Formative Assessment**

Create groups of 4 or 5 children and assign one child in each group to pretend to be Thomas Edison.

The children in each group ask their Thomas Edison questions. Circulate and assist the children pretending to be Thomas Edison. After an appropriate amount of time, gather the children back together.

Volunteers suggest two important details about Thomas Edison and the class discusses.

Divide the children in different groups of 4 or 5, assign one child to pretend to be Benjamin Franklin and repeat the activity.

Compare and contrast Thomas Edison and Benjamin Franklin.

**Reading:
Informational Text**

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Speaking & Listening

SL.K.1.B Continue a conversation through multiple exchanges

SL.K.3 Ask and answer questions to seek help or information, or to clarify

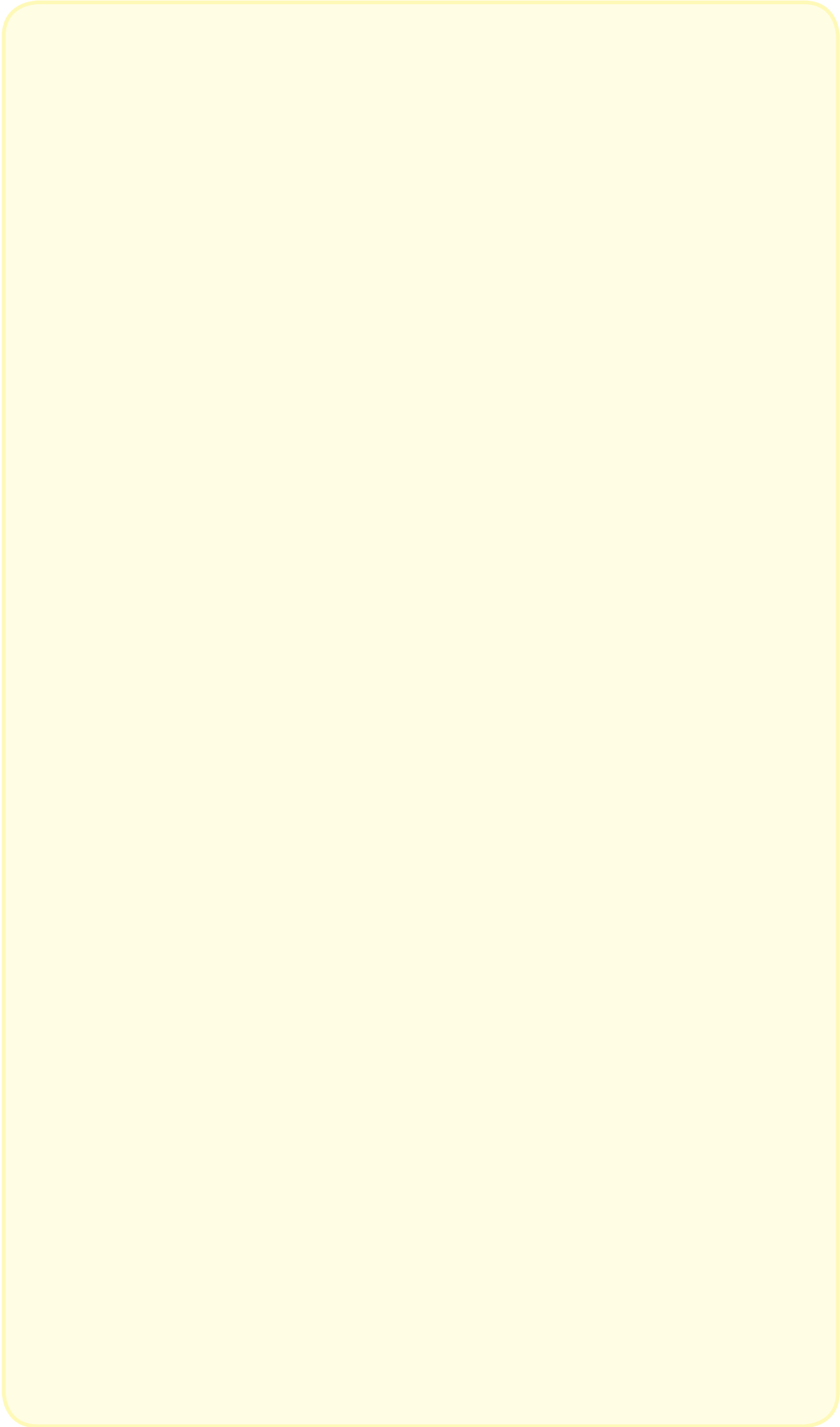
Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information.

Social Studies

SS.HK.2 Understand history relates to events, people and places of other times

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans



Week 9 Overview

How Our Country Works

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

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

Recommended Literature

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

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

Starfall Books & Other Media

ABC Rhyme Book

Come Vote with Me

Star Writer Melodies

Sing-Along Volume 1

George Washington Historical Figures Poster

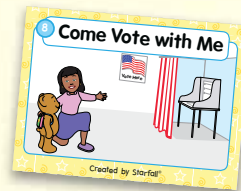
Abraham Lincoln Historical Figures Poster

Starfall Dictionaries

Starfall Writing Journals

“Starfall Speedway”

Listening & Writing Books



Preparation

Generate Vocabulary Cards for Week 9. You will use *mayor*, *governor* and *president* on Day 1, *hero*, *honest*, *brave* and *respect* on Day 2, and *plow*, *slave*, *law* and *market* on Day 3.

Day One

You will use the four labeled bowls (*Home*, *Community*, *State*, *Country*) from Week 7.

You will need photographs of the current mayor of your city/town, the governor of your state, and the United States President. You will also need a photo of you and the principal of your school.

Have reusable adhesive available to attach Punctuation Cards #5 (Comma) and #6 (Quotation Marks) to the Punctuation Anchor Chart.

For today's Activity, the children will use the High Frequency Word Cards introduced in Weeks 1 - 8.

Day Two

For Session 1 you will need three index cards for each child.

Day Three

Generate a "Picture-Sound" Worksheet using *Ff /f/* and *Dd /d/* for each child.

You will need *Come Vote with Me* (Take-Home Book #8) for each child.

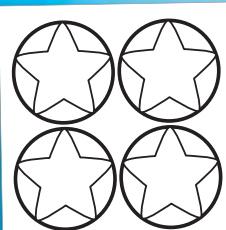
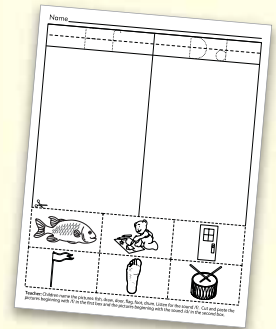
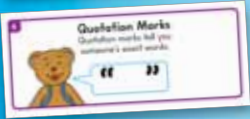
Cut apart and laminate the four Lincoln Picture Cards (found in your supplements package, or downloaded from teach.Starfall.com) depicting phases of Abraham Lincoln's life.

Day Four

Create a "voting booth" or designate a private space in the classroom and place a ballot box inside of it. Prepare a Voting Graph on which to determine the top three special activity choices (see picture).

Note: Be sure to write in the activity to be graphed before printing or projecting the graph.

Duplicate the "I Voted!" blackline so each child gets one star. Have an index card for each child available.



Our Votes

Activity #1

Activity #2

Activity #3

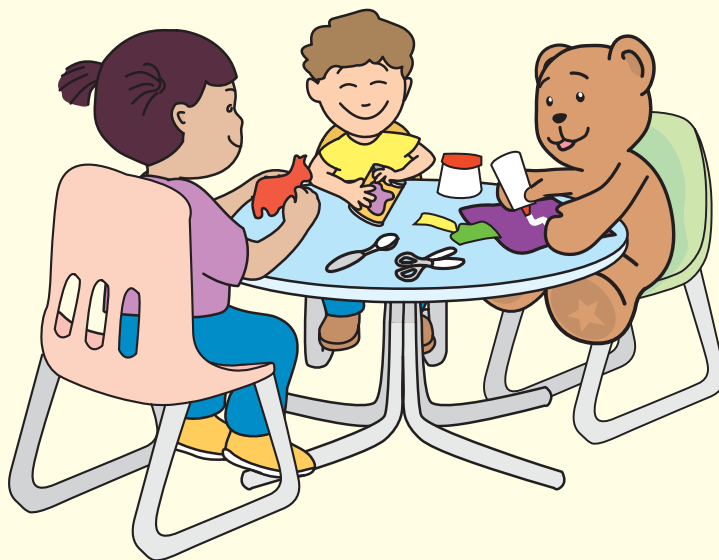
Day Five

For today's Magic Writing Moment write *Dd* and *Ff* at the top of a sheet of chart paper.

For Session 2 you will need 5 one-dollar bills, 5 quarters, and 5 pennies. You will also need a United States map.

For today's Learning Centers generate a "Color by Word" worksheet for Week 9 for each child.

In Learning Center 4 the children will reference the *George Washington and Abraham Lincoln Historical Figures Posters* and generated Word Cards: *George Washington* and *Abraham Lincoln*.



Day 1

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

Your friend,

Backpack Bear 🐻

Day 2

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

Your friend,

Backpack Bear 🐻

Day 3

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

From,

Backpack Bear 🐻

Day 4

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

Love,

Backpack Bear 🐻

Day 5

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

Your pal,

Backpack Bear 🐻

DAY One

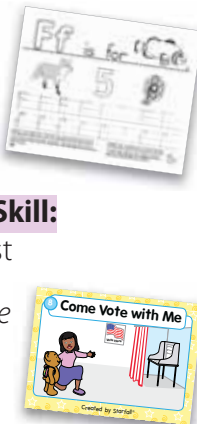


DAY Two

Magic Writing Moment	Punctuation: Period, exclamation mark, question mark	Punctuation Anchor Chart
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>Listening & Writing</i> , p. 32 Onsets/rimes Dd /d/ HF Word: said Quotation Marks	<i>Listening & Writing</i> , p. 33 Ending sounds Dd /d/ HF Words: come, to, with Comprehension Skills: Cause/Effect Inference Identify Genre, nonfiction
Computer	<i>It's Fun to Read: All About Me</i> (all sections) "Calendar"	<i>BpB's Books: Rows 5, 6, 7</i> ABCs: Bb, Dd, Nn, Uu
Activity	"Starfall Speedway" HF words	Play dough: Bb, Dd, Ll, Rr, Tt, Nn
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	"Letter March Song Dd" "Dd Dinosaur Rhyme" Vocabulary: Mayor, governor, president Speak in complete sentences Qualities of a leader	<i>George Washington and the General's Dog</i> <i>George Washington Historical Figures Poster</i> "Dd Dinosaur Rhyme" Good citizen Vocabulary: Hero, honest, brave, respect
Writing		Write sentences about leaders
Social Studies	Community Leaders - Mayor, Governor, President	Introduce George Washington
Science		

DAY Three

DAY Four

DAY Five

Punctuation	Punctuation "I spy"	Initial/Final Dd, Ff
<p><i>Listening & Writing, p. 34</i></p> <p>"See it! Say it! Spell it!"</p> <p>Ff /f/</p> <p>Comprehension Skill: Compare/Contrast</p> <p><i>Come Vote with Me</i></p> 	<p><i>Listening & Writing, p. 35</i></p> <p>Initial and final /f/</p> <p>Comprehension Skills: Cause/Effect Draw conclusions</p> <p>Comprehension Strategy: Open discussion</p> 	<p><i>Listening & Writing, p. 36</i></p> <p>Rhyming</p> <p>Comprehension Skills: Classify/Categorize Compare/Contrast Inference</p> <p>Comprehension Strategy: Open discussion</p> 
<p>ABCs: Ff, Dd, Tt</p> <p><i>BpB's Books: Concepts:</i> "A-Machine", "I-Machine"</p>	<p><i>BpB's Books: Row 8,</i> "Come Vote with Me"</p> <p>ABCs: Any introduced letters</p>	<p>Starfall Free Day</p>
<p>Picture-Sound Cut and Paste Ff /f/ and Dd /d/ Worksheets</p>	<p>Sequence <i>Come Vote with Me</i></p>	<p>"Starfall Speedway" with beginning sounds</p>
<p><i>Abraham Lincoln Historical Figures Poster</i></p> <p><i>George Washington Historical Figures Poster</i></p> <p>"Ff Fish Rhyme"</p> <p>"Letter March Song Ff"</p> <p>Vocabulary: Plow, slave, law, market</p>	<p>Voting Process</p>	<p>"Color by Word" Worksheet for Week 9</p>
<p>Write sentences about leaders</p>	<p>Write about voting choices and the reasons for their decisions</p>	<p>Draw Washington and Lincoln</p>
<p>Introduce Abraham Lincoln and the Voting Process</p>	<p>Characteristics of good citizens</p> <p>Voting Choices/Voting Decisions</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p><i>George Washington and the General's Dog</i></p> <p>"A Hunting We Will Go"</p> <p>United States map</p> <p>Washington / Lincoln Posters</p>
		<p>Initial/Final Dd, Ff</p>
		<p>George Washington</p> <p>Abraham Lincoln</p>

1

2

3

4

5

6

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

L.K.2.B Recognize and name end punctuation

Magic Writing Moment**Materials**

- ☐ Punctuation Anchor Chart
- ☐ Markers (2 different colors)
- ☐ Chart paper

Punctuation Anchor Chart

Indicate the Punctuation Anchor Chart and review the period, exclamation mark, and question mark.

Say: **Today let's play a game called "What's Missing?" I will write sentences and you tell what is missing in each of the sentences.**

- Write one of the following sentences (or create your own) on chart paper.
- Indicate each word, and the children help you read the sentence.
- Select a volunteer and ask: **What's missing?**
- The volunteer completes the sentence by adding the correct punctuation using a different color marker.

Repeat the above procedure for each sentence. Add other sentences as time permits.

Sentences:

- *We can see the big cat*
- *Can the little dog see you*
- *I love you*

Punctuation will be understood with practice for ELL children. Continue to provide visuals and be sure these children hear you as you converse with other children.

ELL**Reading:****Foundational Skills**

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

Phonological Awareness Warm-Up**Materials**

- ☐ None

Segmenting Onsets and Rimes

Say: **Let's play a game. Listen to the sounds I say and blend them together to form a word. Ready? Listen, /s/ /at/. What is the word?** (Volunteers respond.) **Right, when we blend /s/ and /at/ it forms the word sat. Let's try some more!**

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

Continue: **Now, let's play a different game. First I'll say a word. Then I'll say the beginning sound and you say the rest of the word. Ready?**

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

Our Leaders

Say: **All communities or groups have leaders who take care of them. Leaders make rules, or laws, and help people make good choices. Who is the leader of our classroom? Yes, a teacher is the leader of a classroom. What do you think the teacher's job is?** (Briefly discuss a teacher's job.) **Who is the leader of the whole school? Right, the principal is the leader of the school. What do you think the principal's job is?**

If the principal is able to attend this session, ask him or her to answer the children's questions about his or her job.

Say: **A leader's job is to make good choices and to help others.**

Indicate the four bowls from Week 7 and review the communities to which the children belong, *home, community (town/city), state, and country*.

Explain that adults vote to elect the people who will be their leaders and who will help create the rules and laws for our country.

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

Materials

- ☐ Photos of you and your principal
- ☐ Photos of the current mayor, governor, and president
- ☐ Four labeled bowls
(Home, Community, State, and Country) from Week 7
- ☐ Vocabulary Cards: mayor, governor, president

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Vocabulary Development

VOC.3b Describe objects and events in general and specific language

Social Studies

SS.CG.6c Know characteristics of being a good citizen

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

SS.HK.2f Identify the purposes of and the people honored in commemorative holidays

mayor

Our town/city of (name your city/town) is a larger community than our families. The people in the city/town elect or vote for a person to be the leader. We call that leader a *mayor*. The children repeat, *mayor*.

governor

Our town/city is part of an even larger community. It is part of a state called (name your state). People in our state vote for a leader. We call that leader the *governor*. The children repeat, *governor*. If our country has 50 different states, how many governors does it have? Right, 50.

president

The 50 states are joined or united together to form our country, the United States of America. People in the 50 states vote for one leader. We call that leader the *president*. The children repeat, *president*.

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

- When a president is elected, he or she doesn't remain president forever. No one can be president for more than eight years.
- It is important for the president to make good choices because his or her choices affect so many people.

- All of the adults (United States citizens over the age of 18) who live in our country can decide who they would like as the president by voting every four years on Election Day.
- The person who receives the most votes is elected as president of the United States of America.
- The name of our current president is (current president's name).



Formative Assessment

Say: **We have learned about the leaders in our school and in our country. How can YOU be a good leader in our class?** (Volunteers respond.) **Listen and give a “thumbs up” if you think this shows that you are a leader in our class. Ready?**

- **You are a good listener and you help others when they don’t understand something.**
- **You’re not finished playing when it is time to clean up so you just keep playing and you don’t clean up.**
- **It’s time to get in line so you run to be first.**
- **Your friend is having a hard time with his or her paper, so you quietly help.**
- **You know all the rules, but don’t follow them.**
- **You notice that someone is playing alone outside because no one wants to play with him. You ask him if he would like to play.**

Say: **Today, let’s all try to be good leaders and make good choices.**

2

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

Indicate the Punctuation Anchor Chart. Say: **This morning we talked about the punctuation marks period, exclamation mark, and question mark. Now let’s learn two new punctuation marks.**

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

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

Ask: **If you hung a painting on the wall where everyone could see it, what would you put around it? Yes, you would place it in a frame. A frame sets a picture apart and makes it look special.**

Materials

- ☐ Punctuation Cards # 5 (Comma) and #6 (Quotation Marks)
- ☐ Punctuation Anchor Chart
- ☐ *Starfall Dictionaries*
- ☐ Chart paper, marker (1 per small group)
- ☐ Reusable adhesive

Use reusable adhesive to attach Cards #5 and #6 to the anchor chart at the appropriate time. Remove the cards prior to meeting with the second group of children.

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

L.K.2.B Recognize and name end punctuation

Reading: Foundational Skills

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

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

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

Say: **Now, I need some Punctuation Detectives. Look carefully at the sentence. I see a period and quotation marks, but I also see another punctuation mark. Who can point to the extra mark in the sentence?** (A volunteer does this.)

Explain: **This mark is called a *comma*. Say, *comma*. A comma is a sign for us to slow down or pause when we read a sentence. Let's read the sentence again. Remember when you see the comma, pause for a second.**

Read: ____ said, "I can swim."

Indicate the Punctuation Chart Anchor Chart.

- Read and discuss Card #5 (Comma) and add it to the chart.
- Read and discuss Card #6 (Quotation Marks) and add it to the chart.

Say: **When we write, we use quotation marks to frame the exact words someone said. Let's try it.**

Instruct the children to dictate sentences using the sentence stem *I can*.

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

Once all of the sentences have been dictated, reread them together.

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

Children circle *said* in their sentences.



Formative Assessment

The children trace *said* in their *Starfall Dictionaries*.

Allow ELL children to respond by "doing" their actions.
Compose sentences to match their actions for them.

ELL



Children trace new high frequency words in their *Starfall Dictionaries*.



Social Studies**SS.CT.3c**

Understand that calendars represent days and months

Reading:**Foundational Skills**

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

Social Studies

SS.CG.6a Follow rules such as sharing and taking turns, and know the consequences of breaking them.

Reading:**Foundational Skills**

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

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

Language

L.K.1a Print upper- and lower-case letters.

**Computer****Practice**

- "Calendar"
- *It's Fun to Read: All About Me* (all sections)

Starfall Speedway: High Frequency Words

Place all of the High Frequency Words Cards face down in a deck. The children play "Starfall Speedway" to review high frequency words.

Materials

- ☐ High Frequency Word Cards introduced in Weeks 1-8
- ☐ "Starfall Speedway"

3**Introduce Dd /d/****Step One****Introduce /d/ in the initial position**

Read "Dd Dinosaur" on page 11 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme? Yes, around and ground rhyme.**



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

Materials

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

Dd Dinosaur

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

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

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

desk

doll

gum

hat

down

Step Three**Connect /d/ to the spelling Dd**

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



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

Demonstrate the letter's formation as you write *d* on the whiteboard. The children sky write *d* several times.

The Letter March: Dd

(Melody: "The Ants Go Marching")

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

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

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

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

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

Demonstrate the letter's formation as you write *D* on the whiteboard. The children sky write *D* several times.

Step Four Introduce /d/ in the final position

Ask the riddle: **I am the opposite of happy. What am I?** (sad)

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

had	heart	bell	child	gold
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Step Five Dd /d/ Review

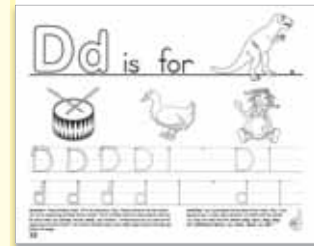


Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 32. Complete the page together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.



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

Language

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.B Recognize and name end punctuation.

Magic Writing Moment**Punctuation Anchor Chart**

Review the "Punctuation" Anchor Chart with the children.

Say: **Today you will help me write sentences. Then you will be Punctuation Detectives again.**

Continue: **We talked about different kinds of leaders. Who can think of a sentence that tells about one of the leaders we talked about?** Backpack Bear whispers to you that he would like to start.

Write: Backpack Bear said, "The teacher is the leader of our class." Read the sentence as you write it.

Ask:

- **Who can use this green marker to circle the comma?** A volunteer does this.
- **Who can use this red marker to circle the quotation marks?** A volunteer does this.
- **Who can use this blue marker to circle the high frequency word *said*?** A volunteer does this.

Continue to add 1 or 2 more sentences and follow the same procedure.

Materials

- ☐ Markers (red, blue, green)
- ☐ Punctuation Anchor Chart
- ☐ Backpack Bear
- ☐ Chart paper

Phonics Warm-Up**Final Sounds**

Say: **I will show you a picture. We'll identify the picture together and then you will write the sound you hear at the end. Let's try one together.** Indicate the *bell* Picture Card and say its name as a group. Ask: **What sound do you hear at the end of *bell*?** (Volunteers respond.) **Write / on your whiteboard and hold it up.**

Repeat for:

moon	jet	nut	queen
gum	cub	zip	nine

Materials

- ☐ Picture Cards: *bell, cub, gum, jet, moon, nine, nut, queen, zip*
- ☐ Individual whiteboards, markers

**Reading:****Foundational Skills**

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

1

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

On the whiteboard write, *He said to me, "Come with me. We can run!"* Read the sentences to the class. Then read them again together.

Explain: **There are three kinds of words in these sentences. There are high frequency words, which you have learned, high frequency words you haven't yet learned, and there is a decodable word.**

Indicate *run*. Say: **This is the decodable word.** Decode *run* with the children. Choose a volunteer to circle *run* in the sentence.

Volunteers identify and circle the previously introduced high frequency words (*he, said, can, me*) in the sentence.

Ask: **Who can underline a word we have not learned yet?** Volunteers underline *to, come, and with*. Say the words as they are underlined, and the children repeat them.

Distribute three index cards to each child. Write *come* on the whiteboard under the sentence. Say: **This is the word *come*. Say, *come*. Who can use the word *come* in a sentence?** Volunteers respond. **Write *come* on one of your index cards.** (Encourage the children to write in large letters.) Repeat for *with* and *to*.

Say: **Listen carefully. I'll say one of the words. You hold up the index card with that word written on it. Ready?** Say the words *come, with, and to* in random order several times.

Materials

- ☐ Three index cards per child
- ☐ Starfall Dictionaries
- ☐ Pencils

Reading: Foundational Skills

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

Social Studies

SS.CG.6a Follows rules such as sharing and taking turns, and know the consequences of breaking them



Formative Assessment

Divide the children into groups of four. The children take turns saying the high frequency words and flashing their index cards to their groups.

Gather the children back together and demonstrate how to trace *come, with, and to* in your own dictionary. The children then trace the words in their dictionaries.

Children trace new high frequency words in their Starfall Dictionaries.



When dividing your class into groups of four, consider working with ELL children and have them repeat letters and words as they add them to their dictionaries. This is an ideal time to also practice conversational English with these children.

ELL

**Reading:
Foundational Skills**

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

Language

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

Review *Dd* /d/

Read “*Dd* Dinosaur” found on page 11 of the *ABC Rhyme Book*. The children echo each line of the rhyme after you.

The children stand. Say: **Listen to the rhyme again.**

When you hear a word that begins with /d/ take one step forward. Take one step forward when you say the

word *forward* to demonstrate its meaning. Read the rhyme. The children step forward for *daring*, *dizzy*, *dinosaur*, *danced*, and *down*.

Say: **This time listen for words with /d/ at the end.**

When you hear a word with /d/ at the end, take one step backward. Take one step backward when you say the word

backward to demonstrate its meaning. Read the rhyme. The children take a step backward for *danced*, *around*, *and*, *turned*, and *ground*.

Ask: **What did you notice about the word *danced*?** (Volunteers respond.)
Right, danced begins and ends with /d/.

Distribute individual whiteboards and markers.

Write lowercase *b* and *d* on the whiteboard and identify them. Say: **Sometimes these letters confuse us.** (Indicate the letters *b* and *d*.) **How are the letters *b* and *d* the same? How are they different?** Demonstrate the difference in the formation of these letters according to your handwriting style. The children sky write *b* and *d*.

Say: **I will say a letter and you write that letter on your whiteboard. Ready?**

- Say *b* or *d*.
- The children write the letter on their whiteboards and hold them up for you to see.
- The children erase the letters.
- Repeat, saying *b* or *d* several times.

**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 33. Complete the page with the children as you have similar pages.

Materials

- ☐ Individual whiteboards, markers
- ☐ *Listening & Writing Books*, page 33
- ☐ Classroom whiteboard
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

***Dd* Dinosaur**

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



Computer

- ABCs: Bb, Dd, Nn, Uu
- *Backpack Bear's Books*: Rows 5, 6, 7
- *Selected Nursery Rhymes* Track 2, "A Wise Old Owl"

Practice

Activity

The children form letters of the alphabet with play dough.

Materials

- ☐ Letter Cards: Bb, Dd, Ll, Rr, Tt, Nn
- ☐ Play dough

3

Introduce *George Washington and the General's Dog*

Indicate a photo of the current president. Say:

This is President (name). He (or She) is the leader of the United States of America. Long ago when our country was formed, we needed a leader. The people voted and elected George Washington as the first president of our country.

Indicate the *George Washington Historical Figures Poster* and read the narrative on the back.

Indicate *George Washington and the General's Dog*. Say: **Here is a story about George Washington. The title is *George Washington and the General's Dog*. It was written by Frank Murphy. The story is nonfiction, which means it is a true story. The events in this story took place more than 200 years ago. Why do you think Frank Murphy wrote this story?** Discuss the author's purpose for writing this story.

Page through the book and discuss the way people dressed, lived, and traveled during this time period.

Before reading, review the meaning of *cause and effect* and discuss examples, such as one *effect* of rain is that it *causes* things to get wet.

Say: **As you listen to the story, think about how George Washington's love for dogs was the *cause* of other things that happened.**

Materials

- ☐ *George Washington Historical Figures Poster*
- ☐ *George Washington and the General's Dog* by Frank Murphy
- ☐ Photo of the current president
- ☐ Vocabulary Cards: *hero, honest, brave, respect*



Reading: Foundational Skills

RF.K.3.A Demonstrates one-to-one letter-sound correspondence.

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

Language

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

Reading: Literature

RL.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Informational Text

RI.K.3 With prompting and support, identify the reasons an author gives to support points in a text.

Social Studies

SS.HK.2g Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore.

SS.HK.2b Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin

Read the book and introduce these vocabulary words as they occur:

hero	a person who is admired and is a model for others
honest	telling the truth and doing the right thing
brave	not showing fear or not being afraid to do something hard
respect	to look up to someone and treat them kindly

Ask: **What happened in the story because George Washington chose to return the dog, or what effects did his action cause?**

Each time the children respond, affirm them by saying: **Yes that was an effect of George Washington's actions.** Responses may include:

- General Howe got his dog back.
- Enemies began to like George Washington.
- France sent George Washington seven dogs.
- Spain sent George Washington a mule.
- The American people loved George Washington.



Formative Assessment

Say: **We have been talking about how to add details to our writing.**

- **What details, or special information, did the author include in this story?**
- **How did these details help us understand the story better?**
- **The author was trying to help us learn that George Washington made a good choice. What in the story showed us that?**

Magic Writing Moment

Punctuation Anchor Chart

Say: **We have been talking about leaders.**
Today think about how you can be a good leader.
I will write what you say on chart paper. I'll start.

Write: "I can help the class," said (your name). Read the sentence as you write it.

Let's be sure I wrote the sentence correctly. Indicate and review the Punctuation Anchor Chart. Ask:

- **Who can circle the comma with the green marker?**
- **Who can circle the quotation marks with a red marker?**
- **Who can circle the high frequency word, *said* with a blue marker?**

The children add sentences to explain how they can be leaders. They may follow the same sentence structure as your example.

Materials

- ☐ Markers (red, blue, green)
- ☐ Punctuation Anchor Chart
- ☐ Backpack Bear
- ☐ Chart paper

Language

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.B Recognize and name end punctuation.

Phonics Warm-Up

Introduce "See It! Say It! Spell It!"

Say: **Today let's play a spelling game called "See It! Say It! Spell It!"**

To play:

- *See it*—Indicate the High Frequency Word Card *at*. The children say *at* and they count the letters in the word. They look carefully at how the word is spelled. Place the card behind your back.
- *Say it*—The children sound out each letter and say the word, /a/ /t/ *at*.
- *Spell it*—The children write the word on their whiteboards. Display the Word Card so they can check their spelling.

Repeat with *am*, *an*, *in*, *it*, *on*, and *up*. Note which children have difficulty and work with them individually at a later time.

Materials

- ☐ Individual whiteboards, markers
- ☐ High Frequency Word Cards:
at, am, an, in, it, on, up

Reading:
Foundational Skills

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

RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).

1

**Reading:
Foundational Skills****RF.K.2.A** Recognize and produce rhyming words.**RF.K.2.D** Isolate and produce the initial, medial vowel, and final sounds (phonemes).**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence**Language****L.K.1a** Print many upper- and lowercase letters.**Introduce Ff /f/****Step One** Introduce /f/ in the initial position

Read "Ff Fish" on page 15 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme? Right, me and sea rhyme.**



Indicate the *fish* Picture Card. Say: **This is a picture of a fish. Say, fish. The word fish begins with /f/. Watch my mouth, /f/. Now you say /f/. I will read the rhyme again. Listen for words that begin with /f/.** Read the rhyme again. Ask: **Which words begin with /f/?** The children should identify *funny, fish, flitting, floating, flipping, fins, frolicking, and freely*.

Step Two Discriminate /f/ in the initial position

The children stand. Say: **If you hear /f/ at the beginning of a word I say, pretend to be fish. If not, stand very still! Ready?**

fingers

wasp

fork

fire

green

Step Three Connect /f/ to the spelling Ff

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



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

Demonstrate the letter's formation as you write *f* on the whiteboard. The children sky write *f* several times.

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

face

elbow

feet

flag

drink



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

Demonstrate the letter's formation as you write *F* on the whiteboard. The children sky write *F* several times.

Materials

- ☐ Listening & Writing Books, page 34
- ☐ Letter Cards: *F* and *f*
- ☐ Wall Card: *Fish /f/*
- ☐ Picture Card: *fish*
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Ff Fish

*Funny little clown fish,
Looking out at me.
Flitting, floating, flipping fins,
Frolicking freely in the sea.*

The Letter March: Ff

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

Step Four Introduce /f/ in the final position

Ask the riddle:

leaf

I grow on a tree. Sometimes I fall off the tree. What am I?

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

wolf

park

muff

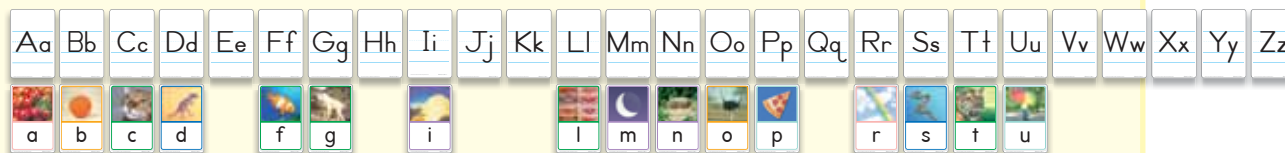
time

roof

stuff

Step Five Ff /f/ Review**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 34. Complete the page with the children as you have similar pages.



Be sure to emphasize the sound /f/ for children who speak Tagalog since the sound /f/ does not exist in their language.

ELL

Display the Wall Card at the end of the lesson.



**Reading:
Foundational Skills**

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

Social Studies

SS.CG.6 The student understands that being a good citizen involves acting in certain ways.

Introduce *Come Vote with Me*

Write *red* and *blue* side-by-side on the whiteboard using corresponding colors. Indicate the words, and the children read *red, blue*.

Say: **Let's vote to see which color the class likes best.**

Say *red*, and the children stand if *red* is their favorite of the two colors. Make tally marks under the word *red* for each child standing. Repeat for *blue*. Compare the results and declare a winner.

Indicate the *Come Vote with Me* Cover Card.

- Lead the children to discuss the cover illustration.
- Explain that this story demonstrates how adults vote for the people they believe will be best for jobs like a mayor, a governor, and a president of the United States.
- Read and discuss each sentence strip before placing it in the pocket chart.
- After all of the sentences are placed, read the story together.

Distribute *Come Vote with Me* books. Say: **We will read this story again using books.** Discuss the use of quotation marks as you read the story.

Write *come, said, to, with* on the whiteboard side-by-side. Say: **These are the new high frequency words used in this story. Let's read them together.** (Do this.) **We will use tally marks to count which word is used most often in this story.**

- Read the title together.
- Volunteers make tally marks under the appropriate word(s) when found.
- Repeat for each page.
- Count and determine the words used most often and least often (*come* 3; *with* 4; *to* 1; *said* 5).

Materials

- ☐ Red and blue whiteboard markers
- ☐ *Come Vote with Me* Take-Home
- Book #8 for each child
- ☐ *Come Vote with Me* Sentence
- Strips and Cover Card
- ☐ Classroom whiteboard
- ☐ Pocket chart



Formative Assessment

The children partner to read *Come Vote with Me*.

Computer

- *Backpack Bear's Books: Concepts "A-Machine," "I-Machine"*
- *ABCs: Ff, Dd, Tt*

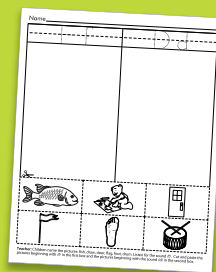
Activity

The children classify pictures by their beginning sounds. They:

- write their names on their papers.
- trace the letters *Ff* and *Dd*.
- cut apart the pictures at the bottom of the page and glue them in the appropriate boxes, then color the pictures.

Materials

- ☐ "Picture-Sound" practice page:
Ff /f/ and Dd /d/ for each child
- ☐ Pencils, crayons
- ☐ Scissors, glue



3

Introduce Abraham Lincoln

Indicate the *George Washington Historical Figures Poster*. Ask: **What do you remember about George Washington?** (Discuss) **This week we will learn about another important American citizen who was also a president.**

Indicate the *Abraham Lincoln Historical Figures Poster*. Say: **This is Abraham Lincoln. He was also a president of the United States.** Read the narrative on the back of the poster.

Display the Picture Cards that depict Abraham Lincoln at different ages. Explain that these pictures show how Abraham Lincoln might have looked as a very young child, an older child, a young adult, and an adult.

Materials

- ☐ *George Washington Historical Figures Poster*
- ☐ Vocabulary Cards: *plow, slave, market, law*
- ☐ *Abraham Lincoln Historical Figures Poster*
- ☐ Four Lincoln Picture Cards



Reading: Foundational Skills

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

Reading: Informational Text

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

Social Studies

SS.HK.2b Know the Triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

SS.HK.2g Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore.

SS.HK.2h Recognize the contributions of important historical figures.

Young Child

Remind the children that Abraham Lincoln lived on a farm. Explain that he went to school in a one-room schoolhouse. Reiterate that he was not able to go to school often, so he taught himself to read.



Older Child

Abraham Lincoln loved books and would often read while doing chores like plowing the fields. To *plow* is to cut, lift, and turn over soil.



Lincoln traveled to New Orleans and saw a slave market. A *slave* was a person owned by another person who controlled them. A *market* is a place where people meet to buy and sell. Slaves were sold at the market and often were separated from their families.

Young Adult

When Abraham Lincoln was older, he took a steamboat to New Salem, Illinois. He got a job as a worker in a store.



A man came into the store to sell him a barrel. Abraham Lincoln bought the barrel to sell in his store. Later that day, when he opened the barrel, he found something that changed his life. (The children guess what he found.) He found a book about law. A *law* is a rule.

Abraham Lincoln read the book and decided to become a lawyer and help people understand the law. Lincoln did become a lawyer, but he wanted to do even more to help people. He decided to help write new laws and change the laws that were unfair.

Adult

Abraham Lincoln decided he wanted to become the president of the United States of America. He knew slavery was wrong and he thought as president he could help write new laws or rules to stop slavery. In 1860, Abraham Lincoln was elected our country's 16th president.



Say: **President Abraham Lincoln had a hard time convincing the country that changing the rule about selling slaves was the right thing to do. The people who lived in the South bought and sold slaves. They wanted to continue. They were very angry and a war started. Abraham Lincoln led the country during the war just as George Washington did. Finally, President Lincoln and the people were able to end the war and make a new law that all slaves were to be freed and that people were never to be bought or sold again.**



Formative Assessment

Lead the children to discuss whether or not they think Abraham Lincoln was a hero and why.

Magic Writing Moment

Punctuation Anchor Chart

On the whiteboard, write a variety of sentences using periods, commas, and quotation marks.

Indicate the Punctuation Anchor Chart. Say:

Let's play "I Spy." Look at the sentences. I spy a comma.

A volunteer uses the pointer to indicate a comma in one of the sentences.

Continue the game with the children locating periods, commas, and quotation marks. To make the game more fun, volunteers may take turns acting as the teacher.

Materials

- ☐ Punctuation Anchor Chart
- ☐ Whiteboard, marker
- ☐ Chart paper
- ☐ Pointer

Language

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2b Recognize and name end punctuation.

Phonics Warm-Up

Beginning and Final Sounds

Sing the Letter March Song using /f/ and the ASL sign Ff.



Say: **Let's listen to some words and decide whether we hear /f/ at the beginning or the end.**

- Place two chairs in the front of the classroom with some space between them.
- Designate the first chair as the beginning sound and the second as the final sound.
- Explain that you will say a word, then a volunteer will sit in the chair which represents where /f/ is heard in the word.

Say: **We'll practice and Backpack Bear will be our volunteer. Listen: wolf.**

Backpack Bear asks you to place him in the second chair because he heard the sound /f/ at the end of the word *wolf*. The children verify whether or not Backpack Bear is correct. Backpack Bear chooses the next volunteer.

Repeat with *scarf*, *fish*, *cough*, *leaf*, *five*, *flag*, *fork*, and *roof*.

Distribute *Listening & Writing Books*, and the children turn to page 35. Ask:

What do you notice about the words on this page? Right, they are the same words. Pretend the first box is our first chair and the next box is our second chair. You will write the letter f in the box that shows where you hear the sound.

The children may work as a group, with partners, or independently to complete this page.

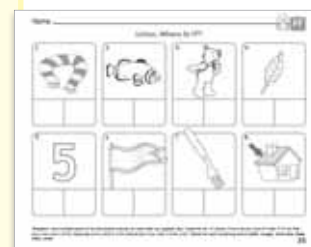
Materials

- ☐ *Listening & Writing Books*, page 35
- ☐ Pencils, crayons
- ☐ Backpack Bear
- ☐ Two chairs

Reading: Foundational Skills

RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.2.D Isolate and produce the initial, medial vowel, and final sounds (phonemes).



Observe & Modify

If children have difficulty writing only one sound, they may write both the first and last sounds they hear in the boxes.

Reading: Literature

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Media Literacy

ML.10 Use technology resources to support learning.

ML.10a Recognize that authors, illustrators, and composers create informational sources.

Social Studies

SS.CG.6 The student understands that being a good citizen involves acting in certain ways.

SS.CG.6g Describe fair ways for groups to make decisions.



Voting

Navigate to *Backpack Bear's Books*: Row 8, "Come Vote with Me." The children read and interact with the online story.

Say: **It would be fun to have an election in our classroom. Today you will vote to decide which special activity we will do after Computer/Activity Time. Before we vote, we need to know our choices. Who has an idea for an activity we might do during our last session today?**

List ideas from the class on the whiteboard. Consider suggesting activities such as free play, outside play, a classroom game, a special (prearranged) snack, etc. Explain that it is important to think about the reasons for your choice before deciding.

- Narrow the list down to three choices.
- Project the Voting Graph or attach a chart paper graph to the classroom whiteboard.
- Identify the three choices determined by the class.

Distribute an index card to each child. The children vote by copying their choices onto the index cards. When they have finished, the children go to the voting booth and place their ballots in the ballot box.

Say: **When your parents vote, they receive a special sticker that says, I voted.** (Print *I voted!* on the whiteboard.) Distribute the star printouts. Say: **We can make special signs to tell everyone we voted.** The children write their names on their stars and copy *I voted*. Then they decorate their stars and cut them out. Use safety pins to affix the stars to the children's shirts.

Materials

- ☐ Classroom computer navigated to Backpack Bear's Books: Row 8, "Come Vote with Me"
- ☐ Voting booth and ballot box
- ☐ "I Voted!" star for each child
- ☐ Index card for each child
- ☐ Prepared Voting Graph
- ☐ Scissors
- ☐ Pencils
- ☐ **Optional:** Safety pin for each child



Formative Assessment

Three volunteers stand in the front of the classroom to tally the votes. Assign each volunteer one of the choices. As you read the votes, the volunteer for that choice places a tally mark next to the activity on the graph. Analyze the graph by counting the tally marks next to each choice and declare the winning choice.

Lead the children to understand that part of being a good citizen is working together to make good decisions.

Our Votes

Activity #1

Activity #2

Activity #3

2

Write About Voting Choices

Discuss the children's voting experience from Session 1. Explain that voters have the right not to share their decisions with others, but if they would like, volunteers may share their choices and explain how they made their decisions. They may also share whether or not their choices won the election.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Social Studies

SS.CG.6f Recognize the benefit of fulfilling responsibilities.



Formative Assessment

The children write about their choices and the reasons for them, then they illustrate what they wrote. As they write, circulate to assist and do adult writing. Children who finish early share their writings and illustrations with each other.

Accept illustrations about voting choices if your ELL children are not ready to write.

ELL

Computer

- *Backpack Bear's Books*: Row 8
- ABCs: Any previously introduced letter

Practice

Activity

The children sequence the book *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart. They may use their books for reference.



Materials

- ☐ *Come Vote with Me* Sentence Strips, Cover Card, Word Cards
- ☐ *Come Vote with Me* for each child
- ☐ Pocket chart

3

Voting Decision Activity

Review the voting process used to determine the special activity.

- Discuss the fact that sometimes when we vote, our choice doesn't win.
- As good citizens, we support the decision that was made in the election and must wait for the next election to vote for a change in leadership.

The children engage in the activity that received the most votes.

Materials

- ☐ None

Social Studies

SS.CG.6f Recognize the benefit of fulfilling responsibilities.

SS.CG.6c Understand the characteristics of being a good citizen.



No Formative Assessment

**Reading:
Foundational Skills**

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

**Reading:
Foundational Skills**

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

Listening & Speaking

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

Magic Writing Moment**Materials**

☐ Prepared chart paper, marker

Review Dd and Ff

Indicate the *Dd* and *Ff* on the top of the chart paper and review their sounds. The children take turns to dictate words beginning or ending with /d/ and /f/. Write their words on the chart paper and review the list.

Phonological Awareness Warm-Up**Materials**

☐ Sing-Along Volume 1 Track 1, "A Hunting We Will Go"

Rhyming

Say: **Here is a silly song called *A Hunting We Will Go*. Listen for the rhyming words in the song.** Play Sing-Along Volume 1 Track 1, "A Hunting We Will Go."

Continue: **Now, listen as I read the words to the song. Raise your hand if you hear any words that rhyme.**

A Hunting We Will Go

A hunting we will go,
A hunting we will go.
We'll catch a fox and put him in a box,
And then we'll let him go.
We'll catch a fish and put him on a dish...
We'll catch a bear and cut his hair...
We'll catch a pig and dance a jig...
And then we'll let him go.

fox / box	We'll catch a fox and put him in a box.
fish / dish	We'll catch a fish and put him on a dish.
bear / hair	We'll catch a bear and cut his hair.
pig / jig	We'll catch a pig and dance a jig.

Gather the children in a circle. Sing the song again and the children hold hands and move clockwise. They stop when they hear the lines listed above and they move again as you sing the rest of the song.

1

Rhyming Words

Say: **Today we will work with rhyming words. Listen to these two words, cat, fat. Say, cat, fat. Who can think of another word that rhymes with cat and fat?** Volunteers respond.

Partner the children and instruct them to sit knee-to-knee. Review the rules of partner sharing (greet your partner, take turns, etc.). Say two rhyming words. The partners work together to think of a word that rhymes with them. Accept nonsense words.

After an appropriate amount of time, the partners share their responses. Repeat with another set of rhyming words.

Suggested rhyming pairs: hop/mop; can/ran; hog/fog; pig/wig; heat/seat; cake/rake.

Distribute *Listening & Writing Books*, and the children turn to page 36.

Place the Picture Cards *dog* and *log* in the pocket chart and identify the pictures. The children repeat after you.

Ask: **What do you notice about the words dog and log?** (Volunteers respond.) **Right, they rhyme.**

Ask: **What sound do you hear at the end of dog and log?** (g) **Look at your Listening & Writing page. Point to the dog.** (The children do this.) **Say /d/ /o/ /g/, dog. Trace the letters that spell dog.**

Continue: **Point to the log. Say /l/ /o/ /g/, log. What letter is missing?** (g) **Trace the letters in log and add the missing letter, g.**

Materials

- ☐ Picture Cards: bug, dig, dog, fin, log, mad, mug, pig, pin, sad
- ☐ Listening & Writing Books, page 36
- ☐ Pencils, crayons
- ☐ Pocket chart

Reading: Foundational Skills

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

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words.



Formative Assessment

Say: **dog, log.** (The children repeat, *dog, log.*) **Dog and log rhyme.** Complete the page as above for each rhyming pair.



Media Literacy

ML.10 Use technology resources to support learning.

Reading: Foundational Skills

RF.K.3.A Demonstrates one-to-one letter-sound correspondence

Reading: Foundational Skills

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

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

Computer

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

1

"Starfall Speedway"

The children play "Starfall Speedway." They advance by naming the beginning sound of the picture on the cards they draw.



Materials

- ☐ Picture Cards: bat, bag, bib, bun, bus, can, cap, cot, cub, fan, gum, lips, man, map, mop, nut, pan, pop, run, rat, rib, sub, sun, top, tub, up

2

"Color by Word"

The children complete the "Color by Word" worksheet for Week 9 to review high frequency words.

Materials

- ☐ Pencils, crayons
☐ "Color by Word" worksheet for Week 9 for each child

3

Illustrate Washington and Lincoln

Give the children the following directions, pausing for them to complete each step before moving on.

- Fold your drawing paper in half vertically (demonstrate).
- Copy the words *George Washington* on the left; *Abraham Lincoln* on the right.
- Illustrate each president (on the side with his name).

The children take their illustrations home and convey to their parents what they have learned about these presidents.

Materials

- ☐ Drawing paper
☐ Pencils, crayons
☐ Generated Word Cards: George Washington, Abraham Lincoln
☐ George Washington Historical Figures Poster
☐ Abraham Lincoln Historical Figures Poster

4

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Compare Washington and Lincoln

Indicate the *George Washington Historical Figures Poster*. The children partner to discuss what they have learned about George Washington, then they share their responses with the class.

Say: **George Washington was a good citizen. He is so important in our country's history that we honor him by putting his picture on our coins and dollar bills.**

Inform the children that countries often picture important people or famous places on their money. George Washington's face is on the one-dollar bill and the quarter.

Divide the children into five groups. Distribute a one-dollar bill and a quarter to each group. The children take turns examining the images of George Washington.

Gather the children. Indicate the *Abraham Lincoln Historical Figures Poster*. The children partner to discuss what they have learned about Abraham Lincoln, then they share their responses with the class.

Explain that Abraham Lincoln is pictured on the five-dollar bill, as well as on a coin. Divide the children into five groups. Distribute a penny to each group to examine.

Discuss the ways in which George Washington and Abraham Lincoln were similar. Lead the children to consider the following:

- They were both presidents of the United States of America.
- They were brave and honest.
- They were important leaders.
- They fought in battles for freedom.
- They tried to do what was right and fair.
- They are heroes because they helped others.

Materials

- | | |
|--------------------------|---------------------------------------------|
| <input type="checkbox"/> | George Washington Historical Figures Poster |
| <input type="checkbox"/> | Abraham Lincoln Historical Figures Poster |
| <input type="checkbox"/> | George Washington and the General's Dog |
| <input type="checkbox"/> | Five one-dollar bills |
| <input type="checkbox"/> | Five quarters |
| <input type="checkbox"/> | Five pennies |

Reading: Informational Text

RI.K.9 Identify similarities and differences between texts on the same topic

Reading: Literature

RL.K.3 Identify characters, settings and major events

Social Studies

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans

Social Studies

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore

SS.CG.6c Know characteristics of being a good citizen

SS.CG.6f Recognize the benefit of fulfilling responsibilities

SS.E.5a Identify coins and their values



Formative Assessment

Ask:

Who was the first president of the United States, George Washington or Abraham Lincoln?	Washington
What did Washington do to show he respected others, even his enemy?	He returned the dog.
What did Abraham Lincoln do to help our country?	He helped free slaves.
Why was freeing the slaves important to Abraham Lincoln?	Answers will vary.
Who is the president of the United States today?	President _____
What do you think (the current president) could learn from George Washington or Abraham Lincoln?	Answers will vary.

Discuss the significance of citizens of the United States being able to choose (or vote) for the person who will become the president. The children should understand that by being able to vote, the people of our country are able to choose their leaders. This means they can choose someone they can trust, who is respectful of others, and who will make good decisions.



Unit 3 Bibliography

Teacher Read Aloud (Fiction)

Career Day	When I Grow Up	My Teacher for President	Country Kid, City Kid
Rockwell, Anne HarperCollins, 2000 Students in Mrs. Madoff's class experience Career Day. They each introduce family members who take turns explaining the different kinds of work they do. Their occupations include a construction worker, judge, nurse, musician, author/illustrator, crossing guard and sanitation truck driver.	Yankovic, Al HarperCollins, 2000 Billy has many interests and a very active imagination, which he uses to predict what his occupation will be when he grows up. His choices range from a snail trainer to a pickle inspector and cover just about everything in between. This book is written in rhyme.	Winters, Kay Puffin, 2008 Oliver's class has been learning about the responsibilities of the president of the United States. He relates the characteristics of a good president to those of his teacher. He then writes a letter to a local television channel explaining why his teacher would make the perfect president.	Cummins, Julie Henry Holt & Co., 2002 Jody lives in a large city and Ben lives miles away on a cattle farm. While there are major differences in the environments in which they live, there are surprising similarities as well. The two become good friends when they meet at camp.
Jobs Around My Neighborhood	Only One Neighborhood	Our Corner Grocery Store	My Family is Forever
Rosa-Mendoza, Gladys Me+Mi Publishing, 2007 This book, written in both English and Spanish, explores some of the many different jobs in which people are involved in a fictional neighborhood. The book includes a pronunciation guide for reference.	Harshman, Marc Dutton Juvenile, 2007 By touring a busy neighborhood children learn that just like there are many toys in one toy store, many pets in one pet store, many loaves of bread in one bakery, and many children in one school, there may be many businesses in one neighborhood and many neighborhoods in one city.	Schwartz, Joanne Tundra Books, 2009 Anna Maria's favorite day of the week is Saturday because that's the day she spends helping her grandparents run their neighborhood grocery store. Anna Maria helps them keep things in order and she welcomes the customers. Children realize the importance of a corner grocery store to the community.	Carlson, Nancy Puffin, 2006 Children learn that families are formed in different ways and that it doesn't matter if family members look alike, it is the love that binds a family together. A young Asian girl narrates the story, which follows the journey of her adoptive family from their preparations for the adoption and their long journey to meet their future daughter to their lives together as a family.

Teacher Read Aloud (Nonfiction)

Being a Good Citizen	Be My Neighbor	Whoever You Are	The Pledge of Allegiance
Small, Mary Picture Window Books, 2006 This is a great introduction to the concept of citizenship. The book also explores activities even young children can participate in to be good citizens, such as picking up trash and planting flowers.	Ajmera, Maya Charlesbridge Publishing, 2006 The concept of community is explored. Children learn that neighbors may live close by in their same physical neighborhoods, but 'neighbors' may also live far away. Words from Fred Rogers, including those that define neighbors as "people who care about us" are included.	Fox, Mem Sandpiper, 2006 This book celebrates cultural diversity and our human connection to people all over the world in simple text which young children are able to understand. It not only presents cultural differences, but also the many similarities which all people share.	Scholastic, Inc. Scholastic Paperbacks, 2001 Includes the meaning of the pledge, when we say it, and its importance to our country. The book has colorful photos of scenes from all over America along with factual information about them.
Now & Ben: The Modern Inventions of Benjamin Franklin	Timeless Thomas: How Thomas Edison Changed Our Lives	Meet George Washington	Abe Lincoln: The Boy Who Loved Books
Barretta, Gene Square Fish, 2008 Introduces children to contributions of Ben Franklin and explores his various occupations. This book also takes a close look at Franklin's inventions and their connection to many of the conveniences available to us today.	Baretta, Gene Henry Holt and Co., 2012 Introduces children to the contributions of Thomas Edison and applauds his perseverance, without which we may not have many of his life-changing inventions which most of us use every day.	Pingry, Patricia A. Ideals Children's Books, 2009 This is a biography of George Washington that tells the story of how he became the first United States president, but also explores his younger life, including some of his personal hopes and dreams.	Winters, Kay Aladdin, 2006 In simple language, this book follows Abraham Lincoln from his childhood in Kentucky and Indiana, to the White House as the sixteenth president of the United States. Details that appeal to a child's interest, such as the fact that young Lincoln could often be seen with a book in his hand even when plowing the fields, are included.

Professional Development

Strickland, Dorothy and Morrow, Lesley (editors), *Beginning Reading and Writing*. Teachers College Press, 2000
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Goldilocks and the Three Bears

Story Sequence Cards



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