

Things Change

Starfall 
Kindergarten

Unit 2

Starfall Education

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Unit 2: Things Change

Frequently Asked Questions	54	<i>Listening and Writing</i> , Page 11	91
Reading Research	55	Introduce Mm /m/	91
Week 3 Overview	56	Introduce High-Frequency Words: <i>I, am, you</i>	92
Preparation	57	Introduce <i>A Rainbow</i>	94
Rhyming	60	Rhyming Words	95
Introduce <i>Today Is Monday</i> by Eric Carle, and Days of the Week	60	Introduce Inventive Spelling	95
Introduce “Alphabet Avenue” Game	61	Kidwriting and Adult Writing	96
Introduce <i>Tt /t/</i>	62	Introduce <i>Benjamin Franklin</i>	97
Initial and Final Sounds	64	<i>Listening and Writing</i> , Page 13	99
<i>Listening and Writing</i> , Page 4	64	Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert	99
Introduce High-Frequency Words: <i>The, the</i>	65	Weather and Seasons	101
Introduce <i>Chicka Chicka Boom Boom</i>	66	Week 5 Overview	102
<i>Listening and Writing</i> , Page 5	67	Preparation	103
Introduce <i>Pp /p/</i>	67	Beginning, Middle, and Ending Sounds	106
Introduce High-Frequency Words: <i>an, at</i>	69	Introduce Colors	106
Explore the Alphabet	71	Introduce Characters	108
Blending	72	Introduce <i>Oo /o/</i>	109
Introduce <i>At School</i>	72	Introduce Syllables	110
Introduce Writing Journal	73	Introduce <i>Cc /k/</i>	110
<i>Listening and Writing</i> , Page 7	74	Introduce High-Frequency Word: <i>can</i>	112
ASL Days of the Week	75	Introduce <i>Mouse Paint</i>	113
Introduce Six Center Rotations	75	Rhyming Words	114
<i>Today Is Monday</i>	77	Introduce <i>Caps for Sale</i>	114
Week 4 Overview	78	Introduce High-Frequency Words: <i>be, he, she, we</i>	116
Preparation	79	Introduce <i>At the Park</i>	117
<i>Listening and Writing</i> , Page 8	82	Identify and Discriminate Initial <i>Cc /k/</i>	118
Introduce Weather	83	Celebrate “Cap Day”!	118
Introduce <i>Seasons</i>	84	Write about “Cap Day”	119
Introduce <i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	85	Introduce <i>Georges Seurat</i>	121
<i>Listening and Writing</i> , Page 9	86	Rhyming Words	122
Introduce <i>Ss /s/</i>	86	<i>Listening and Writing</i> , Page 17	122
Introduce Cause and Effect	88	Introduce “Wheel of Reading”	124
Weather Words	90	Bibliography	125

Frequently Asked Questions

I noticed there is a lot of partner sharing. Isn't this disruptive?

Actually it is engaging! Partner sharing prior to responding provides each child the opportunity to engage in the comprehension process. Often you find the same children raising their hands to answer questions. Many children are reluctant to answer, or process information more slowly. Partner sharing gives those children the opportunity to actively participate and build self-confidence. It is also a social activity and breaks up teacher talk so children are active during instruction.

Why is adult writing important? I thought it was more important for children to just write freely.

The kidwriting/adult writing dynamic creates a safe, responsive environment that eliminates the requirement to "get it right." Children freely and confidently take risks and apply their knowledge of letters, sounds, and mechanics because they know you will be there to interpret, guide, and celebrate their efforts.

Here's how it works:

When it comes time for children to write, encourage them to put their thoughts in writing in whatever way they can. Some may scribble or pretend write. Others may attempt to write the letters that stand for the sounds they hear in words.

All of these efforts are kidwriting. As children write, you circulate around the room, reading and responding to their kidwriting, and adding adult writing to capture their ideas (see samples). Adult writing must occur during, not after, the writing session. It is equally important that children share their writings with each other when they finish.

Children benefit because they:

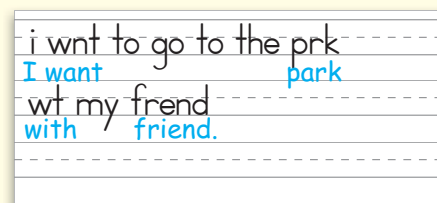
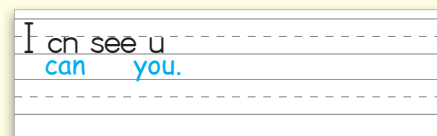
- take risks without worrying about being correct.
- receive immediate feedback delivered in a friendly, constructive, and collaborative fashion.
- can refer back to adult writing in previous compositions and self-correct.
- receive one-on-one affirmation of their efforts and successes.
- recognize what they write is important to themselves and others.
- associate writing with meaning, cooperation, and pleasure.

Teachers benefit because they can:

- quickly assess and diagnose each child's application of what they've learned.

- note trends that might indicate the need for whole group instruction.
- demonstrate correct spelling, capitalization, and punctuation.
- observe phonetic and speech errors such as /computer/ (computer) and /wat/ (rat).
- clearly communicate their expectations to each writer.
- scaffold feedback to meet individual learners' needs.
- encourage children to further develop their thoughts and reward their successes.

Example of kidwriting and adult writing:



Do adult writing, then say: ***I wish I had gone to the park with you! What did you do next? I'll come back to see what you did!***

The child is sure to write more to share his or her experience with you!

You will also notice that in Starfall classrooms, children do not write daily. Instead we nurture enthusiasm for a topic. When children are finally asked to write on that topic, they are bursting to express what is meaningful to them and share it with others.



Reading Research

There are times when I think the activity during Session 2 might work better in a Whole Group Setting and vice-versa. Can I make this change?

Yes! However, the lessons need to be done sequentially. Session 2 is structured to last for a full 30 minutes to accommodate the Computer and Practice Activity rotations. The Practice Activities were designed specifically to be done independently to accommodate classrooms that do not have a paraprofessional or volunteer to direct the group. If you have a paraprofessional or volunteer present, you may wish to make some adjustments. There are many factors, such as the size of your class, maturity and readiness of your children, daily schedule of specials, etc., that will enter into how you structure your day. Arrange the lessons in a way that works best for you.

We love to hear from you. Keep the feedback coming!

The Authors,

Pam Ferguson, Florida

35 years teaching early childhood education

Joan Elliott, Texas

31 years teaching early childhood education

Key findings from scientific research on phonics instruction by the National Institute for Literacy tell us that systematic and explicit phonics instruction significantly improves kindergarten children's word recognition, spelling, and reading comprehension. (1) It is effective for children from various social and economic levels, and is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. NIL research found that phonics instruction is most effective when introduced early. Phonics knowledge is essential to children's successful reading and writing development. (2) Exemplary phonics instruction builds on a strong foundation of phonemic awareness explicitly taught and integrated into a total reading program. (3)

Our focused and explicit phonics instruction establishes children's understanding of the Alphabetic Principle. Starfall children develop a deep and thorough knowledge of the systematic and predictable relationships between the letters and spelling patterns of written language and the individual spoken sounds.

Children demonstrate their growing phonic skills and high-frequency word recognition when writing in their Starfall Journals.

(1) Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. (11-19). Washington, DC: Center for the Improvement of Early Reading Achievement.

(2) Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*, (409-424). Cambridge, MA: MIT Press.

(3) Stahl, Steven. (1992). "Saying the 'P' Words: Nine Guidelines for Exemplary Phonics Instruction", *Reading Teacher*, 45, 618-625.

The children were able to "write" sooner than I thought using their dictionaries and kidwriting. They love the adult writing. I'm amazed!

—Tampa, Florida



Week 3 Overview

Time

Children learn about the calendar and days of the week through books, songs, and rhymes. They become familiar with the signs for the days of the week using American Sign Language.

This week we will:

- learn about *Tt /t/* and *Pp /p/*.
- use our Starfall Writing Journals.
- learn high-frequency words *the, an, at*.

Literature Selections

Today Is Monday—Author Eric Carle is also an artist. Sometimes he draws hundreds of pictures for just one book. He keeps drawing pictures until they feel just right. Then he paints tissue paper with different colors using brushes or his fingers. When the paper is dry, he cuts out strips to make a picture and glues them on a board. Making pictures in this way is fun but messy. It's how he illustrates all of his books. Eric Carle likes cats. He was born in New York but went to school in Germany. He moved to Massachusetts but retired to a winter home in Florida and a summer home in North Carolina.

Chicka Chicka Boom Boom—Author John Archambault is also a singer, songwriter, storyteller and musician. He likes to mingle the jingle with the rhythm and the rhyme. He learned to love the sound of words from his Montana grandmother, Rose, who read stories to him when he was young. In the third grade, he wrote original endings for several books. His teacher, Mrs. Williams, nurtured his dream of becoming an author. She showed him the row of books in the library where all the "A" authors were and said his name should be there, too. He grew up and lives in California near Los Angeles. He once taught first grade in the Bronx, N.Y.

Starfall Books & Other Media

Sing-Along

Backpack Bear's ABC Rhyme Book

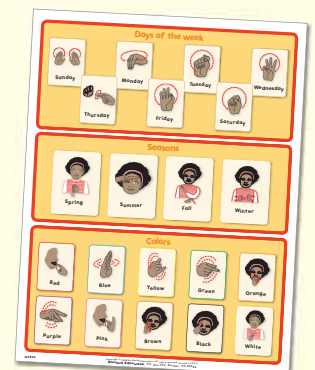
Listening & Writing, pp. 4-7

"Alphabet Avenue"

ASL Poster: Days of the Week

Starfall Writing Journals

Predecodable Book 2, *At School*



Preparation

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

Generate and prepare Vocabulary Word Cards for **Week 3**. You will use *collage* on **Day 1**, *tangled* on **Day 2** and *journal* on **Day 4**.

Day One

Prepare two name cards for each child in your class. Children will play "Concentration" with these cards during this day's practice activity. Organize the names into sets that correspond to the groups of children in each rotation.

Learn the ASL Sign *Tt*.

Day Two

During calendar time, teach the ASL signs for the days of the week as suggested in the **Read Me First** document. These signs can be found on the back of the ASL poster. Children will begin to discriminate between the initial sounds in /t/ (Tuesday) and /th/ (Thursday).

Day Three

Learn the ASL sign for *Pp*.

You will discuss coconut palm trees. Consider bringing a coconut for the children to taste.

Day Four

Children will encounter their Starfall Writing Journals for the first time. If you have not already done so, write the children's names on the front cover in permanent marker.

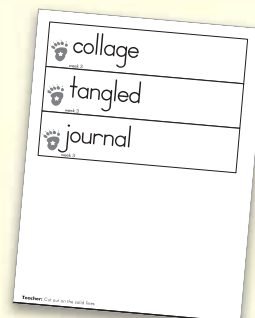
Consider having a date stamp on hand for dating the children's journal entries.

Day Five

Download and prepare the Learning Center Cards. Center suggestions are described on **Day 5**. Please feel free to substitute activities of your own choice. The Learning Center Cards include Activity Icons. If a corresponding icon is not available for your activity, make your own by taking a photo or drawing a picture of it.

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

Prepare word cards for each day of the week.



Vocabulary Word Cards

Day 1

Do you know Twinkle,
Twinkle, Little Star?
My mother used to
sing that to me! Can
we sing it?

Love,

Backpack Bear 

Day 2

I brought in a new
alphabet book. I hope
we get to read it later
today!

Love,

Backpack Bear 

Day 3

I made up a song for
you about the alphabet!
I hope you like it.

Love,

Backpack Bear 

Day 4

You have been such
good friends to me.
I want to draw a
picture so I can always
remember you!

Your pal,

Backpack Bear 

Day 5

I love learning about
the days of the week.
School days are my
favorite.

Your 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>Rhyming Words</p> <p>Tt /t/</p> <p>Initial and Final Sounds</p> <p>Comprehension Skill: Sequence</p>	<p>L&W p. 4</p> <p>Initial Sounds</p> <p>HF Words: The and the</p> 
<p>Computer</p>	<p>"Calendar"</p> <p>ABCs: A, B</p> <p>Sing Along: Track 36 "Today is Monday"</p>	<p>Calendar</p> <p>BpB's Books: Row 1, "A Computer"</p> <p>ABC: ABC Song</p>
<p>Activity</p>	<p>"Concentration" with names of children</p>	<p>"Alphabet Avenue"</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p><i>Today Is Monday</i></p> <p>"Twinkle, Twinkle, Little Star"</p> <p>"Today Is Monday"</p> <p>"Tt Tiger Rhyme"</p> <p>"Letter March Song Tt"</p> <p>Days of the week</p> <p>Following Directions</p> <p>Same and Different</p> <p>Vocabulary: collage</p>	<p><i>Chicka Chicka Boom Boom</i></p> <p>Vocabulary: tangled</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</p>	<p>Describe the relative position of objects by using one reference</p>	

DAY Three

DAY Four

DAY Five

L&W p. 5 & 6

Left to right

Beginning and Ending sounds

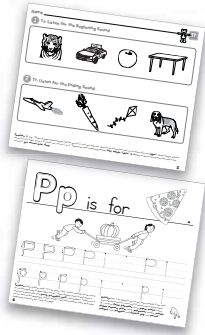
Pp /p/

HF Words:

an and **at**

Comprehension Skill:

Retell stories



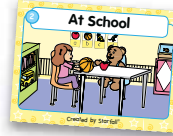
L&W p. 7

Beginning and Ending sounds

Left to right

Top to bottom

Predecodable Book 2:
At School



Sequence

HF Words: is, for, see, me, the, The, a, A, at, an

Starfall Free Day

Name Formation with Play Dough

High-Frequency Word "Concentration"

ABCs: P, T, M, S, B, A

ABC Rhymes: Pp, Tt

BpB's Books: Row 2, "At School"

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

Sing Along: Track 6 "Down by the A-B-Sea"

Draw coconut tree with letters climbing

Arrange ABC's left to right, top to bottom; match upper and lowercase letters

At School: Sequencing Activity

Chicka Chicka Boom Boom

"Pp Pizza Rhyme"

"Down by the A, B, Sea"

Vocabulary: journal

"Color by Word" practice page

"Alphabet Avenue"

At School

Today Is Monday

"Mulberry Bush"

"Today Is Monday"

Days of the Week

Starfall Writing Journals

Spaces between words

Identify major structures of common plants

Describe the relative position of objects by using one reference

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 38

Rhyming

Recite "Twinkle, Twinkle, Little Star."

- Emphasize the rhythm by patting your hands on your thighs.
- Pause after each couplet and ask which two words rhyme (star/are; high/sky).
- Recite the verse again as children supply the rhyming words in each couplet (star, are, high, sky).

Play *Sing-Along* Track 38. Children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

Twinkle, Twinkle, Little Star

*Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are*

Listening & Speaking

Listen and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

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 *Today Is Monday* by Eric Carle, and Days of the Week

Materials

-
- Backpack Bear
-
-
- Navigate to "Calendar"
-
-
- Today Is Monday*
- by Eric Carle
-
-
- Vocabulary Word Card: collage
-
-
- Sing-Along*
- Track 36

Point to the classroom calendar. Explain that a week begins on Sunday and ends on Saturday. The days of the week create a pattern that repeats.

Gather in a circle. Say: **Let's name the days of the week. We'll pass Backpack Bear around. When he gets to you, say the next day in the pattern. I'll start. Sunday.** (Pass Backpack Bear to the next child who says, "Monday.")

Assemble children around a classroom computer navigated to "Calendar." Follow the prompts. Children assist as you move through the activity. Say: **When we look at how things are the same, we compare them. Let's compare our classroom calendar with Starfall's online calendar. How are they the same?** Discuss.

Display *Today Is Monday*. Indicate the cover and title and say: **Eric Carle is the illustrator of this story. He is famous for his illustrations. You can recognize his illustrations because he doesn't draw pictures. He paints tissue paper using different colors then cuts the paper into small pieces. He then lays them on top of each other to make a picture. This is called a collage.**

Children repeat, *collage*.

Explain that no author is listed because the words in this story are words to a song written long ago. Eric Carle created illustrations to accompany the words of the song. Children predict what this story might be about from the cover (animals eating).

Say: **Listen to find out what foods the animals are eating.** Read the book. When you get to Wednesday, pause and ask: **What do you think zoop is?** (Children respond.) **Zoop is a nonsense, or make believe word, but the picture shows food**

Listening & Speaking

Relate an experience in a logical sequence

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

Science

Describe the relative position of objects by using one reference

Technology

Use technology resources to support learning



in a bowl. Since zoop rhymes with soup, do you think zoop might be similar to soup?

Read the book again. Children:

- chime in on repetitive phrasing as you read.
- describe what they see in the final illustration.

Show the music notations on the last page and remind children that this book is a song. Review each page as you sing the song again.

Play *Sing-Along* Track 36, "Today Is Monday." Say: **Let's see how this song is different from the book. When we look at how things are different, we contrast them.** Children repeat, *contrast*. Contrast Starfall's version of the song with that in the book. (Thursday differs.)

Today Is Monday

Today is Monday,
Today is Monday.
Monday, string beans.
All you hungry children,
Come and eat it up.

Tuesday, spaghetti.

Wednesday, soup.

Thursday, pizza.

Friday, fresh fish.

Saturday, chicken.

Sunday, ice cream.

All you hungry children,
Come and eat it up.

2

Introduce "Alphabet Avenue" Game

Place the Uppercase Letter Cards in ABC order in the pocket chart as you name the letters.

- Children repeat after you.
- When all letters are in place, point to and say the alphabet together.
- Each child locates and names the first letter of his/her name.

Display "Alphabet Avenue." Say: **Let's compare and contrast the alphabet in the pocket chart to the alphabet on this game board. How are they the same? How are they different?**

Select four or five volunteers to demonstrate the game. Play the game, taking turns until each child has a chance to play.

- Each player chooses a playing piece and places it in the parking lot near the start arrow.
- Players use the spinner to determine playing order. The lowest number goes first.
- The first player spins the spinner and then moves his or her playing piece the corresponding number of spaces. If a player lands on a Starfall character or on the letter that begins his or her name, the player may take an extra turn. If the player lands on a letter, he or she names the letter.
- If the player is correct, the other players give him/her a thumbs up. If the player is not correct, the other players help determine the correct answer.
- Play then moves to the next player.
- The game ends when all the children reach Backpack Bear's picnic!

Materials

- "Alphabet Avenue," spinner, game pieces
- Uppercase Letter Cards: A-Z
- Pocket chart

Reading

Recognize and name uppercase letters of the alphabet

Listening & Speaking

Listen carefully and understand directions for performing tasks



Technology

Use technology resources to support learning

Computer

Practice

- “Calendar”
- ABCs: A, B
- *Sing Along*: Track 36 “Today Is Monday”

Activity

Children shuffle the deck of name cards, placing them face-down on a table for “Concentration.” They will play several times. Remind them to shuffle (“mix up”) the cards before they begin each new game.

Materials

- Two name cards for each child

3

Introduce Tt /t/

Step One Introduce /t/ in the initial position

Read the rhyme “Tt Tiger” on page 43 of the ABC Rhyme Book.



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *tiger*
- Letter Cards: T and t
- Wall Card: *Tiger /t/*
- Whiteboards/markers
- ABC Rhyme Book*

Tt Tiger

*Terrific tiger, what a sight,
Black and gold with eyes so bright
Your bold roar gives me a fright,
Terrific tiger, please don't bite!!*

Step Two Discriminate /t/ in the initial position

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

ten	ball	toy	tail	doll	twinkle
-----	------	-----	------	------	---------

Step Three Connect /t/ to the spelling Tt

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



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

Demonstrate the letter’s formation as you write *t* on the board. Children mimic the formation by skywriting *t* several times.

The Letter March: Tt

(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,
“T” makes its sound, /t/ /t/ /t/ /t/
And they all go marching,
In- to a word, to use, their sound

Reading

Recognize and produce words that rhyme

Match consonant sounds to appropriate letters

Writing

Write lowercase letters of the alphabet independently

Technology

Use technology resources to support learning



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

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

tub	ban	television	top	toe	pig
-----	-----	------------	-----	-----	-----

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



Demonstrate the letter's formation as you write *T* on the board. Children mimic the formation by skywriting *T* several times. A volunteer locates *Tt* on the Alphabet Chart. Ask: **Are the letters *T* and *t* near the beginning, middle, or end of the alphabet?** (end)

Step Four Introduce /t/ in the final position

Ask the riddle:

cat	I have whiskers and say 'meow.' Who am I?
-----	---

Explain: **The word *cat* ends with the letter *t*. The letter *t* stands for the sound /t/.**

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

hat	carrot	heart	night	pot
-----	--------	-------	-------	-----



On the computer, navigate to *ABCs*: Indicate the *interpreter* button. Say: **This button will show you the American Sign Language sign for each letter of the alphabet. People who are deaf cannot hear spoken words. They use their hands to talk with one another. Deaf and hard-of-hearing children learn the American Sign Language alphabet.** Click on the interpreter button. Volunteers click on the letter *t*. Review the ASL signs for *t*, *a*, and *b*.

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																		t						



Display the Wall Card at the end of the lesson.

Phonemic Awareness Warm-Up

Initial and Final Sounds

Say: **Let's play the "Picture Card Game".**

- Display and identify each of the Picture Cards in Set One.



- Children repeat each Picture Card name and identify the initial sound.
- Children find the picture that does not begin with the sound /t/. (bell)
- Repeat as above for Set Two, finding the picture that does not end with the sound /t/. (cub)



- Display the Picture Card tent. Children identify the initial and final sounds.



Materials

- Set One Picture Cards: turtle, ten, tub, bell
- Set Two Picture Cards: hat, cub, jet, net
- Picture Card: tent
- Pocket chart

1

Listening and Writing, Page 4

Materials

- L&W, p. 4
- Pencils/crayons

Distribute L&W, p. 4. Children locate and trace over T and t with their fingers.

Read the sentence *Tt is for tiger.* Children:

- repeat the sentence.
- locate the high-frequency words *is* and *for* and circle them with a pencil.

Name the pictures: *taxi, ten, turkey.* Explain that all these words begin with the sound /t/. Children repeat each picture name, emphasizing the initial sound /t/.

Write uppercase T on the board and say T. Children use pencils to trace over the uppercase T's; repeat for lowercase t. Children color the pictures.

Move about the room and observe as children trace over letters and color pictures. Note their progress and assist those who need support. Focus on enhancing what is good about their efforts.

Observe & Modify

Reading

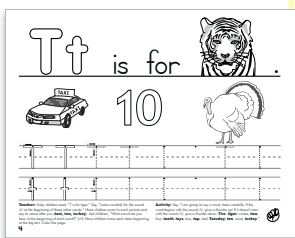
Identify initial and final phonemes in CVC words

Reading

Read high-frequency words

Writing

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



2

Introduce High-Frequency Words: *The, the*

Say: **We have learned five high-frequency words. What does high-frequency word mean?** (a word that we see often when we are reading)

- Show the High-Frequency Word Card *is*.
- Children read the word.
- Count the number of letters in the word.
- Place *is* in the pocket chart.
- On a whiteboard, write: *is*.
- Children write *is* on their whiteboards.

Repeat for high-frequency words: *me, see, for, a*.

- Show the High-Frequency Word Card *the*.

Say: **This word is a new high-frequency word, *the*.**

- Children repeat the word.
- Children count the number of letters in the word.
- A volunteer uses the word in a sentence.
- Place *the* in the pocket chart.

Write the words *Tuesday* and *Thursday* on the board. Point to each and say:

Tuesday, Thursday. (Children repeat.) **What letter do you see at the beginning of Tuesday?** As children respond, make the ASL sign for *t*.

Continue: **Now look at the word Thursday.** (Children repeat, *Thursday*.) **You see a T but you hear /th/.** Make the sound /th/, and demonstrate the ASL sign for *th* (*t+h*).

Explain: **The t and h work together to stand for the sound /th/.** (Children repeat, /th/.) **Tuesday begins with /t/ and Thursday begins with /th/.**

Say: **Listen to our new high-frequency word *the*.** (Children repeat, *the*.) **Do you hear a /t/ or /th/ at the beginning of *the*?**

Write *the* on the board. Children write *the* on their whiteboards.

Distribute Starfall Dictionaries. Children locate *Tt* then turn the page to reveal *th*. Ask: **Do you think the word *the* belongs with the words that begin with the sound /t/ or /th/? Yes, we will write *the* in our dictionaries on the *th* page. Watch me.** To demonstrate, clearly open your own dictionary and locate the *th* page and then print *the*.

Print *The* on the board. Say: **When we use the word *The* at the beginning of the sentence, we use an uppercase T. We will write *The* again in our dictionaries, but this time with an uppercase T.** Demonstrate in your own dictionary.

Materials

- Whiteboards/markers
- Pocket chart
- Classroom books
- Starfall Dictionaries
- High-Frequency Word Cards: *a, for, me, see, the, is*

Reading

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

Read high-frequency words

Technology

Use technology resources to support learning

Reading

Recognize and name uppercase letters of the alphabet

Reading

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

Ask and answer questions about essential elements of a text

Computer

Practice

- Backpack Bear's Books: Row 1, "A Computer"
- "Calendar"
- ABC: ABC Song

Activity

Children recall the rules from **Day 1, Session 2** to play the game independently.

Materials

- "Alphabet Avenue"
- Game rules: Day 1, Session 2

3

Introduce *Chicka Chicka Boom Boom*

Backpack Bear whispers now would be a good time for that special ABC book he brought to school.

Display *Chicka Chicka Boom Boom* and say: **This is the book Backpack Bear told us about in his message. It is a book about letters. The title of this book is *Chicka Chicka Boom Boom*. Bill Martin, Jr., and John Archambault are the authors of both this book, and *Brown Bear, Brown Bear, What Do You See?* Lois Ehlert is the illustrator.**

Picture-walk through the book, then say: **Listen to this story to find out what happens to the letters.** Read the book and ask:

Materials

- Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
- Vocabulary Word Card: *tangled*

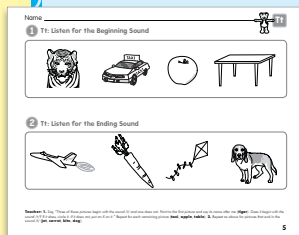
<i>They all fell down from the tree.</i>	What happened when all the letters reached the top of the tree?
<i>knee</i>	What part of <i>Dd</i> got hurt when he fell from the tree?
	Who can think of another way to describe a skinned knee?
<i>stubbed-toe Ee</i>	How did the author describe what happened to <i>Ee</i> ?
<i>They got tangled up.</i>	What happened to <i>Hh</i> and <i>li</i> ?
<i>shoe laces, jump rope, ribbons</i>	<i>Tangled</i> means twisted or mixed together. Sometimes your hair gets <i>tangled</i> or messy. What else could get <i>tangled</i> ?

Say: **Did you notice the authors made their story rhyme? Let's read this story again. Listen for rhyming words.** Pause before reading the rhyming pairs and encourage children to supply them.

Phonemic Awareness Warm-Up

Listening and Writing, Page 5

Distribute *L&W*, p. 5. Children will listen for the sound /t/ at the beginning and end of words.



Materials

- L&W*, p. 5
- Pencils/crayons

Reading

Identify initial and final phonemes in CVC words

1

Introduce Pp /p/

Step One Introduce /p/ in the initial position

Read the rhyme "Pp Pizza" on page 35 of the ABC Rhyme Book.



Display the Picture Card *pizza*. Say: **This is a picture of a pizza. Say, pizza. What kind of pizza? (pepperoni pizza!) The word pizza begins with the sound /p/. Watch my mouth: /p/. Now you say /p/. The words pepperoni and pizza begin with the same sound: /p/. (Children repeat, /p/.) I will read the rhyme again. Listen for the sound /p/ in pizza.**

Read the rhyme again, then children repeat in unison.

Step Two Discriminate /p/ in the initial position

Ask the children to stand. Say: **I will say some words. If you hear /p/ at the beginning of a word, rub your tummy! Ready?**

purse	paper	tiger	pan	pink
-------	-------	-------	-----	------

Materials

- Picture Card: *pizza*
- Letter Cards: *P* and *p*
- Wall Card: *Pizza /p/*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 6
- Pencils/crayons

Pp Pizza

Pizza in the morning
Pizza at night
Pizza hot, Pizza cold--
My tummy's delight!

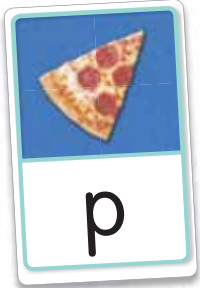
Reading

Recognize and produce words that rhyme

Match consonant sounds to appropriate letters

Writing

Write lowercase letters of the alphabet independently



Display the Wall Card at the end of the lesson.

Step Three Connect /p/ to the spelling Pp

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

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

Demonstrate the letter’s formation as you write *p* on the board. Children mimic the formation by skywriting *p* several times. A volunteer locates *Pp* on the Alphabet Chart. Ask: **Are the letters *P* and *p* near the beginning, middle, or end of the alphabet?** (middle)

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

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

pet	table	blue	park	nurse	paint
-----	-------	------	------	-------	-------

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

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

Step Four Introduce /p/ in the final position

Ask the riddle:

soap	You use me when you are really dirty and take a bath. I make you nice and clean. What am I?
-------------	---

Explain: **The word soap ends with *p*. The letter *p* stands for the sound /p/.**

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

stop	ship	soup	hop	cup
------	------	------	-----	-----

Distribute *L&W*, p. 6 and complete as with similar pages.

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

The Letter March: Pp

(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,
“P” makes its sound, /p/ /p/ /p/ /p/

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

The initial sound /p/ does not exist in Vietnamese. Be sure to emphasize this sound for children who speak Vietnamese.

Introduce High-Frequency Words: *an, at*

Say: **Backpack Bear has a game he wants us to play with our letters. Close your eyes and don't peek!**

Select as many alphabet Letter Cards as you have children in your class. Quickly hide them face-down around the room on the floor. Children listen to *Sing-Along Track 4*, "Backpack Bear's ABCs" to find out how to play the game. Say: **Backpack Bear must have hidden letters around the room on the floor! Each of you find one letter and bring it back to your place.**

Each child names his or her letter for Backpack Bear. Children may ask each other for assistance.

Distribute Starfall Dictionaries. Play "I Spy."

- Say *Aa* and print it on the board.
- Children find the letters in their dictionaries. They may help each other.
- When they find the letters, they hold up their dictionaries.
- Children identify the words *a* and *A* on the page.
- Repeat for *li, is; Ff, for; Mm, me; Ss, see; Th, the*

Write *at* on the board. Say: **When we blend the /a/ with the /t/, we have a new high-frequency word, *at*.**

- On the board, write: *I go to bed at night.*
- Track words as you and the children read the sentence.
- A volunteer circles *at*.
- Repeat using: *I am at school.*

Write *at* in your own dictionary. Children follow your example.

Ask: **What if we keep /a/ and change /t/ to /n/?** (Erase *t* and write *n*.) **Is the word the same? Let's blend the sounds together to find out: /a/, /n/, *an*. When we changed /t/ to /n/, we made a new word, *an*.**

- On the board, write: *I can eat an apple.*
- Track the words as you and the children read the sentence.
- A volunteer circles *an*.
- Repeat using: *I can see an orange book.*

Write *an* in your own dictionary. Children follow your example.

Materials

- Letter Cards A-Z
- Sing-Along Track 4*
- Pencils
- Starfall Dictionaries
- High-Frequency Word Cards: *an, at*

Backpack Bear's ABCs

*Backpack Bear runs in the door,
And hunts for letters on the floor.*

*He grabs them quick and hides them well,
Where he hides them, he won't tell.*

*Off he goes to wait some more,
For you to find them on the floor!*

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Recognize high-frequency words

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

Listening & Speaking

Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Write letters of the alphabet independently, attending to form

Computer

Practice

- ABCs: P, T, M, S, B, A
- ABC Rhymes: Pp, Tt

Activity

Children draw a large tree similar to the one illustrated in *Chicka Chicka Boom Boom* and add letters “climbing” up the tree.

Materials

- Chicka Chicka Boom Boom*
- Drawing paper
- Pencil/crayons
- Classroom Alphabet Chart

Explore the Alphabet

Ask: **Do trees change or do they stay the same?**

Briefly discuss that trees were once seeds and grew until they produced leaves. Ask children to name common trees in your community. Discuss.

Display *Chicka Chicka Boom Boom*. Say: **There is a special kind of tree in the story *Chicka Chicka Boom Boom*. It produces coconuts. It is a coconut tree.** Children repeat, *coconut tree*.

On the board, draw a palm tree with coconuts hanging under the leaves. Explain: **Coconuts are large, heavy fruits that grow near the top of coconut trees, just under the huge leaves. Coconut trees only grow in warm places where the weather doesn't change very much. People learn to climb coconut trees barefoot and pick the fruit! Have you tasted coconut?** If you brought in a real coconut, show the children and pass it around for them to see and touch.

Gather children near the pocket chart. Say: **Let's read *Chicka Chicka Boom Boom* again. This book is about the alphabet trying to climb a coconut tree.**

After reading the story, arrange the uppercase letters in the pocket chart left to right; top to bottom. Children name each letter as it is placed in the chart.

Say: **Let's learn a new song, "Down by the A, B, Sea." It is similar to *Chicka Chicka Boom Boom*.** Children listen to *Sing-Along Track 6*. Play the song again. Children watch you point to the letters as you all sing the song together.

Ask children if they noticed any rhyming words in the song. Repeat phrases from the song. Encourage children to provide the rhyming words (underlined).

Materials

- Chicka Chicka Boom Boom*
- Coconut (optional)
- Uppercase Letter Cards: A-Z
- Pocket chart
- Classroom whiteboard/marker
- Sing-Along Track 6*
- Pointer

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Recognize and produce words that rhyme

Science

Identify major structures of common plants

Down by the A, B, Sea

Down by the A, B, Sea where the coconuts grow,

There is a place I want to go,

But if I do, my teacher might say:

Did you see A & B or C & D up in the tree?

Did you see E, F, G or H & I up near the sky?

Did you see J & K or L & M joining them?

Did you see N & O or P & Q following you?

Did you see R & S or T & U in front of you?

Did you see V & W, X, Y or Z up in the tree?

Phonemic Awareness Warm-Up

Materials

-
- Large rubber band

Blending

Say: **I want to show you an easy way to blend sounds into words.** Turn your back to the children. Hold up a rubber band in your left hand so the children can see it. Look over your shoulder and say: **tab**.

- Use your right hand to stretch the rubber band in increments as you look over your shoulder and say each sound in the word: /t/, /a/, /b/.
- At the final sound, release one end of the rubber band and allow it to snap into place as you blend the word: **tab**.
- Children repeat the word.

Repeat for *tap*.

Put the rubber band away. Say: **Let's take out our 'invisible rubber bands'! We will use them to sound out the high-frequency word *at*. Stretch your invisible rubber band to say the sounds in *at*: /a/ /t/. Now, release your invisible rubber band and blend the word: *at*.** Repeat for *bat*.

Say: **Learning how to blend sounds together will help you become good readers and spellers!**

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Blend individual phonemes in simple, one-syllable words



1

Introduce At School

On a computer, navigate to *Backpack Bear's Books*: Row 2, "At School." Children interact with and discuss the online story and "High-Frequency Word Game." Display the Cover Card and Sentence Strips in the pocket chart. Read the story together.

Model fluency by reading the story with expression and inflection as cued by the punctuation marks. Briefly discuss the period, question mark, and exclamation mark.

Distribute Predecodable Book 2 to each child. Children read their books aloud as you read the Sentence Strip story.

Mix up the Sentence Strips. Children use their books to reorder the story.

Play "High-Frequency Word Detectives."

- Write *see* on the board.
- Children count the number of times *see* is used in the story. (4)
- A volunteer makes 4 tally marks next to *see* on the board.

Repeat for *at* (3), *the* (4), *me* (2), *an* (1), *a* (1), *is* (2), *for* (2).

Children read the story together.

Materials

-
- Predecodable Book 2,
- At School*
- , for each child
-
-
- Cover Card, Sentence Strips, Word Cards: At School
-
-
- Pocket chart
-
-
- Backpack Bear

Reading

Recognize that sentences in print are made up of separate words

Recognize high-frequency words



2

Introduce Writing Journal

Remind children of Backpack Bear's message. Tell Backpack Bear that you want to remember him, too, and that you have the perfect way to do just that!

Display a Starfall Writing Journal. Say: **This is a writing journal. A journal is a book with blank pages where you write and draw about things you want to remember.** (Children repeat, *journal*.) We keep journals to remember things, such as special days, trips, ideas, and stories.

Distribute writing journals. Say: **This is your special Starfall Writing Journal.**

- Open your own journal to the first page and indicate the lines and the blank space above them.
- Children tell you the purpose of the lines (writing) and blank spaces (illustrations).

Say: **You will be the authors and illustrators of your journals. You will write your thoughts and ideas inside these pages. Today we will make our first entry. An entry is something you write or draw in your journal.**

Write *My Pal* on the board. Draw attention to the space between the words *My* and *Pal*. Say: **The space is important because it helps us tell where one word ends and the next one begins. The spaces between words make reading much easier.** Read *My Pal*. Children echo you.

- Children find the star at the beginning of the first line of the journal and put a finger on it.
- Explain that this star tells the children where to begin writing.
- Demonstrate by writing *My* on the writing line next to the star in your own journal.
- Children follow your example.

Explain: **Remember, before we can write *Pal*, we need to leave a space after the word *My*. A good way to make a space is to place your index finger after the word *My*. Begin to write the word *Pal* after your finger!** Demonstrate by writing *Pal* in your own journal.

Children draw pictures of themselves with Backpack Bear in the blank space above the words *My Pal*. Gather in small groups to share their first entries.

If children are unable to copy from the board, provide index cards with *My Pal* printed on them, or dot the words in their journals to trace. If children have difficulty creating spaces between words, give them craft sticks to use as space markers.

**Observe
& Modify**

Collect the journals. Use a date stamp on the children's entries until they are able to write the date on their own.

Materials

- Starfall Writing Journals
- Pencils/crayons
- Backpack Bear's message
- Vocabulary Word Card: *journal*

Reading

Recognize and name uppercase and lowercase letters

Recognize high-frequency words

Writing

Write by moving from left to right and top to bottom

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

Participate in creating a variety of informational forms (journal)



Computer

Practice

Technology

Use technology resources to support learning

- Backpack Bear's Books: Row 2, "At School"
- Backpack Bear's Books: Row 1, "The Computer"
- Sing Along: Track 6 "Down by the A-B-Sea"

Reading

Recognize and name uppercase and lowercase letters

Activity

Children arrange uppercase letters A-Z in the pocket chart from left to right, top to bottom. After all uppercase letters are ordered, children reference the Classroom Alphabet Chart to place corresponding lowercase letters on top of them.

- Materials**
- Uppercase and lowercase Letters: Aa-Zz
 - Pocket chart
 - Classroom Alphabet Chart

3

Listening and Writing, Page 7

- Materials**
- ABC Rhyme Book
 - L&W, p. 7

Reading

Identify initial and final phonemes in words

Read "Pp Pizza" on page 35 of the ABC Rhyme Book. Say: **The word pizza begins with the sound /p/. Say pizza. Listen for the sound /p/ at the beginning.**

Say: **Listen to these words. If you hear /p/ at the beginning of the word, put your hands on top of your head. If you hear /p/ at the end of the word, put your hands behind your back.**

pond	snap	pencil	party	cup	pretty	stop	popcorn
------	------	--------	-------	-----	--------	------	---------

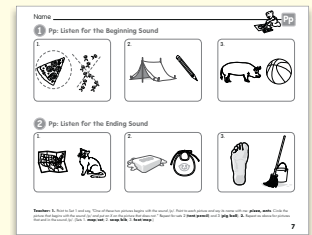
Distribute copies of L&W, p.7.

Indicate and name the first picture. (pizza)

Ask: **Does pizza begin with the sound /p/? If it does, circle it. If it does not, put an X on it.**

Continue for *ants, tent, pencil, pig, ball*. Repeat for pictures that end in the sound /p/ (*map, cat, soap, bib, foot, mop*).

Children color pictures that begin or end with /p/.



Phonemic Awareness Warm-Up

ASL Days of the Week

Remind children that most of the ASL signs for the days of the week use the first letter of the name for the day. (Sunday is the only one that differs.) Lead children in saying and signing the days of the week. Discuss activities the children do routinely on specific days. Ask: **Do we do the same thing every day? Here's a song about things we might do on different days of the week.**

Play *Sing-Along Track 22*. Make up actions to accompany the song as you sing.

Ask: **What day is missing from this song?** (Sunday) Children make up something they might do on Sunday. Repeat the song using the ASL sign for each day.

Materials

- ASL Poster: Days of the Week
- Sing-Along Track 22*

Mulberry Bush

Here we go round the mulberry bush, so early in the morning.

This is the way we wash our clothes, so early Monday morning.

...iron our clothes, so early Tuesday morning.

...mend our clothes, so early Wednesday morning.

...sweep the floor, so early Thursday morning.

...scrub the floor, so early Friday morning.

...bake our bread, so early Saturday morning.

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

1

Introduce Six Center Rotations

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

Materials

- Six Learning Center Cards
- Six Blank Group Cards
- Icons
- Pocket chart or classroom magnetic whiteboard

Listening & Speaking

To introduce the new learning center rotations display and explain each center card

Computer

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

1

Technology

Use technology resources to support learning

Name Formation with Play Dough

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

Materials

- Play dough
- Children's name cards

2

Reading

Recognize uppercase and lowercase letters of the alphabet

Reading

Read simple one-syllable and high-frequency words

High-Frequency Word "Concentration"

Children arrange High-Frequency Word Cards face-down in the pocket chart, then take turns finding matches.

Materials

- Two of each High-Frequency Word Cards: *is, for, see, me, the, a, A, an, at*
- Pocket chart or table/floor

3

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

"At School" Sequencing Activity

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

Materials

- Predecodable Book 2, *At School*, for each child
- Cover Card, Sentence Strips, Word Cards, *At School*
- Pocket chart

4

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

"Color by Word"

Children complete the "Color by Word" practice page for Week 3 according to high-frequency words.

Materials

- "Color by Word" practice page for Week 3
- Pencils/crayons

5

Reading

Recognize and name uppercase letters of the alphabet

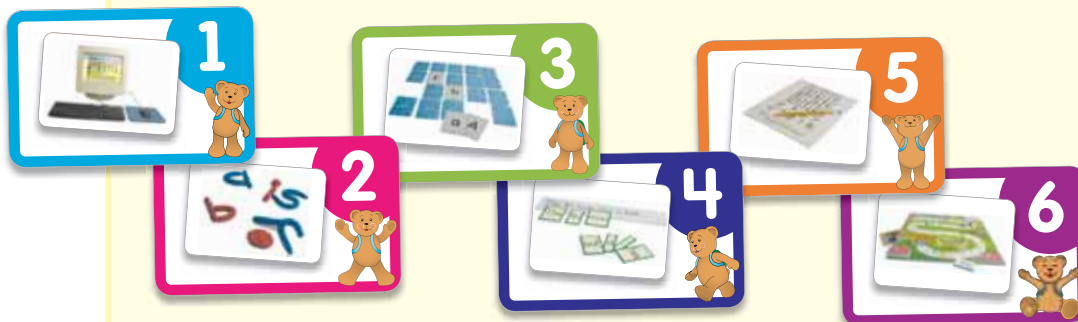
"Alphabet Avenue"

Review game rules prior to center rotations.

Materials

- "Alphabet Avenue"
- Game rules: Day 1, Session 2

6



2

Today Is Monday

Read *Today Is Monday*. Ask: **Did you notice that on each day of the week, the animals ate different foods? Does that make you think of the different things we do at school each day? Here's an idea. Let's make up our own song about the days of the week.**

The following is a sample scenario. Tailor each day to your own schedule. On days when there are no special activities, children substitute a classroom activity they enjoy.

Place *Monday* in a pocket chart. Say: **On Mondays we have art. So we could say, Monday, art.**

- On an index card, write the word art.
- Draw a symbol, such as a paint brush, next to the word.
- Place the index card next to the word *Monday* in the pocket chart.

Place *Tuesday* in the pocket chart. Ask: **Who remembers what we do on Tuesday?** (Music) **We'll show music for Tuesday.** Repeat as above. Once you've placed the index card in the pocket chart, say: **Monday, art; Tuesday, music.**

Continue until you have each day of the week represented. Activities during the school week might include: art, music, PE, computer, library, free play, centers. For the weekend, you could suggest swimming, reading, baseball, playing games.

Sing the song *Today Is Monday* with your new words!

Materials

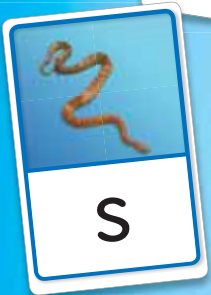
- Today Is Monday*
- Pocket chart
- Seven blank index cards
- Word Cards: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Writing

Participate in writing simple stories, poems, rhymes or song lyrics

Social Studies

Put events in temporal order using a calendar



Week 4 Overview

Seasons and Weather

Children become familiar with different types of weather and seasonal changes through books, poems, songs, and American Sign Language. Backpack Bear shares his favorite books about rainbows. This week we will:

- learn and practice Mm /m/ and Ss /s/.
- discuss cause and effect.
- learn inventive spelling (kidwriting).
- get to know Benjamin Franklin.

Recommended Literature

Cloudy With a Chance of Meatballs—Judi Barrett is an author who loves dill pickles and spaghetti. She also loves to draw and paint. She likes art so much she married an artist. Her husband, Ron, frequently illustrates her books. Sometimes they work together as two artists. He draws the pictures and she paints the colors for the illustrations. Occasionally, Judi Barrett prefers to illustrate her books herself. She likes gardening and making room for even more houseplants inside their home. Her other favorite activities include collecting antiques and petting dogs. She lives in Brooklyn, N.Y., where she teaches art to kindergarten and elementary students at the Berkeley Carroll School.

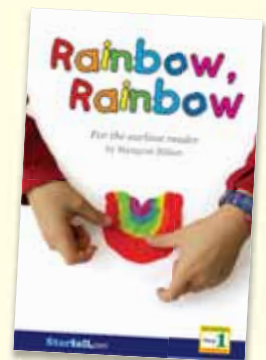
Starfall Books & Other Media

Sing-Along Track 40 and Track 21

Predecodable Book 2, "A Rainbow"

Rainbow, Rainbow by Margaret Hillert

Get to Know Benjamin Franklin Poster



Preparation

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

Generate and prepare Vocabulary Word Cards for **Week 4**. You will use *seasons, sizzle, beneath, abandon, and survive* on **Day 1** and *thunderstorm, lightning, inventor, scientist, and electricity* on **Day 4**.

Day One

If you have not introduced the ongoing weather prediction routine outlined in the *Read Me First*, please do so this week. References will be made to this routine as children learn about the weather and the seasons.

Laminate the Weather Cards.

Familiarize yourself with *Sing-Along Track 40, "What's the Weather?"* Determine in advance actions to be used while singing the verses (cloudy, sunny, rainy, windy, and snowy).

Day Two

Children will practice writing the letters *Aa, Bb, Pp, and Ss*. They may use their whiteboards, or you could generate a "Multi-Letter Formation" practice page for uppercase or lowercase *Aa, Bb, Pp, Ss, Tt* for them to use.

Day Three

Generate a "Picture Sound" practice page with *Mm* and *Ss*.

Day Four

Familiarize yourself with the narrative on the back of the *Get to Know Benjamin Franklin* Poster and choose several facts that might appeal to your class.

Designate an area in your classroom to display the Historical Portraits as they are introduced. This will keep these people relevant in your classroom and make it easy to reference them in future lessons.

Day Five

Review the seasons, season's poems, and ASL signs as the seasons change. It is recommended that you post the current season's poster near your calendar.



Showing 4 of 12 Weather Cards



Day 1

I love summertime because it is warm and I can go swimming! What do you like to do in summer?

Your friend,

Backpack Bear 

Day 2

I loved learning about all the seasons of the year! I love spring because that is when my birthday is!

Love,

Backpack Bear 

Day 3

Have you ever seen a rainbow? I wonder where they come from.

Love,

Backpack Bear 

Day 4

I can't wait to write my own sentences! It's so much fun to write my ideas!

Love,

Backpack Bear 

Day 5

I found a great story online about a rainbow! Can we read it?

Your pal,

Backpack Bear 

DAY One

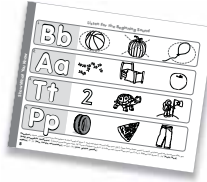
DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

L&W p. 8

initial /b/ /t/
/p/ /a/

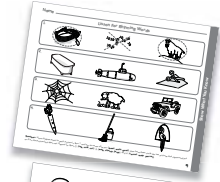


Comprehension Skills:

Prediction
Recall Details
Fantasy/Realistic
Fiction/NonFiction

L&W p. 9, 10

Rhyming/
Non-Rhyming



Ss /s/



Comprehension Skills:

Cause/Effect
Descriptive Words

Computer

BpBs Bks: Concepts, "Weather"
ABC Rhymes: T, P
Calendar

BpBs Bks: Concepts, "Weather"
ABC Rhymes: S, T
Math Songs: "The Months of the Year"

Activity

Draw pictures of different kinds of weather

Practice writing A, B, P, and S

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Cloudy With a Chance of Meatballs

Seasonal Posters

"What's the Weather?"

"Months of the Year"

Vocabulary: Seasons, sizzle, beneath, abandon, survive

Cloudy With a Chance of Meatballs

Writing

Illustrate and label drawings

Social Studies

Science

Know changes in weather occur from day to day and across seasons

DAY Three

L&W p. 11, 12

initial/final S

Mm

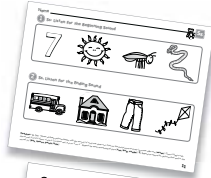
/m/

HF Words: **I,**
am, you

(a, an, at, I, me, see, the)

Comprehension Skill:

Sequence



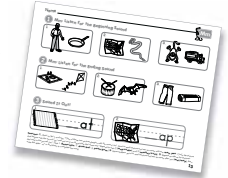
DAY Four

Rhyming Words: Poetry

DAY Five

L&W p. 13

initial/final /m/



Comprehension Skills:

Recall Details

Sequence

Relate

Starfall Free Day

Letter Formation: Play Dough

ABCs: M, S, P, T, B, A
Calendar

BpBs Books: Row 3, "A Rainbow"
It's fun to read: Poetry
Colors: Rainbow

High-Frequency Word
"Concentration"

Initial S, M Picture Sound page

Form HF words on whiteboards

A Rainbow Sequencing Activity

A Rainbow

Get to Know Benjamin Franklin
Poster

"I Wonder Why"

Vocabulary: Thunderstorm,
lightning, inventor, scientist,
electricity

"Color by Word" for Week 4

Illustrate Favorite Season

Rainbow, Rainbow

Seasonal Posters

Inventive Spelling,
Kidwriting, Adult Writing

Illustrate and label drawings

Know changes in weather
occur from day to day and
across seasons

Know changes in weather
occur from day to day and
across seasons

Know changes in weather
occur from day to day and
across seasons

Reading

Identify initial phonemes in words

**Phonemic Awareness Warm-Up****Listening and Writing, Page 8**

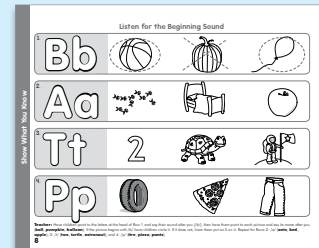
Display and name the *apple, ball, tiger, and pizza* Picture Cards. Ask: **Which picture begins with the sound /t/?** (tiger), **/b/** (ball), **/p/** (pizza), **/a/** (apple).

Complete *L&W*, p. 8.

- Name each picture in Row 1 with the children.
- Children circle the two pictures that begin with the letter-sound at the beginning of the row and put an X on the picture that does not.
- Repeat for Rows 2 - 4.

Materials

- Picture Cards: *apple, ball, tiger, pizza*
- L&W*, p.8
- Pencils/crayons



The sounds /p/ and /b/ are very similar and may be confusing. The mouth is shaped exactly the same for both sounds; the distinction is that /b/ is voiced and /p/ is unvoiced. Use this opportunity to stress the importance of listening carefully to the difference between sounds.

Observe & Modify

1

Introduce Weather

Ask: **Have you ever wondered what makes the weather? Let's go outside and find out!**

Once outside, explain: **Three things make the weather: heat, wind, and water.** Guide children in observing the environment to determine our source of heat is the sun, wind is the movement of air, and water falls to the earth as rain or snow.

Heat	Look around. Where do you think heat comes from? (sun) Yes, the sun produces heat. (Children repeat, heat.)
Wind	Where do you think wind comes from? (air moves) Yes, wind is made when air moves. (Children repeat, wind.)
Water	Where do you think water comes from? (rain or snow) Yes, water falls from the sky as rain or snow.

If there is no wind, encourage children to run around to feel the breeze from their movement.

Say: **Now we know the three things that make weather. Say them after me: heat, wind, water.**

Invite children to observe the wind moving the clouds across the sky. Explain: **Clouds are made up of tiny drops of water. The color of the clouds tells us how heavy the clouds are with water. When a cloud gets too heavy, it rains or snows!** Children observe the color of clouds in the sky and determine whether or not it will rain or snow today.

Return inside and gather around your classroom weather chart. Discuss the Weather Picture Cards.

Tell the children that Backpack Bear has a favorite song about weather. Navigate to Backpack Bear's Books: Concepts, "Weather." Children interact with the song online. Play *Sing-Along Track 40* "What's the Weather?" and make up actions to accompany the words.

What's the Weather?

*What's the weather, what's the weather,
What's the weather like today?
It is cloudy, Oh so cloudy,
The weather's cloudy today.
...Sunny, very sunny
...Rainy, oh so rainy
...Windy, very windy
...Snowy, oh so snowy*

Materials

- Weather Cards from weather prediction routine
- Sing-Along Track 40*

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning



Showing 4 of 12 Weather Cards

Reading

Understand that printed materials provide information

Describe events in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Introduce Seasons

Call attention to the classroom calendar. Say: **We talked about the days of the week. Let's name them. The days of the year are arranged by months. Some months have 30 days, some have 31, and one month, February, has only 28 days. Each month has a name.**

Play *Sing-Along Track 21*, "Months of the Year." Children listen to the song once through, then sing the song on a second playing.

Ask volunteers to name months from the songs. Backpack Bear whispers that his birthday is in the month of March (the 19th)! Children share their birthday months.

Discuss how the weather does not remain the same year round. Explain: **The months of the year are divided into four weather groups called seasons.** (Children repeat, *seasons*.) **The names of the four seasons are winter, spring, summer, and fall.** (Children repeat.) **In many places, the weather changes each season.**

Play a guessing game. Divide the class into four groups and assign each group one of the four Seasons Posters. Children:

- examine and discuss their posters with their groups.
- decide which season their poster represents.
- share and explain their "guess" with the rest of the class.

To verify their guesses, read the poems on the back of their posters. Children listen to the words of the poems and give a "thumbs up" if they think the group identified the correct season. Discuss the following new vocabulary.

sizzle — a hissing sound that sounds like something is burning

beneath — under or below something

Materials

- Sing-Along Track 21*
- Backpack Bear
- Seasons Posters
- Vocabulary Word Cards: *beneath, seasons, sizzle*



Provide paper folded into several sections for children to draw different types of weather in each section.

Technology

Use technology resources to support learning

Reading

Understand that printed materials provide information

Computer

- "Calendar"
- Backpack Bear's Books: Concepts, "Weather"
- *ABC Rhymes: Tt Tiger, Pp Pizza*

Practice

Activity

Children draw pictures of different weather conditions and label their pictures using the Weather Cards.

Materials

- Weather Cards (from weather routine)
- Drawing paper
- Pencils/crayons

3

Introduce *Cloudy With a Chance of Meatballs* by Judi Barrett

Review the word *prediction*. Children share their predictions for today's weather.

Display *Cloudy With a Chance of Meatballs*.

- Children predict what this story might be about.
- Introduce the title, author, and illustrator.
- Children decide if this story is fiction or nonfiction. Remind them that a fictional story is make-believe and a nonfiction story gives true information.

Ask: **Do your grandparents ever make up funny stories for you? (Discuss) This story is a tall tale, or pretend story, that a grandfather made up! Listen to the tall tale the grandfather tells.**

As you read, pause to discuss the following as they occur in the text:

Chewandswallow — the name of the town where the story takes place

Sanitation Workers — those who work as trash collectors

abandon — to leave something or some place

survive — to continue to live; remain happy and healthy

Children partner to share their favorite parts of the story. Volunteers share responses.

Say: **In the story today, food was falling from the sky like rain! A story with food falling from the sky like rain is fiction – it comes from the author's imagination.**

Play a game. If the word you say names a food, children pretend they are eating! If it names a weather word, they stand.

soup	juice	snow	green peas	peanut butter
fog	cheese	drizzle	tomatoes	meatballs
hamburgers	pancake	downpour	brussels sprouts	storm

Ask: **Do you think food could really fall from the sky?** Discuss.

Materials

- Cloudy With a Chance of Meatballs* by Judi Barrett
- Vocabulary Word Cards: *abandon*, *survive*

Reading

Use pictures and context to make predictions about story content

Ask and answer questions about the essential elements of a text

Identify a selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Relate new vocabulary to prior knowledge

Listening & Speaking

Communicate effectively when relating experiences

Phonemic Awareness Warm-Up

Materials

- L&W, p.9
- Pencils/crayons

Listening and Writing, Page 9

Say: **Listen carefully as I say three words. Two of the words rhyme, one doesn't; sun, fun, boy.** (Children repeat, *sun, fun, boy.*) **Which two words rhyme?** Children say the words again. This time, they tell you which of the three words does not rhyme.

Continue as above, naming the words that rhyme and do not rhyme for the following sets:

Fan/pan/toy	foot/rug/bug	dog/log/bus	fox/pig/box
-------------	--------------	-------------	-------------

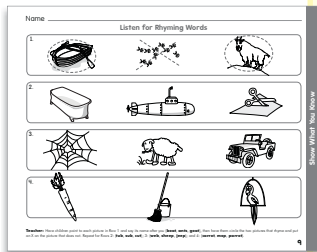
Complete L&W, p. 9. Children:

- name each picture in Row 1 with you.
- circle the two pictures that rhyme and put an X on the picture that does not.
- repeat for Rows 2 - 4.

Reading

Recognize words that rhyme

Distinguish rhyming and non-rhyming words



1

Introduce Ss /s/

Step One Introduce /s/ in the initial position

Read the rhyme "Ss Snake" on page 41 of the ABC Rhyme Book. Ask: **What words in the poem rhyme?** (right, night)



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

Materials

- Picture Card: *snake*
- Letter Cards: S and s
- Wall Card: *Snake /s/*
- ABC Rhyme Book
- L&W, p. 10
- Pencils/crayons

Sweet Samantha Snake

*Sweet Samantha snake
Slithered left and right
Tied herself into a knot
And was stuck all night*

Step Two Discriminate /s/ in the initial position

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

sun	rabbit	season	sad	button
-----	--------	--------	-----	--------

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Three Connect /s/ to the spelling Ss

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

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

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

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

sing	snow	rain	Sam	cloudy
------	------	------	-----	--------

S Display the Letter Card S. Say: **This is the uppercase letter S. The uppercase letter S and the lowercase letter s stand for the sound /s/. What do you notice about the uppercase and lowercase Ss?** (Same form but one is tall and one is small.) Ask a volunteer to locate Ss on the Alphabet Chart. Ask: **Are the letters S and s in the beginning, middle, or end of the alphabet?** (end)

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

Step Four Introduce /s/ in the final position

Ask the riddle:

bus People ride in me. I can take many people where they want to go at the same time. Sometimes children ride in me to school. What am I?

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

nurse	house	purse	mouse
-------	-------	-------	-------

Distribute L&W, p. 10, pencils, and crayons. Complete as with similar pages.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Rr Rr Ss Tt Uu Vv Ww Xx Yy Zz

a b p s t

The Letter March: Ss

(Melody: "The Ants Go Marching")

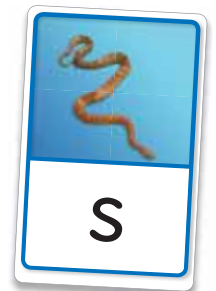
The letters go marching one by one,
Hurrah! Hurrah!

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

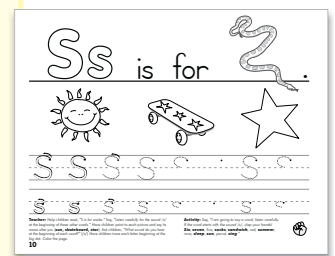
The letters go marching one by one,
"S" makes its sound, /s/ /s/ /s/ /s/

And they all go marching,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Materials

- Building blocks
- Cloudy With a Chance of Meatballs*

Introduce Cause and Effect**Reading**

Ask and answer questions about essential elements of a text

Ask: **If I drop a glass on a hard floor, what will happen?** (It will break.) **If a cloud gets too heavy with water drops, what will happen?** (It will rain.) **Let's do an experiment!**

Gather children in a circle. Choose volunteers to build a tall building with blocks. As they finish, ask the children what would happen if you kicked the building. Wait for their responses, then kick the building down!

Ask: **What caused the building to fall?** (kicking it) **What happened, or what was the effect, when I kicked it?** (The building fell.) **The cause of the building falling was that it was kicked and the effect was that it fell. We call this cause and effect.** (Children repeat, *cause* and *effect*.) **Let's make up a sentence about what happened. We could say, I kicked the building, so it fell. We could also say, The building fell because I kicked it.**

Display *Cloudy With a Chance of Meatballs*. Say: **I will say something that happened in this story. I would like you to tell me the effect it had, or what happened because of it. A big pancake fell on the school. What happened because the big pancake fell on the school?** (The school closed.) **What caused the school to close?** (The pancake fell on it.) **The cause was that a big pancake fell on the school. The effect was that the school had to close.**

Continue for:

Cause**Effect**

Too much spaghetti fell on the town.	Spaghetti tied up the town.
The townspeople ate too many cream cheese and jelly sandwiches.	People got stomachaches.
There was a pepper storm.	People sneezed.

Partner children. Say: **I will name something that happened. It is the cause. Talk with your partner about what the effect would be. Let's try one together. Here is the cause. It is time to go out to play but it is storming outside. What effect would that have on your plans to go out to play?** (couldn't go outside)

Partners discuss the cause, determine the effect, then raise their hands to share the effects of the following:

- It started raining ice cream in our classroom.
- We had no letters in the alphabet.
- You went outside in the snow without your coat.
- The sun never came out.
- The weather never changed.

Computer

Practice

- *Backpack Bear's Books: Concepts, "Weather"*
- *ABC Rhymes: Ss Snake, Tt Tiger*
- *Math Songs: "The Months of the Year"*

Activity

Children practice writing *Aa, Bb, Pp, Ss, Tt* on their whiteboards or on the "Multi-Letter Formation" practice page.



Materials

- Whiteboards/markers or a pre-generated "Multi-Letter" practice page for uppercase or lowercase *Aa, Bb, Pp, Ss, Tt*
- Pencils
- Letter Cards: *A, a, B, b, P, p, S, s, T, t*

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet independently

Materials

- Chart paper/markers
- Sing-Along* Track 40
- Vocabulary Word Cards as needed

Weather Words

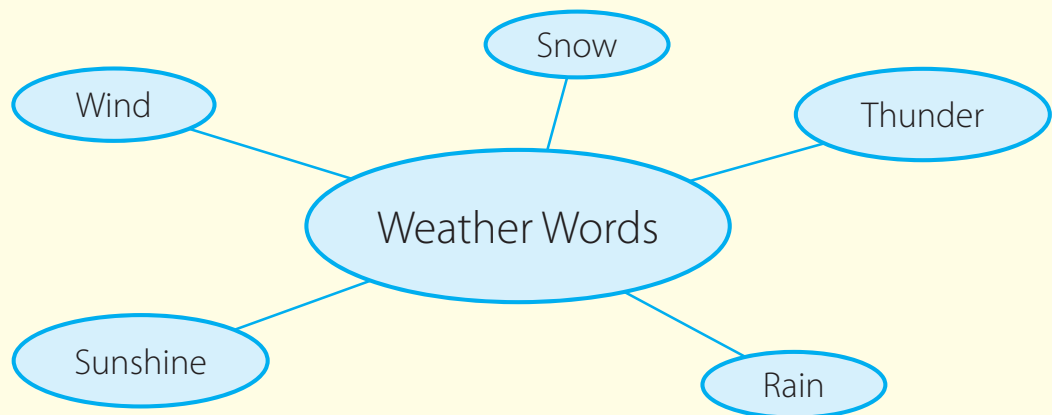
Children sit in chairs in a circle. Work together to make a pretend rainstorm in your classroom. Move through each step gradually to build the anticipation and climax.

You and the children:

- rub your hands together slowly at first, then gradually rub them faster.
- pat your knees softly with both hands then gradually pat harder!
- Say: **I think it's about to rain in here!** Continue to pat your knees and begin to stomp your feet.
- Say: **I think I hear thunder!** Stop stomping your feet, but continue to pat your knees.
- Say: **The thunder has stopped but here comes the rain.** Gradually begin to pat your knees softly.
- Say: **I think the rain is stopping.** Rub your hands together softly.
- Say: **Here comes the sun!** Stop all action and smile!

Say: **There are many words that describe, or tell about, different types of weather. Words that describe are called *descriptive words*. We just demonstrated one type of weather, stormy. Let's create a special chart called a "word web" by naming some weather words that describe other types of weather.**

In the center of a piece of chart paper, write *Weather Words* and circle it. As children volunteer words, create a word web around it.



Ask children to recall "What's the Weather?" Play *Sing-Along* Track 40. Children listen to the song for words that they can add to the Weather Words web. Add these words, then indicate and name each word with the children. Add additional descriptive weather words throughout the week.

Phonemic Awareness Warm-Up

Listening and Writing, Page 11

Materials

- L&W, p.11
- Pencils/crayons

Say: **I will say some words. If you hear a word that begins with the sound /s/, make the ASL Ss sign. If the word does not begin with the sound /s/, shake your head 'no.'**

sun	pizza	say	soap	paper	snake
-----	-------	-----	------	-------	-------

Now listen for ending sounds. If you hear a word that ends with the sound /s/, nod your head 'yes.' If the word does not end with the sound /s/, shake your head 'no.'

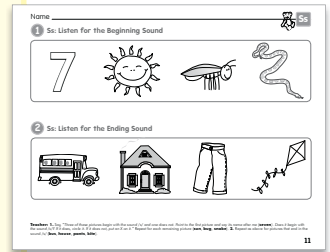
dress	horse	tiger	grass	socks	apple
-------	-------	-------	-------	-------	-------

Complete L&W, p. 11.

- Name each picture with the children.
- Children circle the pictures that begin with /s/ and put an X on pictures that do not.
- Repeat with pictures that end with /s/.

Reading

Identify initial and final phonemes in words



1

Introduce Mm /m/

Step One Introduce /m/ in the initial position

Read the rhyme "Mm Moon" on page 29 of the ABC Rhyme Book.



Display the Picture Card *moon*. Say: **This is a picture of a moon. Say, moon. The word moon begins with the sound /m/. Watch my mouth: /m/. Now you say /m/.** (Children repeat: /m/.) **I will read the rhyme again.**

Listen for the sound /m/ in the rhyme. (Read the rhyme.) **What words did you hear in the rhyme that began with the sound /m/?** Repeat the rhyme until children identify all the words beginning with /m/ (moon, marvelous, magical, mysterious, mystical, may). Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: moon
- Letter Cards: M and m
- Wall Card: moon /m/
- ABC Rhyme Book
- L&W, p. 12
- Pencils/crayons

Mm Moon

*Moon, Moon, marvelous, magical
Moon, Moon, mysterious, mystical.
May I ask where you go at dawn?
I wake from sleep, and you are gone!*

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

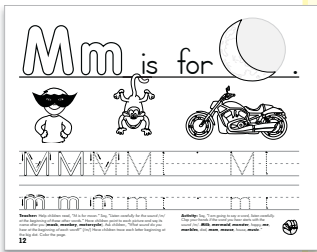
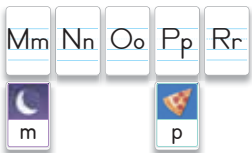
Step Two Discriminate /m/ in the initial position

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

milk	tiger	Monday	march	ball	map
------	-------	--------	-------	------	-----



Display the Wall Card at the end of the lesson.



Step Three Connect /m/ to the spelling Mm

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

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

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

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

month	mat	ladder	snake	monkey
-------	-----	--------	-------	--------

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

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

Step Four Introduce /m/ in the final position

Ask the riddle:

drum	I am a musical instrument. You use sticks to make sounds with me. My name ends with /m/. What am I?
-------------	---

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

jam	come	stem	name
-----	------	------	------

Distribute L&W, p. 12, pencils, and crayons. Complete as with similar pages.

The Letter March: Mm

(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,
“M” makes its sound, /m/ /m/ /m/ /m/

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

2

Introduce High-Frequency Words: I, am, you

Say: **Here is a new high-frequency word!** (Write I on the board.) **This is the uppercase letter I. When you see this letter by itself, it is a word. Who can name another high-frequency word that is also a letter?** (A, a)

- Children say the word, I.
- Generate sentences using I.
- Children write I on their whiteboards.

Say: **Another high-frequency word is you.** Write you on the board and repeat as above.

Materials

- Whiteboards/markers
- Pocket chart
- Picture Cards: apple, bus, boy, girl, house, rain, sink, sun
- High-Frequency Word Cards: a, am, an, at, I, me, see, the, you
- Punctuation mark: period (from a predecodable sentence)
- Starfall Dictionaries

Reading

Recognize high-frequency words

Demonstrate on the board as you think aloud: **Do you remember when we learned the word *at* and changed the *t* to *n* to make a new word, *an*? I wonder what would happen if I changed the */n/* to */m/*?** (Do this.) */a/, /m/, am.* **We just learned another word by changing one letter!**

- Children say the word *am*.
- Generate sentences using *am*.
- Children write the word *am* on their whiteboards.

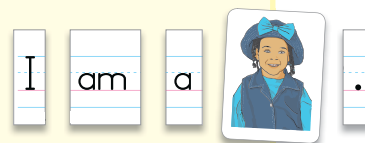
Place the following in the pocket chart. Children identify each:

- High-Frequency Word Cards: *a, am, an, at, I, me, see, the, and you*
- Picture Cards: *apple, bus, boy, girl, house, rain, sink, sun*
- Punctuation mark: period



Say the following sentences. Individuals or partner volunteers come to the pocket chart, find the words and pictures needed for the sentence, and place them in sentence order. Children end each sentence with a period.

- I am a girl.
- I see you.
- You see me.
- I am at the sink.
- I see the sun.
- I am at the house.
- You see an apple.



Distribute dictionaries and pencils. Children will enter *you, am,* and *I* in their dictionaries by following your example. For each word, think aloud: **Where do I turn in my dictionary to write the word *you*?** Repeat for *am* and *I*.



Computer

- ABCs: *Mm, Ss, Pp, Tt, Bb, Aa*
- "Calendar"

Practice

Activity

Children will:

- Trace over the upper and lowercase *Ss* and *Mm*.
- Cut apart the pictures at the bottom of the page and glue them in the correct boxes according to the beginning sounds.

Materials

- "Picture Sound" practice page with *Mm* and *Ss* for each child
- Pencils/crayons
- Scissors/glue stick

Technology

Use technology resources to support learning

Reading

Match consonant sounds to appropriate letters

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning

Introduce *A Rainbow*

Recall Backpack Bear's message. Tell Backpack Bear and his classmates: **I know an experiment we can try that will help us understand how rainbows are made.**

- Darken the classroom.
- Fill a glass with water.
- Place the glass filled with water on a piece of white paper.
- Shine the flashlight on the glass.
- Move the light left to right slightly until you see a small area of color appear on the white paper.

Explain: **Sunlight bends when it enters and exits the water. This causes the light to separate and break into many different colors. When the sun is shining brightly outside and it rains, the raindrops cause the sunlight to bend and form a rainbow!** Observe in small groups.

Introduce *A Rainbow* by navigating to *Backpack Bear's Books*: Row 3, "A Rainbow." Children interact with and discuss the story.

Give each child a copy of *A Rainbow*. Say: **This story uses many high-frequency words. When there is a word you haven't learned yet, you can use the picture to help you.** Children follow along as you read the story. Read it again. This time children read aloud and point to each word.

Place the Cover Card for *A Rainbow* in the pocket chart and read it. Display a Sentence Strip in the pocket chart.

- Children read the sentence with you.
- Give the Sentence Strip to a volunteer to hold.
- Continue until all Sentence Strips have been read and distributed.

Read the story together one page at a time. When the child holding the associated Sentence Strip hears it read, he or she places it in the pocket chart in story order.

Play "Backpack Bear Spies." Backpack Bear whispers a word for you to say. A volunteer comes to the pocket chart and indicates the word.

Materials

- Thin, plain drinking glass (no beveled edges) filled with water
- Piece of white paper
- Sunlight or a strong flashlight
- Each child's copy of *A Rainbow*
- Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- Pocket chart



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

Phonemic Awareness Warm-Up

Rhyming Words

Say: **Let's read a poem about a rainbow. Poetry is a special type of writing that helps us see pictures in our minds as we read it. Sometimes poems contain rhyming words. Poems, like books, have titles. The title of this poem is "I Wonder Why", written by Margaret Hillert.**

Accentuate the rhymes as you read the poem aloud. Ask a volunteer to share the pictures he or she imagined as they heard the poem. Discuss.

Read the poem again. This time pause for children to provide the rhyming word to complete the couplet.

Materials

- "I Wonder Why" poem by Margaret Hillert (*Rainbow, Rainbow* p. 30)

I Wonder Why

*One day when the grass was beginning to sprout
I turned on the hose and a rainbow came out.
Orange and yellow and purple and blue,
With even a trickle of red showing through.
How odd, with such colors so plain to be seen,
That grass, when it's growing, turns out to be green.*

Reading

Recognize and produce words that rhyme

1

Introduce Inventive Spelling

Distribute dictionaries. Say: **Backpack Bear wants us to play his game, "Backpack Bear Spies," to find high-frequency words in our dictionaries! He will whisper a word to me and I will tell you what he said! He says it's okay to work with a partner. When you find the word, hold up your dictionary so he can see it. Ready?** (*a, for, see, I, is, the*)

Distribute whiteboards and markers. Say: **Let's practice writing a sentence using our dictionaries!**

- Dictate: *I see you.*
- Children find the words in their dictionaries to write the sentence.
- Circulate and offer assistance where necessary. Remind children to use ending punctuation.
- Children hold up their whiteboards when finished.

Say: **Sometimes you need to write a word in your sentence that is not in your dictionary. That's when you use kidwriting! Here's how you do it. As you write, listen to sounds you hear in the words and write the letters that stand for those sounds. In kidwriting, it's okay if the word is not spelled correctly because I get to do adult writing for you!**

Think aloud to demonstrate: **Let's try it. I want to write 'I see a pig.' I can use my dictionary for I see a... (Locate each word and write it on the board.) I can't find pig in my dictionary. Who can tell me some letters in the word pig?**

Materials

- Whiteboard/markers
- Starfall Dictionaries
- Backpack Bear

Reading

Recognize that sentences in print are made up of separate words

Match consonant sounds to the appropriate letters

Recognize high-frequency words

Writing

Use letters and phonetically spelled words to write

Backpack Bear raises his hand! He whispers *p*, *a*, and *t*. Write *pat* on the board after *I see a...*

Say: **Thank you Backpack Bear! Now I get to do adult writing.** (Write *pig* under *pat*. Read the sentence: *I see a pig*.) **That was great kidwriting, Backpack Bear. Pig begins with the sound /p/!**

Backpack Bear whispers to you that he wants his classmates to write another sentence on their whiteboards.

- Dictate: *I can see*.
- Children write the sentence on their whiteboards.
- Circulate and do adult writing on the children's whiteboards.

Congratulate the children. Today they learned to do kidwriting!

2

Kidwriting and Adult Writing

Distribute dictionaries. Say: **Let's practice our kidwriting and adult writing so we can write about our ideas. I will say a sentence and write each word on the chart paper. We can use our dictionaries and kidwriting.**

Dictate: *I see a cloud*.

- Children use their fingers to count the words in the sentence. (4)
- Children say the first word in the sentence and you write *I* on the chart paper.
- Restate the sentence, then ask what word comes after *I*. (*see*)
- Children locate *see* in their dictionaries and hold it up for you to copy. Write *see*.
- Restate the sentence, then ask what word comes after *see*. Write *a*.

Read what you have written so far, then restate the sentence. Ask: **Is the word cloud in our dictionaries?**

- Volunteers suggest letters needed to spell *cloud*.
- Write their kidwriting exactly as they suggest.
- Provide adult writing below the kidwriting.
- Read the sentence.

Distribute whiteboards. Say: **Let's practice some kidwriting and adult writing. I'll say a word. You use kidwriting to write it. If you don't know the letters, you can just write some letters you know. Ready?** Write the word, *bat*. Circulate to do adult writing. Show excitement for any attempt and affirm the children's efforts. Continue for *sun*, *dog*, *hot*.

If children are ready, ask them to make up their own sentences and write them on their whiteboards. Remind them they can write any letters if they do not know the ones they need because then you get to do adult writing for them!

Materials

- Chart paper (one sheet for each group)
- Starfall Dictionaries
- Whiteboard/markers

Reading

Recognize that sentences in print are made up of separate words

Match consonant sounds to the appropriate letters

Recognize high-frequency words

Writing

Use letters and phonetically spelled words to write

The more enthusiastic you are about "adult writing," the more willing children are to attempt kidwriting.

Scribbling is the first stage of writing. Ask children who “scribble-write” to tell you what their sentences say, then provide adult writing beneath their attempts.

Observe & Modify

Computer

Practice

- *Backpack Bear's Books*: Row 3, “A Rainbow”
- *It's Fun to Read*: Poetry, “Who Has Seen the Wind?”
- *Colors*: “Rainbow”

Activity

Children place all the magnetic letters on one of their two whiteboards. They use the second whiteboard to form the high-frequency words. Children use the High-Frequency Word Cards as a guide.

Materials

- One set of magnetic letters per child
- Two whiteboards per child
- High-Frequency Word Cards: *am, an, at, for, is, me, see, the, you*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce Benjamin Franklin

Display the *thunderstorm* weather card. Ask why there is a lightning bolt on the picture. Explain: **A thunderstorm can also be called a lightning storm. But what does thunder have to do with lightning? Lightning causes thunder! Lightning is a giant spark.** (Children repeat, *lightning*.) It is heat in the air and it is very hot! The heat causes the air to expand, or get bigger, very fast. This makes a shock wave that turns into a booming sound wave, thunder! That’s how thunderstorms got their name. (Children repeat, *thunderstorm*.)

Display the *Get to Know Benjamin Franklin* Poster. Tell the children that Franklin was an *inventor* and *scientist* who lived long ago. An *inventor* comes up with new ideas, and a *scientist* studies how things work. Children repeat, *inventor, scientist*.

Say: **You may be wondering what Benjamin Franklin has to do with thunderstorms and lightning! Let’s get to know Benjamin Franklin. Listen as I tell you about his life. Raise your hand when you hear what Ben Franklin has to do with lightning!**

Share some facts from the *Get to Know Benjamin Franklin* Poster. When children raise their hands to identify the lightning rod and kite experiment, say: **One thing that always fascinated Ben Franklin was electricity. Electricity is energy or power that makes something happen.** Children repeat, *electricity*. Indicate items in the classroom that require electricity such as lights, computer, CD player, etc.

Materials

- Get to Know Benjamin Franklin* Poster
- Drawing paper
- Pencil/crayons
- Vocabulary Words: *thunderstorm, lightning, inventor, scientist, electricity*

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons



Tell the following story:

One stormy night Ben and his son, William, were experimenting with lightning. Ben wanted to prove that lightning is a form of electricity. He attached a pointed metal piece to the top of his kite and a metal key to the base of the string. Lightning struck the kite and traveled down the kite string to the key. When he touched the key with his knuckle, there was a spark! It shocked him. He proved that lightning is electricity!

Afterwards, Ben Franklin invented the lightning rod to protect buildings and ships from lightning damage. The lightning rod is taller than all the buildings around it and since lightning strikes the tallest object, a lightning rod keeps the lightning away from lower things on the ground.

Children partner-share what they learned about Ben Franklin's experiment, then share responses with the class.

Discuss the reasons for, and the importance of, staying inside during any type of storm.

Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 13

Say: **Let's play a listening game with the sound /m/.**

When you hear a word that begins with the sound /m/, touch your head. If the word ends with /m/, touch your toes! If I say *monkey*, will you touch your head or your toes? What if I say *ham*? Ready?

month

moon

broom

warm

milk

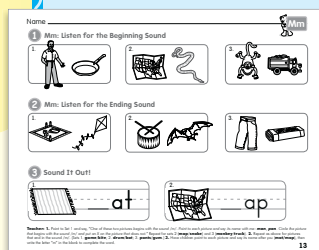
Distribute *L&W*, p. 13. Follow the directions at the bottom of the page.

Materials

- L&W*, p. 13
- Crayons/pencils

Reading

Identify initial and final phonemes in words



1

Introduce *Rainbow, Rainbow* by Margaret Hillert

Children recall what they learned about rainbows.

Navigate to *I'm Reading*: Fiction and Nonfiction, "Rainbow, Rainbow." Ask Backpack Bear if this is the story he found online. Read the story as a volunteer navigates.

Say: **Rainbows appeared in many different places in this story.** Volunteers navigate back through the online story to indicate the places rainbows were formed. (sky, drawing, bubbles, kaleidoscope, sprinklers) **What objects in the story reminded us of the colors of a rainbow?** (balloons, Chinese dragon, fireworks)

Give each child a copy of *Rainbow, Rainbow*. Say: **This book has the same words as the online story.** Children follow along in their books as you read the story online, then partner and share the book together.

Materials

- Navigate to *I'm Reading*: Fiction and Nonfiction. "Rainbow, Rainbow"
- Rainbow, Rainbow* for each child

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning



Technology

Use technology resources to support learning

Computer

1

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

Reading

Recognize and name uppercase letters of the alphabet

Letter Formation with Play Dough

2

Children reference Letter Cards to form letters out of play dough.

Materials

- Play dough
- Letter Cards: A, a, B, b, T, t, P, p, S, s, M, m

Reading

Read simple one-syllable and high-frequency words

High-Frequency Word Concentration

3

Children place High-Frequency Words Cards face-down in the pocket chart, then take turns finding matches.

Materials

- Two of each High-Frequency Words Cards: a, A, am, an, at, for, I, is, me, see, the, you
- Pocket chart

Reading

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

A Rainbow Sequencing Activity

4

Children sequence *A Rainbow* by placing the Sentence Strips and Word Cards in story order.

Materials

- Predecodable Book 3, *A Rainbow*, for each child
- Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- Pocket chart

"Color by Word"

5

Children complete Week 4 Color by Word to review high-frequency words.

Materials

- "Color by Word" Week 4 (high-frequency words) for each child

Science

Know changes in weather occur from day to day and across seasons

My Favorite Season

6

Children illustrate their favorite seasons and place themselves in the drawings. They reference the Seasons Posters to label their artwork.

Materials

- Seasons Posters
- Drawing paper
- Pencils/crayons

2

Weather and Seasons

Say: **Let's take a trip through the seasons. We'll start with winter.**

- Teach the ASL sign for the season.
- Read the *Season Poem*. You may wish for children to act out the poem with movement as it is read.
- Discuss each season as it relates to weather.

Materials

- Seasons Posters
- ASL Poster "Seasons"
- Globe (optional)

Science

Know changes in weather occur from day to day and across seasons

SEASON	ASL SIGN DIRECTIONS	DISCUSSION
Winter	same sign as <i>cold</i> since it is cold during winter	Winter is usually colder than the other seasons. What do you like to do in the winter?
Spring	same sign as <i>grow</i> since things begin to grow again during spring	The air is warmer in spring. The snow and ice melt. What do you like to do in the spring?
Summer	finger over the eyebrow represents brushing off the sweat from the heat	The air is the warmest in summer. In many places it is the season with the least amount of rain. What do you like to do in the summer?
Fall	One arm represents a tree and the hand is showing a leaf falling from the tree.	The cooler air is mixing now with the warmer air so it is often windy during fall. What do you like to do in the fall?

Take a poll to determine the children's favorite season.

Week 5 Overview

Colors

Children will explore the world of color as they learn color words, listen to stories about color, meet Georges Seurat and learn about his unique painting technique, pointillism, and experiment with mixing colors of their own. This week we will:

- learn about *Oo* /o/ and *Cc* /k/.
- learn about syllables and how to count them in words.
- discuss primary and secondary colors.
- discover what happens when colors are mixed together.

Literature Selections

Mouse Paint —Ellen Stoll Walsh is an author who loves shapes such as circles, squares, ovals and triangles. She also likes colors and numbers, but her most favorite things are books. It all started when her mother would read to the children snuggled in bed. Before long, there were 10 children in all. Ellen was the second-oldest. She loved reading and visiting the public library. That's when she started helping her mother by telling stories to all the younger children. Later, when she was reading to her three-year-old son Ben, she decided to invent characters of her own and write books. You will find some very clever characters in her books. She was born in Baltimore, Md., and lives near Rochester, N.Y., with her son Ben.

Caps for Sale —Esphyr Slobodkina (pronounced ess-FEER sloh-BOD-kee-nah, 1908-2002) was an author and artist who liked to “paint” with scissors and cut-out papers. She began her career by painting lamp shades and giant murals. Later, she illustrated books for other authors and eventually wrote and illustrated her own books. As a child, her favorite activities were making handmade dolls and designing dresses for herself and her sister. As an adult, she had an unusual talent for creating jewelry from tiny parts she found in old typewriters and computers. Many of her art works are more like sculptures. They are frequently collages or constructions of wood, wire, paper cutouts and paint. Her books are famous for their lighthearted verbal and visual patterns of behavior. She was born in Siberia, Russia, and also lived with her family in Manchuria, China. At the age of 29, she moved to New York City to fulfill her dream of becoming an artist.

Brown Bear, Brown Bear, What Do You See? —Bill Martin, Jr. (prior week)

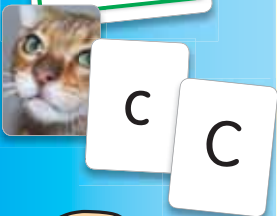
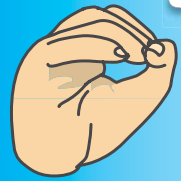
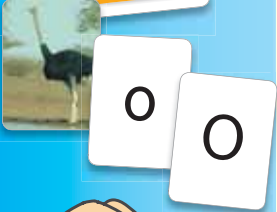
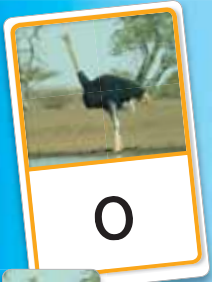
Starfall Books & Other Media

ABC Rhyme Book

“At the Park” and “Georges Seurat”

Star Writer Melodies

Sing-Along



Preparation

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

Inform parents that children will each need to bring a cap or hat to school for “Cap Day” on **Day 4**. Be sure to have a cap for Backpack Bear and a few extras in case any children forget theirs.

Generate and prepare Vocabulary Word Cards for **Week 5**. You will use *primary*, *secondary*, *mix* and *stir* on **Day 2**, *cap*, *imitate*, *peddler*, and *wares* on **Day 3** and *artist*, *gallery*, *pointillism* and *technique* on **Day 4**.

Day One

Generate and prepare Word Cards: *bear*, *bird*, *cat*, *dog*, *duck*, *frog*, *goldfish*, *horse*, *sheep*.

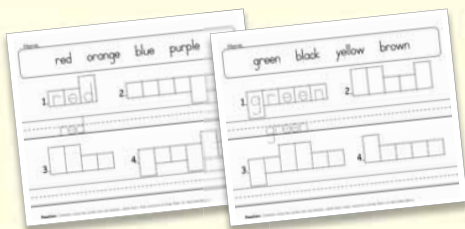
Day Two

Generate Picture Sound: *Oo* and *Cc* Practice Page.

Day Three

Before breaking into small groups and practice groups, show children how to navigate to *It's fun to Read: All About Me*, “Who Am I?” and “My Body.” Children may need to complete “Who Am I?” before the “My Body” activity will appear on the index.

Use the “Word Shape” generator to create a two-page Color Words “Word Shape” practice page with the following words: red, orange, blue, purple (page 1) green, black, yellow, brown (page 2). Photocopy one for each child and staple pages together.



Remind parents that children will need a hat or cap for “Cap Day” tomorrow.

Day Four

None

Day Five

Prepare the Learning Center Cards and Center Activity Icons as described for **Day 5**. You may create icons to represent other activities of your choice by taking photos, or drawing pictures of those activities.

Generate the “Color by Word” practice page for **Week 5**.

Day 1

I got a new box of crayons. Did you get new crayons for school?

Love,

Backpack Bear 

Day 2

I can clap my name: Back-pack-Bear! Can you clap it with me?

Love,

Backpack Bear 

Day 3

I played rhyming games last night! Do you know a word that rhymes with bear?


Love,

Backpack Bear 

Day 4

Today is Cap Day! I can't wait to see what caps or hats you will wear today!

Your friend,

Backpack Bear 

Day 5

Caps for Sale is one of my favorite books. I loved the monkeys!

Your pal,

Backpack Bear 

DAY One

DAY TWO

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

L&W p. 14

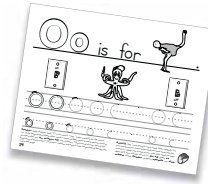
Beginning,
Middle, End:

Oo /o/

Aa /a/
Bb /b/
Mm /m/
Tt /t/
Pp /p/

Comprehension Skills:

Characters, Main Characters



L&W p. 15

Syllables

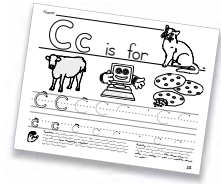
Cc /c/

HF Words: **can**

(a, am, at, an, is, for, see, me, I, you, the)

Comprehension Skills:

Determine, Solve



Computer

Colors

Colors

Activity

"Starfall Speedway": practice colors

"Picture Sound" Practice Page: Oo and Cc

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Brown Bear, Brown Bear, What Do You See?

"Oo Ostrich Rhyme"

"Letter March Song Oo"

Colors

Mouse Paint

"Cc Cat Rhyme"

"Letter March Song Cc"

Vocabulary: Primary, secondary, mix, stir

Writing

Social Studies

Science

DAY Three

Rhyming Words

Predecodable Book 4: *At the Park*

HF Words:

be, he, she, we

Comprehension Skills:

Describe, Recall, Share, Relate, Associate, Discuss, Sequence

DAY Four

L&W p. 16

Initial Cc /c/



Comprehension Skill:

Illustrate

Starfall Dictionary

Starfall Writing Journal

DAY Five

L&W p. 17

Recite Poem



"I Spy" Rhyming Words
"Wheel of Reading"

Starfall Free Day

Pointillism pictures

At the Park sequencing activity

"Starfall Speedway Game"

"Color by Word" practice page for Week 5

Color Words: play dough or magnetic letters

Georges Seurat
At the Park

"Five Little Monkeys"

Colors

BpBs Books: Row 4, "At the Park"
Colors; *It's Fun to Read*: Art Gallery, "George Seurat"

Sequence *At the Park*

Caps for Sale
Georges Seurat

Star Writer
Melodies

Vocabulary: Artist, technique, pointillism, gallery

Spacing, Kidwriting, Adult Writing, Illustrating

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

It's Fun to Read: All About Me, "Who Am I?"; "My Body"

Word Shape Practice pages 1, 2

Caps for Sale
At the Park

Vocabulary: Peddler, cap, wares, imitate



Understand how people lived in earlier times

1

2

3

4

5

6

Phonemic Awareness / Phonics Warm-Up

- Materials**
- Three chairs
 - Pocket chart
 - Picture Cards: *bat, map*
 - Letter Cards: *a, b, m, p, t*

Beginning, Middle, and Ending Sounds

Place three chairs at the front of the room and identify them as beginning, middle and ending chairs.

Display and identify the Picture Card *bat*. Children repeat, *bat*, then use their invisible rubber bands to segment the sounds in the word, /b/-/a/-/t/, *bat*.

Ask: **How many sounds are in /b/ /a/ /t/?** (3)

Place the Letter Cards: *a, b, t* into the pocket chart in random order. A volunteer chooses the letter that stands for the first sound in *bat* and sits in the beginning chair. Continue for the middle and ending letters and sounds.

- Volunteers hold up letters.
- Class affirms the order or makes suggestions for changing it.
- Class reads *bat*.
- Repeat for *map*.

Say: **tap** and **pat**. (repeat procedure)

Reading

Blend or segment individual phonemes in simple words



1

Introduce Colors

Ask the following questions:

Blue	When you look up in the sky on a sunny day, what color do you see?
Gray or black	What color is the sky when there's a storm?
A rainbow	When the sun is shining and it is raining, what do you sometimes see in the sky? Yes, a rainbow adds many colors to the sky.
Color it with crayons	After you draw a picture with a pencil, how can you make it colorful?

- Materials**
- Pocket chart
 - Crayon box with eight basic colors for each child
 - Basket or bag
 - Picture Cards: *black, blue, brown, green, orange, purple, red, yellow*
 - Word Cards: *black, blue, brown, green, orange, purple, red, yellow*
 - Classroom computer

Say: **Right, you can change your drawing just by adding different colors. This week we will talk about how colors make our world a more beautiful place!**

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Answer questions about essential elements of a text

Technology

Use technology resources to support learning

Place the Color Word Cards in a basket or bag. Volunteers:

- select cards.
- name the colors.
- place the cards face-up in a column of the pocket chart.

Say: **Let's see how much you know about colors!** For each riddle below:

- children hold up the crayon that answers the riddle.
- place the Color Word Card next to the Picture Card in the pocket chart.
- discuss the letters in the color word.
- children find the color word on their crayon that matches the Word Card.



green	I am the color of grass. I can also be the color of summer leaves and frogs.
blue	People often say the sky is my color. My color begins with /b/.
red	I am the color of strawberries. My color name begins with /r/.
yellow	The sun looks like my color. I am also the color of most bananas.
orange	Pumpkins are my color. Sometimes leaves are my color in the fall.
purple	I begin with /p/ and end with /l/. Some grapes are my color. Sometimes people call me violet.
brown	I am the color of most chocolate. Backpack Bear is my color, too.
black	When it is very dark outside, it looks like my color. My color word begins with /b/ and ends with /k/.

Consider having English learners share color words from their native languages.

**Observe
& Modify**

On the computer, navigate to Colors. Ask children to notice:

- the menu is made up of colors and color words.
- which crayon on the menu is not in their box of crayons. (white)
- which crayon is different or unusual. (rainbow)

A volunteer selects a color and navigates through the activity. Repeat for several colors.

Say: **You will explore this index during computer time!**

Reading

Demonstrate an understanding of story elements

Listening & Speaking

Communicate effectively when sharing ideas

Introduce Characters

Read the Story Element Card *Who are the main characters?* and display it in the pocket chart. Explain that a *character* is a person or animal in a story. Children repeat, *character*.

Display *Brown Bear, Brown Bear, What Do You See?* Ask: **Who is the first main character in this story?** (bear) Remind children that sometimes a character is not a person but an animal, and that an author might have animals do things in stories that they cannot do in real life.

Explain that stories often have more than one character. Say: **As you listen to the story, raise your hand when a new character is introduced. We'll make a list of the characters so we can remember them.** As animals are identified, use a black marker to list them in a column on chart paper.

Explain that Bill Martin, Jr., decided what color each of his characters would be. Point to and name each animal on the list. Volunteers identify the colors assigned to animals, and circle the animal names using the appropriate crayons.

Place the crayons in a basket or bag. Distribute animal Word Cards. Say: **Let's play a game. We will look very closely and match words that have the same letters. Then you will choose a color to go with your animal card.**

- Read the first animal name on the chart paper.
- The child holding that Word Card places it in the right side of the pocket chart in a column.
- The child chooses a volunteer to select a crayon from the bag and place it in front of the animal name card in the pocket chart.
- Chant: *Brown Bear, Brown Bear, What Do You See? I see a (animal color) (animal name) looking at me!*
- Repeat for each animal.

Materials

- Story Element Card: Who are the main characters?
- Generated Word Cards: *bear, bird, cat, dog, duck, frog, goldfish, horse, sheep*
- Box of eight crayons plus white
- Bag or basket
- Brown Bear, Brown Bear, What Do You See?*
- Chart paper (1 per group)

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Computer

Children explore: *Colors*

Practice**Activity**

Mix up the color Picture Cards and Word Cards. Play according to game rules. When all cards have been used, reshuffle to play again.

Materials

- "Starfall Speedway" and game pieces
- Picture Cards and Word Cards: *black, blue, brown, green, orange, purple, red, white, yellow*

3

Introduce Oo /o/

Step One Introduce /o/ in the initial position

Read the rhyme "Oo Ostrich," p.33.



Display the Picture Card *ostrich*. Say: **This is a picture of an ostrich.** (Children say, *ostrich*.) **The word ostrich begins with the sound /o/. Watch my mouth: /o/. Now you say /o/. The words ostrich and Olive begin with the same sound: /o/.**

(Children repeat, /o/.) **I will read the rhyme again. Listen for the sound /o/ in ostrich and Olive.** Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *ostrich*
- Letter Cards: O, o
- Wall Card: *Ostrich Oo*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p.14
- Pencils/crayons

Oo Ostrich

*Olive Ostrich went out one day,
Stuck her head in the sand
And stayed that way!*

Step Two Discriminate /o/ in the initial position

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

ox	pizza	man	octopus	cow
----	-------	-----	---------	-----



Step Three Connect /o/ to the spelling Oo

Teach children the ASL sign for Oo. Children sing "The Letter March" with the ASL sign for o, and sound /o/.



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

Demonstrate the letter's formation as you write o on the board. Children skywrite o several times. Distribute whiteboards and markers. Children write o on their boards.

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

otter	ostrich	bike	operation	banana
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Display the Letter Card O. Say: **This is the uppercase letter O. The uppercase letter O and the lowercase letter o stand for the sound /o/.**

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

Distribute *L&W*, p. 14. Complete as with similar pages.

The Letter March: Oo

(Melody: "The Ants Go Marching")

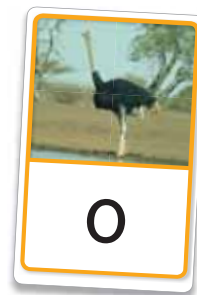
*The letters go marching one by one,
Hurrah! Hurrah!*

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

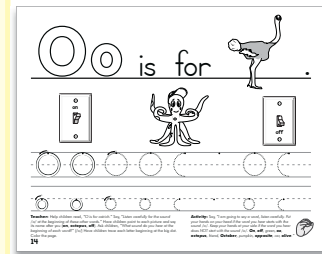
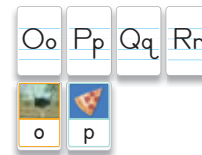
*The letters go marching one by one,
"O" makes its sound, /o/ /o/ /o/ /o/*

And they all go marching,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



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

ELD

Phonemic Awareness Warm-Up

Materials

 None

Introduce Syllables

Say: **We have learned that words have letters that stand for sounds. Backpack Bear has a lot of letters in his name. Words also have parts. Let's clap Backpack Bear's first name and see how many parts there are: Back (clap), pack (clap). We clapped two times because Backpack has two parts. These parts are called syllables.** (Children repeat, *syllables*.) **Let's try his last name, Bear. (clap) How many parts does Bear have? (one) All words have one or more syllables or parts. Let's see how many syllables, or parts, are in your names.**

- A volunteer says his or her name; the class claps and counts the syllables.
- Children repeat and tell how many syllables are in the name.
- The child chooses the next volunteer.
- Repeat for each child.

Reading

Count syllables in words

1

Introduce Cc /k/

Step One Introduce /k/ in the initial position

Read the rhyme "Cc Cat," p.9.



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

Read the rhyme again. Children repeat in unison.

Step Two Discriminate /k/ in the initial position

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

cup

bowl

cage

color

apple

couch

Materials

- Picture Card: *cat*
- Letter Cards: C,c
- Wall Card: *Cat Cc*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 15
- Pencils/crayons

Cc Cat

*Cozy cat, cozy cat,
Come and play with me.
We'll have lots of fun,
Just you wait and see!*

Reading

Discriminate initial phonemes in words

Writing

Write uppercase and lowercase letters of the alphabet independently

Step Three Connect /k/ to the spelling Cc

Teach children the ASL sign for Cc. Sing "The Letter March" with the ASL sign for c, and sound /k/.



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

Touch c several times.

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

Children write c on their whiteboards.

Say: **Let's play a game. I'll say a word. If it begins with the sound /k/, hold up your whiteboard and say /k/. If it doesn't, do nothing. Ready?**

car	pencil	blue	cut	green	coat
-----	--------	------	-----	-------	------



Display the Letter Card C. Say: **This is the uppercase letter C. The uppercase letter C and the lowercase letter c stand for the sound /k/.**

Demonstrate the letter's formation as you write C on the board. Children skywrite C several times. A volunteer locates Cc on the Alphabet Chart.

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

Distribute and complete L&W, p. 15.

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

The Letter March: Cc

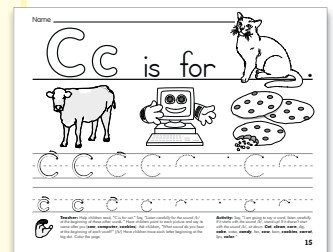
(Melody: "The Ants Go Marching")

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,
"C" makes its sound, /k/ /k/ /k/ /k/

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



Our focus is on the sound-spelling /k/ Cc. Children will soon discover the sound /k/ can be represented by Cc, Kk or ck and that the letter c, when followed by e, represents the sound /s/ as in "race" and "cent."

When children ask about this, it is important that they understand that a sound can be represented by several spellings, and that a letter or group of letters can represent several sounds. It is paramount that you do not tell children that a letter has "borrowed" a sound from another letter. In this way, children will begin to recognize predictable spelling patterns and not be confused by exceptions.



Display the Wall Card at the end of the lesson.

Reading

Match consonant sounds to appropriate letters

Read simple one-syllable and high-frequency words

Introduce High-Frequency Word: *can*

Arrange High-Frequency Word Cards face-down in the pocket chart. Explain that a new High-Frequency Word Card is hidden in the “Concentration Game”. A volunteer tries to find a match. If successful, he or she leaves the cards exposed and chooses the next volunteer. Say: **When we find our new high-frequency word, (can) Backpack Bear will hold it for us until we finish matching all the words.**

Explain that the new high-frequency word *can* is also decodable, which means they can sound it out. Children decode the word using their invisible rubber bands (/k/ /a/ /n/ *can*).

Say: **Listen for the word *can* in these sentences. I can jump. What can you do?** Volunteers make up other sentences using the word *can*.

Model writing *can* in your own dictionary before children enter the word in their dictionaries.

Distribute whiteboards and markers. Say: **I will say a sentence using our new high-frequency word *can*. You will write a sentence on your whiteboard. Use your dictionaries to help you.**

- Dictate: *I can see.*
- Remind children that *see* is in their dictionaries.
- Children hold up their whiteboards when they finish.
- Repeat for, *Can you see me? I can see the cat. The cat can see me.*

Materials

- Pocket chart
- Two of each High Frequency Word Card: *a, am, at, an, is, for, see, me, I, you, the, can*
- Whiteboards/markers
- Starfall Dictionaries
- Backpack Bear

Technology

Use technology resources to support learning

Reading

Match initial sounds to appropriate letters

Computer

Children explore: *Colors*

Practice**Activity**

Children will:

- trace over the upper and lowercase *Oo* and *Cc*.
- cut apart the pictures at the bottom of the page and glue them in the correct boxes according to the beginning sounds.

Materials

- “Picture Sound” practice page with *Oo* and *Cc*
- Pencils/crayons
- Scissors/glue stick

3

Introduce *Mouse Paint*

Display *Mouse Paint*. Review print concepts (title, author/illustrator). Children predict what the story is about. Say: **Look at the illustrations in this book. Ellen Stoll Walsh created the illustrations the same way Eric Carle and Lois Ehlert created theirs, by cutting or tearing and then pasting papers. Do you remember what this type of illustration is called?** (collage)

Picture-walk through the book. Say: **Let's read to find out what happens when mice use paint!** Pause after the first two pages, and ask: **Why can't the cat find the mice?** (The mice are white and the paper is white.) Introduce vocabulary words *stir* (p. 10) and *mix* (p. 12) as you encounter them.

stir	When you stir something, you swirl it around. Children pretend they are stirring something. Children repeat, <i>stir</i> .
mix	To mix something is to combine or put things together, usually by stirring them. Children pretend to mix colors together in a bowl.

Say: **Red, yellow, and blue are called *primary colors*. When you mix primary colors in a certain way you make the colors orange, green, and purple. These colors are called *secondary colors*. Let's try an experiment.**

- Pour some water into the clear plastic cups with food coloring in them.
- Ask children to identify the type of colors. (primary colors)
- Pour some yellow water into an empty cup.
- Children predict what color the water will become when the yellow water is mixed with red. (orange)
- Demonstrate.

Repeat for blue and yellow (green); blue and red (purple). As you mix each new color, say: **This is a secondary color because we mixed two primary colors together to create it.**

Review primary colors red, blue, and yellow, and secondary colors green, orange, and purple.

Materials

- Mouse Paint* by Ellen Stoll Walsh
- Three clear plastic cups with red, yellow, and blue food coloring
- Container of water
- Three extra clear plastic cups
- Demonstration table
- Vocabulary Word Cards: *mix*, *primary*, *secondary*, *stir*

Reading

Identify title, author and illustrator

Answer questions about essential elements of a text

Use pictures and context to make predictions about story content

Relate new vocabulary to prior knowledge

Listening & Speaking

Communicate effectively when sharing ideas

When mixing colors, remember to always pour the darker color into the lighter color.

Phonemic Awareness Warm-Up

Materials

- Picture Cards: *key, tree*
- Pocket chart

Rhyming Words

Display and identify the Picture Cards *key, tree*. (Children repeat, *key, tree*.) Ask: **What do you notice about the words *key* and *tree*?** (They rhyme.) Children name other words that rhyme with *key* and *tree*.

Children give a “thumbs up” if the following pairs of words rhyme, or “thumbs down” if they do not.

key/ door	key/me	tree/sun	tree/he	be/she	we/me
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Reading

Recognize and produce words that rhyme

Distinguish rhyming and non-rhyming words

1

Introduce *Caps for Sale*

Children sit in a semicircle on the floor. Place the five hats in a straight line. Say: **Today we are going to read a story about caps. Caps are special kinds of hats.**

- Children discuss how each hat is used and who might wear it. Encourage complete sentences when sharing.
- Children compare and contrast the hats.

Introduce *Caps for Sale*. Locate and discuss the title, author, and illustrator. After reading the subtitle, say: **peddler**. (Children repeat, *peddler*.) **Long ago, peddlers walked from town to town carrying items to sell. Part of the word, ped, actually means ‘foot’! The items peddlers sold were called wares.** (Children repeat, *wares*.) **Look at the cover. What kind of wares is this peddler selling?** (hats) **Yes, he is selling specific kinds of hats called caps.**

Picture-walk through the book. Read the story and discuss the following:

- Un** How would you describe the peddler’s caps?
- Un** Where do you think the peddler is going? What is he doing?
- Un** Why did the peddler decide to go to the country?
- Ap** How would you walk if you had many caps on your head?
- Un** Is anything different about the peddler when he wakes up?
- Kn** How many monkeys do you see?

Materials

- Caps for Sale* by Esphyr Slobodkina
- Five types of hats or caps
- Vocabulary Word Cards: *cap, imitate, peddler, wares*

Reading

Describe common objects in both general and specific language

Answer questions about essential elements of a text

Listen attentively to fiction read-alouds and demonstrate understanding

Use new vocabulary that is introduced and taught directly

Social Studies

Understand how people lived in earlier times

Listening & Speaking

Communicate effectively when retelling stories heard

Sy What else might the peddler have done to get his hats back?

Kn What are the monkeys doing at the end of the story?

Say: **The monkeys imitated the peddler's action.** (Children repeat, *imitate*.)

When we imitate others, we copy what they do. Did the monkeys understand what the peddler was saying? (No) **What did the peddler do first to try to get his caps back?** (He shook his finger at the monkeys.) **What else did the peddler do?**

Children imitate each of the peddler's actions in sequence: He shook two hands, stomped one foot, stomped both feet, and threw his hat down on the ground.

Ask: **What finally caused the peddler to get his caps back?** (The monkeys imitated the man throwing his cap on the ground.) **How did the story end?** (The peddler continued to try to sell his caps.)

Read the story again. This time, encourage children to interact by leaving out key words for them to supply. Partner the children to discuss the part of the story that surprised them the most, or that they found the funniest. Children share their responses with the class.

Review the new vocabulary words *cap*, *peddler*, *wares*, and *imitate*. Then children close their eyes and imagine the following story:

One day long ago, you were a peddler. You had a cap to keep the sun out of your eyes during your long day of walking. You placed it on your head as you prepared to sell your wares. You gathered some apples in a basket and started walking to town shouting, "Apples, apples for sale, ten cents an apple!" People on the street stopped to buy your apples. After a long day you walked back home, took off your cap, and read a good book. The next day, you peddled your wares again!

Children discuss the following:

- What wares did you sell?
- How much were your apples?
- What did you do when you got home?
- What are some examples of other wares you might sell? (candy, toys, clothes, etc.)

Reading

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

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

Listening & Speaking

Communicate effectively when sharing ideas

Introduce High-Frequency Words: *be, he, she, we*

Say: **We will learn four new high-frequency words today. All of these words rhyme with the word *me*!**

- Write *me* on the board and identify the word.
- Children repeat, *me*.
- Distribute whiteboards.
- Children copy *me* on their whiteboards.

Say: **Let's change the /m/ to /b/ and see what happens.** (Do this.) **I just changed this word from *me* to /b/-/e/, *be*.**

- Children repeat, *be*, then change *me* to *be* on their whiteboards.
- Use *be* in a sentence, such as: *I want to be a peddler.*
- Volunteers create other sentences using the word *be*.

Say: **Let's make another word by changing the *b* to an *h*.** (Do this.) **We just made another word that rhymes with *me* and *be*, /h/-/e/, *he*.** Children repeat, *he*, then change *b* to *h* on their whiteboards.

Say: **What if I change the *h* to *sh*?** (Do this.) **When *s* and *h* are together, they stand for the sound /sh/.** (Children repeat, /sh/.) **We've made another word to rhyme with *me*, *be* and *he*: /sh/-/e/, *she*.** Children repeat, *she*, then change *h* to *sh* on their whiteboards.

Say: **Let's change the *sh* to *w*. This word rhymes with *me*, *be*, *he*, and *she*, /w/-/e/, *we*.** Children repeat, *we*, then change *she* to *we* on their whiteboards.

Place the high-frequency words face-down in the pocket chart. A volunteer reveals one word. The class:

- reads the word.
- identifies the letter at the beginning of the word.
- determines if that letter is at the beginning, middle or end of the alphabet.
- locates the letter in their Starfall Dictionary and enters the word.

Repeat until *be*, *he*, *she*, and *we* have all been entered in the children's dictionaries. Partner children to play "I Spy" using words entered in their dictionaries.

Materials

- Whiteboards /markers
- High-Frequency Word Cards: *be, he, she, we*
- Pocket chart
- Starfall Dictionaries
- Pencils

Computer

Practice

It's Fun to Read: All About Me, "Who Am I?" and "My Body"

Activity

Read the words in the Word Bank together. Children:

- copy the words in the appropriate configuration boxes.
- write the words on the handwriting line.
- trace over the words with appropriate crayons.

Materials

- Color words
- "Word Shape" practice pages 1 and 2
- Box of 8 crayons for each child
- Pencils

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

To help children recognize and read the color words, suggest that they match the labels on their crayons to the words in the Word Bank.

Observe & Modify

3

Introduce *At the Park*

Backpack Bear whispers that he needs to speak to you privately. Upon returning, say: **Backpack Bear says he has trouble remembering all the high-frequency words. He wants to know if we can review them. They are in his backpack!**

- A volunteer selects a Word Card from Backpack Bear's backpack.
- The child shows the word; the class reads it together.
- The child places the card in the pocket chart and chooses the next volunteer.
- Continue until all the cards have been removed from the backpack.

Say: **Here's a story you and Backpack Bear will enjoy. It uses many of these words and it reminds us of summer!** Navigate to *Backpack Bear's Books*: Row 4, "At the Park." Children interact with and discuss the online story and "High-Frequency Word Game." Volunteers take turns navigating through the story and games.

Give each child a copy of *At the Park*. Children read their books aloud.

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

Say: **You are such good readers that you are ready to read this story with partners. One person listens while the other reads, then you switch!**

Materials

- Predecodable Book 4: *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- High-Frequency Word Cards: *a, an, at, can, for, he, I, is, see, she, the, you, we*
- Pocket chart
- Backpack Bear

Listening & Speaking

Relate an experience in a logical sequence

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Technology

Use technology resources to support learning

Place the High-Frequency Word Cards in Backpack Bear's backpack when he "requests" to speak with you privately!

Collect the books. You will use them again on Days 4 and 5.



Phonemic Awareness / Phonics Warm-Up

Materials

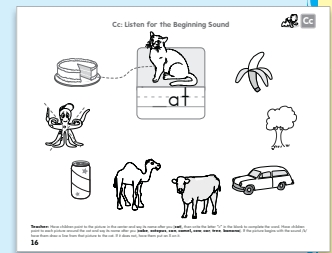
- L&W, p. 16
- Pencils

Identify and Discriminate Initial Cc /k/

Distribute L&W, p. 16. Children point to the picture in the center and say the name after you (*cat*). They write *c* in the blank to complete the word.

Children point to the pictures around the cat and name each item after you (*cake, octopus, can, camel, cow, car, tree, banana*). If the picture begins with the sound /k/, they draw a line from that picture to the cat. If it does not, they make an X on the picture.

Review the pictures beginning with the sound /k/: *cake, can, camel, cow, car*.



Writing

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

Match consonant sounds to appropriate letters

1

Celebrate "Cap Day"!

Materials

- Caps for Sale
- Children's caps
- Backpack Bear and his cap

Reading

Describe common objects in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Backpack Bear whispers, "I am so excited about Cap Day and I want to hear all about your caps." If Backpack Bear wore a cap, have him "tell" about his cap first. Children and Backpack Bear put on their caps and sit together on the floor. They:

- describe Backpack Bear's cap.
- stand in turn and describe their own caps.
- explain their choices for "Cap Day."

Children march in a "Cap Day Parade" around the classroom and/or school!

When you return, say: **Because you're all wearing hats or caps, you remind me of the monkeys in the story *Caps for Sale*! Let's read that story again.** Designate one child to be the peddler, the other children will be the monkeys.

2

Write about “Cap Day”

Say: **Let’s write about Cap Day in our journals to remember the fun we had.**

- Distribute writing journals and dictionaries.
- Children open their journals to the next available page.
- Children remove their caps in order to observe them for this activity.
- Write *My cap* on the board.
- Children recall that we leave a space between words so we know where one word ends and another begins.
- Track and read *My cap*; children repeat.

Say: **Now we’re ready to write in our journals.**

- Children put their fingers on the star at the beginning of the first line.
- Remind them the star indicates where they will begin writing.
- Children write *My*.

Say: **Before we can write *cap* we need to leave a ‘finger space.’ Place your index finger after the word *My*.** (Verify this before continuing.) **Listen to the sounds in *cap*, /c/ /a/ /p/. What letter stands for the sound /c/? /a/? /p/? Write the word *cap* after your finger. Isn’t that an easy way to leave a space between words?**

Children draw pictures of themselves wearing their caps in the blank space above the words *My cap*.

Play the *Star Writer Melodies* CD quietly as children write. (This should not interfere with the Activity Center.) As you circulate, ask children to read what they have written and describe what they are drawing. Provide adult writing for children who have written additional sentences.

Materials

- Children’s caps/hats
- Starfall Writing Journals/Dictionaries
- Pencils
- Star Writer Melodies*

Writing

Use letters and phonetically spelled words to write about experiences

Write by moving from left to right and from top to bottom

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

Challenge children who are ready to write a sentence describing their caps to do so using kidwriting and their dictionaries. Provide dotted lines to trace, or Word Cards to copy, for children who have difficulty copying from the board. If children struggle to use their fingers to leave spaces between words, give them craft sticks.

Observe & Modify

Computer

Practice

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

- Backpack Bear's Books: Row 4, "At the Park"
- Colors

Activity

Children use *At the Park* books to sequence the story by placing the Sentence Strips and individual Word Cards in story order.



Materials

- Predecodable Book 4, *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- Pocket chart

3

Introduce *Georges Seurat*

Say: ***Georges Seurat* was an artist whose paintings are well known. He lived long ago, but his paintings are still displayed in art galleries and museums around the world.** (Children repeat, *Georges Seurat*.) Define *artist* and *gallery*. Children repeat these words after you.

artist	someone who draws or paints pictures (Explain that children are artists when they take time to draw or color pictures.)
gallery	place where artists' paintings and drawings are displayed (People visit galleries to look at the artwork.)

Materials

- Georges Seurat* for each child
- Word Cards: *artist*, *gallery*, *pointillism*, *technique*
- World map
- Navigate to *It's Fun to Read: Art Gallery*, "Georges Seurat"
- Backpack Bear

Explain that like many well-known artists, Seurat lived in Europe. Say: **Let's find Europe on a map. Maps show us many places.** Indicate Europe on the map. **This is a group of countries called Europe. Georges Seurat lived in Europe in a country called France.** Indicate France and its proximity to the United States.

Ask: **Can you guess what Seurat's three favorite colors were?** (yellow, blue, red) **Seurat knew that he could create new colors by mixing his three favorite colors together! We call these three colors, yellow, blue, and red, primary colors.**

Recall that children learned about primary colors in the story *Mouse Paint*.

Explain that Seurat had a special *technique* or way of drawing. Children repeat, *technique*.

Navigate to *It's Fun to Read: Art Gallery*, "Georges Seurat." Children describe Seurat's special technique, *pointillism* (painting with little dots of color). Say: **Pointillism is a good name for Seurat's technique because he used the point, or tip, of his brush to make the dots.** Children repeat, *pointillism*.

Give children their copies of *Georges Seurat*. They follow along as you read. Children determine whether the book is fiction or nonfiction and explain the reasons for their choices.

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

Reading

Describe common objects and events in both general and specific language

Relate new vocabulary to prior knowledge

Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Social Studies

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

Technology

Use technology resources to support learning



Phonemic Awareness Warm-Up

Materials
 Sing-Along Track 10

Rhyming Words

Play *Sing-Along* Track 10, "Five Little Monkeys." Five children come to the front of the room and imitate the monkeys as the class sings. As the song is sung, one child at a time pretends to fall off the bed. They "get back in bed" at the end of the song. Repeat until all children have a turn.

Review the rhyming words, *bed, head, said*.

Five Little Monkeys

Five little monkeys,
 Jumping on the bed,
 One fell off and bumped his head.
 Mother called the doctor and the doctor said,
 "No more monkeys jumping on the bed."
 Four little monkeys...
 Three little monkeys...
 Two little monkeys...
 One little monkey,
 Jumping on the bed,
 He fell off and bumped his head.
 Mother called the doctor and the doctor said,
 "Get those monkeys back to bed!"

Listening & Speaking

Recite a short poem

1

Materials
 L&W, p. 17
 Pencils/crayons

Listening and Writing, Page 17

Reading

Identify initial phonemes in CVC words

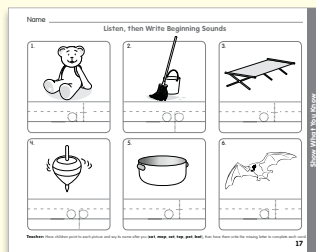
Recognize and produce words that rhyme

Children listen for beginning sounds, then point to pictures and repeat their names after you (*sat, mop, cot, top, pot, bat*). Then, they write the missing letter to complete each word and trace over the remaining letters.

Play "I Spy" with rhyming words:

mop (top)	pot (cot)	sat (bat)
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Color the pictures.



In the Starfall Free Day learning center, as children navigate to the pages of their choice, they are previewing skills. It is not necessary to limit the pages to which they can navigate.

Computer

1

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

Technology

Use technology resources to support learning

Pointillism Pictures

2

Children sketch pictures of a park, then apply the pointillism technique to add color. Children reference *Georges Seurat* to generate ideas.

Materials

- Georges Seurat* books from **Day 4**
- Drawing paper
- Colored pencils/crayons

Reading

Connect life experiences to the information and events in texts

At the Park Sequencing Activity

3

Children reference *At the Park* to sequence Sentence Strips and Word Cards in story order.

Materials

- Each child's copy of *At the Park*
- Cover Card, Sentence Strips, Word Cards for *At the Park*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

"Starfall Speedway"

4

Children name the Picture Cards and identify the beginning sounds to advance on the game board.



Materials

- "Starfall Speedway" and game pieces
- Picture Cards: *apple, ball, bus, can, cap, cat, map, moon, mop, ostrich, pig, pop, pot, purple, sad, sock, sun, ten, top, tub*

Reading

Distinguish orally stated one-syllable words and separate into beginning sounds

Identify initial phonemes in words



"Color by Word"

5

Children practice high-frequency words by completing the practice page.

Materials

- Week 5 "Color by Word" practice page
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Form Color Words

6

Children reference Color Word Cards to reproduce color words from play dough or magnetic letters.

Materials

- Color Word Cards
- Play dough or magnetic letters

Reading

Identify and sort common words into basic category: colors

Materials

- Classroom whiteboard
- Pocket chart
- Color Word Cards

Introduce “Wheel of Reading”**Reading**

Recognize and name uppercase and lowercase letters of the alphabet

Demonstrate understanding of concepts about print

“Wheel of Reading” is a variation of “Hangman.” Play this game to reinforce the concept that individual letters form words, and to preview letter recognition. “Wheel of Reading” is an excellent transition game that can be played throughout the day. Before playing, display and review the Color Word Cards.

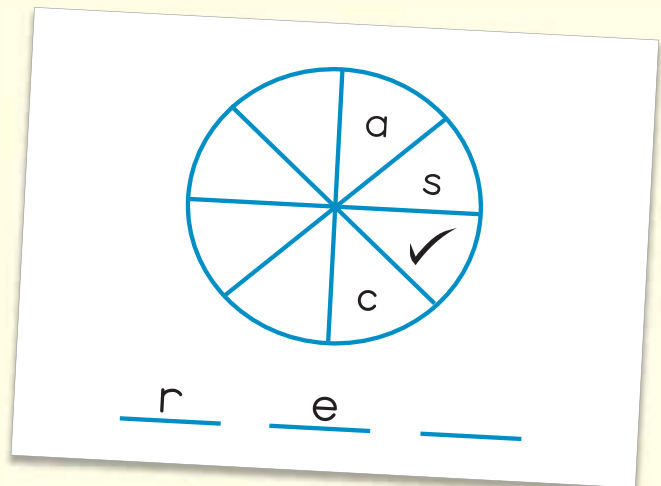
To play:

- Draw a large circle on the board and divide it into eight, pie-like sections.
- Select a word. For this first game, choose a color word.
- Draw blank lines to represent the number of letters in the word.
- A volunteer guesses a letter. If the letter is in the word, write it in the appropriate blank. The child then has one opportunity to guess the word. If the child does not identify the word, another child guesses a letter. Children may partner to make their letter/word guesses.
- If the letter guessed is not in the word, print it in one of the sections of the wheel and choose the next child. If a letter is guessed that is already in the wheel, place a check-mark in an empty section of the wheel. (Using a turn in this way helps children focus on the game and not repeat letters previously guessed.)

The object of the game is for the children to identify the word before all the sections of the wheel contain letters or check-marks. It may be played as a contest between the class and the teacher. If the children succeed in guessing the word, the class wins a point. If the word is not identified before all the sections have letters in them, the teacher wins a point. The teacher fills in the remaining letter(s) and the class reads the word.

Designate a space on the board and write: Teacher and Class. Each time you play the game, place a tally mark under the name of the winner so that the game is ongoing.

If necessary, initiate the rule that if children call out the word when it is not their turn, the teacher automatically wins!



Unit 2 Bibliography

At and Below Level (Wordless Books)

Un-Brella	Little Cloud: A Draw with Chalk Book	Color Dance	First Snow
Franson, Scott	Carle, Eric	Jones, Ann	McCully, Emily
Roaring Brook Press, 2007	Scholastic, 2006	Greenwillow, 1989	Trophy, 1988
A little girl turns summer into winter and winter into summer with her "un-brella."	Little Cloud changes into various shapes. Children can use chalk and draw their own shapes on chalkboards in the book.	Children wave colored scarves as they mix primary colors.	A mouse family has fun outside enjoying the season's first snow.

Above Level (Beginning Readers)

Weather (picture magic books)	What Makes a Rainbow	One Windy Wednesday	Elmer's Colors
Faulkner, Keith and Lambert, Jon	Schwartz, Betty Ann	Root, Phyllis and Craig, Helen	McKee, David
Scholastic, 2000	Piggy Toes Press, 2000	Candlewick, 1997	William Morrow and Co., 1994
All kinds of weather are introduced using rhythmic text and colorful art work.	Magically, a different color ribbon appears on each page of this book until finally, at the end of the story, a rainbow appears.	The wind blows so hard on Bonnie Bumble's farmyard that all of the animal sounds get mixed up and attached to new animals.	Elmer, a colorful patchwork elephant, romps to the seashore, jungle, snow and grass as he teaches children their colors.

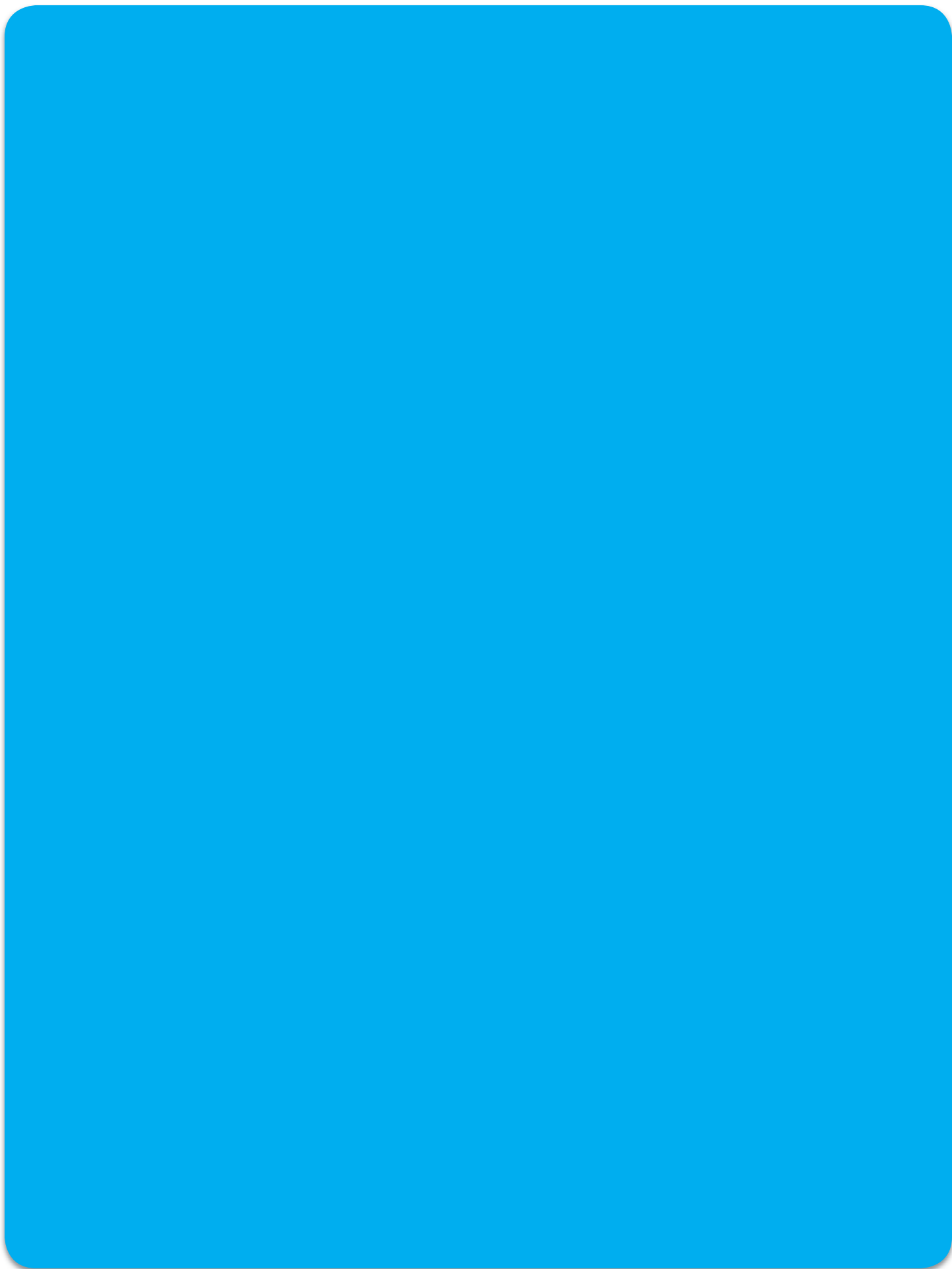
Teacher Read Aloud

All the Colors of the Earth	Turning of the Year	Little Cloud	Maisy's Wonderful Weather Book
Hamanaka, Sheila	Martin, Bill	Carle, Eric	Cousins, Lucy
William Morrow and Co., 1994	Harcourt, 2007	Scholastic, 1996	Candlewick, 2006
Children may look different, but all children are lovable no matter where they live or what color their skin is.	Adventures and celebrations for every month of the year.	Little Cloud travels through the sky and changes shapes. Eventually he joins the other clouds. They make one big cloud, and then rain!	Maisy the Mouse explores all types of weather in this pop-up book.

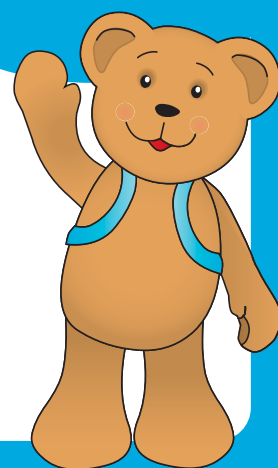
Come On Rain	A Child's Calendar	Seasons	Today Is Monday in Louisiana
Hesse, Diane	Updike, John	Kroner, David	Carle, Eric
Scholastic, 1999	Holiday House, 1999	Polar Bear and Co., 2007	Pelican, 2006
Tessie, her friends, and their moms dance in the rain on a very hot day.	Season by season, and month by month, we see scenes and read poems about New England. Includes multiracial paintings.	Simple poems for each season of the year, as old as Father Time and for the youngest of listeners.	Every day of the week there is something delicious to eat in Louisiana, from jambalaya and catfish to beignets. Children learn about new foods.

Professional Development

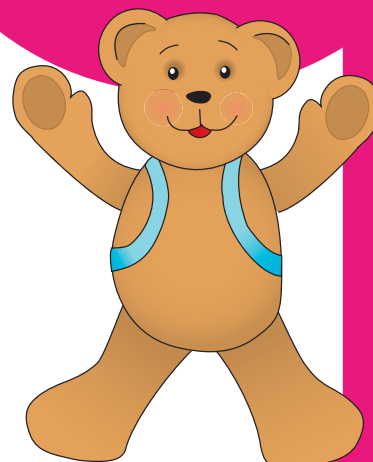
Beck, Isabel, *Making Sense of Phonics: The Hows and Whys*. Guilford Press, 2002. ISBN 1-59385-257-6



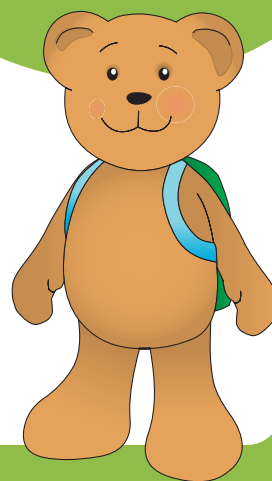
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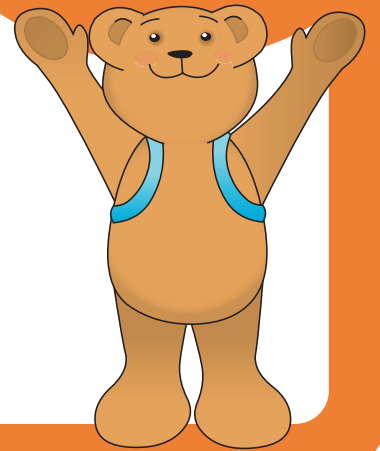
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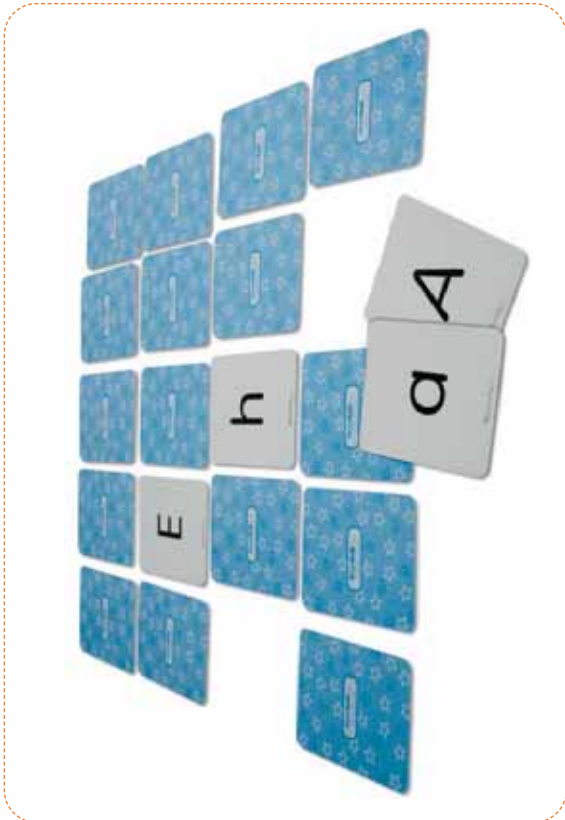
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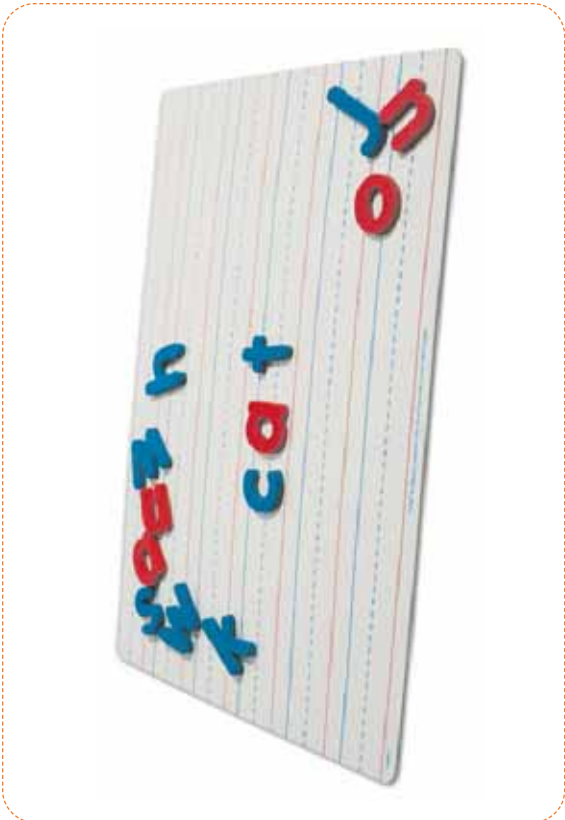


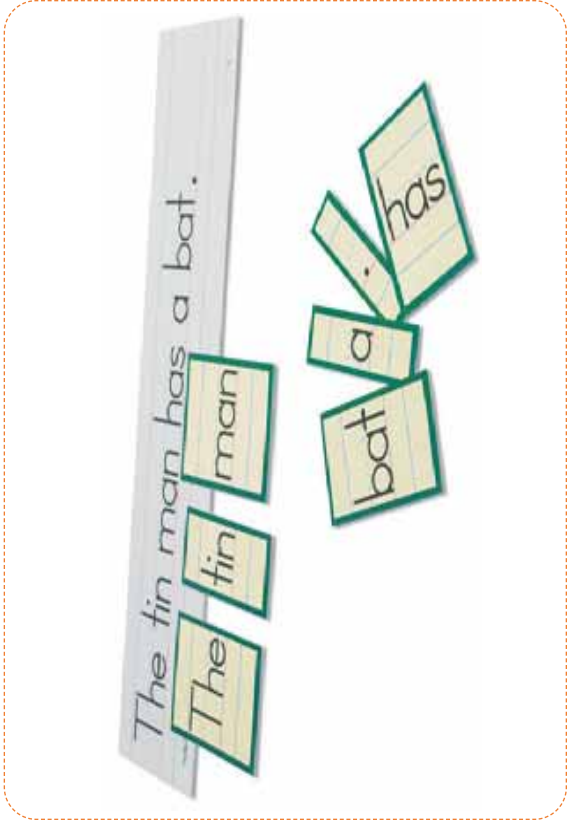
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Our Summer World

When summer sizzles we live outdoors
morning, noon and night!

We start our day with a sprinkler shower
and splash to our delight.

At lunch we picnic on popsicles
on a blanket in the park.

For dinner we have a barbeque
and watch the sky get dark.

And when at last we go to bed
we lie beneath the stars

And giggle, and joke, till we fall asleep
in this summer world of ours.

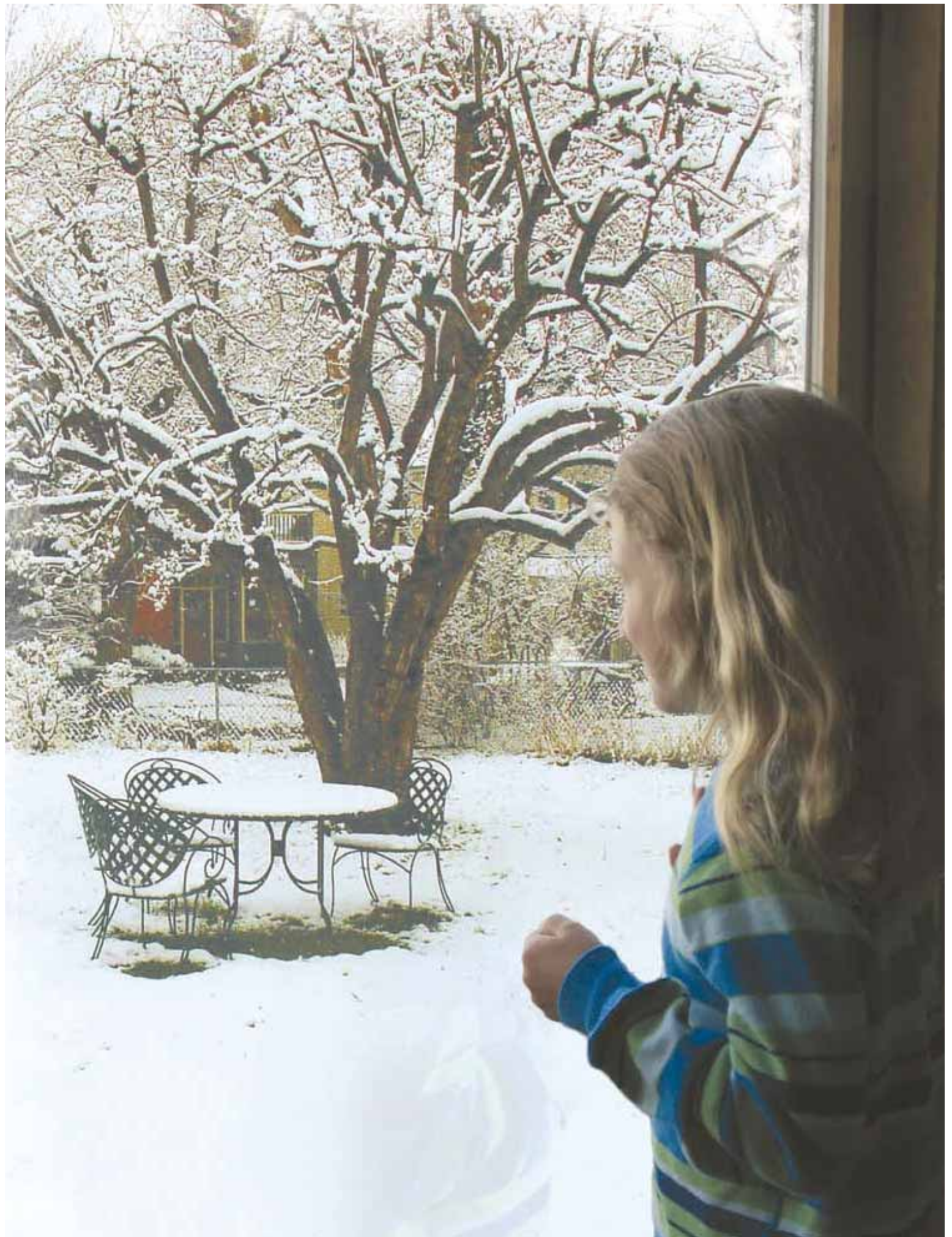
-Brandi Chase



The Golden Leaves of Fall

Autumn trees shed golden leaves
that float gently to the ground,
They crackle and crunch
as we gather a bunch
And toss them all around.

-Dale Beisel



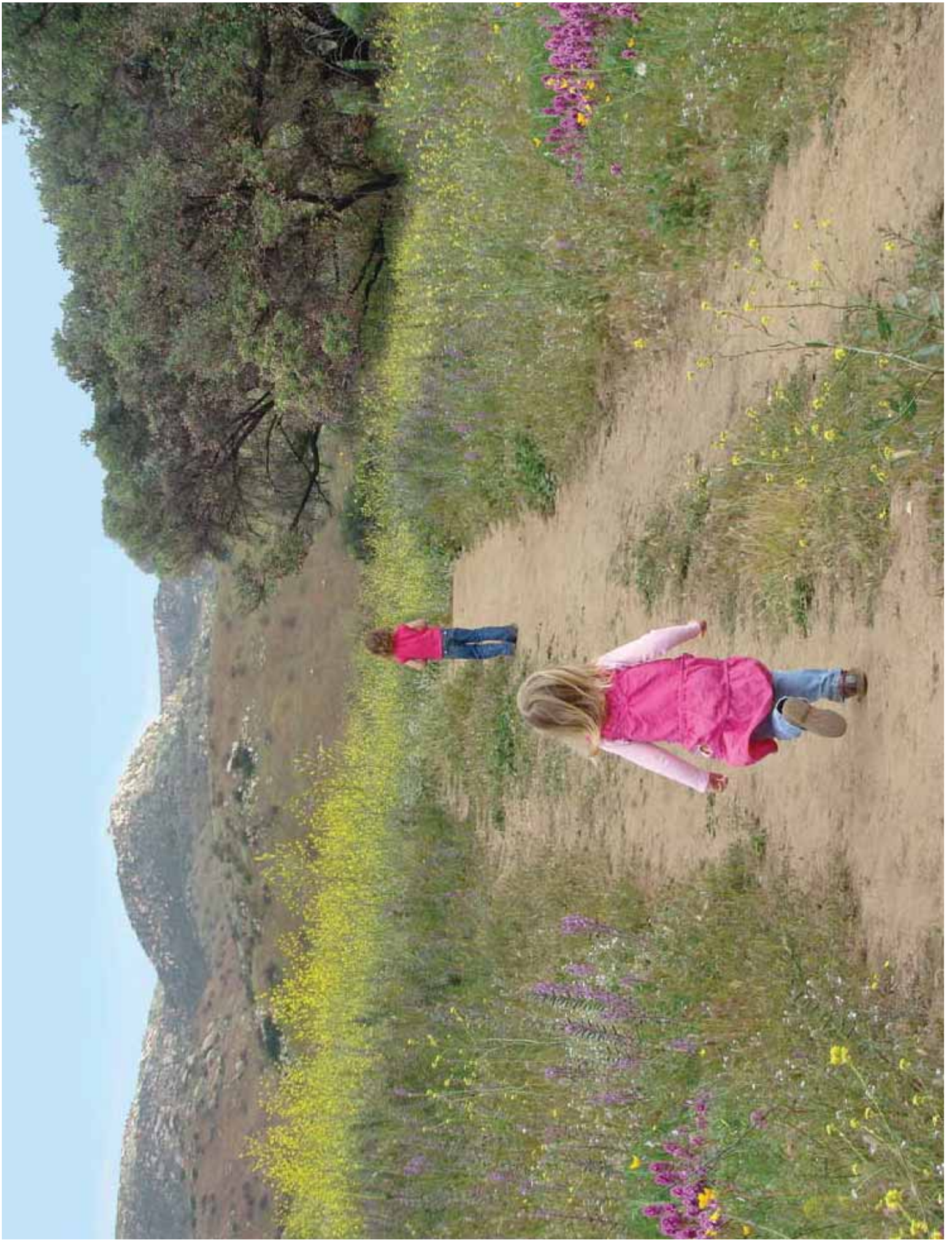
Winter Morning

When I woke up this morning
And opened my eyes
I looked out the window
What a surprise!

The world was enchanted
In a blanket of white
The trees were all glittering
What a magical sight!

Most days I feel sleepy
And stay snuggled in bed
Today I wake quickly...
Adventure lies ahead!

-Faith Gowan



Springtime in The Meadow

It is springtime in the meadow
where the flowers bloom and grow
Where butterflies dance
and honey bees buzz
in the morning's warming glow.

We skip along a winding path
toward hills of green and blue
Where golden sunlight
and soft spring showers
make a rainbow for me and you.

-Dale Beisel