

# Unit 2



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

## Teacher's Guide Things Change

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# Unit 2: Things Change

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# Unit Plan • Unit 2: Things Change

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

**Time Frame:** Three weeks

**Description:** The children will be introduced to the calendar and the days of the week. They will learn characteristics of weather and the four seasons, and discover connections between them. They will also explore the world of color, and meet inventor Benjamin Franklin and artist Georges Seurat.

**Essential Questions:** Discuss the Essential Questions Cards with the children as they relate to the lessons. Then display them, to build a bulletin board throughout the unit. Periodically review the Essential Questions. At the end of each unit, remove them to make room for the next unit.

- (RF.K.2) *How will understanding rhyming words and how to blend sounds and word parts help me be a better reader and writer?*
- (W.8) *How can we use writing and drawing to communicate so others will understand?*

**Note:** Consider creating your own essential questions for science and social studies.



## Standards & Benchmarks

Starfall Standards		Inline Summary Form
English Language Arts		
<b>PC.1</b>	Distinguish letters from words.	<i>Distinguish letters from words</i>
<b>PC.1a</b>	Recognize that sentences in print are made up of separate words	<i>Recognize that sentences are made up of separate words</i>
<b>PA.2a</b>	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression.	<i>Demonstrate ability to read with accuracy and expression</i>
<b>FL.6c</b>	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
<b>LIT.RA.7a</b>	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>
<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>LIT.RA.7f</b>	Identify cause and effect	<i>Identify cause and effect</i>
<b>W.8</b>	Students write and draw to communicate effectively for a variety of purposes and audiences.	<i>Write and draw for a variety of purposes and audiences</i>
<b>W.8a</b>	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>W.8e</b>	Write by moving from left to right and top to bottom	<i>Write moving from left to right and top to bottom</i>
<b>LS.9a</b>	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>



<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>LS.9d</b>	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
<b>TECH.11</b>	The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes.	<i>Develop technology skills for using and understanding conventional and current tools, materials and processes</i>
<b>Social Studies</b>		
<b>SS.IA.1</b>	The student understands that events occur in a specific order.	<i>Understand events occur in a specific order</i>
<b>SS.IA.1a</b>	Develop an understanding of how to use and create a timeline	<i>Understand how to create and use a timeline</i>
<b>SS.HK.2</b>	The student understands that history relates to events, people and places of other times.	<i>Understand history relates to events, people and places of other times</i>
<b>SS.HK.2h</b>	Recognize the contributions of important historical figures	<i>Recognize importance of important historical figures</i>
<b>SS.CT.3b</b>	Put events in temporal order using a calendar	<i>Put events in temporal order</i>
<b>SS.CT.3c</b>	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>
<b>SS.ST.4d</b>	Understand that maps and globes help to locate different places and that globes are a model of the Earth	<i>Understand maps and globes help locate places on Earth</i>
<b>Science</b>		
<b>SC.IE.1</b>	The student develops an understanding of science concepts by formulating questions and performing investigations.	<i>Ask and answer questions to understand science concepts</i>
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
<b>SC.IE.1e</b>	Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (i.e. rainy, snowy, sunny, windy, etc.)	<i>Observe and describe weather changes using weather-related vocabulary</i>
<b>SC.IE.1f</b>	Make observations of the natural world and know that they are descriptors collected by using the five senses	<i>Use five senses to observe the natural world</i>
<b>SC.IE.1g</b>	Become familiar with prediction and probability	<i>Understand prediction and probability</i>
<b>SC.IE.1i</b>	Notice changes that occur in one's self and the environment	<i>Notice changes in self and environment</i>
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth.	<i>Understand different types of plants and animals</i>
<b>SC.PS.4</b>	The student understands that properties of materials can be observed.	<i>Understand properties of material can be observed</i>
<b>SS.ES.5a</b>	Recognize that changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	<i>Recognize changes in weather occur daily and seasonally</i>
<b>SS.ES.5g</b>	Recognize that the sun can only be seen in the daytime	<i>Recognize the sun can only be seen in the daytime</i>

## Common Core Standards

## Inline Summary Form

### Reading: Literature

<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	<i>Connect illustrations to story events</i>
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

### Reading: Informational Text

<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	<i>Identify the main topic and key details of a text</i>
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	<i>Identify front/back cover, title and pages of a book</i>
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Describe the relationship between illustrations and text</i>
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>

### Reading: Foundational Skills

<b>RF.K.1.A</b>	Follow words from left to right, top to bottom, and page by page.	<i>Follow words from left to right, top to bottom, and page by page</i>
<b>RF.K.1.B</b>	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
<b>RF.K.1.C</b>	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>
<b>RF.K.2.A</b>	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
<b>RF.K.2.B</b>	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken words</i>
<b>RF.K.2.E</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>

<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
<b>RF.K.3.A</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
<b>RF.K.3.C</b>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
<b>Writing</b>		
<b>W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>
<b>Speaking &amp; Listening</b>		
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
<b>SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<i>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<i>Provide detail to describe familiar people, places, things, and events</i>
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Add drawing or other visual displays to provide additional detail</i>
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>
<b>Language</b>		
<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
<b>L.K.1.B</b>	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
<b>L.K.2.A</b>	Capitalize the first word in a sentence and the pronoun I	<i>Capitalize the first word in a sentence and the pronoun I</i>
<b>L.K.2.B</b>	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
<b>L.K.2.D</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
<b>L.K.5.C</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Identify real-life connections between words and their use</i>
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>



# Week 3 Overview

## Time

The children will learn about the calendar and days of the week through books, songs, and rhymes. They will 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*, *The*, *an*, *at*.

## Starfall Books & Other Media

*Sing-Along Volume 1*

*Backpack Bear's ABC Rhyme Book*

*Listening & Writing Books*

ASL Poster: Days of the Week

*Starfall Writing Journals*

*Starfall Dictionaries*

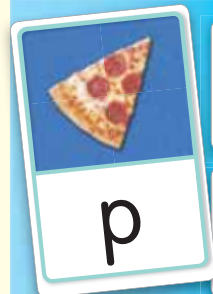
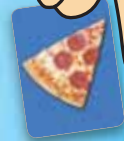
Take-Home Book 2, *At School*



## Literature Selections

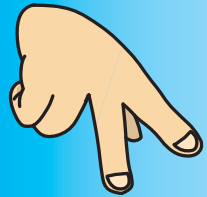
**Today Is Monday**—Author Eric Carle is also an artist. Sometimes he draws hundreds of pictures for just one book. He keeps drawing pictures until they feel just right. Then he paints tissue paper with different colors using brushes or his fingers. When the paper is dry, he cuts out strips to make a 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.





Vocabulary Cards



# Preparation

Post the Essential Questions Cards for Unit 2. Refer to them often as you and the children discuss related information throughout the unit.

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

Use the Vocabulary Card generator on [teach.Starfall.com](http://teach.Starfall.com) to generate Vocabulary Cards for Week 3. You will use *collage* on Day 1, *tangled* on Day 2 and *journal* on Day 4. Generate Word Cards for the days of the week for Day 1.

## Day One

Create seven headbands to fit the children, and label them with the names of the days of the week for Session 1.

For Session 2, prepare the "Spacing" Anchor Chart by taping Card 1 to the top middle of a sheet of chart paper. Have Cards 2, 3, and 4 available to add during the lesson. You will also need one classroom book for each pair of children.

The children will use the cut out "magnifying glasses" from Week 1 in Session 2.

Prior to today's Activity place the Days of the Week Cards in the top row of a pocket chart and the corresponding food Picture Cards from "Today is Monday" in the next row.

Learn the ASL Sign for *Tt* (pictured).



## Day Two

During calendar time, teach the ASL signs for the days of the week as suggested in the "Curriculum Overview" document. These signs can be found on the back of the ASL poster. The children will begin to discriminate between the initial sounds in /t/ (Tuesday) and /th/ (Thursday).

For Session 2 you will need one classroom book for each pair of children. Prior to today's Activity place the High Frequency Word Cards *See, me, is, for, a, A,* and *the* in a pocket chart.

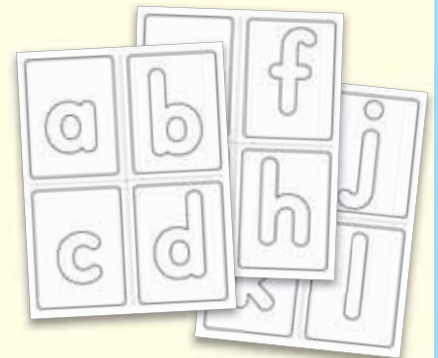
Prior to Session 3 bury plastic, wooden, or magnetic letters (1 of each) in a beach pail or bucket filled with sand. You will also need a blanket.

## Day Three

Learn the ASL sign for *Pp* (pictured).

Consider bringing a coconut for the children to taste during your discussion of coconut palm trees.

For today's Activity, duplicate and cut apart the "Alphabet Letter" worksheet (found in your supplements package or downloaded from [teach.Starfall.com](http://teach.Starfall.com)) so that each child can decorate a letter. The letters will be used in Session 3. You will also use an index card for each child.





Prepare two sentence strips for Session 3 that read *Chicka Chicka Boom Boom* and *Look who is in our room!*

Use construction paper to prepare a large coconut tree and several large leaves of green to attach to a wall, door or bulletin board.

You can use double-sided tape or reusable adhesive to attach the decorated alphabet letters and name cards to the coconut tree.

### Day Four

The children will encounter their *Starfall Writing Journals* for the first time. If you have not already done so, write their names on the front cover using a permanent marker and prepare a writing journal to use as an example by printing the sentence *This is me.* in it.

Consider using a date stamp for dating the children's journal entries.

You will need Take-Home Book 2, *At School*, for each child.

Prepare the "Punctuation" Anchor Chart for Session 3 by taping Card 1 to the top middle of a sheet of chart paper. You will add Cards 2-4 during the lesson.

### Day Five

Beginning in Week 3, the Magic Writing Moment on Day 5 will be a shared writing list which will review the target letters (consonants only).

For Session 2 you will use the "Schema," "Spacing," "Punctuation," and "Capital Letters" Anchor Charts. You will also need Capital Letter Card 8, "Names of Places."

Cut apart the Learning Center Cards found in your supplements package (or downloaded from [teach.Starfall.com](http://teach.Starfall.com)). Cut them apart for use in Learning Centers on Day 5. Center suggestions are described in the Day 5 lesson plans. You may also substitute activities of your own. The Learning Center Cards include Activity Icons. If a corresponding icon is not available for your activity, create your own by taking a photo or drawing a picture of it.

Generate a "Color by Word" worksheet for Week 3 and photocopy one for each child for today's Learning Centers.



### Day 1

Today we get to read a new book and learn a new song. The title of both the book and the song is "Today is Monday!"

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

Magic Writing Moment	Favorite Kind of Weather	Favorite Kind of Weather
<b>Reading</b> Phonemic Awareness Phonics High Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	Rhyming Words <b>Tt /t/</b> Initial and Final Sounds <b>Comprehension Skill:</b> Sequence Segment Compound Words Syllables Introduce "Spacing" Anchor Chart	<i>Listening &amp; Writing</i> p. 4 Initial Sounds High Frequency Words: <b>The, the</b> Rhyming
<b>Computer</b>	Calendar ABCs: A, B Sing Along Track 36, "Today Is Monday"	Calendar BpB's Books: Row 1, "A Computer" ABC: ABC Song
<b>Activity</b>	Label food items with corresponding days of the week	High Frequency Words (See, me, Is, for, a A, the)
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Today Is Monday</i> "Twinkle, Twinkle, Little Star" "Today Is Monday" "Tt Tiger Rhyme" "Letter March Song Tt" Days of the week Following Directions <b>Vocabulary:</b> collage	<i>Chicka Chicka Boom Boom</i> <b>Vocabulary:</b> tangled "Twinkle, Twinkle, Little Star"
<b>Writing</b>		
<b>Science</b>	Describe the relative position of objects by using one reference	

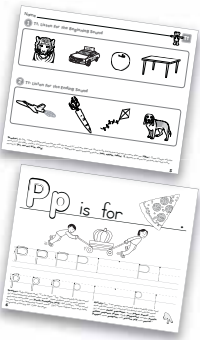






## DAY Three

## DAY Four

## DAY Five

Favorite Kind of Weather	Favorite Kind of Weather	Review <i>Bb, Tt, Pp</i>
<p><i>Listening &amp; Writing</i> p. 5 &amp; 6</p> <p>Left to right</p> <p>Beginning and Ending sounds</p> <p><b>Pp /p/</b></p> <p>High Frequency Words:</p> <p><b>an, at</b></p> <p><b>Comprehension Skill:</b> Retell stories</p> 	<p>Beginning and Ending sounds</p> <p>Left to right</p> <p>Top to bottom</p> <p>Take-Home Book 2: <i>At School</i></p> <p>Blending</p> <p>Introduce "Punctuation" Anchor Chart</p> 	<p><i>Listening &amp; Writing</i> p. 7</p> <p>Sequence</p> <p>HF Words: is, for, see, me, the, The, a, A, at, an</p> <p>Beginning and Ending sounds</p> <p>Introduce Nouns (Names of Places)</p>  <div data-bbox="1036 693 1492 909"> <div>1 Starfall Free Day</div> <div>2 Name Formation with Play Dough</div> <div>3 <i>At School</i>: Sequencing Activity</div> <div>4 "Color by Word" Worksheet for Week 3</div> <div>5 Teacher's Choice</div> <div>6 Teacher's Choice</div> </div>
<p>ABCs: <i>P, T, M, S, B, A</i></p> <p>ABC Rhymes: <i>Pp, Tt</i></p>	<p><i>BpB's Books</i>: Row 2, "At School"</p> <p><i>BpB's Books</i>: Row 1, "A Computer"</p> <p><i>Sing Along</i> Volume 1 Track 6, "Down by the A-B-Sea"</p>	
Alphabet Letter Worksheet	Arrange ABC's left to right, top to bottom; match upper and lowercase letters	
<p><i>Chicka Chicka Boom Boom</i></p> <p>"Pp Pizza Rhyme"</p> <p>"Down by the A-B-Sea"</p>	<b>Vocabulary:</b> journal	<p><i>At School</i></p> <p><i>Today Is Monday</i></p> <p>"Today Is Monday"</p> <p>"Pp Pizza Rhyme"</p>
	<i>Starfall Writing Journals</i> Spaces between words	
Identify major structures of common plants		Describe the relative position of objects by using one reference

**Reading:  
Foundational Skills**

**RF.K.2.B** Count, pronounce, blend, and segment syllables in spoken words

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

**Magic Writing Moment****Favorite Kind of Weather**

Draw a child's name card from the basket. Say: **Let's clap to count how many syllables, or parts, (child's name) has.** Say the child's name and clap the syllables.

Ask: **What is your favorite kind of weather?**

Review the classroom weather chart and identify the weather icons. On the chart paper write \_\_\_\_ likes when it is \_\_\_\_.

Continue: **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **Can you find a high frequency word in this sentence?** The child circles *is*. Reread the sentence with the children.

If time permits, play *Sing-Along* Volume 1 Track 40, "What's the Weather."

**Note:** You will continue to use today's chart paper, adding one child's sentence each day. When the chart paper is filled, post it in your classroom and begin a new one.

**Materials**

- ☐ Basket of children's name cards
- ☐ Box of crayons
- ☐ Chart paper
- ☐ Optional: *Sing-Along* Volume 1, Track 40, "What's the Weather"

Clapping the syllables of the names of English language learners will help them engage in this lesson.

**ELL****Phonological Awareness Warm-Up****Compound Word Segmentation**

Say: **During the Magic Writing Moment we counted the parts or syllables in (child's name)'s name. Now let's listen for how many words we hear in a compound word.**

Display the Picture Card blueberries in a pocket chart. Choose two volunteers to come forward and face the class standing shoulder-to-shoulder. Touch both of the volunteers' heads and say, *blueberries*.

Explain: **Blueberries is one big word that is made up of two smaller words put together. Say, blueberries.** Separate the two children. Continue: **Now listen. Blue** (Tap one child's head.), **berries** (Tap the other child's head.).

Ask: **What two words make up the word blueberries? Right, the word blueberries is made by putting the words blue and berries together. Let's put them together again.** Move the children together and say, *blueberries*.

Repeat, displaying the Picture Cards and choosing different volunteers for *bookshelf*, *cupcake*, *doorbell*, and *toothbrush*.

**Materials**

- ☐ Picture Cards: *blueberries*, *bookshelf*, *cupcake*, *doorbell*, *toothbrush*
- ☐ Pocket chart

**Phonological  
Awareness**

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

Encourage English Language Learners to repeat the compound word parts after they are introduced, and indicate the pictures as the words are repeated.

ELL

1

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

Indicate the classroom calendar. Explain: **There are seven days in one week. A week begins on Sunday and ends on Saturday. The days of the week create a pattern that repeats.**

Gather the children in a circle. Say: **Let's name the days of the week. We'll pass Backpack Bear around as we name them. When he gets to you, say the next day in the pattern. Ready? I'll start, Sunday.** Pass Backpack Bear to the next child who says, "Monday." Continue passing Backpack Bear until everyone has a turn. The children may seek assistance from their classmates if necessary.

Indicate the "Capital Letters" Anchor Chart. Say: **Days of the week are on the "Capital Letters" Anchor Chart, so they all begin with capital letters.**

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 them because he doesn't draw pictures. Instead he paints tissue paper using different colors, then he cuts the paper into small pieces and lays them on top of each other to create a picture called a collage.** The children repeat, *collage*.

Continue: **No author is listed because the words in this story are words to a song written long ago. Who can predict what this story might be about by looking at the cover and listening to the title, *Today is Monday*?**

Volunteers respond.

Say: **Listen to hear what foods the animals are eating.** Read *Today is Monday*. When you get to Wednesday, pause and ask: **What do you think zoop is?** (Volunteers respond.) **Zoop is a nonsense, or make-believe word. What word does zoop sound like? Right, soup!**

Read *Today is Monday* again. Encourage the children to chime in on repetitive phrases, and ask them to describe the final illustration.

Show the children the music notations on the last page, and remind them that the words to this book are a song. Review each page as you sing the song again.

Say: **I will play a song. Listen to hear how this song is different from the book. When we look at how things are different, we contrast them.** The children repeat, *contrast*. Play *Sing-Along Volume 1* Track 36, "Today Is Monday." Contrast *Starfall's* version of the song with that in the book. (Thursday differs.)

### Materials

- ☐ Picture Cards: *string beans, spaghetti, soup, pizza, roast, beef, chicken, fish, ice-cream*
- ☐ Vocabulary Word Card: *collage*
- ☐ *Today Is Monday* by Eric Carle
- ☐ "Capital Letters" Anchor Chart
- ☐ *Sing-Along Volume 1* Track 36, "Today is Monday"
- ☐ Seven prepared headbands with the days of the week
- ☐ Backpack Bear
- ☐ Seven chairs

### Listening & Speaking

**LS.9a** Recite short poems, rhymes and songs

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

### Social Studies

**SS.CT.3b** Put events in temporal order



## Formative Assessment

Distribute the days of the week headbands to 7 children, and arrange them seated in chairs, side-by-side, in order from Monday to Sunday.

Distribute the Picture Cards (*string beans, spaghetti, soup, pizza, fish, chicken, ice-cream*) to seven additional children.

Say: **Let's act out the song "Today is Monday." What did the children eat on Monday?** The child with the *string beans* Picture Card sits crisscross in front of the child wearing the *Monday* headband.

Ask: **What did the children eat on Tuesday? Right, spaghetti.** The child with the *spaghetti* Picture Card sits crisscross in front of the child wearing the *Tuesday* headband.

Continue until all the cards are matched. If the children forget the order in which the food was eaten, ask: **Where could we find the answer? Right, we could check the book.**

Explain: **The children wearing the days of the week headbands and the matching food Picture Cards stand when they hear their days and foods sung during the song. Then they will sit until the next verse.**

Play *Sing-Along* Volume 1 Track 36, "Today Is Monday."

If you have more than 14 children in your class, repeat this activity so everyone has a chance to participate.

If your English language learners are primarily Latino, say the Spanish words for the days of the week (domingo, lunes, martes, miércoles, jueves, viernes, sábado) as you place the headbands on the children. Note that Spanish words for days and months are not capitalized.

ELL

2

## Introduce "Spacing" Anchor Chart

Indicate the "Capital Letters" Anchor Chart and ask: **Who remembers the "Capital Letters" Anchor Chart? What does this anchor chart help us remember?** (Volunteers respond.) **Yes, it helps us to remember when to use capital letters.**

Continue: **Backpack Bear was a Capital Letter Detective. Today we will meet a "Space Detective!" He will help us learn something else that is very important about writing words.**

Display the "Spacing" Anchor Chart with Card 1 (Meet the "Space Detective") attached.

Say: **Let's all stand close together in a little group.**

After the children huddle together, ask: **Are you squished?**

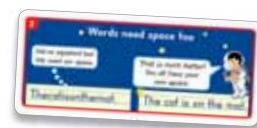
### Materials

- ☐ "Spacing" Anchor Chart with Card 1 (Meet the "Space Detective") attached
- ☐ Space Detective Card 2 (Kids need space)
- ☐ Space Detective Card 3 (Words need space, too)
- ☐ One classroom book for each pair of children
- ☐ Prepared magnifying glasses
- ☐ Marker

### Reading: Foundational Skills

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





Indicate and read "Space Detective" Card 2 (Kids need space.). Ask: **What do you notice about the children in this group? Right, they are saying, "We're squished." How can the "Space Detective" help? Use the picture for clues.** (Volunteers respond.)

Indicate the "Space Detective" and read: **"That's better! There are spaces between you."**

Ask: **What did the "Space Detective" do? (Volunteers respond.) Right, he helped the children by putting spaces between them. Let's put space between us!**

Assist the children to line up side-by-side with spaces between them. **That's much better. Kids do need space!**

The children return to their places. Indicate "Space Detective" Card 3 (Words need space too.).

Say: **We saw that kids need space, but guess what. Words need space, too! Let's look at the chart from today's Magic Writing Moment.** Do this.

Say: **Now you can be a "Space Detective." When you find a space put your finger in it like this.** (Demonstrate)

Volunteers look closely at the chart, two at a time, using magnifying glass cutouts to "detect" spaces between words.

Write a simple sentence on the whiteboard without leaving spaces between the words. Say: **Use your magnifying glasses to see what is wrong with this sentence. Who knows? Right, there are no spaces between the words!** Rewrite the sentence correctly under the first sentence.

Say: **Put your thumb up when I point to the sentence the "Space Detective" can read.** Indicate each sentence and the children respond. Repeat with additional sentences as time allows.

Say: **Good for you! You are all space detectives! Let's hang the "Spacing" Anchor Chart in our classroom to help us remember to put spaces between words when we write.**



### Formative Assessment

Ask: **Why is it important to leave a space between words when you write?** (Discuss)

Partner the children and distribute a classroom book to each pair of children.

Say: **"Space Detectives," work with your partners to find spaces between the words in your book. When you find a space, put your finger in it.** Circulate and interact with the children as they discover spaces between words.

**Technology**

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

**Reading:****Foundational Skills**

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

**Writing**

**W.8c** Draw and label

**Computer**

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

**Practice****Activity**

Place the "Days of the Week" Cards in the top row of a pocket chart and the corresponding food Picture Cards in the next row. The children draw and color their favorite food items. They label each item with the corresponding days of the week and circle the capital letters. If time allows, they can draw the funniest food, the one they think their brother or sister would like, etc.

**Materials**

- ☐ Picture Cards: string beans, spaghetti, soup, pizza, fish, chicken, ice-cream
- ☐ Days of the Week Cards
- ☐ Pencils, crayons
- ☐ Drawing paper
- ☐ Pocket chart

If time allows, children from different ethnic groups may illustrate favorite foods eaten regularly in their homes. Accept these illustrations and have the children choose the days they are eaten, add the words next to the foods, and circle the capital letters.

**ELL****3****Introduce Tt /t/****Reading:****Foundational Skills**

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

**Step One****Introduce /t/ in the initial position**

Read "Tt Tiger" on page 43 of the *ABC Rhyme Book*.



Indicate the *tiger* Picture Card. Say: **This is a picture of a tiger.** (The children repeat, *tiger*.) **The word *tiger* begins with /t/. Watch my mouth, /t/. Now you say /t/. The words *terrific* and *tiger* begin with the same sound, /t/.**

(The children repeat, /t/.) **I will read the rhyme again.**

**Listen for /t/ in *terrific* and *tiger*.**

Read the rhyme again, then repeat it in unison.

**Materials**

- ☐ Whiteboards, markers
- ☐ Letter Cards: T and t
- ☐ Wall Card: *Tiger* /t/
- ☐ Picture Card: *tiger*
- ☐ *ABC Rhyme Book*
- ☐ Optional: Blankets, towels

**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**

The children stand. Say: **If you hear /t/ at the beginning of a word I say, 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. They then sing "The Letter March" with the ASL sign for t and /t/.



Indicate the t Letter Card. Say: **This is the lowercase letter t. The letter t stands for /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 whiteboard. The children mimic the formation by sky writing t several times.

Distribute individual whiteboards and markers. The children write t on their whiteboards.

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

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

Indicate the T Letter Card. Say: **This is the uppercase letter T. The uppercase letter T and the lowercase letter t stand for /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. The children mimic the formation by sky writing 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:

<b>cat</b>	I have whiskers and say 'meow.' Who am I?
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Explain: **The word cat ends with the letter t. The letter t stands for /t/.**

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

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



Gather the children around a classroom computer and 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						

**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" stands for the sound, /t/ /t/ /t/ /t/

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



Display the Wall Card at the end of the lesson.



### Formative Assessment

Say: **Listen to these words. Some of them begin AND end with /t/. Give a thumbs up when you hear a word begins AND ends with /t/.** Say the following words slowly to allow the children to respond, and emphasize the /t/: *fort, table, toast, it, truck, twist, tent.*

If time allows, the children work in groups to build tents using blankets, towels and classroom furniture.



## Magic Writing Moment

## Favorite Kind of Weather

Draw a child's name card from the basket and repeat the lesson from Day 1.

## Materials

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

Reading:  
Foundational Skills

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

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

Reading:  
Foundational Skills

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

## Listening &amp; Speaking

**LS.9a** Recite short poems, rhymes and songs

## Phonological Awareness Warm-Up

## 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 the children supply the rhyming words in each couplet (star, are, high, sky).

Play *Sing-Along* Volume 1 Track 38, "Twinkle, Twinkle, Little Star." The children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

## Materials

- ☐ *Sing-Along* Volume 1 Track 38, "Twinkle, Twinkle, Little Star"

**"Twinkle, Twinkle Little Star"**

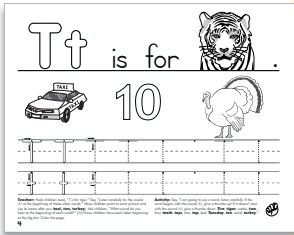
*Twinkle, twinkle, little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle, twinkle, little star  
How I wonder what you are*

Rhyming words are often difficult for children, who may confuse rhymes with beginning sounds. Rhyming words will be practiced often throughout the curriculum. Mastery is not expected at this time.

**Reading:  
Foundational Skills**

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

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

**Review Tt /t/**

Say: **Let's play the "Picture Card Game."** Indicate and identify each of the Picture Cards in Set One displayed in a pocket chart.

- The children repeat each picture name and identify the initial sounds.
- They find the picture that does not begin with /t/. (bell)
- Repeat for Set Two, finding the picture that does not end with /t/. (cub)
- Display the Picture Card for *tent*. The children identify the initial and final sounds.

Distribute *Listening & Writing Books*, and the children turn to page 4. Say: **Locate and trace T and t with your fingers.** (The children do this.)

Read the sentence *Tt is for tiger*. The children:

- repeat the sentence.
- locate and circle the high frequency words *is* and *for*.

Identify the pictures: *taxi*, *ten*, *turkey*. Explain: **These words begin with /t/.**

The children repeat each picture name, emphasizing the initial /t/.

Write uppercase *T* on the whiteboard and say *T*. The children use pencils to trace the uppercase *T*s. Repeat for lowercase *t*. The children color the pictures.

**Formative Assessment**

Distribute individual whiteboards and markers. Say: **Listen to these words. If you hear /t/ at the beginning, write t on your whiteboard. If you don't hear /t/, put your head down on your whiteboard! Ready?** Say the following words and allow time for the children to respond:

pizza	fish	tank	toe
brush	tooth	monkey	farmer

Continue: **We have been learning when to use lowercase letters and when to use capital letters. Listen to these words that begin with /t/. If you think the words should begin with a capital or uppercase letter, write capital T. If the word doesn't need a capital letter, write lowercase t.**

Say the following words. The children write capital or lowercase *Tt* on their whiteboards. At your signal they hold up their whiteboards for you to see.

Tuesday	ten	Tommy	twinkle	Trisha	toast
---------	-----	-------	---------	--------	-------

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

**Observe  
& Modify**

**Materials**

- ☐ Individual whiteboards/markers
- ☐ *Listening & Writing Books*, page 4
- ☐ Picture Cards (Set One):  
*turtle, ten, tub, bell*
- ☐ Picture Cards (Set Two):  
*hat, cub, jet, net*
- ☐ Pencils, crayons
- ☐ Pocket chart

## Introduce High Frequency Words: *The, the*

Say: **We have learned five high frequency words. What is a high frequency word? Right, a high frequency word is a word that we see often, or frequently, when we read.**

Indicate the High Frequency Word Card *is* and the children read the word.

Ask: **Who can count the number of letters in this word?** (A volunteer does this and places the Word Card *is* in the pocket chart.) Write *is* on a whiteboard and the children copy it onto their whiteboards. Repeat for *me*, *see*, *for*, and *a*.

Indicate the High Frequency Word Card *the*. Say: **This word is a new high frequency word, *the*.** The children repeat *the* and count the number of letters in the word. A volunteer uses the word *the* in a sentence and places the Word Card in the pocket chart.

Write the words *Tuesday* and *Thursday* on the whiteboard. Indicate each and say: ***Tuesday, Thursday.*** (The children repeat *Tuesday, Thursday.*) **What letter do you see at the beginning of Tuesday?** Make the ASL sign for *t*.

Continue: **Now look at the word *Thursday*.** (The 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 /th/.** (The children repeat, /th/.) **Tuesday begins with /t/ and Thursday begins with /th/.**

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

Write *the* on the whiteboard and the children copy it onto their whiteboards. Distribute *Starfall Dictionaries*. The children locate *Tt* then turn the page to discover *th*. Ask: **Do you think the word *the* belongs with the words that begin with the /t/ or /th/?** (Volunteers respond.) **Yes, we will find and trace the word *the* on the *th* page. Watch me.** Demonstrate by opening your dictionary, locating the *th* page, then tracing *the*.

Indicate the "Capital Letters" Anchor Chart. Ask: **What did we learn about a word that is the first word in a sentence?** A volunteer finds Card 3 on the anchor chart.

Continue: **Listen to this sentence and tell me the first word. *The boy jumped into the pool.* What's the first word? Right, the first word in the sentence is *the*. Since this sentence starts with "the" it should start with a capital T.**

Print *The* on the whiteboard. Say: **When we use the word *The* at the beginning of a sentence, we use an uppercase T. Today you will write the word *The* yourself!**

Demonstrate writing *The* in your dictionary. The children write *The* under *the* in their dictionaries.

**Note:** Print *The* using a highlighter on the next line for children who have difficulty writing it independently.

### Materials

- ☐ "Capital Letters" Anchor Chart
- ☐ One classroom book for each pair of children
- ☐ High Frequency Word Cards: *a, for, me, see, the, is*
- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

### Reading: Foundational Skills

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

### Language

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



## Formative Assessment

Partner the children and distribute a classroom book to each pair. Say: **Look through your book together and try to find the words *the* and *The*. Raise your hand when you find one.** Circulate, pausing to observe the children.

Enlarge the high frequency words and permanently display them above the alphabet letters they begin with on the Alphabet Chart as a visual reminder. English language learners especially may find this helpful when trying to locate these words in their dictionaries.

**ELL**

Consider sending a set of high frequency words home with ELL children as the words are introduced, and encourage families to review the words. This will help parents to assist their children when they are looking for these words in their take-home books. If possible, have written directions translated into the parents' native languages.

### Technology

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

### Reading: Foundational Skills

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

## Computer

- *Calendar*
- *ABCs: T, B, ABC Song*
- *Sing-Along Volume 1 Track 36, "Today is Monday"*

## Practice

## Activity

Display the High Frequency Word Cards in a pocket chart. The children copy them onto their whiteboards then try to locate the words in classroom books.

### Materials

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

**3**

## Introduce *Chicka Chicka Boom Boom*

Gather the children in a circle on a rug or the floor. Spread a blanket in the center and place the beach pail or bucket filled with sand and letters in the center of the blanket.

Say: **Let's pretend we are at the beach. Instead of looking for shells, we can look for letters.**

Each child draws a letter from the pail or bucket, shows it to the class, and together they identify the letter. Once all of the letters have been drawn say: **Let's count how many letters you found.**

### Materials

- ☐ Plastic, wooden, or magnetic letters (1 of each letter)
- ☐ Beach pail or bucket
- ☐ Sand or rice
- ☐ Blanket

Count the letters with the children to discover there are 26. Say:

**We found all of the letters of the alphabet. Good job!**

Indicate *Chicka Chicka Boom Boom* and introduce the title, author, and illustrator. Instruct the children to look at the cover and the visual text.

Ask:

- **What do you think this book might be about?**
- **Do you think this book has anything to do with the letters of the alphabet? Why?**
- **Have you ever seen a tree like this before?**
- **What is growing on this tree?**

Say: **This must be the book Backpack Bear told us about in his message. It is a book about letters. Listen to this story to find out what happens to the letters.**

Read *Chicka Chicka Boom Boom* and ask the following questions.

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



### Formative Assessment

Ask: **Did you notice this story rhymes? Let's read it again and this time we will listen for rhyming words.** Reread *Chicka Chicka Boom Boom* and pause before reading each of the rhyming pairs. Encourage children to supply them.

Demonstrate the meaning of the word "tangled" using yarn, string, or shoelaces.

**ELL**

### Reading: Foundational Skills

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

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

### Reading: Literature

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

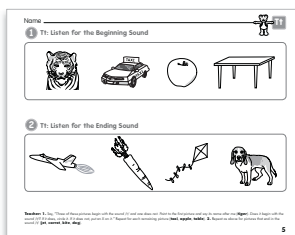
### Language

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

## Day Three

Reading:  
Foundational Skills

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

Reading:  
Foundational Skills

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

Reading:  
Foundational Skills

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

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

## Magic Writing Moment

## Favorite Kind of Weather

Draw a child's name from the basket and repeat the lesson from Day 1.

Ask: **What do you notice between each word?**

Indicate the "Spacing" Anchor Chart. Say: **Remember that words need their space!** The child points to each space between the words in the sentence.

## Materials

- ☐ Basket of children's name cards
- ☐ "Spacing" Anchor Chart
- ☐ Box of crayons
- ☐ Chart paper

## Phonics Warm-Up

## Initial and Final /t/

Distribute *Listening & Writing Books* and instruct the children to turn to page 5. Say: **You will listen for the /t/ at the beginning and end of these words.** Complete the page together with the children, observing to check their understanding.

## Materials

- ☐ *Listening & Writing Books*, page 5
- ☐ Pencils, crayons

1

## Introduce Pp /p/

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

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



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

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

## Materials

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

## Pp Pizza

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

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

The children stand. Say: **If you hear /p/ at the beginning of a word I say, rub your tummy! Ready?** Say the following words pausing after each for the children to respond.

purse

paper

tiger

pan

pink



**Step Three** Connect /p/ to the spelling Pp

Teach the children the ASL sign for Pp. They sing "The Letter March" with the ASL sign for p and /p/.



Indicate the p Letter Card and say: **This is the lowercase letter p. The letter p stands for /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 whiteboard. The children mimic the formation by sky writing 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 individual whiteboards and markers. The children write p on their whiteboards.

Say: **Let's play a game. If the word I say begins with /p/, hold up your board and say, /p/. If it does not, do nothing! Ready?** Say the following words, pausing after each word for the children to respond and to discuss the correct responses.

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



Indicate the P Letter Card. Say: **This is the uppercase letter P. The uppercase letter P and the lowercase letter p stand for /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. The children mimic the formation by sky writing P.

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

Ask the riddle:

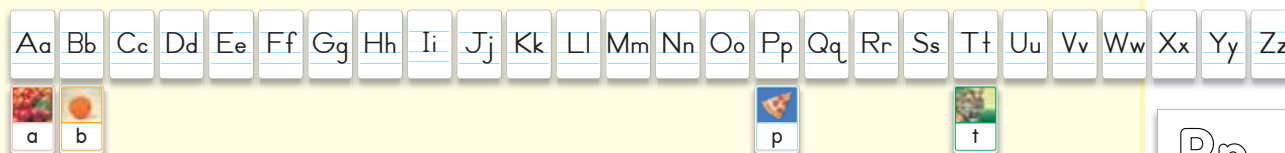
**soap**

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 /p/.**

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

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

**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 6. Complete this page together as you have similar pages.

**The Letter March: Pp**

(Melody: "The Ants Go Marching")

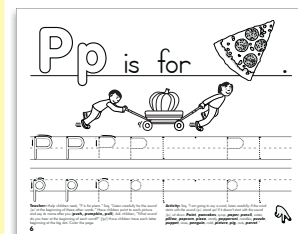
The letters go marching one by one,  
Hurrah! Hurrah!

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

The letters go marching one by one,  
"P" stands for the sound, /p/ /p/ /p/ /p/  
And they all go marching,  
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



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

ELL

2

**Reading:  
Foundational Skills**

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

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

## Introduce High Frequency Words: *an, at*

Place all of the High Frequency Word Cards in a pocket chart face down.

Say: **Backpack Bear would like us to learn two new high frequency words. He has them hidden. Let's see if we can find them!**

Choose a volunteer to reveal a High Frequency Word Card and read the word. The class determines if the word is one they already know, or if it is one of the new high frequency words. Continue with volunteers taking turns until all of the high frequency words are revealed.

Write *at* on the whiteboard. Say: **When we blend /a/ with /t/, we have a new high frequency word, at. Say, at. Write the word at on your whiteboard.** (The children do this.)

On the whiteboard, write, *I go to bed at night*. Track the words as you and the children read the sentence together. A volunteer circles *at*.

Repeat for *I am at school*.

Ask: **What if we keep /a/ and change /t/ to /n/?**

Erase *t* and write *n*. Ask: **Is the word the same? Let's blend the sounds together to find out. /a/, /n/, an. When we changed /t/ to /n/, we created a new word, an. Erase "t" and change it to "n."** The children do this.

On the whiteboard write, *I can eat an apple*. Track the words as you and the children read the sentence together. A volunteer circles *an*.

Repeat with *I can see an orange book*.

### Materials

☐ High Frequency Word Cards:

*A, a, is, for, see, me,*

*the, The, at, an*

☐ Whiteboards, markers

☐ Starfall Dictionaries

☐ Pocket chart

☐ Pencils



### Formative Assessment

Distribute *Starfall Dictionaries*.

Direct the children to find, circle, then trace the words *an* and *at* in their dictionaries.



## Computer

- Calendar
- ABCs: P, T, S
- ABC Rhymes: Pp, Tt

## Practice

### Activity

The children use crayons and markers to decorate alphabet letters. They use pencils to write their names in large letters on index cards and trace the letters with crayons. They may further decorate their name cards as time allows.

Collect the name cards for use in Session 3.

### Materials

- ☐ Alphabet letter for each child
- ☐ Crayons, pencils, markers
- ☐ Index card for each child



### Technology

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

### Listening & Speaking

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

# 3

## Review Chicka Chicka Boom Boom

Say: **Raise your hand if you like trees.** (The children do this.) **Do trees change or do they stay the same?**

Briefly discuss that trees were once seeds that grew until they produced leaves. Many trees have leaves that change color in the fall and fall off in winter. The children name and discuss trees that grow in your community.

Indicate *Chicka Chicka Boom Boom*. Say: **There is a special kind of tree in this story. It produces coconuts, so it is called a coconut tree.** The children repeat, *coconut tree*.

On the whiteboard draw a palm tree with coconuts hanging under the top leaves. Explain: **Coconuts are large, heavy fruit that grow near the top of coconut trees, just under the big 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 coconuts. Have you ever tasted coconut?**

### Materials

- ☐ Prepared coconut tree and leaves
- ☐ *Sing-Along Volume 1* Track 6, "Down By the A-B-Sea"
- ☐ Double-sided tape or reusable adhesive
- ☐ *Chicka Chicka Boom Boom*
- ☐ Decorated alphabet letters and name cards
- ☐ Prepared sentence strips
- ☐ Optional: coconut

### Literary Response & Analysis

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

### Listening & Speaking

**LS.9a** Recite short poems, rhymes and songs

### Science

**SC.LS.2** Understand different types of plants and animals

If you have a coconut, show it to the children and pass it around for them to see and touch.

Gather the children near a pocket chart. Say: **Let's read *Chicka Chicka Boom Boom*. This book is about the alphabet letters trying to climb a coconut tree.** Read the book and allow the children to ask questions about vocabulary words they don't understand.

Say: **Let's learn a new song called "Down by the A-B-Sea." It is similar to *Chicka Chicka Boom Boom*.** The children listen to *Sing-Along* Volume 1 Track 6. Play the song again and the children sing along.

Ask: **Did you notice any rhyming words in the song?** Repeat phrases from the song and encourage the children to provide the rhyming words.

#### **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?*



#### **Formative Assessment**

Indicate the prepared coconut tree displayed on a bulletin board or classroom wall.

Say: **Let's make this our own classroom *Chicka Chicka Boom Boom* tree.**

Add the prepared sentence strips *Chicka Chicka Boom Boom* and *Look who is in our room!* to the board above the tree.

Distribute the name cards and letters the children decorated earlier. The children take turns deciding where they would like their letters placed on the coconut tree and where on the side of the tree they would like to place their name cards.

## Magic Writing Moment

## Favorite Kind of Weather

Draw a child's name from the basket and repeat the lesson from Day 1. Ask: **What do you notice between each word?**

Indicate the "Spacing" Anchor Chart. Say: **Remember that words need their space!** Ask the volunteer to point to each space between the words in the sentence.

## Materials

- ☐ Basket of children's name cards
- ☐ "Spacing" Anchor Chart
- ☐ Box of crayons
- ☐ Chart paper

Reading:  
Foundational Skills

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

## Phonological Awareness Warm-Up

## Blending

Say: **Here's an easy way to blend sounds into words. Watch!** Turn away from the children and hold up a rubber band in your left hand so the children can see. Say: **tab**.

- Use your right hand to stretch the rubber band in increments 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**.
- The children repeat the word.

Repeat for **tap**.

Put the rubber band away. Say: **Let's use our invisible rubber bands to sound out the high frequency word at. Stretch your invisible rubber band and 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.**

## Materials

- ☐ Large rubber band

Reading:  
Foundational Skills

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

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

Demonstrating the invisible rubber band backwards allows the children to view it from left to right.

1

**Fluency**

**FL.6** Demonstrate ability to read with accuracy and expression

**Print Concepts**

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

**Reading:****Foundational Skills**

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

**Introduce *At School***

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

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 Take-Home Book 2 to each child. The children read their books aloud as you read the sentence strip story.

Mix up the sentence strips. The children refer to their books to reorder the sentence strips.

**Materials**

- ☐ Take-Home Book 2, *At School*, for each child
- ☐ Cover Card, Sentence Strips, Word Cards: *At School*
- ☐ Pocket chart

**Formative Assessment**

Write *see* on the whiteboard. Say: **Count how many times *see* is used in the story.** (Choose a volunteer to respond.) **Right, it is used four times. Who can draw four tally marks next to *see* on the whiteboard?** A volunteer does this.

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

Say: **Now that you can read so many words, you can read the story together!** The children do this.



Allow English language learners to draw pictures of their favorite parts of the story and/or pair them with assistants or other children who are able to read the story, in order to observe them sequence the sentence strips.

**ELL**

2

**Introduce the Writing Journal**

Indicate a *Starfall Writing Journal*. Say: **This is a writing journal. A *journal* is a book with blank pages where you write about and illustrate things you want to remember.** (The 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*.**

**Materials**

- ☐ Vocabulary Card: *journal*
- ☐ "Capital Letters" Anchor Chart
- ☐ *Starfall Writing Journals*
- ☐ "Spacing" Anchor Chart
- ☐ Prepared journal
- ☐ Pencils, crayons



Open your journal to the first page and indicate the lines and the blank space above them.

Ask: **What is 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 *This is me.* on the whiteboard. Draw attention to the spaces between the words. Say: **The spaces are important because they help us tell where one word ends and the next one begins. The spaces between words make reading much easier.**

Read *This is me* and the children echo you.

Say: **Find the star at the beginning of the first line of the journal and put your finger on it.** (The children do this.) **This star tells you where to begin writing.**

Continue: **When we write we start on the left and move to our right.**

Demonstrate by writing *This* on the writing line next to the star in your own journal. The children follow your example.

Ask: **Why did we use a capital T?** (Refer to the "Capital Letters" Anchor Chart.) **Yes, this is the first word in the sentence so the T must be a capital.**

Indicate the "Spacing" Anchor Chart. Review the information.

Explain: **Remember, before we can write the next word, is, we must leave a space after the word This. A good way to make a space is to place your index finger (indicate) after the word. You will begin to write the word is after your finger.** Demonstrate by writing *is* in your own journal.

Repeat for *me*.

Ask: **Have we written all the words in the sentence? Yes, now we need to finish the sentence by adding a symbol that means "the end of our sentence." Add a period** (Demonstrate in your journal.) **on the line after the word me. Let's read our sentence together.** Do this.

Ask: **What do you see at the top of your page?** (Volunteers respond.) **This space is for your picture, or illustration. Illustrate yourself in the blank space at the top of your page.**



### Formative Assessment

Gather the children in small groups to share their first journal entries.

#### Writing

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

#### Reading:

##### Foundational Skills

**RF.K.1.A** Follow words from left to right, top to bottom, and page by page

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

#### Language

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

**L.K.2.B** Recognize and name end punctuation

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

ELL

When reinforcing writing from left to right, consider words in the students' native languages. For example, in Spanish left is "izquierda" and right is "derecho." Exaggerate the actions by raising your arms and waving them from left to right (while facing the same direction as the children). Repeat this action as you say left to right in English and other languages spoken in your class.

Observe  
& Modify

If children are unable to copy from the board, provide index cards with the sentence 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.

**Technology**

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

**Reading:  
Foundational Skills**

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

**Reading:  
Foundational Skills**

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

**Computer**

Practice

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

**Activity**

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

**Materials**

- ☐ Uppercase and lower-case Letters: Aa-Zz
- ☐ Classroom Alphabet Chart
- ☐ Pocket chart

3

**Introduce the "Punctuation" Anchor Chart****Step One** *What is a sentence?*

Indicate the "Capital Letters" Anchor Chart. Reference "The beginning of a sentence" and read each sentence.

Explain: **A sentence is a group of words that express a complete thought. It tells who or what did something and explains what they did. If the words do not make up a complete thought, they are not a sentence. They are just a group of words.**

Say: **Let's play a game. You decide if the words I say express a complete thought, or if they are just a group of words. If the words are a sentence, jump up! If they are just a group of words, sit down. Listen and think, ready?**

**Materials**

- ☐ "Capital Letters" Anchor Chart
- ☐ "Punctuation" Anchor Chart and Cards 2, 3, and 4
- ☐ Backpack Bear
- ☐ Whiteboards, markers

**Language**

**L.K.2.B** Recognize and name end punctuation

Read sentences and phrases such as:

- The sun is shining today.
- Jumps high
- We can run fast.
- I like tiny soft kittens.
- In the oven
- Backpack Bear is my pal.

### Step Two Introduce Punctuation Marks

Backpack Bear whispers that he has a new Anchor Chart.

Indicate the "Punctuation" Anchor Chart. Read Card 1 (Punctuation).

Say: **Punctuation is a big word. Say, punctuation.** (The children repeat, *punctuation*.)  
**Punctuation marks are symbols we use in writing and reading to show expression.**

Backpack Bear whispers that he recognizes a sign on the chart. Ask: **Do you recognize this sign?** (Indicate) **That's right, this is a stop sign. Today we will learn three different ways to STOP at the end of a sentence.**

### Step Three Introduce the Period

Read Card 2 (Period) and add it to the anchor chart.

Say: **This is a period. When you finish writing a sentence you add a period at the end. It means stop.**

Ask: **Do you remember making a period in your journal? You wrote, This is me.**  
 Show children your journal and write the sentence under Card 2.

Ask: **Who can think of a sentence about Backpack Bear?** (A volunteer responds.)  
 Write the sentence under Card 2 and emphasize the period.

### Step Four Introduce the Question Mark

Read Card 3 (Question Mark) and add it to the anchor chart.

Ask: **Do you see the question mark above the stop sign? It shows another way to stop the sentence.**

Say: **This child is asking if you like dogs. When we ask a question, we end the sentence with a question mark.**

Ask: **Does anyone have a question to ask Backpack Bear?** Volunteers ask questions. Add a question to the Anchor Chart under Card 3.







## Step Five

**Introduce the Exclamation Mark**

Read Card 4 (Exclamation) and add it to the anchor chart.

Backpack Bear whispers that he sees a different symbol above the stop sign.

Say: **This is an exclamation mark. When we are excited or angry about something, we end the sentence with this mark. Listen: It is my birthday today! We are excited on our birthdays so we would say that with excitement. That's why we put an exclamation mark at the end. Can you think of other times you are excited or angry?** Volunteers respond.

Say: **Listen to these sentences. If you think the sentence shows excitement or anger, put your hands in the air. Ready?**

- **Stop that!**
- **I like how you are sitting so quietly.**
- **Wow! What a great job!**
- **The girl has brown hair.**

Ask: **Who can think of a sentence that shows excitement?** (Add sentences to the chart.) **Who can think of a sentence that shows anger?** (Add sentences to the chart.)

**Formative Assessment**

Distribute individual whiteboards and markers.

Divide the children into three groups. Assign period to the first group, question mark to the second group, and exclamation mark to the third group. The children write their assigned punctuation marks on their whiteboards.

Say: **Let's play "Stop the Sentence!" I will read a sentence. If you think it should end with a period, children in Group 1 will hold up their whiteboards. If you think the sentence is a question and should end with a question mark, children in Group 2 will hold up their whiteboards. If you think your sentence shows anger or excitement and should end with an exclamation mark, children in Group 3 will hold up their whiteboards.**

Read several different types of sentences (see examples below) and check for understanding as children raise their whiteboards. You may personalize the sentences for your class.

- **Will it rain today?**
- **I brought a sandwich for lunch.**
- **What is your favorite game at recess?**
- **I got a brand new puppy!**
- **I can draw an apple tree.**

When dividing the class into punctuation groups, consider partnering English language learners with helpful or patient partners who will assist them in identifying the proper "stop signs."

**ELL**



## Magic Writing Moment

## Review Bb, Tt, Pp

Attach the chart paper to a bulletin board or use magnets to display it on a whiteboard.

Divide the children into 3 groups and assign one of the letters on the chart paper to each group. The children discuss words that begin with their assigned letters. The groups share the words and the class confirms (or corrects) them before you write them in the correct columns, using a different color for each column. The groups may assist each other to think of additional words as time permits. Review the lists emphasizing the beginning sounds.

## Materials

- ☐ Markers (3 different colors)
- ☐ Prepared chart paper

Reading:  
Foundational Skills

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

## Phonemic Awareness / Phonics Warm-Up

## Review Initial and Final /p/

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

Say: **The word pizza begins with /p/. Say pizza.**

**Listen for the /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.**

Pause after each word to allow the children to respond and discuss the correct response.

pond	snap	pencil	party
cup	pretty	stop	popcorn

Distribute *Listening & Writing Books* and the children turn to page 7. Indicate and identify the first picture (pizza).

Ask: **Does pizza begin with /p/? If it does, circle it. If it does not, put an X on it.** The children do this.

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

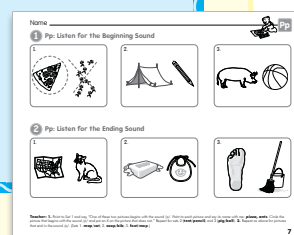
The children color the pictures that begin or end with /p/.

## Materials

- ☐ *ABC Rhyme Book*
- ☐ *Listening & Writing Books*,  
page 7

Reading:  
Foundational Skills

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



**Language**

**L.K.1.B** Use frequently occurring nouns and verbs

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

## Review Anchor Charts/ Introduce Nouns: Names of Places

Say: **We have created several anchor charts to help us remember important information.**

Review each anchor chart by asking the children questions such as:

- **Where can we find the rules about when to use a capital letter?**
- **What is one of the rules for using a capital letter?**
- **Which anchor chart helps us remember what punctuation mark to use?**
- **Where can we find how to add information to our schema?**
- **Which anchor chart helps us remember to use spaces between words?**
- **How can we use anchor charts when we write?**

Explain: **Today let's learn a new vocabulary word. The word is *noun*. Say, *noun*.** (The children repeat, *noun*.) **A noun is any word that names a person, a place, or a thing. Listen to these words. If you think the word names a person/pet, place, or thing, stand up and turn around. Ready? Table, is that a person, place, or thing? Yes, a table is a thing. Jump, is jump a person, place or thing? No! Who knows a word that names a person, place, or thing?** Volunteers respond.

Draw a T-chart on the whiteboard. Write "Nouns" on the left and leave the right side blank.

Indicate the T-chart and say: **These words are nouns. Say, nouns.** (The children repeat, *nouns*.) **Let's list nouns that name places. I'll start.** Write *school* in the first column of the T-chart. A *school* is a name of a place. Backpack Bear whispers, *store*. Write and say *store*. **A store is a name of a place. Who can think of another place we could add?** (Discuss responses and add nouns that name places.)

**Note:** If children name "Target" or another proper noun, help them identify what it is, such as a store.

Write Proper Nouns on the right side of the T-chart. Say: **Now we will learn about special kinds of nouns called proper nouns. Say, proper nouns.** (The children repeat, proper nouns.) **A proper noun still names a person/pet, place, or thing, but it is very special, because it means a certain person/pet, place, or thing.**

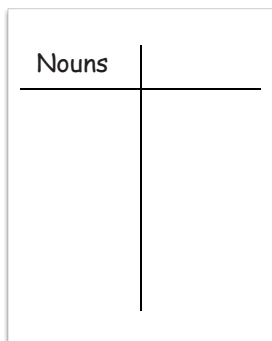
Give one volunteer a pointer and a hat to wear, and direct that child to stand on the Proper Noun side of the T-chart. Give another child a pointer and direct that child to stand on the Noun side of the T-chart.

Say: (Child's name) **will be in charge of pointing to the proper nouns, and (child's name) will be in charge of pointing to the other, or common nouns.**

Instruct the volunteer to point to the word *school*. Say: **School is a noun. It is a common noun because the word school can mean any school.**

**Materials**

- ☐ "Capital Letters" Anchor Chart
- ☐ "Capital Letters" Anchor Chart
- Card 8: Names of Places
- ☐ "Punctuation" Anchor Chart
- ☐ "Schema" Anchor Chart
- ☐ "Spacing" Anchor Chart
- ☐ Backpack Bear
- ☐ A hat
- ☐ Two pointers



Ask: **What is the name of our school?** (Volunteers respond.) Write your school's name under Proper Nouns. The volunteer indicates your school's name. **Our school's name is a proper noun because it isn't the name of just any school, it is the name of only our school.**

Child #1 points to the word *store*. Say: **Store is a noun. It is a common noun because it can mean any store. Who can think of the name of a store?** (Volunteers respond.) Write (name of store) under Proper Nouns. Child #2 points to it. Say: **(name of store) is a proper noun because it names a certain store.** Continue identifying proper nouns for each common noun you have on the list.

Ask: **What do you notice about all of the proper nouns? Right, they all begin with capital letters!**

Say: **Let's add our last rule for capital letters.** Display and attach "Capital Letters" Anchor Card 8, Names of Places. Read the examples. Ask: **What do you notice about all of the examples? They all begin with a capital letter because they name specific stores. Now we can add common and proper nouns to our schema.**



### Formative Assessment

The children add examples of places to the "Capital Letters" Anchor Chart.

Allow English language learners to listen and observe. The concept of common and proper nouns may be difficult for them at first. If possible, when listing proper nouns to name stores use those that are familiar to them (Target, Walmart, Toys R Us).

**ELL**

**2**

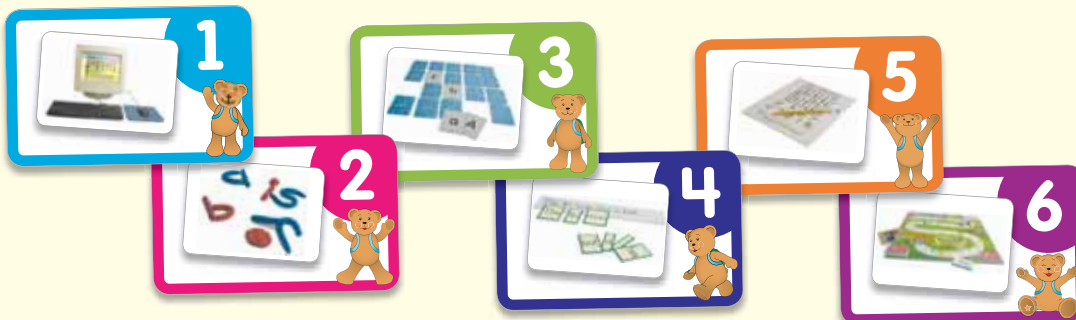
## Six Center Rotations

To introduce the new learning center rotations display and explain each Center Card.

Explain the objective for each center before you begin.

### Materials

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



**Technology**

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

**Reading: Foundational Skills**

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

**Print Concepts**

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

**Reading: Foundational Skills**

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

**Computer****1**

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

**Word Formation with Play Dough****2**

The children form high frequency words using play dough.

**Materials**

- ☐ Play dough
- ☐ High Frequency Word Cards:  
*the, The, an, at, is, for, see, me*

**At School Sequencing Activity****3**

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

**Materials**

- ☐ Pocket chart
- ☐ Take-Home Book 2: *At School*
- ☐ Cover Card, Sentence Strips, Word Cards for *At School*

**At School "Color by Word"****4**

The children complete the "Color by Word" Week 3 high frequency word worksheet.

**Materials**

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

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

Choose an appropriate activity for this center.

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

Choose an appropriate activity for this center.

3

## Today Is Monday

Say: **Let's read Today Is Monday.** (Do this.)

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, the children may substitute a classroom activity they enjoy.

Place the *Monday* Word Card 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 paintbrush, next to the word.
- Place the index card next to the word Monday in the pocket chart.

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

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

### Materials

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

### Literary Response & Analysis

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

### Listening & Speaking

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

### Social Studies

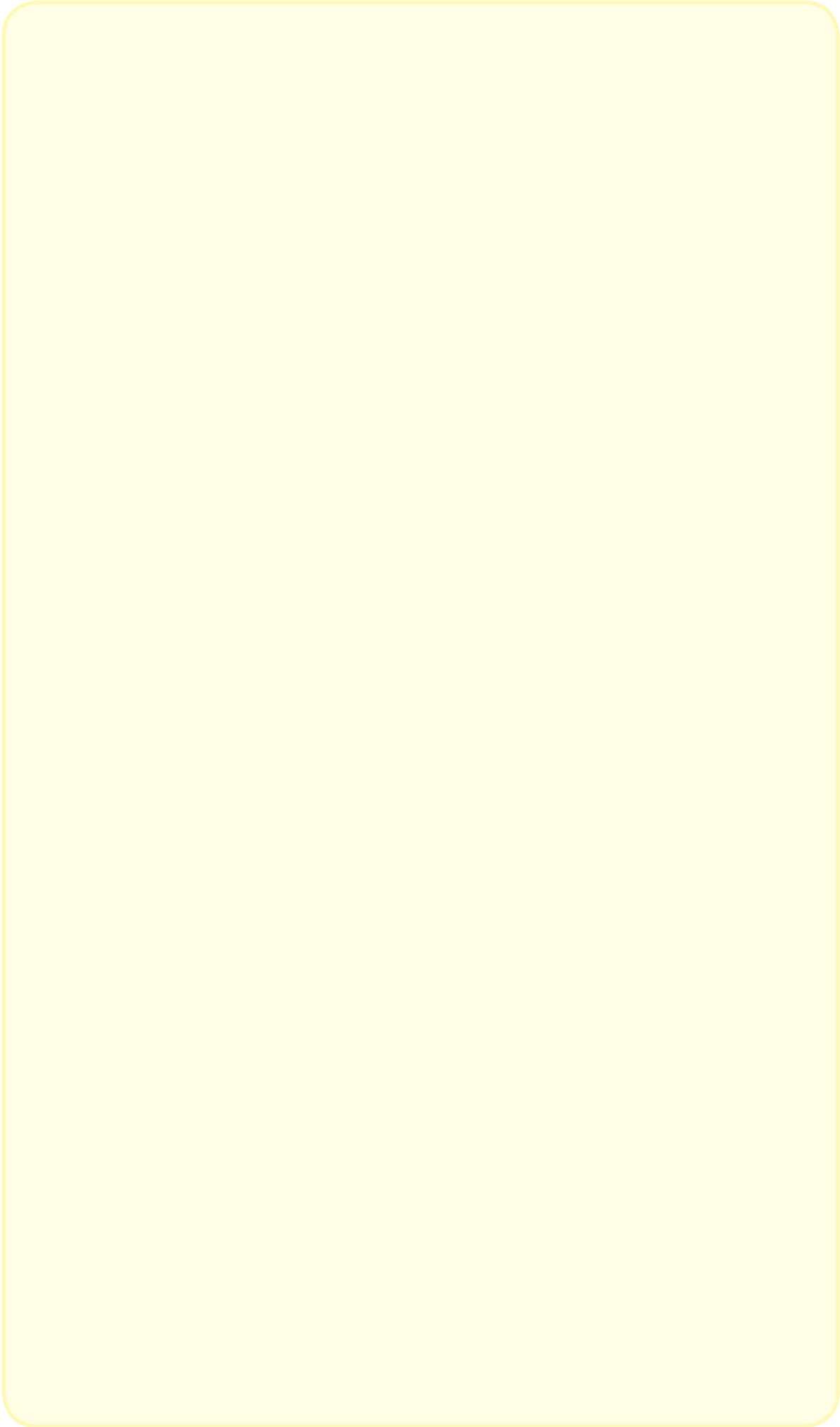
**SS.IA.1** Understands events occur in a specific order

**SS.IA.1a** Understand how to create and use a timeline



### Formative Assessment

Sing "Today Is Monday," substituting your new words.



# Week 4 Overview

## Seasons and Weather

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

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

## Starfall Books & Other Media

*Sing-Along Volume 1*

Take-Home Book 3, *A Rainbow*

*Rainbow, Rainbow* by Margaret Hillert

*Benjamin Franklin Historical Figures Poster*

*Starfall's Selected Nursery Rhymes*

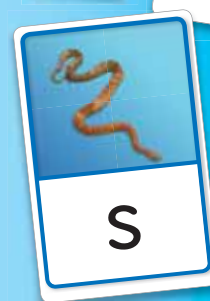
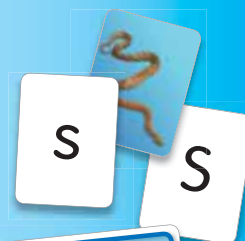
*Starfall Dictionaries*

*Starfall Writing Journals*

Seasons Posters

## 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.





# Preparation

Use the Vocabulary Card generator on [teach.Starfall.com](http://teach.Starfall.com) to generate Vocabulary Cards for Week 4. You will use *seasons*, *Chewandswallow*, *sanitation workers 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 Curriculum Overview, do so this week. References will be made to this routine as children learn about the weather and the seasons.

Laminate the Weather Cards (found in your supplements package, or downloaded from [teach.Starfall.com](http://teach.Starfall.com)).



Familiarize yourself with *Sing-Along* Volume 1 Track 40, “What’s the Weather?” Determine in advance actions to be used while singing the verses (cloudy, sunny, rainy, windy, and snowy).

Prepare a sheet of chart paper with four sections labeled Winter, Spring, Summer and Fall to create a Seasons Graph on which the children will choose their favorite seasons.

Have a sticky note available for each child and instrumental music to play while the children make their choices.

If you do not have a way to recognize the children’s birthdays posted in the classroom, prepare a list in case a child does not remember his or her birth month.

## Day Two

For Session 2 you will need 2 cotton balls per child, a container of water, building blocks, and newspaper to cover the floor.

The children will practice writing the letters *Aa*, *Bb*, *Pp*, and *Ss*. They may use their whiteboards, or you may generate a “Multi-Letter Formation” worksheet for uppercase and lowercase *Aa*, *Bb*, *Pp*, *Ss*, *Tt* for each child.

For Session 3 you will need 1 sheet of chart paper on which to create a Weather Word Web.

Prepare a second sheet of chart paper by writing the title: *One Week at* (name of your school). Begin a story with the line, *You will never believe what happened last week at* (name of your school).

### Day Three

Use the "Picture Sound" generator on [teach.Starfall.com](http://teach.Starfall.com) to generate worksheets for *Mm* and *Ss* for each child.

For Session 2 you will need High Frequency Word Cards *a, am, an, at, I, me, see, the,* and *you* and Picture Cards *apple, bus, boy, girl, house, rain, sink,* and *sun*.

You will also need a period (from a pre-decodable sentence).

For Session 3 have a clear thin drinking glass with no beveled edges filled with water, a sheet of white paper, sunlight or a strong flashlight, and each child's copy of *A Rainbow* available.

### Day Four

Attach Card 1 (I can be a STAR writer!) to a sheet of chart paper to create the Writing Strategies Anchor Chart. You will attach Cards 2, 3 and 4 during the lesson.



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

Designate an area in your classroom to display the Historical Figures Posters 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

Prior to Session 2, locate appropriate websites related to Benjamin Franklin. Also familiarize yourself with the location of books about Benjamin Franklin in your school library.

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.

Generate a "Color by Word" Worksheet for Week 4 for each child for Learning Centers.



### 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  
weather and 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

## Magic Writing Moment

Favorite weather/Capital letters

Favorite weather/Capital letters

## Reading

Phonemic Awareness

Phonics

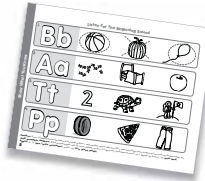
High Frequency Words

Comprehension

Print Concepts

*Listening & Writing* p. 8

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



### Comprehension Skills:

Prediction  
Recall Details  
Fantasy/Realistic  
Fiction/NonFiction

*Listening & Writing* p. 9, 10

Rhyming/Non-  
Rhyming

**Ss /s/**

Initial and  
Final Sounds



### Comprehension Skills:

Cause/Effect  
Descriptive Words

## Computer

*Backpack Bear's Books*: Concepts, "Weather"  
*ABC Rhymes*: T, P  
Calendar

*Backpack Bear's Books*: Concepts, "Weather"  
*ABC Rhymes*: S, T  
*Math Songs*: "Months of the Year"  
*Talking Library*: Fiction & Poetry, "Poems for the Seasons"

## Activity

Draw and label different kinds of weather

Practice writing Aa, Bb, Pp, Ss, Tt

## 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, Chewandswallow, sanitation workers, abandon, survive

*Cloudy With a Chance of Meatballs*

Weather Words

## Writing

Illustrate and label weather conditions

Shared writing


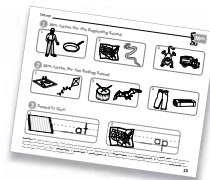
## Science

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

## DAY Three

## DAY Four

## DAY Five

Favorite weather/Capital letters	Favorite weather/Capital letters	Review Ss, Mm
<p>Listening &amp; Writing p. 11, 12</p> <p>initial/final S</p> <p><b>Mm /m/</b></p> <p>HF Words: <b>I,</b> <b>am, you</b></p> <p>(a, an, at, I, me, see, the)</p> <p><b>Comprehension Skill:</b> Sequence</p> 	<p>Rhyming Words: Poetry</p> <p>"I Wonder Why"</p>	<p>Initial/final /m/</p> <p><b>Comprehension Skills:</b> Recall Details Sequence Relate</p> <p>Listening &amp; Writing p. 13</p> 
ABCs: Mm, Ss, Pp, Tt, Bb, Aa Calendar	Backpack Bear's Books: Row 3, "A Rainbow" It's fun to read: Poetry Colors: Rainbow	Starfall Free Day <b>1</b>
Practice Mm, Ss	Form HF words on whiteboards	The children illustrate themselves in their favorite seasons <b>2</b>
A Rainbow	Benjamin Franklin Historical Figures Poster <b>Vocabulary:</b> Thunderstorm, lightning, inventor, scientist, electricity	A Rainbow Sequencing Activity <b>3</b>
	Inventive Spelling, Kid Writing, Adult Writing Benjamin Franklin shared writing	"Color by Word" for Week 4 <b>4</b>
Know changes in weather occur from day to day and across seasons Sunlight separates into many different colors	Know changes in weather occur from day to day and across seasons	Teacher's Choice <b>5</b>
		Teacher's Choice <b>6</b>
		Rainbow, Rainbow Seasonal Posters Research Benjamin Franklin
		Add to shared writing
		Know changes in weather occur from day to day and across seasons

**Language**

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

**L.K.2.B** Recognize and name end punctuation

**Magic Writing Moment****Favorite Kind of Weather**

Select a child's name card from the basket. Ask: **What is your favorite weather?** Write (Child's name) *likes when it is* (chosen weather) on the chart paper.

Indicate and read the sentence. Say to the child: **Let's see if you can circle the first word in the sentence with a green marker.** The child does this.

Ask: **What kind of letter do you see at the beginning of the first word? Yes, the first word is your name and it always begins with a capital letter. Now let's see if you can circle the punctuation mark with a red marker.** (The child does this.) **What do you call that mark? Right, it is a period. It tells us that it is the end of the sentence.**

Continue: **Now circle the high frequency word, is, with a yellow marker.** The child does this. **Good job!**

**Materials**

- ☐ Basket with children's name cards
- ☐ Black, green, yellow, and red marker
- ☐ Chart paper

**Phonics Warm-Up****Listen for the Beginning Sound**

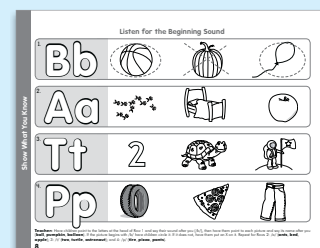
Indicate and identify the *apple*, *ball*, *tiger*, and *pizza* Picture Cards. Ask: **Which begins with /t/?** (tiger) Repeat for /b/ (ball), /p/ (pizza), and /a/ (apple).

Distribute *Listening & Writing Books* and the children turn to page 8. Say: **Find row 1 and let's name the pictures.** (Do this.)

Complete the page together. The children circle the two pictures that begin with the letter-sound at the beginning of each row, and make an X on the picture that does not.

**Materials**

- ☐ *Listening & Writing Books*, p.8
- ☐ Picture Cards: *apple*, *ball*, *tiger*, *pizza*
- ☐ Pencils, crayons

**Reading: Foundational Skills**

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

**Observe & Modify**

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.



## 1

## Introduce Weather

Navigate a classroom computer to *Backpack Bear's Books*. Say: **Backpack Bear would like to show you all the different kinds of weather he likes.** Play *Sing-Along Volume 1 Track 40*, "What's the Weather?"

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

Once outside, explain: **Three elements help to create weather. The three elements are heat, wind, and water.** Guide the children in observing the environment to determine the source of these three elements.

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

Encourage the children to observe the clouds moving across the sky. Ask: **What do you think causes the clouds to move?** (Volunteers respond.) **Right, it's the wind!**

Explain: **Clouds are made of tiny drops of water. The color of the clouds tells us how heavy they are with water. When a cloud gets too heavy, it rains or snows.** The children observe the color of the clouds and determine whether or not it will rain or snow today.

Return to the classroom and gather the children near the Weather Chart Graph.



### Formative Assessment

Say: **Backpack Bear made up some riddles about weather. Who knows what a riddle is?** (Volunteers respond.) **Right, a riddle is when you listen to clues and try to figure out the answer. Backpack Bear would like you to listen to the clues and try to think of the answers to the riddles. When you know the answer raise your hand. Ready?**

- **Sunny** — **I look up and there is not a cloud in the sky. The daytime star is shining brightly. What's the weather?**
- **Rainy** — **There are dark clouds in the sky. All of a sudden there is water coming down from the clouds. What's the weather?**
- **Hot** — **I'm at the beach and I am sweating. I think I will go swimming to cool off. What's the weather?**

### Materials

- ☐ *Sing-Along Volume 1 Track 40*, "What's the Weather?"
- ☐ Weather Cards from weather prediction routine

### Language

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

**L.K.2.B** Recognize and name end punctuation

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



**Science**

**SS.ES.5a** Recognize changes in weather occur daily and seasonally

**SC.IE.1e** Observe and describe weather changes using weather-related vocabulary

**Reading: Literature**

**RL.K.5** Recognize common types of texts (eg, storybooks, poems)

**Speaking & Listening**

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



- **Snowy** — I see that it is raining. The weather is very, very cold. The raindrops are changing into little white flakes. What's the weather?
- **Cold** — I go outside and when I do, I think, "I need a heavy coat and mittens to stay warm. What's the weather?"
- **Foggy** — It is hard for me to see outside. It looks like I am walking in a cloud. What's the weather?
- **Weather** — Heat, wind, and water help create this. What is it?

**2****Introduce Seasons**

Indicate the classroom calendar. Say: **We talked about the days of the week. Let's name them.** (Do this.)

Continue: **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.** Say the names of the months in order, and the children repeat them after you.

Play *Sing-Along* Volume 1 Track 21, "Months of the Year." The children listen to the song once, then they sing the song on a second playing.

Ask: **Who can name one of the months?** (Volunteers respond.) Backpack Bear whispers that his birthday is in the month of March (19th). The children share their birthday months.

Discuss the fact that weather does not remain the same all year. Indicate the *seasons* Vocabulary Card. Explain: **The months of the year are divided into four seasons.** (The children repeat, *seasons*.) **The names of the four seasons are winter, spring, summer, and fall.** (The children repeat *winter, spring, summer, and fall*.) **In many places the weather changes each season. In some places like Florida, parts of Texas, or the Hawaiian Islands, the weather does not change very much each season.**

Indicate the Seasons Posters. Say: **Look at these posters. How many do you see? There are four posters because there are four seasons. Each poster shows a different season.**

Continue: **Let's play a guessing game.** Divide the children into four groups and assign each group one of the four Seasons Posters. The children:

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

**Materials**

- ☐ *Sing-Along* Volume 1 Track 21, "Months of the Year"
- ☐ List of children's birthday months
- ☐ Sticky note for each child
- ☐ Vocabulary Card: *seasons*
- ☐ Prepared Seasons Graph
- ☐ Instrumental music
- ☐ Seasons Posters
- ☐ Backpack Bear
- ☐ Pencils



Say: **Each Season Poster has a poem on the back. A poem is made of words that tell about experiences, ideas, or feelings. Sometimes words in a poem rhyme and sometimes people put poems to music. Listen to these season poems. If you hear a word you don't understand, raise your hand so we can talk about the word and add it to our schemas.**

Read each season poem and discuss unknown words.



### Formative Assessment

Give each child a sticky note. Indicate the Seasons Graph. You may add the Season Posters to each section.

Say: **Think about your favorite season. Write your name on your sticky note and when you are ready, place it under the name of the season that is your favorite.** Play instrumental music as the children do this.

Volunteers share the reasons for their choices.

Analyze the data on the graph, discussing which season is the favorite of most of the children, which is the least favorite, and which, if any are tied.

Remove the sticky notes after the lesson.

For many students seasonal changes in temperature may not be drastic. To help them visualize the change, display clothes you might wear during different seasons such as hats, gloves, a jacket, a pair of shorts, and a bathing suit.

**ELL**

The children identify in which season they would wear each of the articles of clothing. Or, the children may illustrate their favorite seasons including the clothes displayed to increase their understanding of seasonal weather changes. This visual will especially help English language learners make connections.

### Computer

**Practice**

- "Calendar"
- *Backpack Bear's Books*: Concepts, "What's the Weather?" and Row 2, "At School"
- *ABC Rhymes*: Tt Tiger, Pp Pizza

### Activity

The children illustrate different weather conditions and label them using the Weather Cards.

#### Materials

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

### Technology

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

### Reading: Foundational Skills

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

### Writing

**W.8c** Draw and label

**Literary Response & Analysis**

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

**Reading: Literature**

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

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

**RL.K.7** Connect illustrations to story events

## Introduce *Cloudy With a Chance of Meatballs*

Ask: **Have you ever wondered what it would be like if it rained food instead of rain? Listen to this song!** Play *Sing-Along* Volume 2, Track 16, “If All the Raindrops” and discuss the song.

Indicate *Cloudy With a Chance of Meatballs*. Say: **When you listen to a weather report, the weather person or meteorologist tells you his or her prediction about the weather. Remember, a prediction is a smart guess about what might happen. Here is a story called *Cloudy With a Chance of Meatballs*.**

- The children predict what the story might be about based on the title and cover illustration, and they provide reasons for their predictions.
- Introduce the title, author, and illustrator.
- Open the book to several different pages and choose volunteers to describe the illustrations. Discuss how the illustrations might help you know what will happen in this story.
- The 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?** (The children discuss.) **This story is a tall tale, or a pretend story, that a grandfather made up.** As you read, pause to discuss the following vocabulary words 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

Pause after reading the page with the text, “So they decided to leave the town of Chewandswallow. They had to.” Partner the children. Ask: **What do you think happened after the people left Chewandswallow? Do you think they ever went back? Discuss your answers to these questions with your partner.** Allow the children time to discuss. Volunteers share their story endings with the class. Continue reading the story.

### Materials

- ☐ *Sing Along* Volume 2, Track 16: “If All The Raindrops”
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Vocabulary Cards: *abandon, survive*



### Formative Assessment

Discuss the following questions:

- **What would it be like to live in a place where food really did fall from the sky?**
- **Would you like to live in a place like Chewandswallow? Why or why not?**
- **Would you have stayed in Chewandswallow or would you have left at the end of the story?**
- **How is the town of Chewandswallow different from our city or town?**

## Magic Writing Moment

## Favorite Kind of Weather

Select a child's name card from the basket and repeat the lesson from Day 1.

## Materials

- ☐ Basket with children's name cards
- ☐ Black, green, yellow, and red marker
- ☐ Chart paper

## Language

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

**L.K.2.B** Recognize and name end punctuation

## Reading: Foundational Skills

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

## Phonics Warm-Up

## Rhyming Words

Indicate *Nursery Rhymes*, page 20.

Recite, "It's Raining, It's Pouring." Then the children repeat it with you.

Say: **I heard words that rhyme. Which word rhymes with "pouring?"** (Volunteers respond.) **Right, snoring rhymes with pouring. Which word rhymes with bed? Yes, head.**

Continue: **Let's listen to another nursery rhyme.** Recite "Rain, Rain, Go Away." Then the children repeat it with you. Ask: **Which words did you hear that rhyme with "away?"** (Volunteers respond.) Repeat the rhyme if necessary. **Right, day and play rhyme with away.**

Distribute *Listening & Writing Books* and the children turn to page 9. They:

- identify 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.

## Materials

- ☐ *Listening & Writing Books*, page 9
- ☐ *Starfall's Selected Nursery Rhymes*, page 20
- ☐ Pencils, crayons

1

**Reading:  
Foundational Skills**

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

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

**Introduce Ss /s/****Step One****Introduce /s/ in the initial position**

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



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

**Materials**

- ☐ Listening & Writing Books, page 10
- ☐ Picture Card: snake
- ☐ Letter Cards: S and s
- ☐ Wall Card: Snake /s/
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

**Sweet Samantha Snake**

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

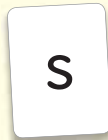
**Step Two****Discriminate /s/ in the initial position**

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

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

**Step Three****Connect /s/ to the spelling Ss**

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

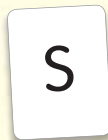


Indicate the s Letter Card. Say: **This is the lowercase letter s. The letter s stands for /s/. Each time I touch the letter s, say, /s/.** Touch s several times.

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

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

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



Indicate the S Letter Card. Say: **This is the uppercase letter S. The uppercase letter S and the lowercase letter s stand for /s/. What do you notice about the uppercase and lowercase Ss?** (Both letters have the same form, but one is tall and one is small.) A volunteer locates 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. The children sky write S several times.

**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" stands for its sound, /s/ /s/ /s/ /s/  
And they all go marching,  
In- to a word, to use, their sound*



**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?

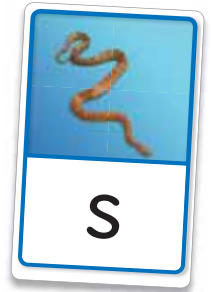
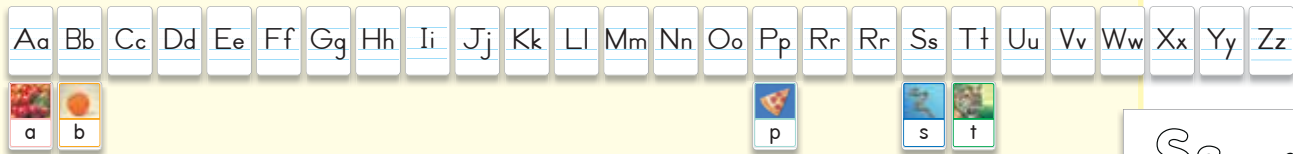
Emphasize the final /s/ as you say the following words. The children repeat each word after you.

nurse

house

purse

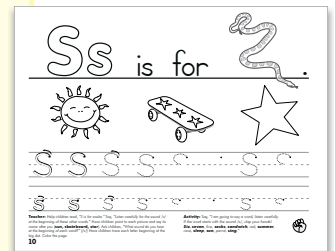
mouse



Display the Wall Card at the end of the lesson.

**Formative Assessment**

Distribute *Listening & Writing Books* and instruct the children to turn to page 10. Complete the page together as you have similar pages.



2

**Introduce Cause and Effect**

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 do you think will happen?** (It will rain.) **Let's try an experiment.**

**Experiment #1: Cotton balls in water**

Say: **Remember, a cloud is made of tiny droplets of water.**

Distribute 2 cotton balls to each child. Lay newspaper on the floor and place a container of water on the newspaper.

Say: **Place one cotton ball in the palm of each hand. How do they feel?** (Discuss) **Let's see what effect water has on the cotton balls.**

Each child dips one cotton ball in the container of water then places it in the palm of one hand while holding the dry cotton ball in the other hand. The children compare the two cotton balls.

Ask: **Which is heavier? Why? What effect did the water have on the cotton ball?** (Volunteers respond.) **Right! The water caused the cotton ball to become heavier. The effect is that now the cotton ball is dripping.**

**Materials**

- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Cotton balls (2 per child)
- ☐ Container of water
- ☐ Building blocks
- ☐ Newspaper

**Literary Response & Analysis**

**LIT.RA.7f** Identify cause and effect

**Science**

**SC.IE.1g** Understands prediction and probability

**SC.IE.1i** Notices changes in self and environment

**SC.PS.4** Understand properties of material can be observed

**Experiment #2: Building Blocks**

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

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

Indicate *Cloudy With a Chance of Meatballs*. Say: **Listen to something that happened in this story. You tell me the effect it had, or what happened because of it. Ready? A big pancake fell on the school. What was the effect of the big pancake falling 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 of the pancake falling on the school was that the school had to close.**

Continue for:

<b>Cause</b>	<b>Effect</b>
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.

**Formative Assessment**

Partner the children. Say: **I will name something that happens. 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?** (Volunteers respond.) **Right, you can't go outside if it is raining. Let's try some more.**

The 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.
- There are no letters in the alphabet.
- You went outside in the snow without your coat.
- The sun never came out.
- The weather never changed.

When partnering the children, have your English language learners partner with friends or classmates who can help translate the "cause." Accept any responses offered, in any language.

**ELL**

## Computer

## Practice

- *Backpack Bear's Books*: Concepts, "Weather"
- *ABC Rhymes*: Ss Snake, Tt Tiger
- *Math Songs*: "The Months of the Year"
- *Talking Library*: Fiction & Poetry, "Poems for the Seasons"

## Activity

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



### Materials

- ☐ Whiteboards, markers or a generated "multi-letter" worksheet for uppercase or lowercase *Aa, Bb, Pp, Ss, Tt* for each child
- ☐ Letter Cards: *A, a, B, b, P, p, S, s, T, t*
- ☐ Pencils

3

## Weather Words

The children sit in chairs in a circle. Work together to create a pretend rainstorm in your classroom. Move through each step gradually to build 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 weather words that describe other types of weather.**

In the center of a sheet of chart paper, write *Weather Words* and circle it. As the children offer weather words, create a word web around the center circle. Elicit at least seven weather words.

### Materials

- ☐ Two sheets of chart paper
- ☐ Markers

## Technology

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

## Language

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

## Writing

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

## Science

**SC.IE.1e** Observe and describe weather changes using weather-related vocabulary

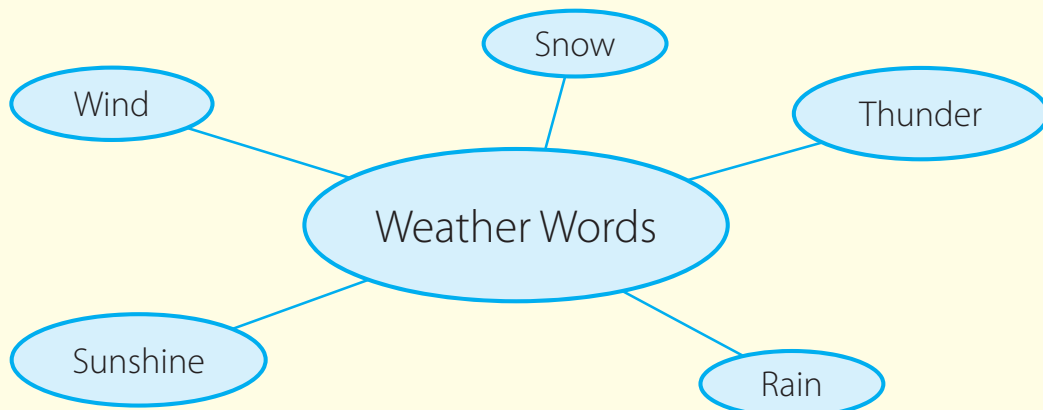
## Language

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

## Writing

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





### Formative Assessment

Say: **Today we will do a shared writing. A shared writing is when everyone gets to help write a story. This story will be about food that fell from the sky, just like in *Cloudy With a Chance of Meatballs*.**

Indicate the chart paper. Continue: **The title of our story is *One Week at* (name of your school). Here is how our story begins.**

*You will never believe what happened last week at* (name of your school)!

Each sentence will begin with “It” and end with a day of the week. Write sentences for Sunday through Saturday.

Example: It *snowed mashed potatoes* on Monday. It *poured juice* on Tuesday.

After you have finished the sentences, say: **Now we have to think of how we will end the story.** The children create an ending to the story. Write the ending then read the story from the beginning, encouraging the children to chime in when they can. Post the story and reread it during transitional times.

As you write and the children offer their ideas, allow your English language learners to observe and listen. Check to see if they are engaged, and offer to repeat the days of the week in Spanish if you have many Spanish-speaking children.

**ELL**

## Magic Writing Moment

## Favorite Kind of Weather

Select a child's name card from the basket and repeat the lesson from Day 1.

## Materials

- ☐ Basket with children's name cards
- ☐ Black, green, yellow, red marker
- ☐ Chart paper

## Day Three

## Language

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

**L.K.2.B** Recognize and name end punctuation

## Reading: Foundational Skills

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

## Phonics Warm-Up

## Review /s/

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

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

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

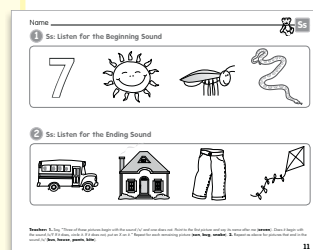
dress	horse	tiger	grass	socks	apple
-------	-------	-------	-------	-------	-------

Distribute *Listening & Writing Books* and the children turn to page 11.

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

## Materials

- ☐ *Listening & Writing Books*, page 11
- ☐ Pencils, crayons



**Reading:  
Foundational Skills**

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

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

**Introduce Mm /m/****Step One** *Introduce /m/ in the initial position*

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



Indicate the *moon* Picture Card. Say: **This is a picture of a moon. Say, moon.** (The children repeat, *moon*.) **The word moon begins with /m/. Watch my mouth, /m/. Now you say /m/. (The children repeat, /m/.) I will read the rhyme again. Listen for /m/ in the rhyme.** Read the rhyme.

Ask: **Which words did you hear in the rhyme that began with /m/?** Repeat the rhyme until the children identify all of the words beginning with /m/ (*moon, marvelous, magical, mysterious, mystical, may*). Read the rhyme again, then the children repeat with you in unison.

**Materials**

- ☐ Listening & Writing Books, page 12
- ☐ Letter Cards: *M* and *m*
- ☐ Wall Card: *moon /m/*
- ☐ Picture Card: *moon*
- ☐ *ABC Rhyme Book*
- ☐ 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!*

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

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

milk

tiger

Monday

march

ball

map

**Step Three** *Connect /m/ to the spelling Mm*

Teach children the ASL sign for *Mm*. The children sing "The Letter March" with the ASL sign for *m* and /m/.



Indicate the *m* Letter Card. Say: **This is the lowercase letter m. The letter m stands for /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 whiteboard. The children sky write *m* several times.

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

month

mat

ladder

snake

monkey



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

Demonstrate the letter's formation as you write *M* on the whiteboard. The children sky write *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)

**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" stands for its sound, /m/ /m/ /m/ /m/*

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

**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. The children repeat each word after you.

jam

come

stem

name

**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 12. Complete the page with the children as you have similar pages.

2

**Introduce High Frequency Words: I, am, you**

Indicate the "Capital Letters" Anchor Chart

Ask: **Who can find information on the anchor chart that tells us what we need to do if I is used as a word?**

(Volunteers respond.) Review the information with the children.

Say: **Here is a new high frequency word.** Write *I* on the whiteboard. **This is the uppercase letter I. When you see this letter by itself, it is a word. Who remembers another high frequency word that is also a letter? Right, Aa.**

Indicate the word *I* on the whiteboard and the children say *I*.

Ask: **Who can make up a sentence that includes the word I?** (Volunteers respond.) The children write *I* on their whiteboards.

Write *you* on the whiteboard and say: **Here is another high frequency word. It says, you.** (The children repeat, *you*.)

Ask: **Who can make up a sentence that includes the word you?** (Volunteers respond.) The children write *you* on their whiteboards.

Demonstrate on the board as you think aloud: **Do you remember when we learned the word at, then we changed the t to n to make a new word, an? I wonder what would happen if we start with an, then change the /n/ to /m/?** (Do this.)

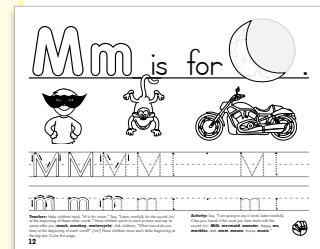
Continue: **/a/, /m/, am. We just learned another word by only changing one letter! Say, am.** (The children repeat, *am*.) **Raise your hand if you can make up a sentence that includes the word, am.** (Volunteers respond.) The children write *am* on their whiteboards.

**Materials**

- ☐ "Capital Letters" Anchor 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 pre-decodable sentence)
- ☐ Whiteboard, markers
- ☐ *Starfall Dictionaries*
- ☐ Pencils
- ☐ Pocket chart



Display the Wall Card at the end of the lesson.



The children identify each of the following as you place them in the pocket chart.

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



### Formative Assessment

Say the following sentences. Choose individuals, or partner volunteers to find the words and pictures in the pocket chart needed to create the sentence and place them in sentence order. The 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 *Starfall Dictionaries* and pencils. The children trace *you, am,* and *I* in their dictionaries 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*.

#### Technology

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

#### Reading: Foundational Skills

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

### Computer

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

### Practice

### Activity

The children will:

- Trace 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 beginning sounds.

### Materials

- ☐ "Picture Sound" worksheet with *Mm* and *Ss* for each child
- ☐ Scissors, glue stick
- ☐ Pencils, crayons

## 3

## Introduce *A Rainbow*

Say: **Today we will read a book called *A Rainbow*. Recall Backpack Bear's message and tell Backpack Bear and his classmates: **I know an experiment we can try that will help us understand how rainbows are formed.****

- Darken the classroom.
- Place the glass filled with water on a sheet of white paper near a window to allow the sunlight to shine through the water, or shine a flashlight on the glass.
- Move the glass or flashlight left to right slightly until a small area of color appears 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!**

Ask: **Do you think there could be a rainbow at night? Why not?** Lead the children to understand that since the sun can only be seen during the day, there can be no rainbows at night because there is no light bright enough in the sky.

Allow the children to observe the rainbow in small groups.

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

Distribute a copy of *A Rainbow* to each child. 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.** The children follow along as you read the story. Read it again. This time the children read aloud with you 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 and the children read it with you.

- Give the Sentence Strip to a volunteer to hold.
- Continue until all of the 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.



### Formative Assessments

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
- ☐ Each child's copy of *A Rainbow*
- ☐ Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- ☐ Sunlight or a strong flashlight
- ☐ Sheet of white paper
- ☐ Backpack Bear
- ☐ Computer navigated to "A Rainbow" on Starfall
- ☐ Pocket chart

### Listening & Speaking

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

### Science

**SC.IE.1c** Seek information through observation, exploration, and investigation

**SC.IE.1f** Use five senses to observe the natural world

**SS.ES.5g** Recognize the sun can only be seen in the daytime

### Reading: Foundational Skills

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



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

**Language**

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

**L.K.2.B** Recognize and name end punctuation

**Reading: Foundational Skills**

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

**Magic Writing Moment****Favorite Kind of Weather**

Select a child's name card from the basket and repeat the lesson from Day 1.

**Materials**

- ☐ Basket with children's name cards
- ☐ Black, green, yellow, red marker
- ☐ Chart paper

**Phonological 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." It was written by Margaret Hillert.**

Accentuate the rhymes as you read "I Wonder Why" aloud to the children. Volunteers share the pictures they imagined as they listened to the poem.

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

**Materials**

- ☐ "I Wonder Why" by Margaret Hillert (in *Rainbow, Rainbow* page 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.*



## 1

## Introduce Inventive Spelling

Distribute *Starfall Dictionaries*. Say: **Backpack Bear would like 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 Backpack Bear can see it. Ready?**

The children find the words *a*, *for*, *see*, *I*, *is*, and *the*.

Indicate the "Writing Strategies" Anchor Chart. Ask: **What is Backpack Bear holding?** (Volunteers respond.) **Right, he is holding his *Starfall Writing Journal*. Backpack Bear knows some ways to help us become star writers. Raise your hand if you would like to become a star writer.** (The children do this.) **Here's one way.** Attach Card 2 to the anchor chart and read: ***I can use my Starfall Dictionary.***

Continue: **How do you think you can use your dictionary to help you write?** (Volunteers respond.) Lead the children to understand that they can use their dictionaries to know how to write words.

Say: **Sometimes you will want to write a word in your sentence that is not in your dictionary. That's when you use kid writing.**

Read and attach Card 3, *I can use kid writing* to the anchor chart. Say: **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 kid writing, it's okay if the word is not spelled correctly because then 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*...** Instruct the children to locate each of these words in their dictionaries and hold them up.

Continue: **I can't find *pig* in my dictionary. Who can tell me some letters in the word *pig*?** Backpack Bear raises his hand. He whispers *p*, *a*, and *t*. Write *pat* on the whiteboard after *I see a*...

Read and attach Card 4, *The teacher can do adult writing* to the anchor chart. Say: **This is my favorite part. This is when I get to talk with you about what you wrote and do adult writing. Thank you Backpack Bear!**

Write the word *pig* under *pat* on the whiteboard. Read the sentence: *I see a pig*. Say: **That was great kid writing Backpack Bear. Pig begins with /p/. Explain that kid writing doesn't have to be perfect, because that's the teacher's job.**

Backpack Bear whispers to you that he would like the children to write a sentence on their whiteboards. Distribute individual whiteboards and markers. Say: **Use kid writing to write the sentence, *I can see*.** Remind the children to leave a space between their words.

The children write the sentence on their whiteboards. Circulate and do adult writing on the children's whiteboards, praising them for their efforts.

Say: **Congratulations! Today you learned to do kid writing.**

### Materials

- ☐ "Writing Strategies" Anchor
- Chart and Cards 2, 3, and 4
- ☐ Whiteboard, markers
- ☐ *Starfall Dictionaries*
- ☐ Backpack Bear

### Writing

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

**W.8e** Write moving from left to right and top to bottom

### Reading:

#### Foundational Skills

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



The more enthusiastic you are about "adult writing," the more willing children will be to attempt kid writing!

**Reading:  
Foundational Skills**

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

**Language**

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

**L.K.2.B** Recognize and name end punctuation

**L.K.2.D** Spell simple words phonetically

**Kid Writing and Adult Writing**

Demonstrate each of the following steps while the children are gathered on the floor. They will return to their places to write in their journals and return to the floor when they are finished, bringing their dictionaries with them.

Circulate as the children enter the words in their writing journals.

**Materials**

- ☐ Classroom whiteboard, marker
- ☐ "Writing Strategies" Anchor
- Chart and Card 5
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons

**Step One** Distribute *Starfall Writing Journals* and instruct the children to find the "next available page," explaining that they will open their journals to the page after their last entry. (This is me.) Say: **Put your finger on the star. Remember the star tells you where to begin writing.**

**Step Two** Gather the children on the floor near the classroom whiteboard.

Distribute *Starfall Dictionaries*. Say: **Today let's practice kid writing and adult writing so we can all write about our ideas. I will say a sentence and together we will write the sentence in our *Starfall Writing Journals*.**

Say: **I see a cloud.** The children use their fingers to count the words in the sentence. (4) They say the first word in the sentence, *I*.

Continue: **Find the word *I* in your dictionary and hold your dictionary up when you find it.** Write *I* on the whiteboard.

Ask: **Why did I use a capital *I*?** (Discuss) **Return to your places and put your finger on the star.** (The children do this.) **Copy the word *I* from your dictionary. When you are finished, bring your dictionary with you back to the floor.**

**Step Three** Restate the sentence, then ask: **What word comes after *I*?** (see) The children locate *see* in their dictionaries and hold them up. Write *see* after *I* on the whiteboard. Ask: **What do you see between the word *I* and the word *see*? Right, a space.**

Continue: **Now, go back to your places. Leave a finger space and copy the word *see* from your dictionary. When you are finished, bring your dictionary with you back to the floor.**

**Step Four** Restate the sentence, then ask: **What word comes after *see*?** (*a*) Write *a* on the whiteboard.

The children locate *a* in their dictionaries and hold them up. They return to their places to write the word *a* in their journals then remain at their places.

**Step Five** Say: **Let's read what you have written so far.** Restate the sentence. Ask: **Is the word *cloud* in our dictionaries?** (Volunteers respond.) **No, it isn't, so what do we do?**

Say: **Listen to the sounds in the word *cloud*.** Stretch out the sounds using your invisible rubber band. **Now you stretch out the sounds with me.**

Volunteers suggest the letters needed to spell *cloud*. Say: **Now you get to do kid writing. Write the sounds you hear in the word cloud in your journal. It's okay to make mistakes. Just write the letters that stand for the sounds you hear. I'll come around and do adult writing for you.**



### Formative Assessment

Indicate the "Writing Strategy" Anchor Chart and review Cards 1 through 4. Discuss Card 5, *I can draw a picture*, and add it to the anchor chart.

Ask: **What do you think the blank space at the top of the page is for?** (Volunteers respond.) **You get to illustrate your sentence. Let's read the sentence together, I see a cloud. Now illustrate yourself looking at a cloud.**

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

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

#### Materials

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

### Technology

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

### Reading: Foundational Skills

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

3

## Introduce Benjamin Franklin

Indicate the *thunderstorm* Weather Card. Ask: **Why is there a lightning bolt on the picture?** (Volunteers respond.) 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.** (The children repeat, *lightning*.) **It is heat in the air and it is very hot! The heat causes the air**

#### Materials

- ☐ Vocabulary Cards:  
*thunderstorm, lightning, inventor, scientist, electricity*
- ☐ Weather Card: *thunderstorm*
- ☐ Benjamin Franklin Historical Figures Poster
- ☐ Chart paper, marker



**Reading:  
Informational Text**

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

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

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

**Social Studies**

**SS.HK.2** Understand history relates to events, people and places of other times

**Science**

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

to expand, or get bigger, very fast. This makes a shock wave that turns into a booming sound wave, or thunder. That's how thunderstorms got their name.

(The children repeat, *thunderstorm*.)

Indicate the *Benjamin Franklin Historical Figures Poster*. Explain that Benjamin Franklin was an inventor and scientist who lived long ago. An inventor thinks of new ideas, and a scientist studies how things work. The children repeat, *inventor, scientist*.

Say: **You may be wondering what Benjamin (Ben) 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 *Benjamin Franklin Historical Figures 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 the energy, or power, that makes things work.** The children repeat, *electricity*. Indicate items in the classroom that require electricity such as lights, computer, CD player, television, etc.

Continue: **Listen to this story about Benjamin Franklin.**

**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 Ben Franklin 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.**

**Formative Assessment**

Say: **Let's pretend that Ben Franklin is coming to visit our class tomorrow. I wonder what questions we might ask him. Turn to your neighbor and discuss questions you would like to ask Ben Franklin.** Allow the children time to discuss their questions.

Indicate the chart paper. Say: **I'll write your questions on this chart paper. I have one.** Say and write: **Why did you want to invent bifocal glasses?** Add your name after your question.

Volunteers ask their questions and you add them to the chart paper. Add each child's name after his or her question. Save the chart paper for use on Day 5, Session 2.

See the Unit 2 bibliography for a list of suggested books about Benjamin Franklin.

## Magic Writing Moment

## Review Ss, Mm

Create two columns on a sheet of chart paper.  
Use two markers (different colors) to label the columns Ss, and Mm.

Divide the children into 2 groups and assign one letter to each group. The children discuss words that begin with their assigned letters. They share their words and you write them in the correct column. Review the lists.

## Materials

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

Reading:  
Foundational Skills

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

## Phonemic Awareness / Phonics Warm-Up

## Initial and Final Phonemes in Words

Say: **Let's play a listening game with /m/. When you hear a word that begins with /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? Right, you will touch your head because monkey begins with /m/. What if I say ham? Yes, you will touch your toes because ham ends with /m/. Ready?**

month

moon

broom

warm

milk

Distribute *Listening & Writing Books* and the children turn to page 13. Follow the directions at the bottom of the page to complete it together with the children.

## Materials

- ☐ *Listening & Writing Books*, page 13
- ☐ Crayons, pencils

Reading:  
Foundational Skills

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

1

Introduce *Rainbow, Rainbow* by Margaret Hillert

Say: **Earlier this week we talked about three elements that create weather. Let's see if we can remember them. Raise your hand if you can think of one thing.**

The children list the three elements that create weather, with your prompting as needed.

Lead the children to discuss heat (from the sun), wind (air), and water (rain and snow), and add details regarding each.

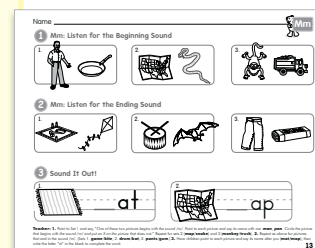
Continue: **Let's review. What are the 3 things that create the weather?**

The children repeat (heat, wind, water).

Say: **We also talked about rainbows. Turn to your neighbor and talk about what kind of weather is needed in order for a rainbow to form.** After an appropriate amount of time, give a signal and volunteers share.

## Materials

- ☐ *Starfall.com*: Colors, "Rainbow"
- ☐ *Rainbow, Rainbow* by Margaret Hillert for each child
- ☐ Backpack Bear



## Science

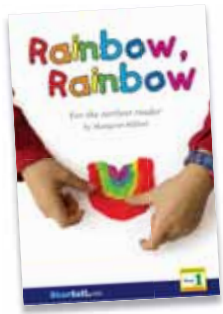
**SS.ES.5a** Recognize changes in weather occur daily and seasonally

Reading:  
Informational Text

**RI.K.5** Identify front/back cover, title and pages of a book

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





Say: **Great, you remembered! There has to be water in the air and sunlight in order for us to see a rainbow. It is a good time to look for a rainbow right after it rains and the sun comes out. But you have to look as soon as you can because rainbows do not last very long. Who has seen a rainbow?** Give the children time to share.

Navigate to *Starfall.com*: Colors: *Rainbow*. Say: **Backpack Bear would like to show you his Rainbow movie.** Play through the activity, and leave the last scene open (with Backpack Bear on screen and the rainbow above him).



Say: **Rainbows always have the same colors in the same order. Can you name the colors?** The children use the scene to help them identify the colors. **The colors in a rainbow, starting at the top are red, then orange, yellow, green, blue, indigo, and violet.** Explain that indigo is dark blue and violet is similar to purple.

Say: **Backpack Bear also has a book about rainbows that he would like to share.**

Indicate *Rainbow, Rainbow*. Ask:

- **Who can point to the front cover of this book?**
- **How about the back cover?**
- **Who can find the title of the book?**

Continue: **This book's title is *Rainbow, Rainbow*, and the author is Margaret Hillert. It is a story about a girl who sees rainbows.**

Distribute *Rainbow, Rainbow* to each child, and partner the children.

Say: **Find a special place in the classroom to sit with your partner. Look at the book together and see how many different kinds of rainbows you can find. You might even find some high frequency words you have learned.**

The children move to various locations to partner share. After an appropriate amount of time gather the children together with their books.



### **Formative Assessment**

Ask:

- **Who remembers what two things are needed in order for there to be a rainbow?**  
(sun and water)
- **Who can name the different rainbow colors you saw in the book?**
- **What was the same about all of the pictures in the story?**  
**Right, they are all rainbows!**

Backpack Bear whispers that you can find this story on *Starfall.com*. It's in I'm Reading: Fiction and Nonfiction/Nonfiction: *Rainbow, Rainbow*.

Ask: **Why do you think this book is in the nonfiction section? Right, it is nonfiction because these are true facts about where you can find rainbows.**

Demonstrate navigating to *Rainbow, Rainbow* so children can access it during independent computer time.

## Computer

1

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

### Technology

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

## Illustrate Seasons

2

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

### Materials

- ☐ Seasons Posters
- ☐ Pencils, crayons
- ☐ Drawing paper

### Writing

**W.8c** Draw and label

## A Rainbow Sequencing Activity

3

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

### Materials

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

### Listening & Speaking

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

### Print Concepts

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

## "Color by Word"

4

The children complete the Week 4 "Color by Word" to review high frequency words.

### Materials

- ☐ Week 4 "Color by Word" worksheet for each child

### Reading:

#### Foundational Skills

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

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.



**Writing**

**W.K.7** Participate in shared research and writing projects

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

**Social Studies**

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

## Researching Benjamin Franklin

Indicate the Benjamin Franklin shared writing.

Say: **Earlier this week we did a shared writing, and we wrote questions we would like to ask Benjamin Franklin. Since Benjamin Franklin is not here to answer those questions, where might we find the answers?** (Discuss the options.)

Continue: **When we look for answers to questions we have about something or someone, it is called research. Say, *research*. Research has the word “search” in it to help us remember we are searching for more information.**

Indicate classroom books about Ben Franklin and other topics.

Say: **Let’s do some research. Here are some books. Which books would tell us something about Benjamin Franklin?**

Discuss all of the books. The children explain why each book would provide information about Benjamin Franklin or why it would not. Select a book and read a section that provides new information about Benjamin Franklin to the children.

Ask: **Where else might we research information about Benjamin Franklin?**

Discuss possible sources of information such as websites, library, movies, videos, parents, grandparents, teachers, etc.

### Materials

- ☐ Ben Franklin writing from Day 4
- ☐ Variety of books (including some related to Ben Franklin)
- ☐ Chart paper
- ☐ *Ben Franklin* Historical Figures Poster



### Formative Assessment

Indicate the chart paper. Write and read, *One new thing we learned about Benjamin Franklin is...*

Say: **Let’s think of at least one new thing we learned about Benjamin Franklin by doing research.** Write responses in complete sentences. You may add more than one.

Explain that the children can continue to research information about Benjamin Franklin and add to their shared writing throughout the year.

# Week 5 Overview

## Colors

The 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.

## Starfall Books & Other Media

*ABC Rhyme Book*

Take-Home Book 4, *At the Park* and *Georges Seurat*

*Star Writer Melodies*

*Starfall Dictionaries*

*Starfall's Selected Nursery Rhymes* Book and CD

*Starfall Writing Journals*

"Starfall Speedway"

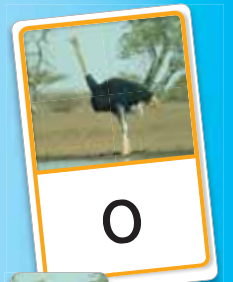
Story Elements Cards



## 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 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.



# Preparation

Inform parents that the 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 of the children forget.

Generate Vocabulary 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

For today’s Activity place the Color Picture Cards vertically in a pocket chart in rainbow order (red, orange, yellow, green, blue, (indigo), purple (violet)).

## Day Two

Use the “Picture Sound” generator on [teach.Starfall.com](http://teach.Starfall.com) to generate a “Picture Sound” Oo and Cc worksheet for each child.

For Session 3 you will need three clear plastic cups with red, yellow and blue food coloring, a container of water, and three additional clear plastic cups.

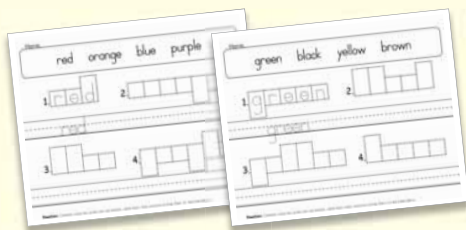
You will also need a table for demonstration, a purple, green, and orange construction paper, and two each of red, blue, and yellow.

## Day Three

For Session 1 you will need five types of hats or caps.

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

Use the “Word Shape” generator on [teach.Starfall.com](http://teach.Starfall.com) to create a two-page Color Words “Word Shape” worksheet with the following words: *red*, *orange*, *blue*, *purple* (page 1) *green*, *black*, *yellow*, *brown* (page 2) for each child and staple the pages together.



Remind parents that the children should bring a hat or cap for “Hat Day” tomorrow.

### Day Four

The children will wear their hats and march in a “Hat Day Parade” during Session 1.

You will need a world map for Session 3.

### Day Five

In Session 1 you will demonstrate how to play “Starfall Speedway.” You will need the game board and playing pieces.

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.

Use the “Color by Word” generator on [teach.Starfall.com](http://teach.Starfall.com) to generate the “Color by Word” worksheet for Week 5 for each child.



### 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

<b>Magic Writing Moment</b>	Favorite colors/Capital letters	Favorite colors/Capital letters
<b>Reading</b> Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	<i>Listening &amp; Writing p. 14</i> Beginning, Middle, End: <b>Oo /o/</b>  <i>Aa /a/</i> <i>Bb /b/</i> <i>Mm /m/</i> <i>Tt /t/</i> <i>Pp /p/</i> <b>Comprehension Skills:</b> Characters, Main Characters	<i>Listening &amp; Writing p. 15</i> Syllables <b>Cc /k/</b>  HF Words: <b>can</b> <i>(a, am, at, an, is, for, see, me, I, you, the)</i> <b>Comprehension Skills:</b> Determine, Solve
<b>Computer</b>	Colors	Colors ABCs: Cc, Oo
<b>Activity</b>	Creating a Rainbow	"Picture Sound" Worksheet: Oo and Cc
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems & Songs Vocabulary	<i>Brown Bear, Brown Bear, What Do You See?</i> <i>"Oo Ostrich Rhyme"</i> <i>"Letter March Song Oo"</i> Colors	<i>Mouse Paint</i> <i>"Cc Cat Rhyme"</i> <i>"Letter March Song Cc"</i> <b>Vocabulary:</b> Primary, secondary, mix, stir
<b>Writing</b>	Draw and color rainbows in rainbow order	
<b>Social Studies</b>		
<b>Science</b>		

## DAY Three

## DAY Four

## DAY Five

Favorite colors/Capital letters	Favorite colors/Capital letters	Write Cc and Tt words
<p>Rhyming Words</p> <p>Take-Home Book 4: <i>At the Park</i></p> <p>HF Words:</p> <p><b>be, he, she, we</b></p> <p><b>Comprehension Skills:</b> Describe, Recall, Share, Relate, Associate, Discuss, Sequence</p>	<p><i>Listening &amp; Writing</i> p. 16</p> <p>Initial Cc /k/</p>  <p><b>Comprehension Skill:</b> Illustrate</p> <p><i>Starfall Dictionary</i> <i>Starfall Writing Journal</i></p>	<p>Recite Poem</p> <p>Review Initial Sounds</p> <p>Introduce "Starfall Speedway"</p> <p>Rhyming Words</p> <p>"Wheel of Reading"</p>
		Starfall Free Day <b>1</b>
		Pointillism pictures <b>2</b>
<p><i>It's Fun to Read: All About Me, "Who Am I?", "My Body"</i></p> <p>Learn to Read: "Lonely Vowels" Video</p>	<p><i>Backpack Bear's Books: Row 4, "At the Park" Colors</i></p> <p><i>ABCs, Calendar</i></p>	"Color by Word" worksheet for Week 5 <b>3</b>
"Word Shape" Practice pages 1, 2	Sequence <i>At the Park</i>	"Starfall Speedway" <b>4</b>
<p><i>Caps for Sale</i></p> <p><i>At the Park</i></p> <p><b>Vocabulary:</b> Peddler, cap, wares, imitate</p> 	<p><i>Caps for Sale</i></p> <p>Descriptive words</p> <p><i>Georges Seurat</i></p> <p><i>Star Writer Melodies</i></p> <p><b>Vocabulary:</b> Artist, technique, pointillism, gallery</p> 	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p>
	Spacing, Kid Writing, Adult Writing, Illustrating	<i>Georges Seurat</i> "Five Little Monkeys" Colors
Understand how people lived in earlier times	Understand that history relates to events, people, and places of other times	



**Reading:  
Foundational Skills**

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

**Magic Writing Moment****Materials**

- ☐ Chart paper from Weeks 1 and 2
- ☐ Box of crayons

**Favorite Color**

**Note:** The children who didn't have an opportunity to create sentences about their favorite colors will do so this week. The sentence stem will change slightly.

Indicate the chart paper from Weeks 1 and 2. Say: **Let's look at the Magic Writing Moment sentences about colors.** Each child comes to the chart as you read his or her sentence.

Continue: **This week we will add more sentences about your favorite colors.** Write: *The color \_\_\_\_ likes is \_\_\_\_*. Choose a child who has not had an opportunity to create a sentence.

Ask:

- **Can you find your name in this sentence? Use your favorite color to circle it.** (The child does this.)
- **What do you notice about the word at the beginning of the sentence? Right, it begins with a capital letter. Use a different color to circle the capital letter.**
- **What high frequency words do you see in the sentence?** The child identifies the words *is* and *The* (with assistance if needed). **Use a different color to circle the high frequency words *is* and *The*.**

**Phonological Awareness Warm-Up****Materials**

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

**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*.

The 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.

- The volunteers in the chairs hold up the Letter Cards.
- The class affirms the order or makes suggestions for changing it.
- They read *bat*.
- Repeat for *map*, *tap* and *pat*.

**Reading:  
Foundational Skills**

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

**Language**

**L.K.2.D** Spell simple words phonetically





1

## Introduce Colors

Display the Color Picture Cards in a pocket chart.

Say: **Let's see how much you know about colors. I will read a riddle. Raise your hand if you know which color is the answer to the riddle. Then I will choose one of you to name the color, remove the color card and take it back to your place. Ready?**

### Materials

- ☐ Word Cards: *black, blue, brown, green, orange, purple, red, yellow, white*
- ☐ Picture Cards: *black, blue, brown, green, orange, purple, red, yellow, white*
- ☐ Pocket chart

### Language

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

<b>green</b>	I am the color of grass. I can also be the color of summer leaves and frogs.
<b>blue</b>	I am the color of the sky. My name begins with /b/.
<b>red</b>	I am the color of strawberries. My name begins with /r/.
<b>yellow</b>	I am the color of the sun. I am also the color of bananas.
<b>orange</b>	I am the color of pumpkins. Sometimes leaves are this color in fall.
<b>purple</b>	I begin with /p/ and end with /l/. I am the color of some grapes. Sometimes people call me violet.
<b>brown</b>	I am the color of most chocolate. I am the color of Backpack Bear too.
<b>black</b>	I am the color of when it is very dark outside. My name begins with /b/ and ends with /k/.
<b>white</b>	I am the opposite of black. I am the color of lambs' fleece. What color am I?



Say: **Let's classify, or sort, objects in our classroom by color. If you are holding a color Picture Card come to the front of the classroom.**

Assign the remaining children to those holding the Picture Cards so they may work as partners or small groups depending on the size of your class.

Designate a specific space in the classroom for each set of partners or groups to place their color Picture Cards.

Continue: **Search the classroom with your group or partner for THREE objects that match your color, and bring them back to your color card.**

Display the Color Word Cards placed vertically down the left side of a pocket chart.

The children leave their collections in place, but bring their color cards and gather around the pocket chart.

Say: **Here are the words that go with the colors.** Indicate and read each color word. **The letters and their order give clues as to which color each word names.**

Instruct the “red” group to stand. Say: **Listen to the sounds in red, /r/ /e/ /d/. Who can find the word red?** (A volunteer does this.) **Place the red color card next to the word red.**

Continue until all of the color cards have been matched to the corresponding color word in the pocket chart.



### **Formative Assessment**

Say: **Now let’s take a trip around the classroom. Each group classified objects by color and placed them in groups. Let’s see if we can identify each group’s color group.** If time allows, the children in each group share the items with the class. The class gives a ‘thumbs up’ if they agree with the group’s collection.

Allow English language learners to say the color words in their native languages while holding the color cards.

**ELL**

## 2

## Introduce Characters

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

Display the animal Picture Cards in random order horizontally in the pocket under the Story Element Card.

Indicate *Brown Bear, Brown Bear, What Do You See?* Ask:

**Who is the first main character in this story?** (bear)

**Remind the 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. Who can find the picture of the bear?** A volunteer identifies the bear Picture Card and places it in the first position.

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.**

Volunteers continue to find Picture Cards of the new characters and place them in order under the bear.

### Materials

- ☐ Story Element Card: *Who are the main characters?*
- ☐ Picture Cards: bear, bird, cat, dog, duck, frog, goldfish, horse, sheep
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ Color Picture Cards
- ☐ Color Word Cards
- ☐ Bag or basket

### Listening & Speaking

**LS.9a** Recite short poems, rhymes and songs

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

### Reading: Informational Text

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



## Formative Assessment

Explain that the author Bill Martin, Jr., decided what color each of his characters would be. Indicate and identify each animal in the pocket chart.

Distribute the Color Picture and Word Cards. If you have more children than cards, assign partners to work together.

Say: **Let's play a game. We will match the animal, color, and color word.**

Using the book, chant: **Brown Bear, Brown Bear, What Do You See? I see a (animal color) (animal name) looking at me!** Then stop. Identify the first animal name in the pocket chart (bear).

- The child holding the Color Picture Card that matches that animal, places it next to the animal card (bear, brown Color Picture Card).
- The child holding the Color Word Card places it next to the Color Picture Card (bear, brown Color Picture Card, brown Color Word Card).
- Repeat for each animal.

As volunteers match characters with colors and color words, repeat the sentence and your ELL children repeat it with you.

**ELL**

For example, after "I see a brown bear looking at me" has been repeated for several animals, repeat the beginning of the sentence and encourage your ELL children to finish the sentence for you.

**Technology**

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

**Listening & Speaking**

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

**Reading: Foundational Skills**

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

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

**Computer**

- Colors

**Practice****Activity**

The children draw and color rainbows in rainbow order.

**Materials**

- ☐ Pencils, crayons
- ☐ Drawing paper

**3****Introduce Oo /o/****Step One** *Introduce /o/ in the initial position*

Read "Oo Ostrich," from the *ABC Rhyme Book*, page 33.



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

**Materials**

- ☐ Listening & Writing Books, page 14
- ☐ Wall Card: Ostrich Oo
- ☐ Picture Card: ostrich
- ☐ Letter Cards: O, o
- ☐ Whiteboards, markers
- ☐ ABC Rhyme Book
- ☐ 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*

The children stand. Say: **If you hear /o/ at the beginning of a word I say, 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. The children sing "The Letter March" with the ASL sign for o, and sound /o/.

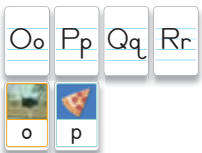


Indicate the o Letter Card. Say: **This is the lowercase letter o. The letter o stands for /o/. Each time I touch the letter o, say, /o/.** Touch o several times.

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

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



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

otter	ostrich	bike	operation	banana
-------	---------	------	-----------	--------



Indicate the O Letter Card. Say: **This is the uppercase letter O. The uppercase letter O and the lowercase letter o stand for /o/.**

Demonstrate the letter's formation as you write O on the whiteboard. The children sky write 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)

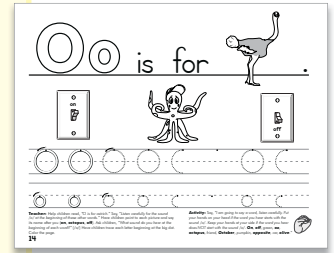


### Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 14. Complete as with similar pages.

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

ELL



Display the Wall Card at the end of the lesson.

**Reading:  
Foundational Skills**

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

**Reading:  
Foundational Skills**

**RF.K.2.B** Count, pronounce, blend, and segment syllables in spoken words

**Reading:  
Foundational Skills**

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

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

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

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

**Materials**

- ☐ Chart paper from Weeks 1 & 2
- ☐ Box of crayons

**Phonological Awareness Warm-Up****Review Syllables**

Say: **We have learned that words are made up of letters that stand for different sounds. Backpack Bear has several letters in his name. Words also have parts. Let's clap Backpack Bear's first name and count the parts, Back (clap), pack (clap).**

Continue: **We clapped two times because Backpack has two parts. Let's try his last name, Bear. (clap) How many parts or syllables does Bear have? Right, it has one. All words have one or more syllables or parts. Let's count how many syllables, or parts, there are in your names.**

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

**Materials**

- ☐ None

1

**Introduce Cc /k/****Step One** **Introduce /k/ in the initial position**

Read "Cc Cat," page 9 of the *ABC Rhyme Book*.



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

Read the rhyme again. The children repeat in unison.

**Materials**

- ☐ *Listening & Writing Books*, page 15
- ☐ Whiteboards, markers
- ☐ *ABC Rhyme Book*
- ☐ Wall Card: Cat Cc
- ☐ Picture Card: cat
- ☐ Letter Cards: C, c
- ☐ Pencils, crayons

**Cc Cat**

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

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

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

cup	bowl	cage	color	apple	couch
-----	------	------	-------	-------	-------

**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/.



Indicate the c Letter Card. Say: **This is the lowercase letter c. The letter c stands for /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. The children sky write c several times.

The children write c on their whiteboards.

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

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



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

Demonstrate the letter's formation as you write C on the board. The children sky write 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)

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!

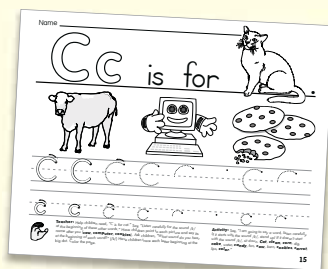
The letters go marching one by one,  
"C" stands for the sound, /k/ /k/ /k/ /k/  
And they all go marching,  
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.

**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 15. Complete as with similar pages.



The lesson focus is on the sound-spelling /k/ Cc. The children will soon discover /k/ can be represented by Cc, Kk or ck and that the letter c, when followed by e, represents /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 not to 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.



**Reading:  
Foundational Skills**

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

**Language**

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

## Introduce High Frequency Word: *can*

Arrange the 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 it can be sounded out. The children decode the word using their invisible rubber bands (/k/ /a/ /n/ *can*).

Explain: **The word *can* has two meanings. When you say, *I can run and jump*, *can* means something you are able to do. When you say, *I have a can of soup*, *can* means something you put things in.**

Distribute *Starfall Dictionaries* and pencils. 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 trace the word in their dictionaries.

### Materials

- ☐ 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
- ☐ Pocket chart
- ☐ Pencils



### Formative Assessment

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.**

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

Show your ELL children a picture of a can or have a can of soda or soup available. Demonstrate *can* as something you can do (act it out).

**ELL**

## Computer

## Practice

The children explore: *Colors* and *ABCs: Cc, Oo*

## Activity

The children will:

- trace 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 their beginning sounds.

## Materials

- ☐ "Picture Sound" worksheet with *Oo* and *Cc* for each child
- ☐ Scissors, glue stick
- ☐ Pencils, crayons

3

Introduce *Mouse Paint*

Indicate *Mouse Paint*. Review print concepts such as the title, author, and illustrator. The children predict what the story is about based on the title and front cover.

Say: **Look at the illustrations in this book. Ellen Stoll Walsh created them 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)

Page 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? How does the illustration help us know what is happening on this page?** (The mice are white and the paper is white.) Introduce vocabulary words *stir* (page 10) and *mix* (page 12) as you encounter them.

## Materials

- ☐ *Mouse Paint* by Ellen Stoll Walsh
- ☐ Three clear plastic cups with red, yellow, and blue food coloring
- ☐ Vocabulary Cards: *mix*, *primary*, *secondary*, *stir*
- ☐ Construction paper (purple, green, and orange, plus two each of red, blue, and yellow)
- ☐ Three extra clear plastic cups
- ☐ Demonstration table
- ☐ Container of water

**stir**

When you stir something, you swirl it around. The children pretend they are stirring something. The children repeat, *stir*.

**mix**

To mix something is to combine or put things together, usually by stirring them. The 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.**

**Technology**

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

**Reading: Foundational Skills**

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

**Science**

**SC.IE.1c** Seek information through observation, exploration, and investigation

**Language**

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

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

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

Repeat for blue and yellow (green), and 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.**



### Formative Assessment

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

Select volunteers to be red, blue, and yellow, and give each a sheet of construction paper representing his or her color. (You hold the purple, green and orange sheets of construction paper.)

- Call red forward. Ask: **What color should stand next to red to make purple?** (blue) Take the red and blue papers away and have the partners together, hold the purple paper.
- Call blue forward. Ask: **What color should stand next to blue to make green?** (yellow) Take the blue and yellow papers away and have the partners together, hold the green paper.
- Call yellow forward. Ask: **What color should stand next to yellow to make orange?** (red) Take the yellow and red papers away and have the partners together, hold the orange paper.

When assessing your English language learners, ask them to name the primary (important) colors. If they are unable to do so, they may point and name the colors in their native languages. You repeat them in English and they repeat after you.

**ELL**

Allow these children to listen and watch as the secondary colors are identified by English speaking students. At this point in the school year it is okay for there to be more listening than speaking.

## Magic Writing Moment

## Favorite Color

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

## Materials

- ☐ Chart paper from Weeks 1 & 2
- ☐ Box of crayons

Reading:  
Foundational Skills

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

## Listening &amp; Speaking

**LS.9a** Recite short poems, rhymes and songs

Reading:  
Foundational Skills

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

## Reading: Literature

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

## Phonological Awareness Warm-Up

## Rhyming Words

Indicate *Nursery Rhymes*, page 12.

Read "Two Little Blackbirds." The children repeat the rhyme with you.

Ask: **Who heard a word that rhymes with hill? Right, Jill and hill rhyme. Say Jill, hill.** (The children repeat *Jill, hill*.)

Turn to page 22, "Jack and Jill." Say: **We just read a nursery rhyme about birds named Jack and Jill. Let's listen to a different rhyme about another Jack and Jill.** Recite "Jack and Jill." The children repeat the nursery rhyme with you.

Ask: **How are these nursery rhymes the same? How are they different?** (Volunteers respond.)

If time allows, play the *Nursery Rhymes* CD, Tracks 8 and 18, "Two Little Blackbirds" and "Jack and Jill".

## Materials

- ☐ Nursery Rhymes CD, Tracks 8 and 18, "Two Little Blackbirds" and "Jack and Jill"
- ☐ Nursery Rhymes pages 12 and 22

1

Introduce *Caps for Sale*

The children sit in a semicircle on a rug or the floor. Place five hats or caps in a straight line in front of them. Say: **Today we will read a story about caps. Caps are special kinds of hats.**

- The children discuss how each hat is used and who might wear it. Encourage them to use complete sentences when sharing.
- The children compare and contrast the hats.

Introduce *Caps for Sale*. Locate and discuss the title, author, and illustrator. After reading the subtitle, say: **peddler.** (The 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.** (The 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.**

## Materials

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

## Literary Response &amp; Analysis

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

## Reading: Literature

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

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

**RL.K.10** Engage in group reading activities

Read the story, pausing to allow children to ask questions, then discuss the following:

- **How would you describe the peddler's caps?**
- **Where do you think the peddler is going? What is he doing?**
- **Why did the peddler decide to go to the country?**
- **How would you walk if you had many caps on your head?**
- **Is anything different about the peddler when he wakes up?**
- **How many monkeys do you see?**
- **What else might the peddler have done to get his hats back?**

What are the monkeys doing at the end of the story? Say: **The monkeys imitated the peddler's action.** (The 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?**

The 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 him 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 the 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 most, or that they found the funniest. Volunteers 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 the cap 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.**



### **Formative Assessment**

The children discuss the following:

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

In order to test ELL children for comprehension, ask questions that allow them to offer one or two word answers depending on their English skills. You might also provide visual clues with the story such as apples or caps.

ELL

2

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

Navigate to *Learn to Read*: Row 10, "Lonely Vowel" video, and the children watch.

Say: **We will learn four new high frequency words today. All of these words have a lonely vowel sound and rhyme with the word me.**

- Write *me* on the board and identify the word.
- The children repeat, *me*.
- Distribute individual whiteboards.
- The 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*.**

- The 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*.** The 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 /sh/.** (The children repeat, /sh/.) **We've made another word that rhymes with *me*, *be* and *he*: /sh/-/e/, *she*.** The 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*.** The children repeat, *we*, then change *she* to *we* on their whiteboards.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | High Frequency Word Cards:<br><i>be, he, she, we</i> |
| <input type="checkbox"/> | Whiteboards, markers                                 |
| <input type="checkbox"/> | <i>Starfall Dictionaries</i>                         |
| <input type="checkbox"/> | Pocket chart   |
| <input type="checkbox"/> | Pencils  |

### Reading: Foundational Skills

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

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

- read the word.
- identify the letter at the beginning.
- determine if that letter is at the beginning, middle, or end of the alphabet.
- locate the letter in their *Starfall Dictionaries* and trace the word.

Repeat until *be*, *he*, *she*, and *we* have all been traced in the children's dictionaries.



### Formative Assessment

Partner the children to play "I Spy" using words traced in their dictionaries.

#### Technology

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

#### Language

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

## Computer

### Practice

- *It's Fun to Read: All About Me, "Who Am I?" and "My Body"*
- *Learn to Read: Row 10, "Lonely Vowel" video*

## Activity

Distribute the "Word Shape" worksheets. Read the words in the word bank with the children. They:

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

### Materials

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



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. After he has done this, 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 card from Backpack Bear's backpack.
- The child shows the word and 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 will remind us of summer!** Navigate to *Backpack Bear's Books*: Row 4, "At the Park." The children interact with and discuss the online story and "High Frequency Word Game." Volunteers take turns navigating through the story and games.

Distribute copies of *At the Park*.

- The children follow along as you read the story in a flat monotone fashion.
- Repeat the reading with expression.

Ask: **Which reading did you enjoy more? Why?** (Volunteers respond.)

Explain: **When we read with expression or excitement it helps us to better understand the story. Let's read this story together with expression.**

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



### Formative Assessment

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

### Materials

- ☐ High Frequency Word Cards: *a, an, at, can, for, he, I, is, see, she, the, you, we*
- ☐ Take-Home Book 4: *At the Park*, for each child
- ☐ Cover Card, Sentence Strips, Word Cards: *At the Park*
- ☐ Classroom computer navigated to Backpack Bear's Books: Row 4, "At the Park"
- ☐ Backpack Bear
- ☐ Pocket chart

### Fluency

**FL.6c** Read grade-level text with expression

### Reading: Foundational Skills

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

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.

**Reading:  
Foundational Skills**

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

**Reading:  
Foundational Skills**

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

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

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

**Materials**

- ☐ Chart paper from Weeks 1 & 2
- ☐ Box of crayons

**Phonological Awareness Warm-Up****Identify and Discriminate Initial Cc /k/**

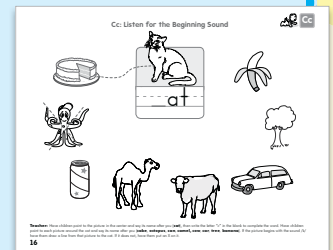
Distribute *Listening & Writing Books*, and the children turn to page 16. They point to the picture in the center and repeat its name after you (*cat*). They write *c* in the blank to complete the word.

The children point to the pictures around the cat and identify each item after you (*cake, octopus, can, camel, cow, car, tree, banana*). If the picture begins with /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 /k/ (*cake, can, camel, cow, car*).

**Materials**

- ☐ *Listening & Writing Books*, page 16
- ☐ Pencils



1

## Celebrate “Hat Day”

Backpack Bear whispers, “I am so excited about Hat Day! I want to hear all about your hats.” If Backpack Bear wore a hat, have him “tell” about his hat first. The children and Backpack Bear put on their hats and sit together on the floor. They:

- describe Backpack Bear’s hat.
- stand in turn and describe their own hats.
- explain their choices for “Hat Day.”

The children march in a “Hat Day Parade” around the classroom and/or the school.



### Formative Assessment

When the parade is over, say: **Because you’re all wearing hats, you remind me of the monkeys in the story *Caps for Sale*! Let’s read that story again.** The children throw down their hats during the story. Designate one child to be the peddler, and the other children will be the monkeys.

### Materials

- ☐ Backpack Bear and his hat
- ☐ Children’s hats
- ☐ *Caps for Sale*

### Literary Response & Analysis

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

### Speaking & Listening

**SL.K.4** Provide detail to describe familiar people, places, things, and events

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

2

## Write about “Hat Day”

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

### Step One

- Distribute the writing journals and dictionaries.
- The children open their journals to the next available page.
- They remove their caps in order to observe them for this activity.

### Step Two

Gather the children in front of the classroom whiteboard.

Draw handwriting lines on the whiteboard (or project the writing journal page) and include a star at the beginning.

Say: **We will start our writing together and then you will finish it.**

Write: *I like my hat because* on the whiteboard. Indicate each word and read the sentence. Ask: **Did I finish the sentence?** (Volunteers respond.) **Notice that I used a capital / because when / is a word it is always a capital. What do you notice between the words? Right, there are spaces.**

### Materials

- ☐ Starfall Writing Journals and Dictionaries
- ☐ Star Writer Melodies
- ☐ Children’s hats
- ☐ Pencils

Consider having the "Capital Letter," "Space Between Words," "Punctuation," and "Writing Strategies" Anchor Charts visible for the children to reference.

### Writing

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

**W.K.5** Respond to questions and suggestions from peers, adding detail to strengthen writing

### Language

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

**L.K.2.D** Spell simple words phonetically

## Step Three

Say: **Now you're ready to write in your journals.**

The children return to their places.

Continue: **Place your finger on the star at the beginning of the first line.** (The children do this.) Remind them that the star indicates where they will begin writing.

Indicate the sentence on the whiteboard and say: **Copy I like my hat because (blank).** Circulate and assist. If necessary, help the children by highlighting the word *because* for them to trace.

When children are finished, they return to the floor in front of the whiteboard.

Reread the sentence, *I like my hat because \_\_\_\_\_*. Ask: **Who would like to make a suggestion about how to finish this sentence?** (*I like my hat because it is colorful.* Or *I like my hat because I made it.*)



## Formative Assessment

Say: **Now you will finish the sentence all by yourself. You can use your dictionaries and kid writing. As you are writing I will come around and do adult writing.** The children return to their places.

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

## Technology

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

Reading:  
Foundational Skills

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

## Listening &amp; Speaking

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

## Computer

- "Calendar"
- *Backpack Bear's Books*: Row 4, "At the Park"
- ABCs: (Choose letters children to practice most)
- Colors

## Practice

## Activity

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



## Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Take-Home Book 4, <i>At the Park</i> , for each child       |
| <input type="checkbox"/> | Cover Card, Sentence Strips, Word Cards: <i>At the Park</i> |
| <input type="checkbox"/> | 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.*** (The children repeat, *Georges Seurat*.) Discuss *artist* and *gallery*. The children repeat these words after you.

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

Explain that like many well-known artists, Seurat lived in Europe. Say: ***Let's find Europe on a map. Maps show us many places. 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. The children repeat, *technique*.

Navigate a classroom computer to *It's Fun to Read: Art Gallery*, "Georges Seurat." The 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.*** The children repeat, *pointillism*.

Ask: ***How are the story, *Mouse Paint* and the *George Seurat* book the same?*** (Volunteers respond.) ***How are they different?***

### Materials

- ☐ Vocabulary Cards: *artist, gallery, pointillism, technique*
- ☐ *Georges Seurat* Cut-Up/Take-Home book for each child
- ☐ Classroom computer navigated to *It's Fun to Read: Art Gallery*, "Georges Seurat"
- ☐ World map

### Social Studies

**SS.HK.2h** Recognize importance of important historical figures

**SS.ST.4d** Understand maps and globes help locate places on Earth

### Reading: Informational Text

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

**RI.K.9** Identify similarities and differences between texts on the same topic



### Formative Assessment

Distribute copies of *Georges Seurat*. The children follow along as you read. They 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:**  
**Foundational Skills**

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

**Listening & Speaking**

**LS.9a** Recite short poems, rhymes and songs

**Reading:**  
**Foundational Skills**

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

**Listening & Speaking**

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

**Reading:**  
**Foundational Skills**

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

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

**Magic Writing Moment****Review Cc, Tt**

Create two columns on a sheet of chart paper by writing the headings *Cc* and *Tt* in different colors.

Divide the children into 2 groups and assign one letter to each group. The children discuss words that begin with their assigned letters. The groups share their words with the class, and you write them in the correct columns. Review the list.

**Materials**

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

**Phonics Warm-Up****Initial Sounds**

Distribute *Listening & Writing Books* and the children turn to page 17. Complete the page together with the children as directed at the bottom.

**Materials**

- ☐ *Listening & Writing Books* p. 17
- ☐ Pencils



1

**Review Initial Sounds and Introduce "Starfall Speedway"**

Read the words on page 17 of the *Listening & Writing Books*. The children listen for beginning sounds, then point to the pictures and repeat their names after you (*sat, mop, cot, top, pot, bat*). They write the missing letter to complete each word and trace the remaining letters.

Play "I Spy" with rhyming words:

mop / top	pot / cot	sat / bat
-----------	-----------	-----------

Gather the children in a semicircle.

- Indicate "Starfall Speedway."
- Demonstrate how to play the game using the Picture Cards.
- The children name the Picture Cards and identify the beginning sounds to advance on the game board.

**Materials**

- ☐ *Listening & Writing Books* p. 17
- ☐ "Starfall Speedway" game board and playing pieces
- ☐ Picture Cards: *apple, ball, bus, can, cap, cat, map, moon, mop, ostrich, pig, pop, pot, purple, sad, sock, sun, ten, top, tub*
- ☐ Pencils, crayons



## Computer

1

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

### Technology

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

## Pointillism Pictures

The children sketch pictures of a park then they apply the pointillism technique to add color. They reference Georges Seurat books to generate ideas.

### Materials

2

- ☐ Colored pencils, crayons
- ☐ Georges Seurat books from Day 4
- ☐ Drawing paper

### Writing

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

## "Color by Word"

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

### Materials

3

- ☐ Week 5 "Color by Word" worksheet for each child
- ☐ Pencils, crayons

### Reading: Foundational Skills

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

## "Starfall Speedway"

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

### Materials

4

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



### Reading: Foundational Skills

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

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

**Materials**

- ☐ Classroom whiteboard
- ☐ Color Word Cards
- ☐ Pocket chart

**Print Concepts**

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

**Reading:****Foundational Skills**

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

**Introduce “Wheel of Reading”**

“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.

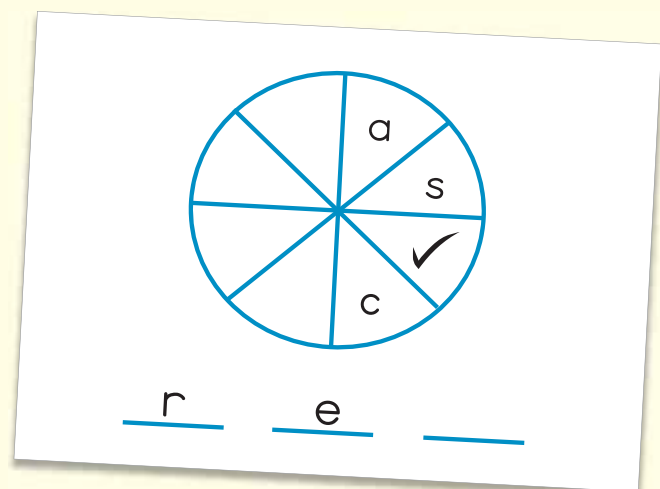
To play:

- Draw a large circle on the whiteboard and divide it into eight sections.
- Select a color word for today's game.
- 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. The 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 of 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

## Teacher Read Aloud (Fiction)

<b>All the Colors of the Earth</b>	<b>Turning of the Year</b>	<b>Little Cloud</b>	<b>Come On Rain</b>
Hamanaka, Sheila	Martin, Bill	Carle, Eric	Hesse, Diane
William Morrow & Co. 1994	Harcourt, 2007	Scholastic, 1996	Scholastic, 1999
Children may look different on the outside, but all children are lovable no matter where they live or the color of their skin.	This book includes adventures and celebrations appropriate for every month of the year.	"Little Cloud travels through the sky and changes shapes. Eventually he joins the other clouds. They form one big cloud, and then, they rain!"	Tessie, her friends, and their moms, dance in the rain on a very hot day. This book depicts the close relationship and bond between mothers and daughters.
<b>The Falling Raindrop</b>	<b>Sky Color</b>	<b>Where Does the Wind Blow?</b>	<b>Oh Say Can You See What's the Weather Today? All About Weather (Cat in the Hat's Learning Library)</b>
Johnson, Neil	Reynolds, Peter H.	Rink, Cynthia A.	Rabe, Tish
Tricycle Press, 2010	Candlewick, 2012	Dawn Publishing, 2002	Random House Books for Young Readers, 2004
The water cycle is explained through the touching story of a little raindrop that is initially afraid of change, but eventually learns that good things can come from change.	Marisol loves to paint, but when she agrees to help her teacher paint a mural for the school library, she must figure out how to paint the sky without blue paint.	This is a poetically written book that describes the wind through a mother's answers to her young child's questions. It also explores the way nature connects people all around the world.	Written and illustrated in Seuss style, this is a fun and entertaining way for children to learn about a variety of weather phenomena and some of the tools used to measure weather elements and predict the weather.

## Teacher Read Aloud (Nonfiction)

<b>What Will the Weather Be?</b>	<b>A Child's Calendar</b>	<b>A Tree for All Seasons</b>	<b>Cloud Dance</b>
DeWitt, Lynda	Updike, John	Bernard, Robin	Locker, Thomas
Harper-Collins, 1993	Holiday House, 1999	National Geographic Children's Books	Sandpiper, 2003
Children are introduced to the science of meteorology and learn actual scientific terminology.	Month by month, and season by season, view scenes and read poems about New England. This book includes multiracial paintings.	Children learn about trees and the changes they undergo throughout the year as the seasons change.	This book beautifully pictures clouds from various times of the day and seasons of the year, each with a brief description. Factual information for the teacher is also included on the last two pages.
<b>The Colors of the Rainbow (Let's Talk About it! Books)</b>	<b>Four Seasons Make a Year</b>	<b>Now &amp; Ben – The Modern Inventions of Benjamin Franklin</b>	<b>A Picture Book of Benjamin Franklin</b>
Moore-Mallinos, Jennifer	Rockwell, Anne	Baretta, Gene	David A. Adler and Alexandra Wallner
Barron's Educational Series, 2005	Walker Childrens, 2004	"Henry Holt and Co., 2008	Holiday House, 1990
Diversity is celebrated as the uniqueness of people around the world is compared to the colors of a rainbow.	A young girl describes the four seasons and the various changes they bring as she views them from her home on a farm in the northeastern United States.	This is a fun introduction to many of Benjamin Franklin's inventions that shows his original idea and its modern counterpart.	This book presents information about Benjamin Franklin including his accomplishments and contributions to American history.

100%







## **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*



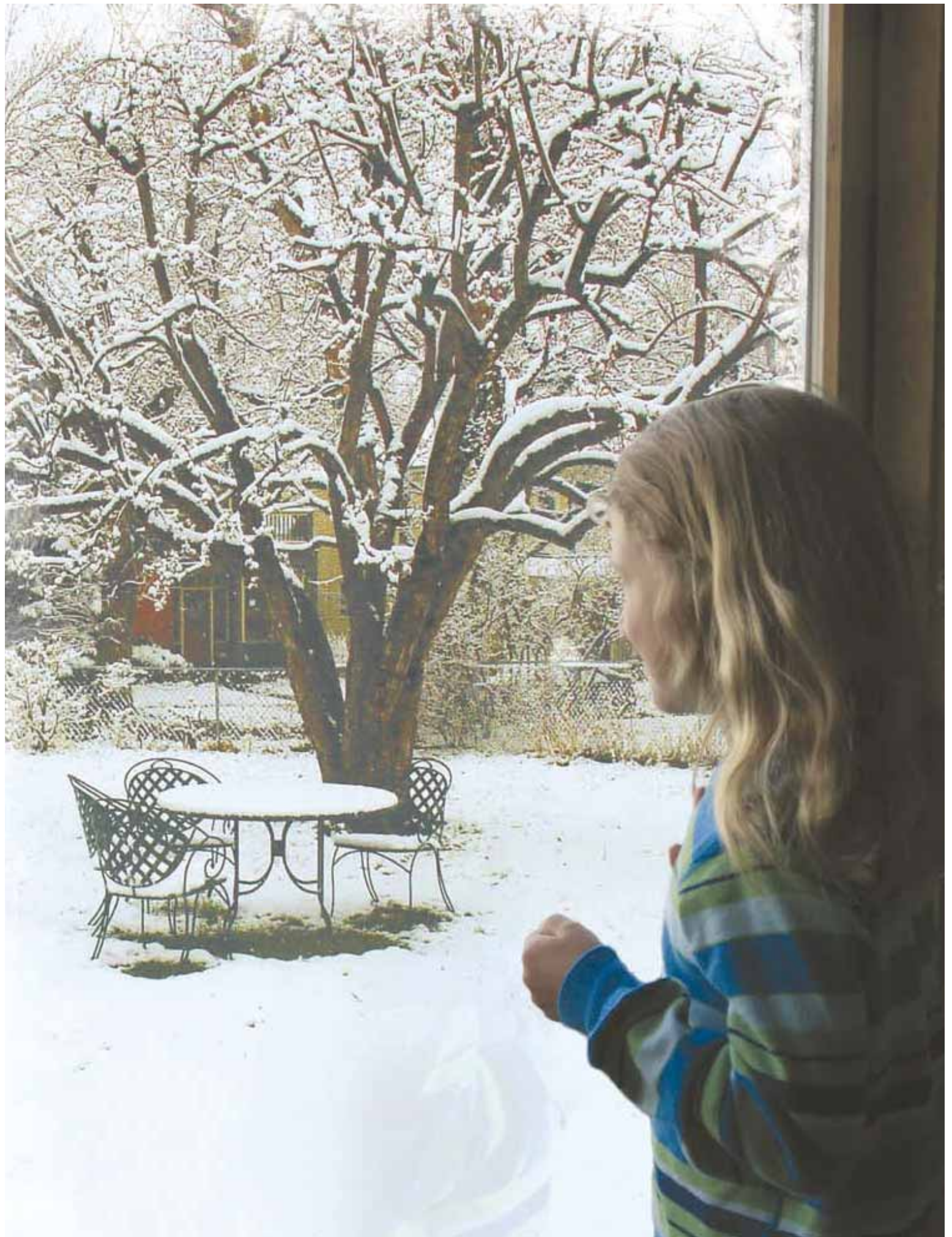




## **The Golden Leaves of Fall**

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*



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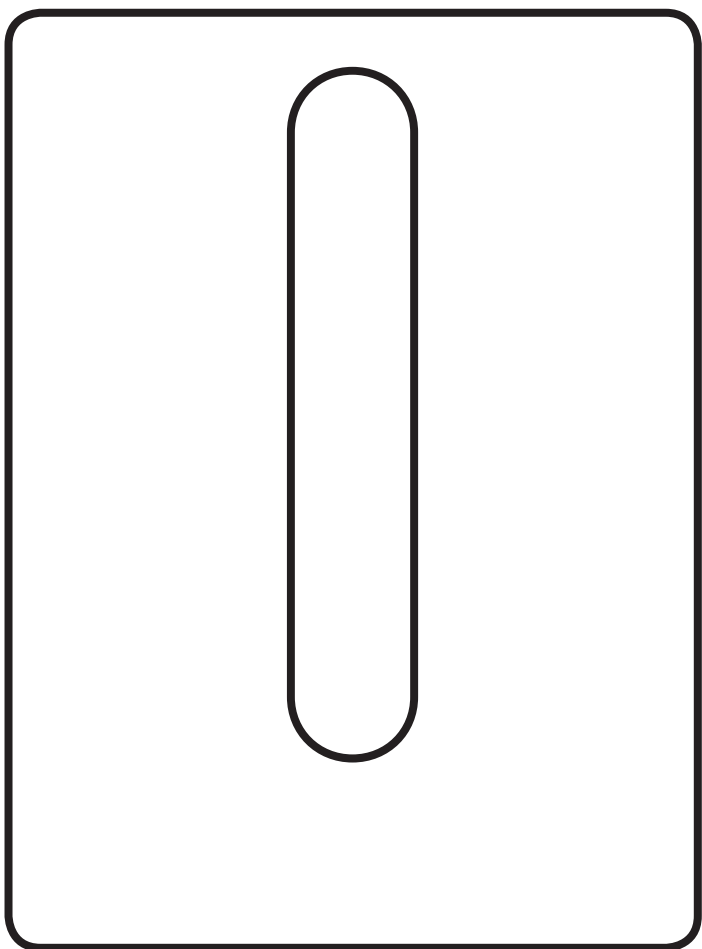
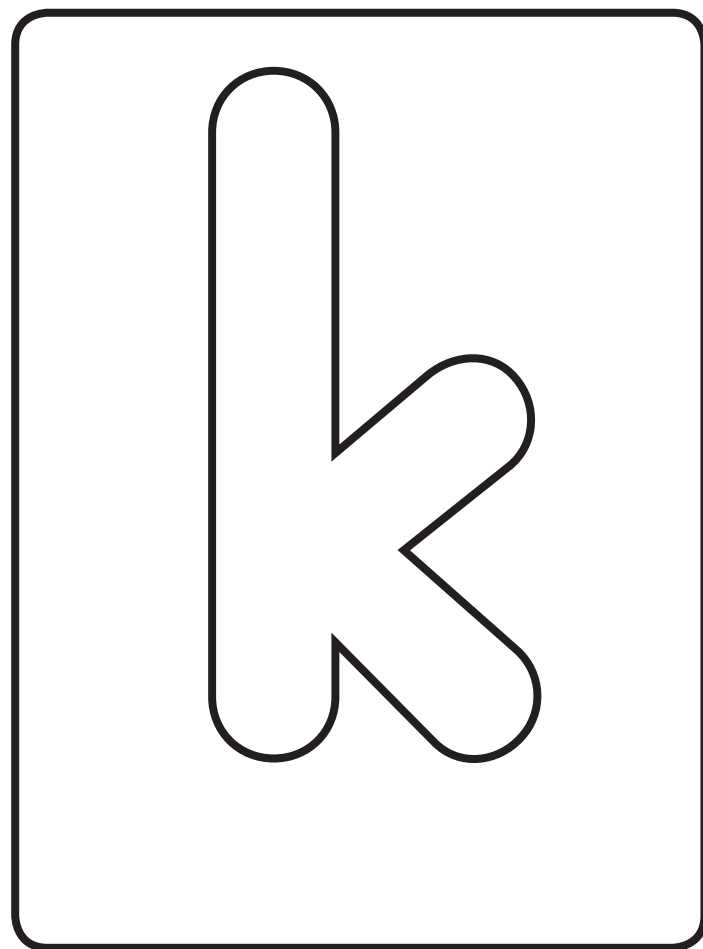
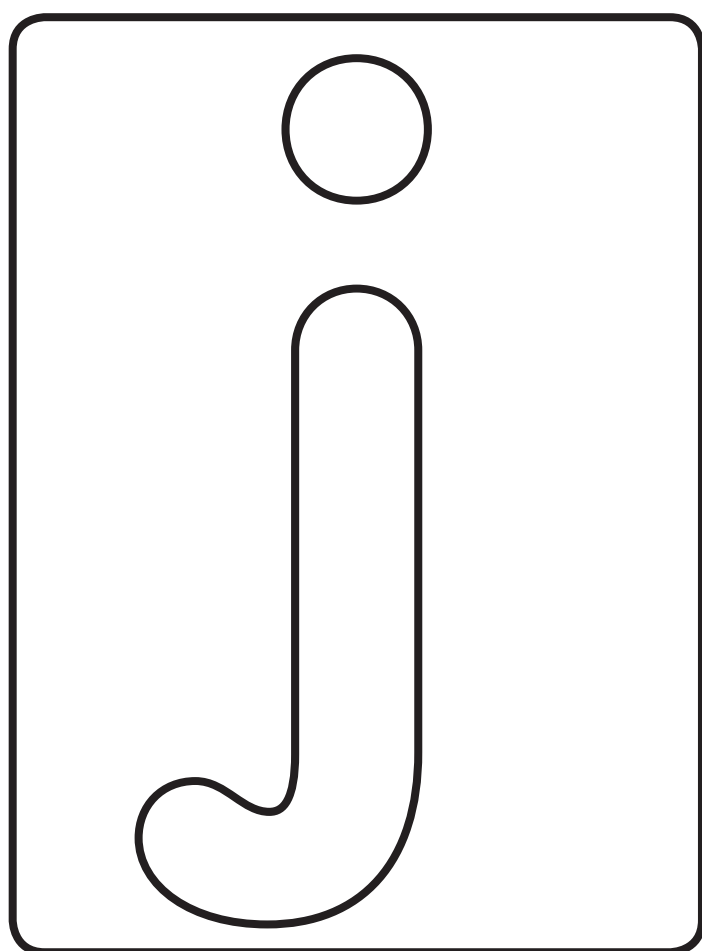
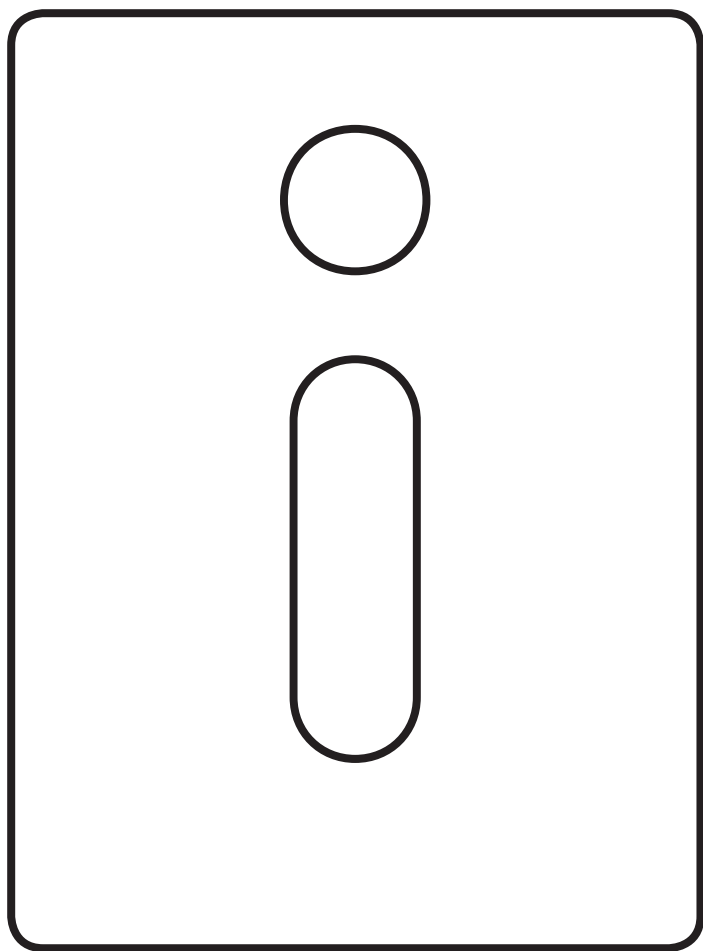
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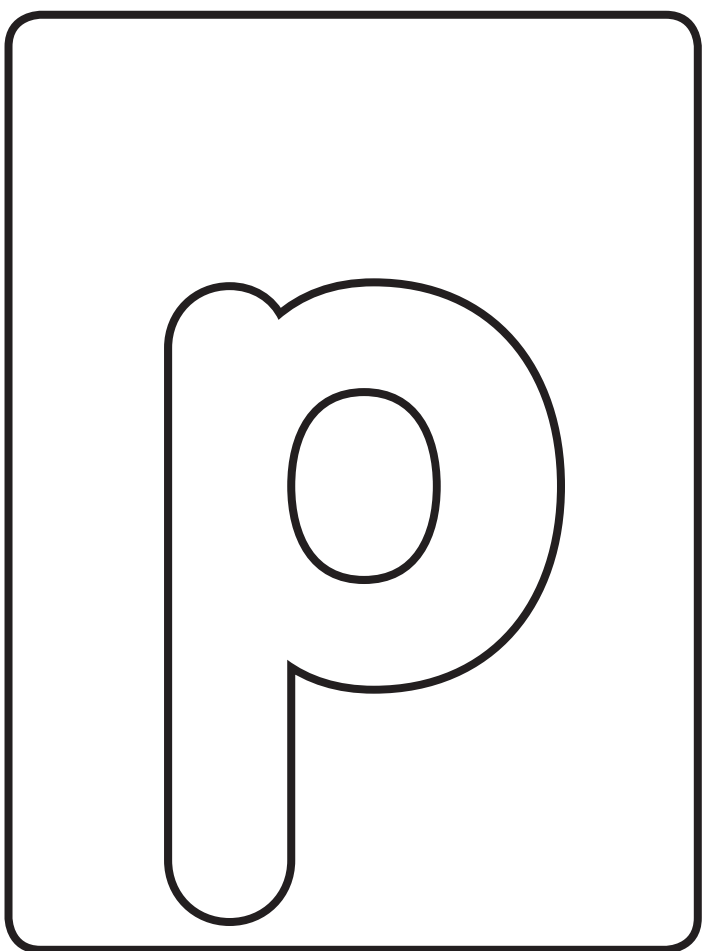
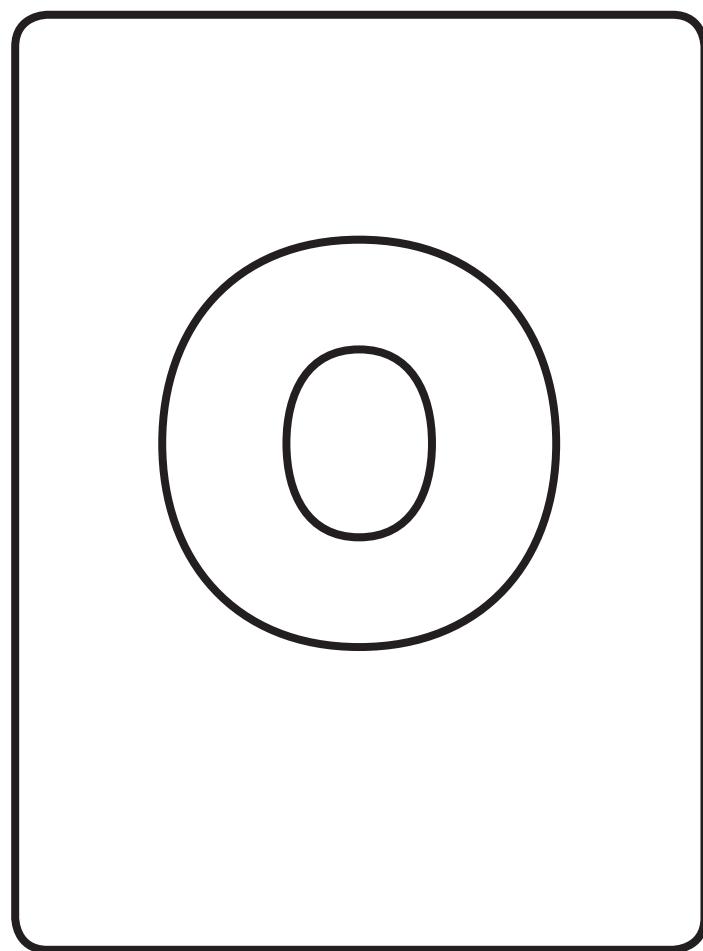
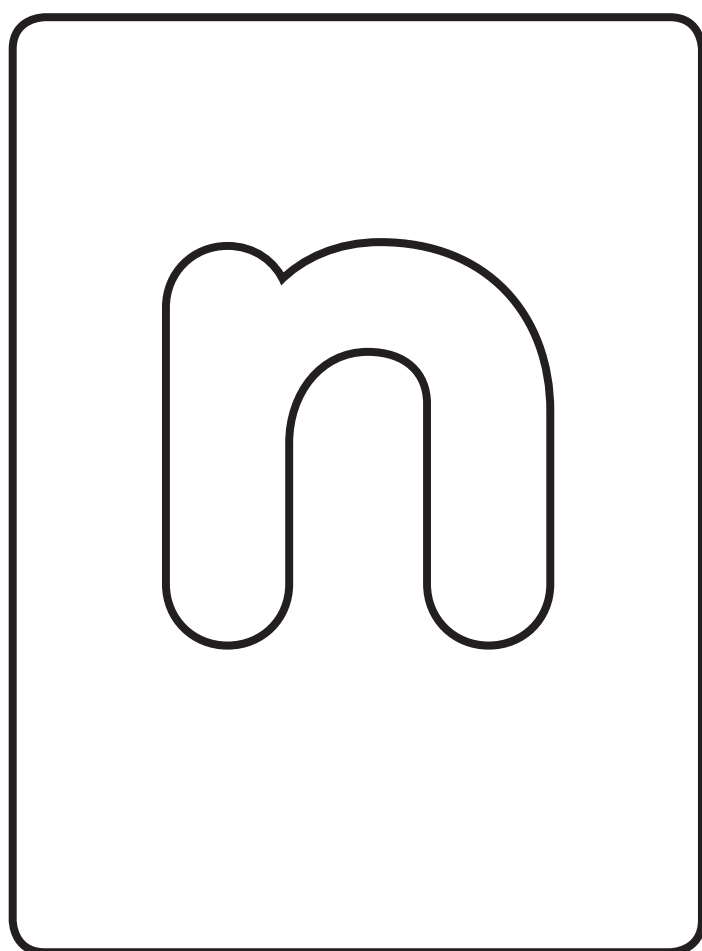
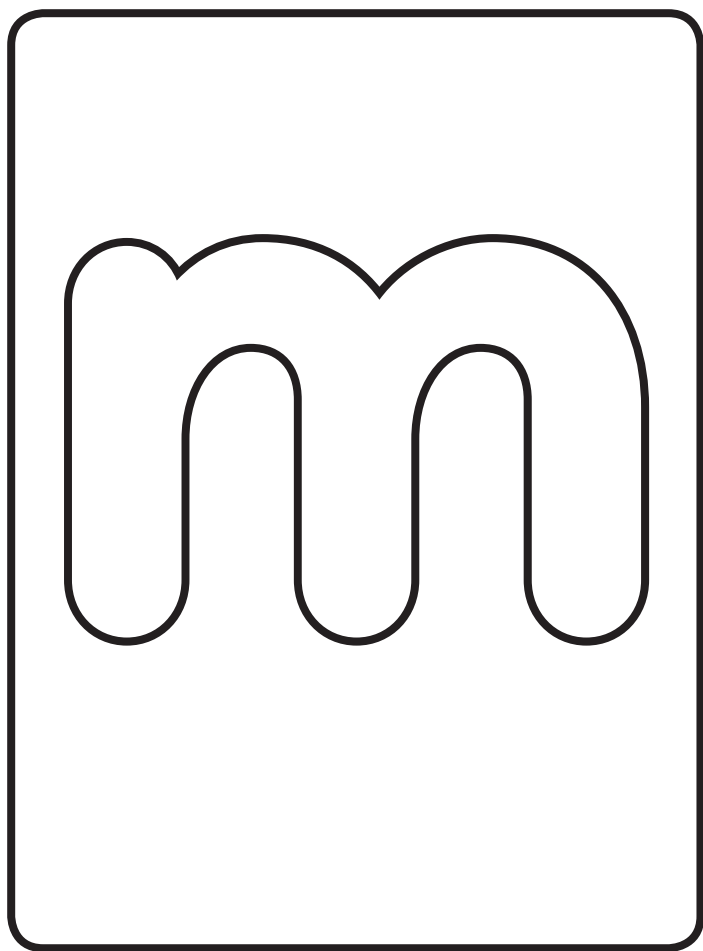
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