

Welcome to Kindergarten!

Starfall 
Kindergarten

Unit 1

Starfall Education
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Frequently Asked Questions

Why is it important to use the suggested “Ongoing Routines” outlined in the Read Me First?

These daily routines reinforce language arts, science, social studies, and math. They establish, review, and integrate concepts, such as months of the year, days of the week, weather, and personal responsibility. Establishing these ongoing routines early in the year will ultimately make concepts introduced in the lesson plans easier.

Why are children asked to write letters before they learn to form them properly?

Children come to school with diverse levels of small motor/eye-hand coordination. There should be no expectation that they perfectly form letters, or even write letters on the lines! Although letter-formation guides appear on pages within *Listening and Writing*, the book’s instructional focus is letter/sound relationships. As children become able to properly form letters, generate one of the many practice pages dedicated to this skill.

Why are so many letters, sounds, and high-frequency words introduced so early in the year?

We introduce letters, sounds, and high-frequency words early to ensure that children have ample practice and review with these foundational skills before expected mastery by year’s end.

Children enter kindergarten with different levels of preparedness. For example, many have familiarity with beginning sounds. As a result, introducing this skill will seem “appropriate” because children have the background knowledge to understand it. Distinguishing final sounds or recognizing high-frequency words, on the other hand, will be skills to which many will be unaccustomed. For most children you will establish their fundamental understanding of this concept. Expect to see blank faces at first!

No need to worry, review and practice is fundamental to the lesson plans and practice materials.

It seems like a lot to ask for kindergarten children to write words in a dictionary. Why is this introduced so early?

We agree, it is a lot to ask! However, the Starfall Dictionary is an essential and meaningful practice tool, and as such, must be introduced early.

Children use their dictionaries to:

- organize and reference information alphabetically.
- meaningfully review high-frequency words.
- assist them during writing.

We acknowledge that some children will struggle to write within the prescribed lines of their dictionaries initially. If children do not demonstrate the necessary motor skills to copy words from the board into their dictionaries, we encourage you to choose one of the following methods:

- Dot the words in advance for them to trace.
- Write the words in their books using a highlighter. Children then trace inside the highlighted area to form the words.

Periodically review the children’s dictionaries and, if necessary, rewrite the high-frequency words correctly. This is especially important at the beginning of the year, so that when children reference the words in their dictionaries, they are written correctly.

This process will be time consuming at first. Rest assured, the benefits will outweigh the initial frustration! As with any new skill, practice (and lots of it) makes perfect!

I am truly amazed as to what this program has done for my children. When I began, I was really very apprehensive and unsure and now that we are here on Week 30, I am so thrilled. All my children are reading and writing. I would have never been able to say that in years past.

—Pittsfield, Massachusetts



Reading Research

Can I write the words on the board when doing phonemic awareness activities to give children visual clues?

Research indicates a strong relationship between early phonemic awareness (the ability to identify, hear, and manipulate the smallest speech sounds) and later reading success. It is important that you conduct the short, daily, oral "Phonemic Awareness Warm-Up" independent of letters or words so as not to distract from the speech sounds.

Lack of phonemic awareness seems to be a major obstacle for some children in learning to read(1,2). When delivering phonemic awareness instruction it is more effective to be explicit than implicit(3). Our brief, daily, explicit Phonemic Awareness Warm-Up focuses purely on cultivating the children's awareness of spoken sounds through explanation, demonstration, and practice. Phonemic Awareness topics are broken down into small parts and taught individually all year long.

In a study with kindergarten children by Ball and Blachman(4), seven weeks of explicit instruction in phonemic awareness, combined with explicit instruction in letter/sound correspondences, was more effective than instruction in letter/sound correspondences alone and more effective than other language related activities conducted by the control group.

In summary, by developing the children's awareness of the individual sounds in our spoken language, you ensure that they are prepared to map those sounds to letters.

(1) Vellutino, F.R., Scanlon, D.M. (1987b). "Linguistic coding and reading ability," *Advances in Applied Psycholinguistics* (1-69). New York: Cambridge University Press.

(2) Wagner, R., Torgesen, J. (1987). "The nature of phonological processing and its causal role in the acquisition of reading skills," *Psychological Bulletin*, 101, 192-212.

(3) Cunningham, A.E. (1990). "Explicit versus implicit instruction in phonological awareness," *Journal of Experimental Child Psychology*, 50-, 429-444.

(4) Ball, E.W., Blachman, B.A. (1991). "Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling?," *Reading Research Quarterly*, 26(1), 49-66.



Week 1 Overview

Making Friends

Welcome to school! Children will spend this week getting oriented to classroom routines, schedules, and most importantly, each other! Children will help Backpack Bear overcome common anxieties in the first week of school. This week we will:

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

Literature Selections

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

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

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

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

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

Starfall Books & Other Media



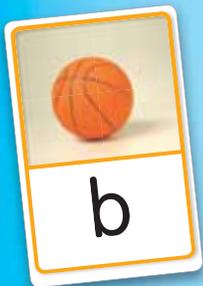
Backpack Bear's
ABC Rhyme Book



Sing-Along



Star Writer Melodies



Preparation

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

Generate and prepare Vocabulary Word Cards for **Week 1**. You will use *strange*, *cozy*, *interested*, and *lonely* on **Day 3** and *nocturnal* on **Day 5**.

Day One

- Hide Backpack Bear in your classroom, near a reading area, or on a bookshelf.
- Write a note "from your principal" stating there should be another child in the class and place it on your desk.
- Create a name card for each child, yourself and Backpack Bear. Write the first letter of each name in red and the rest of the name in black. You will use these cards throughout the year.

Day Two

None

Day Three

Generate a "Bb ABC Rhyme" practice page for each child to take home.

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

- memorize "The Letter March" song and teach it to your children (see page 18).
- learn the ASL sign Bb (picture on facing page).

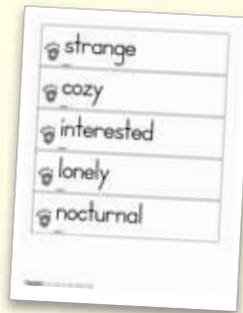
Day Four

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

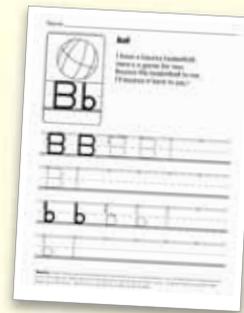
Day Five

Familiarize yourself with the index and functionality of *Backpack Bear's ABC Rhymes* on more.Starfall.com, as you will demonstrate it in your classroom.

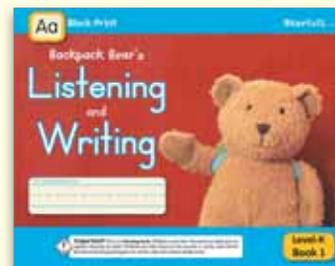
- Choose the "ball" icon to see the "Bb Ball" rhyme.
- Page 1—Listen to the rhyme read aloud.
- Page 2—Select words that begin with the focus sound.
- Page 3—Watch the letter's formation.



Vocabulary Word Cards



ABC Rhyme Practice Page



Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

I rode the bus to school today. Do you know the sound at the beginning of bus? Your new pal,
Backpack Bear 🐻

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency (HF) Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>"Simon Says"</p> <p>Recognizing Names</p> <p>Title, author, and illustrator</p> <p>Top and Bottom</p> <p>Prediction</p>	<p>Alphabet Order</p> <p>Rhyming Words</p> <p>Prediction</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p><i>The Kissing Hand</i></p> <p>"Mary Had a Little Lamb"</p> <p>"Backpack Is a Little Bear"</p>	<p><i>Brown Bear, Brown Bear, What Do You See?</i></p> <p>"Alphabet Song"</p> <p>"Little Boy Blue"</p> <p><i>Backpack Bear's ABC Rhyme Book</i></p>
<p>Writing</p>	<p>Children write their names and draw self portraits</p>	
<p>Social Studies</p>		
<p>Science</p>		

DAY Three

Rhyming Words

Bb /b/

HF Words:

see and **me**

Introduce Starword Wall

DAY Four

L&W, p.1

Rhyming
Words

HF Words:
see, me



DAY Five

Initial /b/

Recognizing Names

*Brown Bear, Brown Bear, What
Do You See?*

The Kissing Hand

ABC Rhyme Book

"One, Two, Buckle My Shoe"

Vocabulary *strange, cozy,
interested, lonely*

*Brown Bear, Brown Bear, What
Do You See?*

The Kissing Hand

"Humpty Dumpty"

Same, different, top, bottom

More.Starfall.com: "ABC Rhymes"

The Kissing Hand

"Wheels on the Bus"

"Backpack Is a Little Bear"

Daytime, nighttime

Vocabulary *nocturnal*

Animals given human
characteristics

Phonemic Awareness Warm-Up

“Simon Says”

Say: **Let’s play “Simon Says.” I will say an action. Only do the action if I say “Simon says” first. Let’s practice: Simon says, put your hands up in the air. Put your hands on top of your head.**

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

Listening & Speaking

Listen carefully and understand directions for performing tasks

1

Introduce Title and *The Kissing Hand* by Audrey Penn



Materials

- Picture Card: *lamb*
- Sing-Along Track 20*
- The Kissing Hand*

Listening & Speaking

Describe people, places, things, locations, and actions

Reading

Identify the title and cover of a book

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in text

Describe common objects and events in both general and specific language

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

Welcome the children to your classroom. Explain that they will do many interesting things and meet many interesting people this year. For the next few weeks they will learn about school. Soon they’ll know all about being in kindergarten.

Display the picture of a lamb. Identify the picture and repeat the word, *lamb*. Explain that a lamb is a baby sheep. Children discuss the lamb’s appearance.

Say: **Here is a song about a lamb that goes to school!** Play *Sing-Along Track 20*: “Mary Had a Little Lamb”. Children sing along.

- Discuss the feelings the lamb might have experienced on its first day of school.
- Children compare their own feelings on the first day of school to the lamb’s feelings.

Mary Had a Little Lamb

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

Display *The Kissing Hand*. Say: **Here’s a book about another animal’s first day of school. This book is called *The Kissing Hand*. *The Kissing Hand* is the title of this book.**

Explain that the picture or illustration on the cover usually shows what a book is about. Children discuss the cover illustration, then tell you what they think the book will be about (raccoon).

Picture-walk through the book. Children discuss the illustrations on each page. Read the book aloud, then ask:

Nighttime	Did Chester go to school during the daytime or the nighttime?
Daytime	Do you think the lamb went to school during the daytime or the nighttime?

(variable)	Why is Chester afraid to go to school?
Kisses his hand, then tells him to put his hand on his cheek	What does his mother do to help keep him from being afraid?
Nighttime	You go to school during the daytime. When does Chester go to school?
Kissed her hand	What did Chester do for his mother when he got home?
	If you were going to tell your parents this story tonight, what would you tell them the story was about?

2

Introduce Backpack Bear

Children sit in a circle on the floor near a pocket chart. Give children their name cards, and ask them to place the cards face-up on the floor in front of them.

Demonstrate each step below.

- Show your name card and introduce yourself:
Hi, my name is [your name].
- Place your name card in the pocket chart.
- Roll the ball to a child.

When the child gets the ball, he or she repeats the above steps. Remind the children to roll the ball only to classmates whose name cards are still on the floor. Assist children who have difficulty or are too shy to respond.

After each child has had a turn, tell the children that you are certain there should be one more child in the class.

- Look through papers on your desk and discover the note from your principal stating there should be another student in the class.
- Read it aloud.

Say: **Let's listen to this song for clues about our missing classmate.**

- Play *Sing-Along* Track 5, "Backpack Is a Little Bear".
- Play the song again. Children sing along.

Say: **This song gives us information about who the missing student is. Now we need to figure out where he is. The song said that he's playing "Hide and Seek." Maybe that means he's hiding here in our classroom! Where could he be? Does anyone have a guess?** Children share their guesses.

Materials

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

Reading

Use pictures and context to make predictions about story content

Listening & Speaking

Listen carefully and understand directions for performing tasks

Recite short poems, rhymes and songs



Replay the song. Say: **The song says he wants to learn the reading rules. That's a clue we can use to figure out where he is instead of just guessing all the different places in the classroom. Let's think about which guesses we've made that have to do with reading because he might be hiding near something that will help us learn to read. When we use clues to figure how something will turn out, we are predicting.** Volunteers share predictions.

Say: **After we make a prediction, we should test it out to see if it was right. Let's see if any of our predictions were correct.** Children take turns looking for Backpack Bear in each predicted location.

Once Backpack Bear is found, introduce him. He then whispers to you that:

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

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

To welcome Backpack Bear to your class, children sing "Backpack Is a Little Bear" again.

3

Introduce Top and Bottom, Author and Illustrator

Hold up *The Kissing Hand*. Indicate the top of the book and say: **This is the top of the book** Repeat for the bottom of the book. Then say: **What else in our room has a top and a bottom?**

Move around the room naming objects with a top and a bottom (e.g., whiteboard, map, table, chair). As you indicate the top and bottom of each object, say: **Here is the top of the _____.**
Here is the bottom of the _____.

Display *The Kissing Hand* and draw attention to its cover.

Ask: **Who remembers the title of this book?**

Explain: **The person who writes a story is called an author.** (Children repeat, author.) **The author of this story is Audrey Penn. The person who draws pictures for a story is called the illustrator.** (Children repeat, illustrator.) **This book has two illustrators, Ruth Harper and Nancy Leak.**

Backpack Bear whispers to you, "I want to learn all the children's names."

Say: **Backpack Bear wants to learn your names. I have an idea. You can illustrate, or draw pictures of yourselves, and write your names under your pictures!**

Materials

- Drawing paper, pencil, crayons for each child
- The Kissing Hand*
- Pocket chart
- Name card for each child
- Star Writer Melodies*
- Backpack Bear

Reading

Identify the title, author, and/or illustrator of a book

Writing

Write letters of alphabet independently

Use language correctly to explain spatial and temporal relationships (e.g. up / down; before / after; top / bottom, etc.)

Print names

Give each child paper, a pencil, and crayons. Place a sheet of paper on the board and instruct the children to write their names at the bottom of the page. Demonstrate using your name.

If children are unable to write their names, ask them to raise their hands. Lightly write the child's name so he or she can trace over it.

Observe & Modify

Say: **Now you will become illustrators! Remember, an illustrator draws pictures to go with the words. Draw a picture of yourself above your name. Backpack Bear will study your illustrations and learn all of your names!**

Play *Star Writer Melodies* as children draw.



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

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 2

"The Alphabet Song"

Play *Sing-Along* Track 2, "The Alphabet Song." Ask children to name their favorite letters of the alphabet. Say the alphabet.

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

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

Sing "The Alphabet Song" together.

Listening & Speaking

Listen carefully and understand directions for performing tasks



1

Introduce the Alphabet

Draw children's attention to the classroom Alphabet Chart.

Say: **This is the alphabet. The alphabet has many letters. We use letters to write words. Each letter has a name. Listen.**

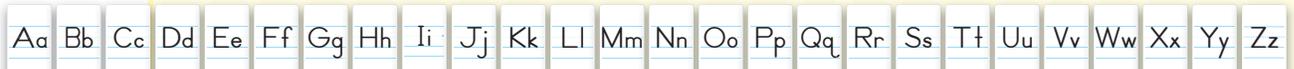
- Slowly point to each letter as you say the alphabet.
- Repeat. Children say the alphabet as you point to each letter.

Materials

- Sing-Along Track 2
- Each child's name card
- Classroom Alphabet Chart
- Pointer
- Backpack Bear
- Pocket chart

Reading

Recognize and name all uppercase and lowercase letters of the alphabet



Ask: **Did you know that every person's name uses some of these 26 letters?** (Display a child's name card in the pocket chart.) **Do you see some of the letters we just named on [name's] card?**

Choose a volunteer to come forward and point to a letter in his or her name. Name the letter and ask children to repeat it. Continue locating letters in other children's names.

Sing "The Alphabet Song."

Give each child his or her name card. Ask: **Who remembers the name of the first letter of the alphabet?** Point to *Aa* on the Alphabet Chart.

Backpack Bear whispers that he has an idea. He wants to play "Simon Says" but wants to change it to "Backpack Bear Says" instead.

Point to *Aa* on the Alphabet Chart and name the letter. Say: **Backpack Bear says stand if your name begins with A.** Children stand, then place their names in the pocket chart. Continue until all names have been placed. Review the names in the pocket chart by pointing to each one and asking the children to help you read them.

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

Materials

- Brown Bear, Brown Bear, What Do You See?*

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

Explain: **Remember all books have covers. There is a front cover** (show) **and a back cover** (show). **The cover gives us information about what is inside the book. We can look at the cover to find out a book's name, or title. The title of this book is *Brown Bear, Brown Bear, What Do You See?***

Point to the author's name, Bill Martin, Jr. Remind children that an *author* writes the words for the story. Point to the illustrator's name, Eric Carle. Say: **Eric Carle drew the pictures for this book. What word means a person who draws or paints pictures for a book? Yes, Eric Carle is the *illustrator* of this book.**

Ask: **What do you see on the cover that might help us predict what is inside the book? Do you think this book is about a snake? How do you know?**

Tell the children that the illustrator wanted us to know this book is about a bear, so he gave us a clue, his cover illustration, to help us predict what is inside.

Picture-walk through the book and discuss the illustrations. Before reading, direct children to listen for repeating words or words they hear over and over again.

- Read the book, demonstrating the qualities of fluent reading (rhythm, intonation, phrasing, and expression).
- Read the book again. Encourage children to chime in during the predictable, repetitive phrases.
- Ask the children why they think this is one of Backpack Bear's favorite stories.
- Children share parts of the story they enjoyed most and explain why they did.

Reading

Identify front cover, back cover, title, author and/or illustrator of a book

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Materials

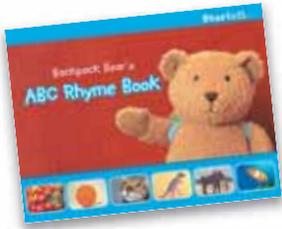
- Backpack Bear's ABC Rhyme Book

Introduce Rhyming Words and *Backpack Bear's ABC Rhyme Book*

Reading

Recognize and produce words that rhyme

Understand that printed materials provide information



Say: **Mother Goose rhymes for children are very old and well-known. A rhyme means some of the words sound the same in the middle and end, like cat and rat.** (Children say, *cat, rat.*) **These words rhyme! Listen for words that rhyme in "Little Boy Blue."**

Read the rhyme then ask: **What word did you hear that rhymes with horn?** (corn) **Horn and corn rhyme. Listen to the rhyme again. Tell me if you hear a word that rhymes with sheep.** (asleep) **Did you hear any other words that rhyme?** (I, cry)

Teach the actions and repeat "Little Boy Blue."

Backpack Bear whispers that he has his own rhyme book that might help children learn rhyming words, letters and sounds.

Display the *Backpack Bear's ABC Rhyme Book*. Children discuss the cover. Open to page 3 and read the text.

Ask children to listen for words that rhyme as you read the text again (you, too; reason, season).

Backpack Bear whispers that he wrote a rhyme for each letter of the alphabet.

Say: **Wow, Backpack Bear, that is a big job! We will be sure to read all of your rhymes this year. Let's give Backpack Bear a big clap for all his hard work!**

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

Little Boy Blue

*Little Boy Blue,
come blow your horn.
(Pretend to blow a horn.)*

*The sheep's in the meadow,
the cow's in the corn.
(Point right, then left.)*

*Where is the boy
that looks after the sheep?
(Hand above eyes, looking out)*

*"He's under the haystack,
fast asleep."
(Pretend you are asleep.)*

*Will you wake him? "No, not I;
(Shake head "no")*

*For if I do, he'll be sure to cry."
(Wipe eyes as if crying)*

Backpack Bear's ABC Rhymes

*My name is Backpack and I'm a bear,
but really, I'm just like you.
I want to know letters and letter-sounds,
and learn about rhyming, too.*

*I made up the rhymes inside this book
exactly for this reason.
They'll help you remember letters and sounds
and rhyme in every season!*

Phonemic Awareness Warm-Up

Rhyming Words

Recite the nursery rhyme "One, Two, Buckle My Shoe."

- Emphasize the rhythm by patting your hands on your thighs.
- Pause after each couplet and ask which two words rhyme (*two, shoe*, etc.).
- Children chant each rhyming pair after you recite it.
- Recite the poem again. Children supply the rhyming word in each couplet (*shoe, door, sticks, straight, hen*).

Play *Sing-Along Track 24*. Children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

Materials

- Sing-Along Track 24*

One, Two, Buckle My Shoe

*One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen!*

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

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

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

1

Introduce: **Bb /b/**

Display *Backpack Bear's ABC Rhyme Book*. Children discuss the cover. Read the rhyme on page 3.

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

Step One Introduce /b/ in the initial position

Read the rhyme "Bb Ball" on page 7.



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

Read the rhyme again, then repeat it in unison.

Step Two Discriminate /b/ in the initial position

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

butter

red

bike

ant

box

blue

Materials

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

Bb Ball

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

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Match consonant sounds to appropriate letters



Step Three Connect /b/ to the spelling "Bb"

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

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

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

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

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

beach	camera	book	bug	basket
-------	--------	------	-----	--------

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

Demonstrate the letter's formation as you write *B* on the board. Children mimic the formation by skywriting *B* in the air several times.

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

Observe & Modify

Step Four Introduce /b/ in the final position

Ask the riddle:

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

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

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

rub	tub	sub	cube	tube
-----	-----	-----	------	------

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
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----



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

ELD



Display the Wall Card at the end of the lesson.

2

Introduce High-Frequency Words: *see* and *me*

Read *Brown Bear, Brown Bear, What Do You See?* Emphasize *see* and *me* as you read. Encourage children to chime in on *me* at the end of the rhymes. Ask: **Which two words from this story rhyme?** (*see, me*)

Say: **Let's talk about the words *see* and *me*. Besides rhyming, these words are special for another reason. When we read, we see some words more often than others. We call these words *high-frequency words*. We need to recognize high-frequency words right away because we will see them often. Say, *high-frequency*.**

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

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

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

Distribute whiteboards and markers. Divide the class into two groups. Group 1 writes *see* on its whiteboards, Group 2 writes *me*.

Read *Brown Bear, Brown Bear, What Do You See?* Groups stand up and show their whiteboards when their words are read.

Congratulate the children for learning their first high-frequency words! Encourage them to look for *see* and *me* throughout the week.

Materials

- High-Frequency Word Cards: *me, see*
- Pocket chart
- Brown Bear, Brown Bear, What Do You See?*
- Whiteboards/markers

Reading

Read simple high-frequency words

Recognize words that rhyme

3

Introduce The Starword Wall

Say: **This week we learned about high-frequency words. These are the words we see over and over again when we read.** Children repeat, *high-frequency words*.

- Display the High-Frequency Word Card, *see*.
- Children put their fingers on their chins if they remember this high-frequency word.
- Children say, *see*.
- Repeat for *me*.

Explain: **We'll learn about another kind of word called a *vocabulary word*.** (Children repeat, *vocabulary word*.) **Vocabulary words are words we must learn and understand whenever we read a book aloud in class.**

Materials

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

Reading

Read a small set of high-frequency words

Describe common objects and events in both general and specific language

Understand the meaning of words

Display *The Kissing Hand*. Children recall the story. Say: **The author, Audrey Penn, used some important vocabulary words in her story. Let's talk about some of those vocabulary words before I read the story again.**

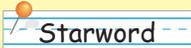
Display the Vocabulary Word Cards in the pocket chart as you introduce them. Children repeat the words after you.

strange	something that is not usual or hasn't been seen before
cozy	warm and comfortable
interested	wanting to know more about something or are curious about it
lonely	feeling all alone

Read *The Kissing Hand*. Children raise their hands when they hear one of the vocabulary words used in the story.

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

Tell children about Backpack Bear's great idea! Direct them to your Starword Wall. Explain that as they learn new vocabulary words, you will place them on this special board, the Starword Wall.



Starword

Display the new vocabulary on your Starword Wall.

Phonemic Awareness Warm-Up

Rhyming Words

Recite "Humpty Dumpty." Children:

- listen for rhyming words.
- echo each line after you.

Repeat the rhyme; this time pause for children to supply the rhyming words *fall* and *again*.

Play *Sing-Along Track 16*.

Materials

- Sing-Along Track 16*

Humpty Dumpty

*Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.*

*All the King's horses and all the King's men
Couldn't put Humpty together again.*

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize words that rhyme

1

Introduce Same and Different and Animals Given Human Characteristics

Present the bag containing the crayons from two eight-color boxes. Choose a volunteer. Ask the volunteer to pull two crayons from the bag.

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

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

Say: **We are so glad Backpack Bear has joined us this year.** (He whispers to you.) **Backpack Bear noticed he is the same as the rest of us in some ways but different in others. Let's think about how we are the same as and different from Backpack Bear.**

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

Display *Brown Bear, Brown Bear, What Do You See?* Say: **This author, Bill Martin, Jr., used animals in his story but the animals acted like people! Can animals really talk?** (No) **But in this story the animals do talk.**

Bill Martin, Jr., pretended that animals in his story can talk. We read another story about animals that could do things that people do. (Display *The Kissing Hand*.) **In this book a raccoon goes to school. Do raccoons go to school? Why not?**

Tell children that authors often pretend that animals in their stories can act like people! They will hear many stories this year. Encourage them to notice when the author makes animals act like people.

Materials

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

Listening & Speaking

Describe people, places, things (e.g. size, color, shape)

Science

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

Know that stories sometimes give animals attributes they do not really have

Reading

Recognize and name uppercase and lowercase letters

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

Writing

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

Introduce: *Listening and Writing*, Page 1

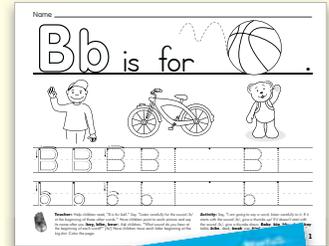
Point to your Alphabet Chart. Say: **You have learned the letter that stands for the /b/ sound. This is the letter Bb. Remember, each letter in the alphabet has an uppercase and a lowercase letter. Both letters have the same name and stand for the same sound.**

- Print uppercase *B* on the board.
- Children say the letter name, then skywrite it together.
- Repeat for lowercase *b*.

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

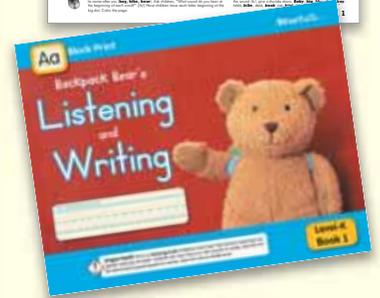
Materials

- L&W, p.1
- Pencils
- Blue, black and brown crayons
- Each child's name card

**Step One** Name the letters

Children name the letters *B* and *b* as you print them on the board. Children:

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

**Step Two** Read the sentence

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

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

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

- Children color the ball brown.

Step Three Identify the sound in initial position

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

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

Use the next step "Write the Letter" (page 23) to observe the children's eye-hand, small-motor control. Please do not be concerned if children are unable to stay on the dotted lines. The primary instructional focus of this practice page is the letter/sound relationship.

Observe & Modify

Step Four Write the letter

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

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

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

3

High-Frequency Words: see and me

Children gather around the pocket chart. Display the *ball* Picture Card. Say: **This is a ball. What sound do you hear at the beginning of the word ball?**

As you place the Picture Card in the top pocket of the pocket chart, say: **I’m placing the picture of the ball at the top of the pocket chart.** (Children repeat, *top*.) **I put the picture on the top. Who can move it to the bottom of the chart?** Choose a volunteer to do this.

Distribute whiteboards to the children. Remind them they learned two new high-frequency words yesterday.

- Place *see* in the top pocket of the chart. Indicate and say the word.
- Children repeat, *see*.
- On the board, print: *I see a ball.*
- Track each word as you and the children read the sentence.
- Indicate *see* in the sentence.
- A volunteer circles the word.
- Children practice writing *see* on their whiteboards.

Repeat for *me* and the sentence: *The ball is for me.* Remind children that *see* and *me* rhyme.

Ask children to repeat after you: **When I look in the mirror, I see me.**

- On the board, print: *I see me.*
- Volunteers circle the words *see* and *me*.

Ask children if they remember which story used the words *see* and *me* (*Brown Bear*). Remind them they will frequently see the words *see* and *me* because they are high-frequency words.

Materials

- Picture Card: *ball*
- High-Frequency Word Cards: *me, see*
- Pocket chart
- Whiteboards/markers

Reading

Read simple high-frequency words

Match consonant sounds to appropriate letters

Phonemic Awareness Warm-Up

Materials

- Backpack Bear
- Sing-Along Track 41

Initial /b/

Discuss the children's experiences riding on a bus. Backpack Bear whispers, "My name and *bus* begin with the same sound!" Children say *bus, backpack, bear*.

Tell Backpack Bear there is a fun song about a bus. Play *Sing-Along Track 41*.

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

After singing, point out that *bus, beep,* and *back* begin with the sound /b/. Sing the song again. Children indicate when they hear these words in the song.

The Wheels on the Bus

The wheels on the bus go round and round...
The wipers on the bus go swish, swish, swish...
The door on the bus goes open and shut...
The horn on the bus goes beep, beep, beep...
The driver on the bus says, "Step back please!"
The mommy on the bus says,
"I love you! I love you! I love you!"
The daddy on the bus says, "Love you, too!"
All through the town.

1

Bb /b/

Materials

- ABC Rhyme Book
- Classroom computer

Children gather around a classroom computer navigated to *Backpack Bear's ABC Rhymes*. Say: **This year you will be using computers to help you learn to read. Backpack Bear thought it would be helpful to have his rhymes on the computer so you could practice letters and sounds. Let's look at Backpack Bear's ABC Rhymes.**

Explain: **This is the index for Backpack Bear's ABC Rhymes. An index is like a menu at a restaurant. You look at the choices and decide what you want!**

- A volunteer locates the ball icon for the rhyme "Bb Ball" and clicks on it.
- Think aloud as you click on the "ear" icon to listen to the rhyme.
- Click on the arrow to advance to the next page.
- Choose volunteers to click on words that begin with /b/.
- Advance to the next page and watch the formation of *Bb*.
- Children skywrite uppercase and lowercase *Bb*.

Reading

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

Reading

Read simple one-syllable and high-frequency words

Match consonant sounds to appropriate letters

Technology

Use technology resources to support learning



2

Nighttime and Daytime

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

- Display the Vocabulary Word Card: *nocturnal*. Read the word.
- Children repeat, *nocturnal*.
- Use the word in a sentence: **Raccoons are nocturnal because they are awake at night.**

Say: **In the story *The Kissing Hand*, Chester goes to school at night. He plays with his friends at night. Think about some of the things we do or that happen at nighttime.** (eat dinner, the moon is out, wear our pajamas, owls and bats fly, look at the stars...) Repeat for daytime. (eat lunch, play in the sun, go to school, raccoons sleep, wear our shoes...)

Distribute drawing paper, pencils and crayons. Children write their names on the paper. Demonstrate how to fold the paper in half vertically. On the top left side children draw a *sun*; on the top right side, they draw a *moon* or *star*. Ask: **Is the sun for the daytime or nighttime?** (Repeat for moon/star.)

Children draw pictures that make them think of daytime such as a sun, flowers, rainbow, playing outside, etc. on the left side of the paper. They draw pictures on the right side that make them think of nighttime such as moon, stars, dark sky, campfire, sleeping in bed, etc.

Remind children that animals that are awake during the nighttime are *nocturnal*.

Materials

- The Kissing Hand*
- Vocabulary Word Card: *nocturnal*
- Drawing paper
- Pencils/crayons

Reading

Connect to life experiences the information and events in texts

3

Review Children's Names

Place name cards face-down in a pocket chart.

- A volunteer turns over a name card.
- The child whose name was revealed stands and says his or her name, then reveals the next name card.
- Continue until all name cards are face-up.

Say: **We've been learning about rhyming words this week. Let's think of words that rhyme with our names!**

Give a few examples such as Sue/true/blue, Dan/ran/tan, bear/chair/hair. The class works together to come up with the rhymes. Accept nonsense words.

Tell the children you are happy they are in your class. Backpack Bear whispers, "Even me?" Reassure Backpack Bear by singing *Sing-Along Track 5*: "Backpack Is a Little Bear."

Materials

- Children's (and Backpack Bear's) individual name cards
- Pocket chart
- Sing-Along Track 5*

Starword

Display the new vocabulary on your Starword Wall.

Reading

Recognize and produce words that rhyme



Week 2 Overview

Learning About Rules

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

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

Starfall Books & Other Media

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



Backpack Bear's
ABC Rhyme Book



Starfall Sing-Along



Star Writer Melodies



Starfall Dictionary

Preparation

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

Generate and prepare Vocabulary Word Cards for **Week 2**.

You will use *nervous*, *notice*, *mistake*, and *shout* on **Day 2** and *courage*, *liberty*, *states* and *symbol* on **Day 3**.

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

Day One

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

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

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

Generate Word Cards: *Beginning, Ending*.



Day 1

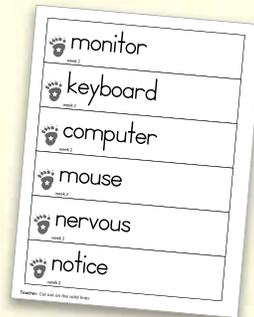
I love the letter Bb in my name. I have been learning to write my name! Can you write yours?

Backpack Bear 

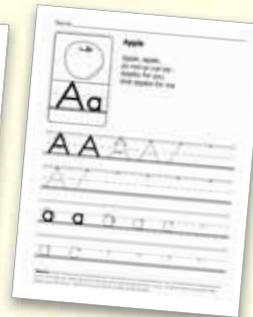
Day Two

Learn the ASL sign Aa.

Generate an "Aa Apple" practice page and photocopy one for each child to take home and practice with his or her parents.



Vocabulary Word Cards



ABC Rhyme Practice Page

Day 2

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

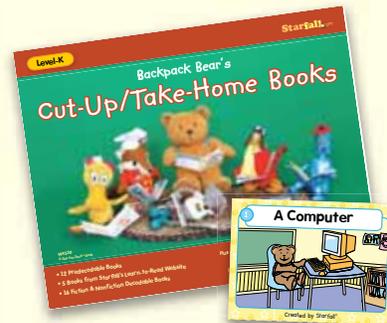
Your friend,
Backpack Bear 

Day Three

Navigate to *ABC Rhymes: Aa*.

Children will play "Concentration" using high-frequency words and a pocket chart during the Independent Practice Activity. Introduce the game in advance.

Cut out and assemble Predecodable Book 1: *A Computer* for each child.



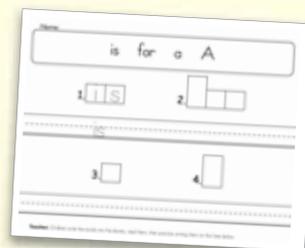
Day Four

Generate a Week 2 "High-Frequency Word" practice page and photocopy one for each child.

Navigate to *Backpack Bear's Books: Row 1, "A Computer."*

Children will encounter their Starfall Dictionaries for the first time. If you have not already done so, write children's names on the front cover in permanent marker. They will reference your example when writing their own names.

Navigate to *Learn to Read: Row 1 Skills, "Alphabet."*



Day 3

I liked the part in my story where we went to the computer lab. Computers are so much fun!

Backpack Bear 

Day 4

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

Backpack Bear 

Day Five

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



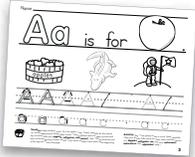
Day 5

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

Your new pal,
Backpack Bear 

DAY One

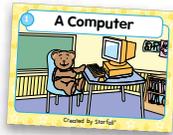
DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency (HF) Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>Initial and final /b/</p> <p>L&W p. 2</p> 	<p>Beginning, Middle, and End</p> <p>Aa /a/</p> <p>HF Words: is and for</p> <p>Retelling Stories</p> <p>L&W p. 3</p> 
<p>Computer</p>	<p><i>BpB's Books</i>: Concepts, "A Computer" and "Backpack Is a Little Bear"</p> <p><i>ABC Rhymes</i>: Bb</p>	<p><i>ABCs</i>: Aa, Bb,</p> <p><i>ABC Rhymes</i>: Aa, Bb</p>
<p>Activity</p>	<p>Forming uppercase and lowercase B</p>	<p>Children draw a portrait of Backpack Bear and self</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p>"Traffic Lights"</p>	<p>"Letter March Song Aa"</p> <p>"Aa Apple Rhyme"</p> <p><i>Backpack Bear Learns the Rules</i></p> <p>Vocabulary <i>nervous, notice, mistake, shout</i></p>
<p>Writing</p>		<p>Children draw portraits of themselves with Backpack Bear</p>
<p>Social Studies</p>	<p>Follow rules such as share, and take turns, and know consequences of breaking them</p>	
<p>Science</p>	<p>Describe relative position of objects by using one reference</p>	

DAY Three

Initial /a/ and /b/

Predecodable
Book 1:
A Computer



HF Words:

A and **a**

DAY Four

Rhyming Words

A Computer

Starfall Dictionary

HF Words: *A, a, is, for, me, see*



DAY Five

Initial /b/

Compare and contrast

Retelling stories

Characters, important events

BpB's Books: Concepts,
"A Computer" and
"Backpack Is a Little Bear"

ABC Rhymes: Aa, Bb

BpB's Books: Row 1,
"A Computer"

ABCs: Aa, Bb

Starfall Free Day

Play "Concentration" with HF
Words: *A, a, is, for, me, see*

Sequence *A Computer*

HF words: *A, a, is, for, me, see*

I Am Your Flag

Vocabulary *courage, liberty, states, symbol*

Backpack Bear Learns the Rules

I Am Your Flag

The Kissing Hand

Review vocabulary words on
your Starword Wall

Follow rules such as share,
and take turns, and know
consequences of breaking
them

Recognize national flag

Phonemic Awareness Warm-Up

Materials

- Two chairs
- Beginning, Ending labels
- ABC Rhyme Book

Initial and Final /b/

Recite the "Bb Ball" rhyme, p. 7 in the *ABC Rhyme Book*. Read the rhyme again. This time children raise their hands when they hear words that begin with the sound /b/.

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

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

bottle	crab	basket	sub
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Place two chairs at the front of the room and attach the *Beginning* and *Ending* labels. Choose a volunteer. Say: **I'll say a word and you will repeat it. Listen for the sound /b/. If you hear it at the beginning of the word, sit in the beginning chair. If you hear it at the end of the word, sit in the ending chair.**

ball	bear	bed	web
cab	boat	lab	

Reading

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

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

Technology

Learn parts of a computer and the purpose of each part

Use technology resources to support learning

1

Introduce the Computer

Materials

- Backpack Bear's Books: Concepts, "The Computer"



Gather children around a classroom computer navigated to *Backpack Bear's Books: Concepts, "The Computer."*

Explain: **Not long ago, there were no computers or DVDs. People only watched movies on television or went to a theater. Games came in boxes and didn't need batteries. People wrote letters by hand or used typewriters. You always needed stamps to mail letters.**

Today, we can watch movies, play games, learn about things, and send e-mail all on a computer! Backpack Bear wants us to learn how to use the computers in our classroom. Let's watch the movie he made for us.



In the *Backpack Bear's Books* section of *More.Starfall.com*, click on the "Computer" icon under the "Concepts" column and watch the movie. After watching discuss the parts of the computer the children just learned about. Indicate each part as you describe it. Children repeat the names.

- This is a *monitor*. It is like a television screen. On the *monitor*, you see pictures and information.

- This is the *computer*, or CPU (Central Processing Unit). It is the thinking part, or brains, of the machine.
- This is the *keyboard*. We type on the *keyboard* to send information to the *computer* or CPU.
- This is a *mouse*. It's not like the *mouse* that's an animal. This *mouse* helps us tell the *computer* what we want it to do.



Demonstrate how to open *more.Starfall.com* in a browser and how to navigate to the ABCs.

As you navigate, indicate the cursor and say: **Look closely at this little arrow on the monitor. It is the cursor.**

(Children repeat.) **The cursor tells us where we are on the computer. To get information, we use the mouse to move the cursor. Watch me. I want more information about the letter Bb so I move the mouse, which moves the cursor.**

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

***More.Starfall.com* is a website. Moving about and exploring a website is called navigation. Say, navigation. What would you do if I ask you to navigate to the letter Bb?**

Choose several volunteers to navigate to other letters. Tell children they will explore the website during computer time today.

2

Listening and Writing, Page 2

Display the Picture Cards face-down in the pocket chart.

- A volunteer chooses a Picture Card.
- The class names the picture.
- The volunteer selects a child to tell if the word begins or ends with the sound /b/.
- The chosen child reveals the next Picture Card.

Materials

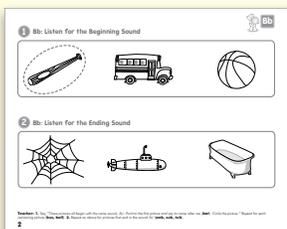
- Pocket chart
- Picture Cards: *bag, baseball bat, bed, black, blue, cub, rib, sub*
- Pencils/blue and black crayons for each child
- L&W*, p. 2

Reading

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

Recognize and produce words that rhyme

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



Children open their Practice Book 1: *Listening & Writing*, to page 2. As a group, identify, indicate, and name each picture: *bat, bus, ball*.

Children listen for the sound /b/ in these words. Ask children what they notice about all of these words. (They all begin with /b/.)

- Display and identify the Picture Card *blue*.
- Children use their blue crayons to color the pictures with initial /b/.

Display the Picture Cards: *cup, rib, sub*.

Point to the *cup* Picture Card. Say: **A *cup* is a baby bear. When Backpack Bear was little, he was a *cup*.** (Children repeat, *cup*.) **Look at the other pictures. Can you find any pictures that end with the same sound as *cup*?** (*rib, sub*) Children name and circle the pictures that end with /b/ using a black crayon. (*web, sub, tub*)

Computer

Practice

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

Activity

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

Materials

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

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce Rules, Signs, and Middle

Review your classroom rules. Emphasize that rules keep everyone safe.

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

Volunteers respond.



Say: **Signs tell drivers the traffic rules. This is a *stop sign*.** (Display Picture Card.) **Stop signs are always red with 8 sides. The word *stop* is in the middle. When we see a stop sign, we stop. That is a traffic rule; it keeps cars from crashing. We can use a stop sign in our classroom, too. It tells us when to stop moving, talking, or working. Let's practice using a stop sign.**

Children walk around the room slowly. They stop when you hold up the stop sign Picture Card. Repeat several times.



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

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

Materials

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

Reading

Comprehend the wide array of informational text that is part of our day-to-day experiences

Recite rhymes and songs

Social Studies

Follow rules, such as sharing, and taking turns, and know the consequences of breaking them



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

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

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

Children echo you as you continue to rearrange the circles, " ____ is at the top, ____ is in the *middle* and ____ is at the bottom."

Play *Sing-Along* Track 37. Children sing as a volunteer uses a pointer to touch the traffic signal colors as they are named in the song. Review traffic signs and reiterate that rules keep people safe.

Save the construction paper circles. You will use them again on Day 2.

Traffic Lights

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

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

"Wait" says the yellow light,
(Hands on hips)
Blinking in between.

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

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

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

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

Phonemic Awareness Warm-Up

Reading

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



Beginning, Middle, End

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

Call attention to the classroom Alphabet Chart and say:

The alphabet has a beginning, middle and end.

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

Draw attention to the colored dots on each alphabet card. Ask children why they think the dots are there.

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

Partner children and distribute a green, yellow, or red piece of paper to each pair. Choose partners to come forward and:

- name their color.
- tell if it is the beginning, middle, or end color.
- use a pointer to indicate a letter on the Alphabet Chart that has the same color dot as their paper.
- ask the class to help name the letter they've indicated.

Continue until all partners have a turn.

Materials

- Classroom Alphabet Chart
- Pocket chart
- Green, yellow, red circles from **Day 1 Session 3**
- Green, yellow, red pieces of paper, one of each color for every two children
- Pointer

1

Introduce: Aa /a/

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

Materials

- Picture Card: *apple*
- Letter Cards: *A, a*
- Wall Card: *Apple /a/*
- Whiteboards/markers
- ABC Rhyme Book*

Reading

Match short-vowel sounds to appropriate letters

Writing

Write lowercase letters of the alphabet independently

Step One Introduce /a/ in the initial position

Read the rhyme "Aa Apple", p. 5.

Aa Apple

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



Display the Picture Card *apple*. Say: **This is a picture of an apple. Say, apple. The word apple begins with the sound /a/. Watch my mouth: /a/. Now you say /a/. The words apple and as begin with the same sound: /a/.**

(Children repeat: /a/.) **I will read the rhyme again. Listen**

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

Step Two Discriminate /a/ in the initial position

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

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



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

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

The Letter March: Aa

(Melody: "The Ants Go Marching")

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

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

The letters go marching one by one,
"A" makes its sound, /a/ /a/ /a/ /a/

And they all go marching,

In- to a word, to use, their sound

/a/ /a/ /a/ /a/



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

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

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

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

ambulance	ant	circle	puppy
bone	after	at	

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



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



Display the Wall Card at the end of the lesson.

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

ELD

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																								

Introduce High-Frequency Words: *is* and *for* — *Listening and Writing, Page 3*

Materials

- Pencils/orange and green crayons
- Pocket chart
- L&W, p.3

Listening & Speaking

Communicate effectively when sharing ideas

Reading

Read simple one-syllable and high-frequency words

Match short vowel sounds to appropriate letters

Writing

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

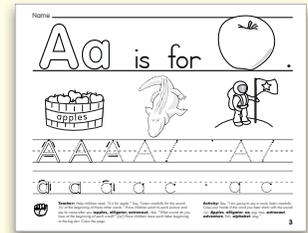
Say: **We have learned two words we called high-frequency words. A high-frequency word is one that we see often when we are reading.**

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

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

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

Distribute L&W books. Children open their books to page 3 and write their names at the top of the page.



Step One Name the letters

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

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

Step Two Read the sentence

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

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

Ask: **Can you find the high-frequency words *is* and *for* in the sentence on your page? Circle *is* using your orange crayon. Circle *for* using your green crayon.**

Step Three Identify and discuss the pictures

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

apple

apples

alligator

astronaut

- Point to the word *apple* in the sentence written on the board.
- Children first locate the pictured *apple* on their pages.
- Next, children locate the pictured basket of *apples*.

Explain: **In our sentence on the board there is one apple. In the basket there is more than one apple. When there is more than one of something, we often add an s to the end of the word.**

Do this, then read the new sentence together: *Aa is for apples.*

Step Four Write the word

Demonstrate the letters' formations, then children practice writing uppercase and lowercase *Aa* by tracing over the letters at the bottom of the page.

Computer

- *ABCs*: A, B
- *ABC Rhymes*: Aa, Bb

Practice

Activity

Children write their names at the bottom of the drawing paper and then draw pictures of themselves with Backpack Bear.

Materials

- Drawing paper
- Pencils/crayons
- Backpack Bear

Technology

Use technology resources to support learning

Writing

Draw a picture about ideas from stories read aloud or generated through class discussion

3

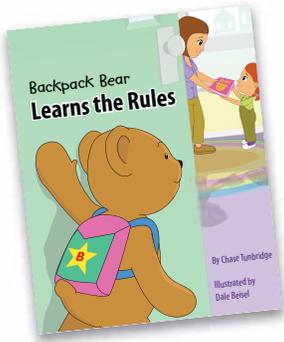
- Materials**
- Backpack Bear Learns the Rules
 - Vocabulary Word Cards: nervous, notice, mistake, shout

Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge

Reading

Identify the front cover, title, author, and/or illustrator

Use new vocabulary that is introduced and taught directly



Display *Backpack Bear Learns the Rules*. Discuss the title and cover illustration. Say: **The writer, or author, of this story is Chase Tunbridge. The illustrator draws or paints the pictures for the story. The illustrator of this story is Dale Beisel.**

Picture-walk through the story. Ask: **Do these pictures remind you of our classroom? As we picture-walk through the book, look for ways this classroom is the same or different from our classroom.** (Children discuss their observations.)

Say: **Let's read the story to see what rules Backpack learned.** Read the story aloud.

Explain that the author used some interesting vocabulary words in this book. As you discuss each vocabulary word, display the Vocabulary Word Card. Children repeat each word after you.

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

Partner the children. Read the story again. Pause several times as you read. Partners discuss what happened on the page where you've paused. Volunteers share with the class.

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

Starword

Display the new vocabulary on your Starword Wall.

Phonemic Awareness Warm-Up

Identify and Discriminate Initial /a/ and /b/

Gather children around a classroom computer. Navigate to *ABC Rhymes: Aa*. Children:

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

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

apple	dog	adventure	fish	pig
ant	tree	antelope	boy	ax

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

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

cube	cat	lab	tab	have
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Materials

- ABC Rhyme Book*
- Navigate to *ABC Rhymes*

1

Introduce High-Frequency Words: *A* and *a*

Distribute whiteboards. Write *A* and *a* on the board. Children copy *A* and *a* on their whiteboards.

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

Hold up the High-Frequency Word Card *for*. Children read the word, then copy it onto their whiteboards. Repeat for *is, me*, and *see*.

Materials

- Whiteboards/markers
- High-Frequency Word Cards: *see, me, is, for*
- Pocket chart

Reading

Identify initial and final phonemes in words

Recognize and produce words that rhyme

Technology

Use technology resources to support learning

Reading

Read simple high-frequency words

Science

Describe the relative position of objects by using one reference

Partner the children. Place all high-frequency words face-down in a pocket chart.

- Choose pairs to turn over a word and work together to read it to the class.
- The class gives a “thumbs-up” if they are correct.
- These children choose the next pair.
- Continue until all the words are revealed and all pairs have had a turn.

2

Introduce *A Computer*

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

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

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

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

Give children their copies of *A Computer*. Tell children that this book belongs to them and they can take it home at the end of the week. Children write their names in the space provided.

Say: **The title of this story is *A Computer*.** Picture-walk through the story to identify the rebus pictures: *Backpack Bear*, *mouse*, *keyboard*, *monitor* and *computer*. Read the story aloud as the children track each word with their fingers.

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

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

Repeat as above for *is* (green), *for* (orange), *A* (purple) and *me* (green). Children partner read the story.

Materials

- Pocket chart
- Cover Card and Sentence Strips: *A Computer*
- Predecodable book 1, *A Computer*, for each child
- A pack of 8 crayons for each child

Listening & Speaking

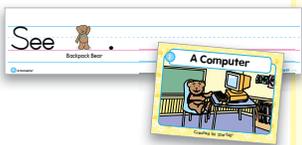
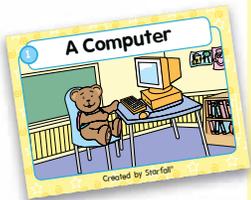
Communicate effectively when sharing ideas

Reading

Describe people, places, things (e.g., size, color, shape), locations, and actions

Read high-frequency words

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



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

Computer

Practice

- *Backpack Bear's Books*: Books, "A Computer"
- Concepts, "Backpack Is a Little Bear"
- ABCs: Letters A and B

Activity

Children display the High-Frequency Word Cards face-down in a pocket chart, then take turns finding matches. Repeat the game as often as time allows.

Materials

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

Technology

Use technology resources to support learning

Reading

Read high-frequency words

3

Introduce *I Am Your Flag* by Chase Tunbridge

Say: **Each morning we look at the American flag and make a promise to honor our country. This is called the Pledge of Allegiance. Look closely at our flag. Who would like to tell me something they notice about the flag?** Discuss.

Say: **There are many kinds of books. Some books like *Brown Bear, Brown Bear, What Do You See?* tell make-believe stories. We call these books *fiction*. (Children repeat, *fiction*.) Other kinds of books teach us true facts. These are called *nonfiction*. (Children repeat, *nonfiction*.) The book we will read today is a *nonfiction* or true story that teaches us about the American flag.**

Display *I Am Your Flag*. Say: **The title of this book is *I Am Your Flag*. The author is Chase Tunbridge. There is no illustrator for this book because the pictures are photographs.**

Children describe the picture on the cover. As you read the story, pause and discuss the following vocabulary words:

Materials

- I Am Your Flag*
- Classroom flag
- Vocabulary Word Cards: *courage, liberty, states, symbol*

Reading

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

Identify the purpose of nonfictional text

Relate new vocabulary to prior knowledge

Social Studies

Recognize national flag



courage	the ability to do something hard without letting fear stop you; to be brave is to have courage
liberty	freedom to choose
state	a piece of land within a nation that has borders, people and a government; (your state's name) is one of the 50 states in the United States of America
symbol	a picture that stands for an idea; a heart is a symbol of love

Phonemic Awareness Warm-Up

Materials

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

Rhyming Words

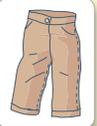
Children listen to the word pairs. If the words rhyme, children give a thumbs-up. If they do not, they give a thumbs-down.

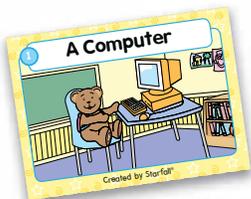
cat/rat	fish/cab	rap/cap
hat/bus	lab/nab	map/lap

Place two Picture Cards in the pocket chart.

- A volunteer decides if the two words rhyme.
- That child then chooses the next volunteer.

Suggested combinations:

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



1

A Computer

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

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

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

Distribute Word Cards. Designate six stations. Say: **if you have the word A, stand at Station 1.** Continue as follows: *is*-Station 2; *for*-Station 3; *see*-Station 4; *me*-Station 5; Picture Cards-Station 6.

Materials

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

Reading

Relate an experience in a logical sequence

Read simple one-syllable and high-frequency words

Use end punctuation, including periods, question marks, and exclamation points

Technology

Use technology resources to support learning

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

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

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

2

Introduce: Starfall Dictionary

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

- Indicate the Alphabet Chart.
- Point to each letter as you say the alphabet in unison.

Explain: **The letters in the alphabet are always in the same order. That means every time we write the alphabet, each letter is in its own special place, which is the same every time. We rearrange them when we make words, but when we write the alphabet, we always put them in this order.**



Navigate to *Learn to Read*: Row 1 Skills, “Alphabet.” Show the movie “How the Alphabet Got Its Order”.

Hold up Uppercase Letter Cards A, M, and Z. Ask: **Which letter, A, M, or Z, is at the first or beginning of the alphabet?** (Place A on the left side of the pocket chart.) **Which letter is at the end of the alphabet?** (Place Z on the right side of the pocket chart.) **Look at the Alphabet**

Chart. M is in the middle. Place M between A, and Z.

Explain that all letters between A and Z are in the middle of the alphabet, but emphasize that some are closer to the beginning, and some are closer to the end.

Display your classroom dictionary. Say: **This is a dictionary. A dictionary contains many of the words we use in speaking, reading and writing. The words are organized just like *The Alphabet Song* and our Alphabet Chart. They are in alphabetical order. Words beginning with the letter Aa are at the beginning of the dictionary. Where do you think the words beginning with Zz can be found?** Discuss.

Give children their Starfall Dictionaries. Ask them to tell you how their Starfall Dictionaries differ from your classroom dictionary. (There are no words inside yet.)

Materials

- Starfall Dictionary for yourself and each child
- Pencils
- Classroom Alphabet Chart
- Letter Cards: A, M, Z

Reading

Recognize and name uppercase and lowercase letters

Understand that printed materials provide information

Writing

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

Print names

Technology

Use technology resources to support learning



Explain: **Each time you learn to read a new word, you will print it in your dictionary.**

Invite children to page through their dictionaries. Ask: **Do you see the letters in the top left and top right corners? Did you notice they are in alphabetical order? These letters tell us where to write the new words we learn. Where do you think you should write words beginning with the letter Aa? What about words beginning with the letters Mm or Zz?** Page through the dictionary and name each letter.

Children locate the pages with the letters that begin their names in their Starfall Dictionaries. Say: **The first word you will write in your dictionary is your name.** **Watch me.** Clearly demonstrate by locating the appropriate page and printing your name in *your own* dictionary.

If children have difficulty writing their names, give them their name cards to reference or assist them by dotting their names to trace.

Observe & Modify

Computer

Practice

- *Backpack Bear's Books: A Computer*
- *ABCs: Letter A, B*

Activity

Children reference *A Computer* to:

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

Materials

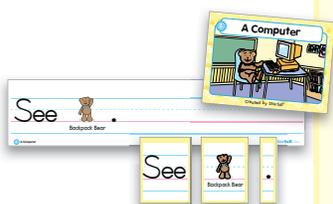
- Pocket chart
- A Computer*
- A Computer* Cover Card, Sentence Strips, Word Cards

Technology

Use technology resources to support learning

Reading

Read high-frequency words



3

Introduce Practice Page “High-Frequency Words”

Say: **Some letters are tall and some letters are small.** (Write A, a on the board.) **Both of these letters are Aa.** **One is uppercase and one is lowercase. One letter is taller than the other. Is it the uppercase or lowercase Aa?**

Draw a “tall” box like the one found on the “High-Frequency Word” practice page on the board and write an A in the box.

Indicate the letters A, a and ask: **Which of these letters is smaller, the uppercase or lowercase Aa?** Draw a “small” box on the board and write a in the box.

On the board, print: *for*. Children tell which letters are tall and which are small in the word.

Distribute the “High-Frequency Word Shape” practice page. Children:

- write their names at the top.
- read and review words in the word bank: *is, A, a, me, for, see*.

Explain: **Placing the words in the shape is like doing a puzzle; each piece needs to fit in a special place.** Children:

- trace over *is* in the first word shape box.
- copy *is* on the handwriting line below.

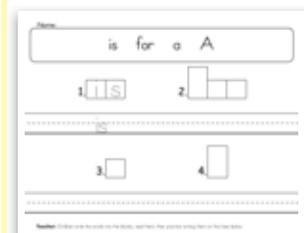
Demonstrate each word on the board before children complete it on the practice page.

Materials

- “High-Frequency Word Shape” practice page for each child
- High-Frequency Word Cards: *is, A, a, me, for, see*
- Pencils

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 5

Initial /b/

Play *Sing-Along Track 5*, "Backpack Is a Little Bear." Children listen for words that begin with the sound /b/. (*Backpack, bear, brown, and be* occur 11 times.) Play the song again. This time, children sing along and stand each time they hear a word that begins with /b/.

Reading

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

1

Compare and Contrast

Materials

-
- Backpack Bear Learns the Rules*

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

Display *Backpack Bear Learns the Rules*. Ask: **What was the main idea of this story or what was this story about?** (school, rules) **Let's compare and contrast the story *Backpack Bear Learns the Rules* with our own classroom.**

Read the story. Pause to compare and contrast what is happening in the story with what happens in your classroom.

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

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

2

Enter High-Frequency Words in Starfall Dictionary

Materials

-
- Your own, and each child's Starfall Dictionary
-
-
- Pencils
-
-
- Classroom Alphabet Chart

Say: **Let's add our high-frequency words to our new dictionaries. Remember Aa is at the beginning of the alphabet, so you will find Aa at the beginning of your dictionary.**

After children locate the *Aa* tab, direct their attention to the three circles at the bottom of the page. Ask: **Which of the three circles is colored?** (first) **That is to help you know that Aa is at the beginning of the alphabet.**

Children observe as you write *A* on the first line and *a* on the second line of your own dictionary. Observe and assist as children follow your example.

Reading

Relate an experience in a logical sequence

Connect to life experiences the information and events in texts

Social Studies

Follow rules, such as sharing and taking turns, and know the consequences of breaking them

Reading

Read simple one-syllable and high-frequency words

Say: **Now we're ready to add the other high-frequency words we have learned.**

- On the board, write: *is*.
- Children say, *is*.
- Children identify the first letter of the word, then determine if it is at the beginning, middle or end of the alphabet. (beginning)
- Children locate the *li* page in their dictionaries.

Repeat with the words *for* (beginning), *me* (middle), *see* (end).

Observe & Modify

This routine will be difficult in the beginning. With guidance and patience, your children will soon be entering high-frequency words into their dictionaries with confidence and ease. Accept imperfectly formed letters. Children may erase and rewrite these words as their penmanship improves later in the year.

For children who have difficulty writing the words in their dictionaries, write them using a highlighter or make dotted lines for the children to trace.

Computer

- Starfall Free Day

Practice

Activity

Children practice high-frequency words by forming each word using play dough.

Materials

- Play dough
- High-Frequency Word Cards: *A, a, is, for, me, see*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

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

Introduce Kindergarten Book Club

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

- Review the title of each book.
- A volunteer chooses a favorite book and tells the class what the book is about and why this book is a favorite.
- Ask questions to review each book’s vocabulary words on the Starword Wall.

The Kissing Hand

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

Backpack Bear Learns the Rules

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

I Am Your Flag

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

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

Reading

Use new vocabulary that is introduced and taught directly

Ask and answer questions about essential elements of a text

Listening & Speaking

Communicate effectively when sharing ideas

Unit 1 Bibliography

At and Below Level (Wordless Books)

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

Above Level (Beginning Readers)

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

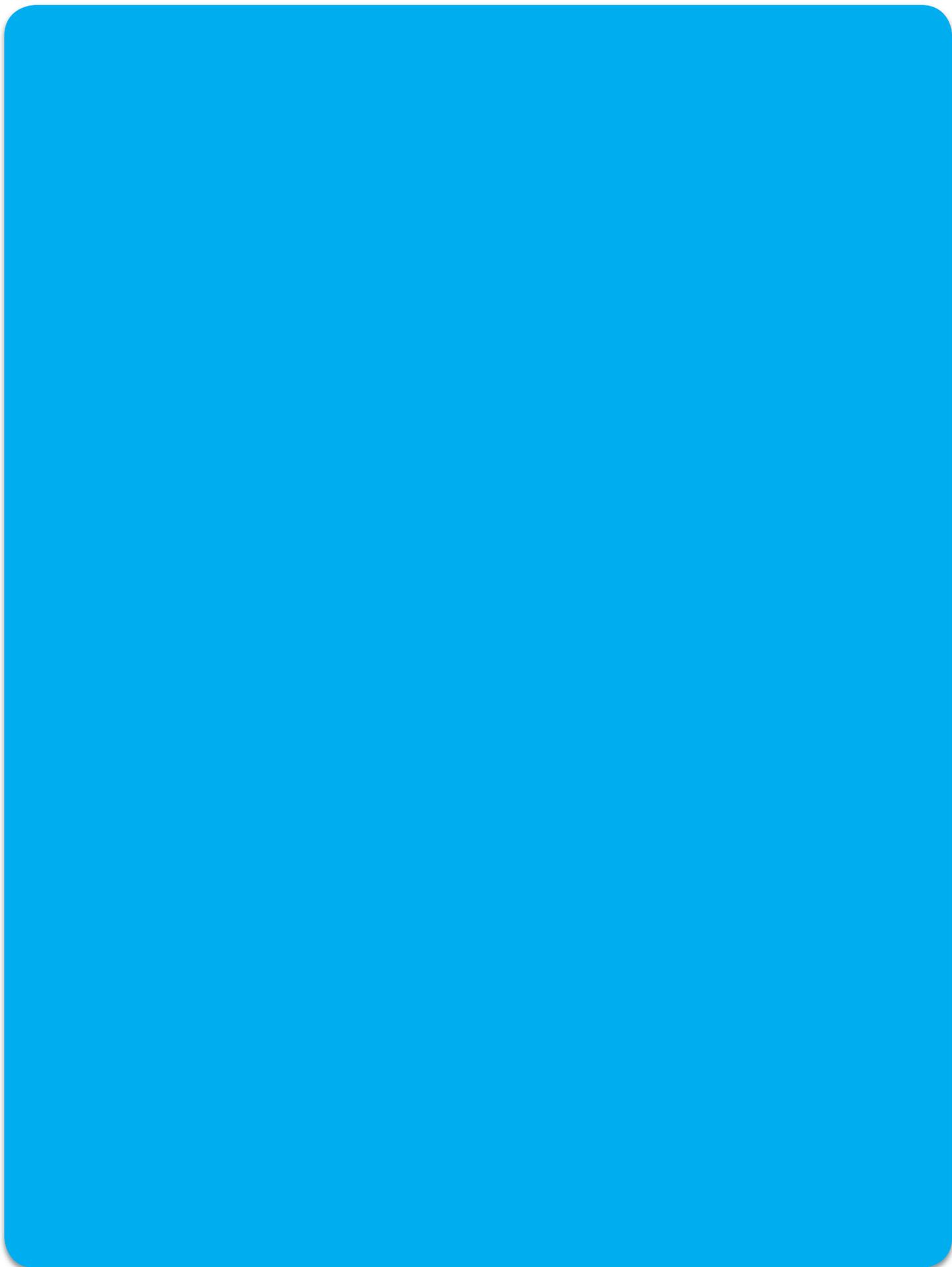
Teacher Read-Aloud

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

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

Professional Development

Marilyn Jager Adams. *Phonemic Awareness in Young Children*. Brooks Publishing, 1998. ISBN 1-55766-321-1.



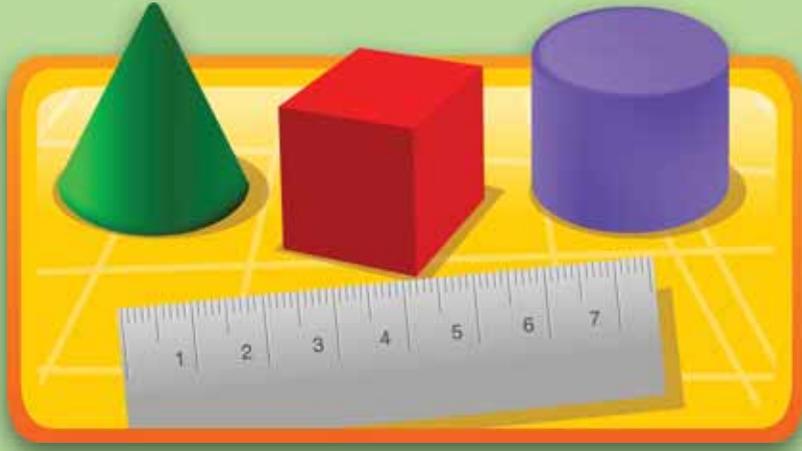


Math Songs



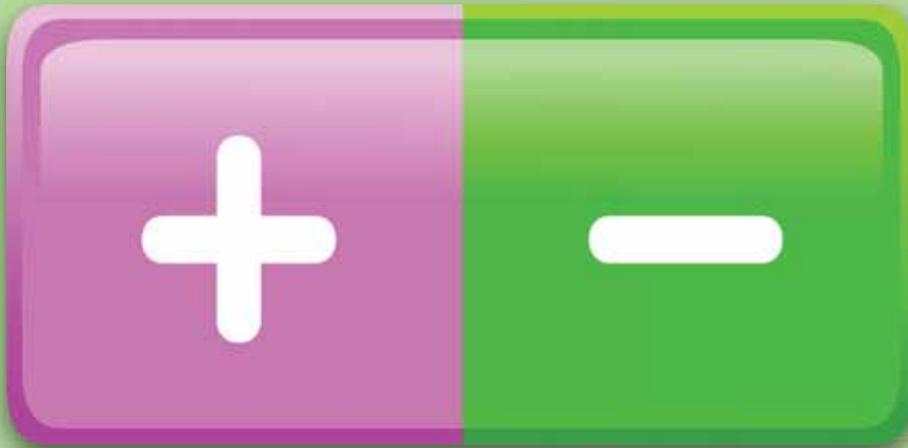
Numbers





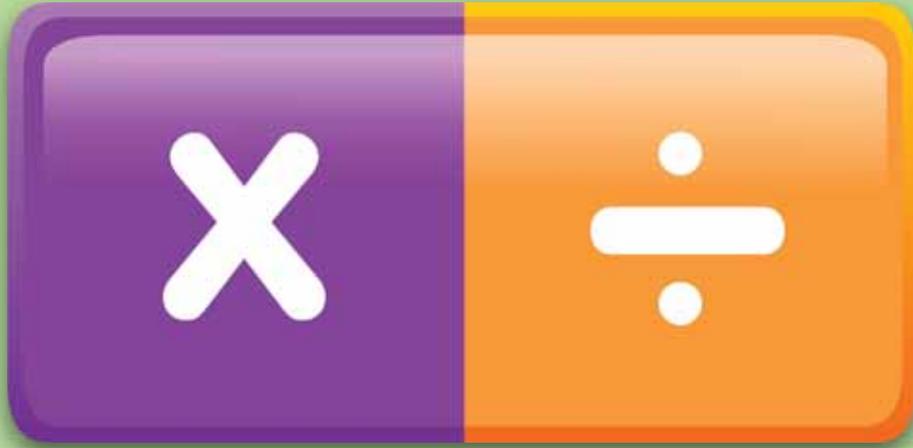
Geometry & Measurement

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Addition & Subtraction

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Multiplication & Division



ABCs



Word Machines

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Learn to Read

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Colors

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Backpack Bear's Books

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Short Vowel Pals

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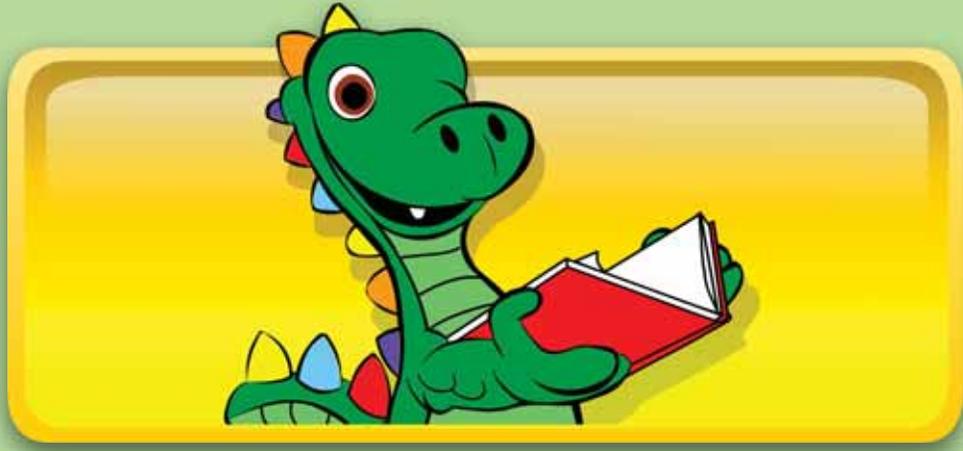


It's Fun to Read

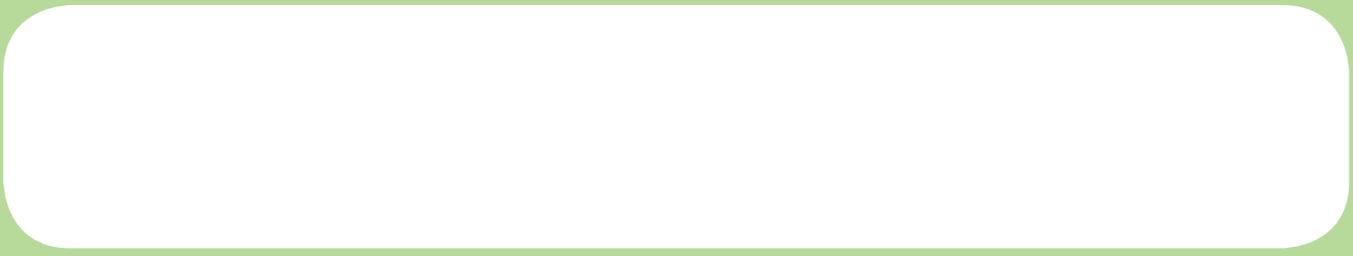


More Phonics

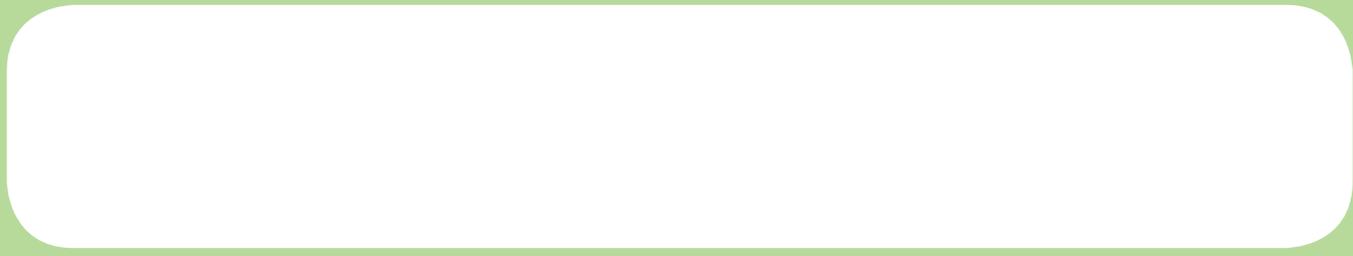




I'm Reading



Starfall Sing-Along





Selected Nursery Rhymes



Motion Songs





Historical Folk Songs

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ABC Rhymes

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Holidays

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Calendar

Calendar						
	m					
[Red block]						
					[Red block]	

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Backpack Bear's Books: The Computer

A large, empty white rounded rectangular box, likely intended for a student to write their name or a response.



Backpack Bear's Books: Backpack Is a Little Bear

A large, empty white rounded rectangular box, likely intended for a student to write their name or a response.



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

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Let's Play!

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