

Unit 4



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide **Doing Our Part!**

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Unit 4: Doing Our Part!

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Unit Plan • Unit 4: Doing Our Part!

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Three weeks

Description: The children will learn about national symbols and landforms, and how to care for the environment. They will meet several Americans who did their parts to help make the United States a better place. They will also learn about the water cycle and conservation, and discover ways they can reduce, reuse, and recycle to protect our natural resources.

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.

- (L.K.2) *Where do we use capital letters and punctuation when writing?*
- (RF.K1) *How do the letters on a page work together to create meaning when we read?*
- (RF.K.2a) *How can we tell if two words rhyme? How can we make our own rhyming words?*
- (RI.K.7) *How are the pictures and words in a nonfiction book connected?*
- (RL.K.3) *How can asking and answering questions about important parts of the story help us understand the books we read?*
- (W.K.2) *How can we plan and write a nonfiction piece?*
- (W.K.8) *How can gathering and remembering information help us in our writing?*
- (Social Studies) *How do American symbols represent our country?*



Standards & Benchmarks

Starfall English Language Arts Standards

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

Literary Response & Analysis		Inline Summary Form
LIT.RA.7	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will:	<i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</i>
LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>
Writing		Inline Summary Form
W.8	Students write and draw to communicate effectively for a variety of purposes and audiences. Students will:	<i>Write and draw for a variety of purposes and audiences</i>
W.8a	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
W.8b	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
W.8c	Draw and label	<i>Draw and label</i>
W.8d	Print their names	<i>Print name</i>
W.8e	Write by moving from left to right and top to bottom	<i>Write moving from left to right and top to bottom</i>
Listening & Speaking		Inline Summary Form
LS.9c	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
Media Literacy		Inline Summary Form
ML.10	Use technology resources to support learning	<i>Use technology resources to support learning</i>

Starfall Social Studies Standards

American History		Inline Summary Form
Historical Knowledge:		
SS.HK.2b	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin	<i>Know triumphs in American legends and historical accounts through stories of famous Americans</i>
SS.HK.2c	Understand how people lived in earlier times and how their lives would be different today	<i>Understand how the lives of people from earlier times would be different today</i>
SS.HK.2d	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage	<i>Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage</i>
SS.HK.2e	Recognize the importance of national and state symbols	<i>Recognize importance of American symbols</i>
SS.HK.2f	Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events	<i>Identify the purposes of and the people honored in commemorative holidays</i>
SS.HK.2g	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore	<i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i>

SS.HK.2i	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions	<i>Know beliefs and behaviors of story characters from the past and understand consequences of their actions</i>
Chronological Thinking		Inline Summary Form
SS.CT.3c	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>
Geography		Inline Summary Form
The World in Spatial Terms		
SS.ST.4a	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>
SS.ST.4b	Describe the relative location of people, places, and things by using positional words	<i>Use positional words to describe relative location of people, places and things</i>
Economics		Inline Summary Form
Beginning Economics		
SS.E.5b	Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts	<i>Match descriptions of work people do to related jobs in school, community and from historical accounts</i>
Civics and Government		Inline Summary Form
Foundations of Government, Law and the American Political System:		
SS.CG.6	The student understands that being a good citizen involves acting in certain ways. Students will:	<i>Understand being a good citizen involves certain behaviors</i>
SS.CG.6d	Know the importance of taking responsibility for one's own choices and actions	<i>Know importance of taking responsibility for choices and actions</i>

Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
SC.IE.1a	Communicate observations orally and through drawings	<i>Communicate observations</i>
SC.IE.1c	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
SC.IE.1e	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>
Physical Science		Inline Summary Form
SC.PS.4a	Understand that water can be a liquid or a solid and can be made to change back again from one form to the other	<i>Understand water can be liquid or solid and change back again</i>
SC.PS.4b	Know water left in an open container evaporates	<i>Know water evaporates</i>
SC.PS.4d	Know objects can be described in terms of the materials they are made of and their physical properties	<i>Know objects can be described by physical properties</i>

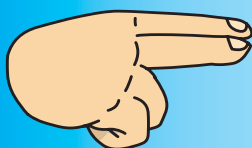
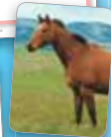
Earth Sciences		Inline Summary Form
SS.ES.5c	Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved	<i>Identify Earth resources that are used in everyday life and understand conservation</i>
SS.ES.5d	Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms	<i>Know characteristics of landforms</i>

Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
Integration of Knowledge and Ideas:		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	<i>Connect illustrations to story events</i>
Range of Reading and Level of Text Complexity:		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>
Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>
Craft and Structure:		
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Name the author and illustrator of a text and define their roles</i>
Integration of Knowledge and Ideas:		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Describe the relationship between illustrations and text</i>
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>
Range of Reading and Level of Text Complexity:		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>
Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
RF.K.1.A	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>

RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
RF.K.1.C	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
Phonological Awareness:		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>
Phonics and Word Recognition:		
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Identify differences between similarly spelled words</i>
Writing		Inline Summary Form
Text Types and Purposes:		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<i>Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction</i>
Production and Distribution of Writing:		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>
Research to Build and Present Knowledge:		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>

Speaking & Listening		Inline Summary Form
Comprehension and Collaboration:		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</i>
SL.K.1.B	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<i>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>
Research to Build and Present Knowledge:		
SL.K.5	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>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>
Language		Inline Summary Form
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Demonstrate command of English grammar when writing or speaking</i>
L.K.1.A	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<i>Form plural nouns orally by adding /s/ or /es/</i>
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<i>Understand and use question words</i>
L.K.1.F	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
Vocabulary Acquisition and Use:		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>Sort common objects into categories</i>
L.K.5.C	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>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>



Week 10 Overview

Our Country, Our Land

This week the children will learn about some of our national symbols through story and song. They will also discover some of our country's landforms and view them through the eyes of water droplets, in a fictional class story which they help write.

This week we will:

- be introduced to the water cycle and conduct several experiments.
- learn about Hh /h/ and Ww /w/.
- discover the environment.

Starfall Books & Other Media

ABC Rhyme Book

America the Beautiful

At the Library

Precipitation by Stephen Allen

Star Writer Melodies

Sing-Along Volume 1

Water Cycle Poster

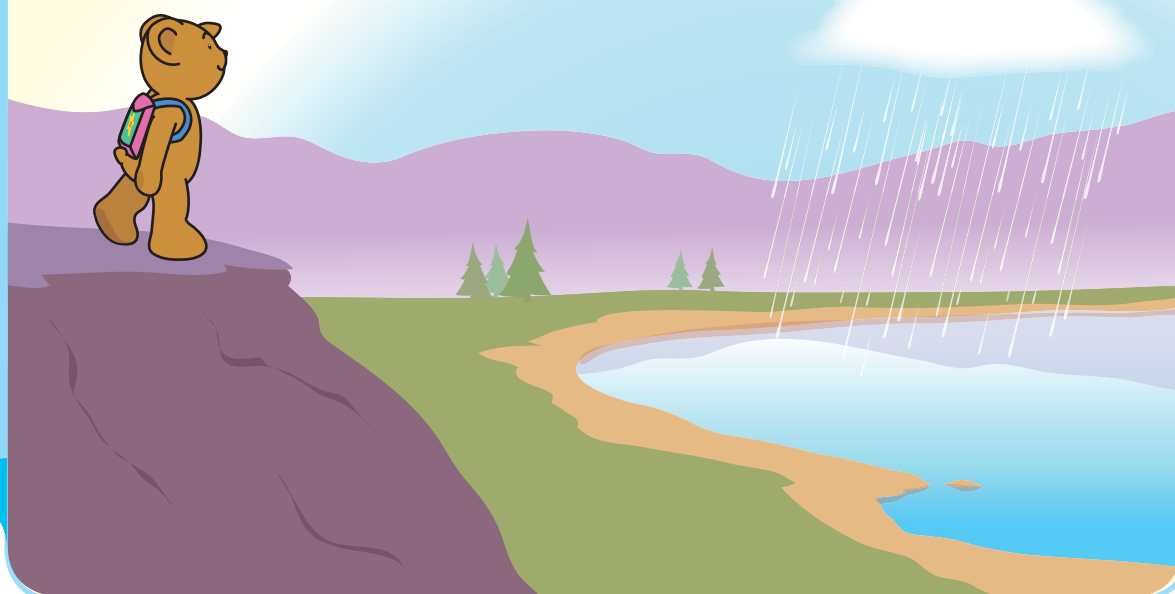
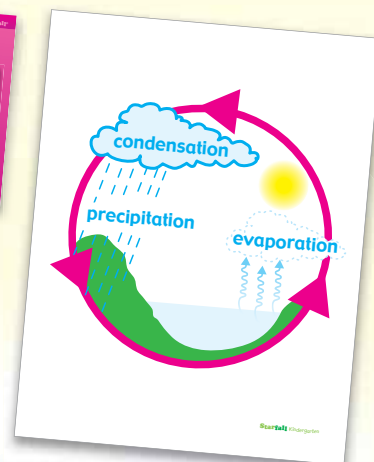
I Am Your Flag

Where Oh Where is Backpack Bear?

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

Post the Essential Questions Cards for Unit 4. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 10. You will use *grain*, *mountain*, *plain*, *everglades*, *beach*, *sea*, *evaporation*, *condensation*, and *precipitation* on Day 1, and *environment* and *nature* on Day 4.

Day One

Prior to today's Phonological Awareness session, hide Backpack Bear from the children's view.

You will need a glass of water to introduce the water cycle in Session 2. For today's Activity, gather several classroom books related to landforms.

Day Two

You will conduct water cycle experiments today. These experiments require:

- Evaporation—two clear plastic cups of the same size, one filled with hot water
- Condensation—an empty cup, ice cubes, and a newspaper

Day Three

Generate a "Word Search" worksheet for each child for today's Activity, using high frequency words from Weeks 1 through 9. (Select "Across Only.") The children will also each need a copy of *At the Library* (Take-Home Book 9).



Day Four

For Session 2, generate a "Word Graph" worksheet titled *At the Library* using the words *and*, *come*, *said*, *the*, *to*, *with*, *has*, and *want* for each child. Each child will also need a "Picture-Sound" worksheet for *Hh* and *Ww* for today's Activity.

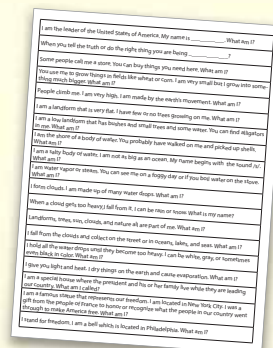
For Session 3 you will need the illustrations from Session 1, a globe or world map, a towel and non-menthol shaving cream.

Day Five

For today's Magic Writing Moment prepare a sheet of chart paper by creating column headings *Hh* and *Ww*.

Prepare a copy of the "Vocabulary Riddles" blackline (found in your supplements package or downloaded from teach.Starfall.com). Cut the riddles apart and place them in a basket or container for Session 2.

Generate a "Color by Word" worksheet for Week 10 for each child.



Day 1

I love my country,
the United States
of America. It is so
beautiful.

Your pal,

Backpack Bear 

Day 2

I always wondered how
the water got up in the
clouds! I loved learning
about the water cycle.


Your friend,

Backpack Bear 

Day 3

You are such great
writers! I'm so glad I
am part of this class!

Love,

Backpack Bear 

Day 4

I took a walk outside
last night. I love nature.
What do you like best
about the outdoors?

Love,

Backpack Bear 

Day 5


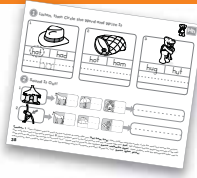
We have an amazing
earth! Learning about
nature was so much
fun!

Your pal,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment	Punctuation Anchor Chart	Count words in sentences
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	L&W, p. 37 Position Words Hh /h/  Comprehension Skills: Cause/Effect Identify Genre (poetry) Opposites	L&W p. 38 Blend sounds Beginning, Ending sounds  Comprehension Skills: Cause/Effect Comprehension Strategy: Predict/Verify
Computer	"Calendar" "Colors"	ABCs: Hh, Nn, Ww, Ii BpB's Books: Concepts, "Weather"
Activity	Draw and Label Landforms	Use magnetic letters or play dough to form high frequency words
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>America the Beautiful,</i> <i>Precipitation, I Am your Flag</i> "Open Them, Shut Them" "Hh Horse Rhyme" "Letter March Song Hh" Vocabulary: grain, mountain, plain, everglades, beach, sea, evaporation, condensation, precipitation Water Cycle	<i>Precipitation</i> Sharing in complete sentences Review: evaporation, condensation, precipitation Water Cycle experiments
Writing		Write about a water cycle experiment performed in class
Social Studies	Recognize national symbols and types of landforms	
Science	Know water changes state and open water evaporates	Know water changes state and open water evaporates. Sort objects by one attribute

DAY Three

Find "Inside Words"

L&W, pp. 39, 40

Ww /w/

HF Words:

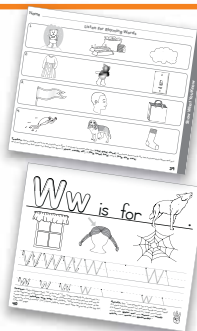
as, has, want

Rhyming

At the Library

Comprehension Skill:

Story Details (characters), Inference



DAY Four

Find What's Wrong
(Capital Letters/Punctuation)

L&W, p. 41

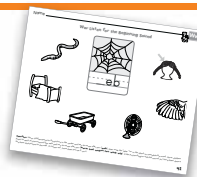
Beginning sounds

HF Words: a, and, come, go, I, in, it, me, said, see, the, to, we, with, has, want

Comprehension Strategy:

Visualize

At the Library



DAY Five

Review Hh, Ww

Beginning, Ending sounds

Comprehension Skills:

Story Details (setting)

Starfall Free Day

Copy water cycle diagram and draw one phase of water cycle

Sequence *At the Library*

"Color by Word" worksheet for Week 10

Teacher's Choice

Teacher's Choice

America the Beautiful
Precipitation

"Looby Loo"
"What's the Weather?"
"America the Beautiful"

Vocabulary Riddles

Write a shared story about the cyclical journey of a water drop

Know characteristics of landforms

Communicate observations orally and pictorially

Reading: Literature

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

RL.K.10 Engage in group reading activities

Language

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

Social Studies

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

Reading: Informational Text

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

Reading: Literature

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

Social Studies

SS.HK.2e Recognize importance of American symbols

Science

SS.ES.5d Know characteristics of landforms

Magic Writing Moment**Materials**

- ☐ Individual whiteboards, markers
- ☐ Punctuation Anchor Chart

Punctuation: "What's Missing?"

Distribute individual whiteboards and markers. Indicate the Punctuation Anchor Chart and volunteers take turns to identify each punctuation mark (period, exclamation point, question mark, comma, quotation mark).

Say: **Watch as I write a sentence and notice what is missing.**

Write a sentence on the whiteboard and do not include punctuation.

Continue: **Write the missing punctuation mark on your whiteboard then hold it up.** The children do this. A volunteer identifies the missing punctuation and adds it to the sentence on the whiteboard. Repeat with additional sentences as time allows.

Phonological Awareness Warm-Up**Materials**

- ☐ Backpack Bear (hidden from children's view)

Position Words/Opposites

Ask: **Has anyone seen Backpack Bear? He must be hiding. Let's see if we can find him.**

The children search until they find Backpack Bear.

Gather the children together and say: **Backpack Bear likes to hide. Let's learn Backpack Bear's favorite hiding places. Let's think of words that describe where he is hiding.**

Place Backpack Bear in a variety of locations and assist the children to describe where he is hiding in relation to classroom objects. For example, Backpack Bear hides *under* a desk, *on* a bookshelf, *in* a drawer, *behind* the teacher, *next* to a computer, etc.

Engage the children in discussion to recall words that described where Backpack Bear was hiding.

Challenge the children to think of other positional words and allow them to "hide" Backpack Bear accordingly. The class describes his hiding locations.

1

Introduce *America the Beautiful*

Indicate the cover of *America the Beautiful*, and read the title.

Ask: **What symbol represents, or reminds us, of the United States of America? Yes, it's our flag.** Discuss the children's observations of the people on the cover. (They have different facial features, skin colors, and ways of dressing.)

Materials

- ☐ Vocabulary Cards: *grain, mountain, plain, everglades, beach, sea*
- ☐ Sing-Along Volume 1 Track 3, "America the Beautiful"
- ☐ *America the Beautiful*

Explain that many people from other countries have come to live in the United States.

Say: **The words in this book are a poem written by Katherine Lee Bates. People loved her poem so much that it was set to music and it became a national song called *America the Beautiful*.**

Read the book. Say: **Let's talk about the symbols in this book that remind us of our country.** Open to pages 12–13, and discuss the following:

- **White House** — where the president of the United States lives
- **Liberty Bell** — stands for freedom and is located in Philadelphia. It is not used now, but people used to ring the Liberty Bell to announce important events in early American history, including when a president was elected or died.
- **Independence Hall, Capitol Building, Mount Rushmore, Marine Corps Iwo Jima Memorial** — important symbols of our country that the children will learn more about as they grow older
- **Statue of Liberty** (page 19) — famous statue that represents freedom. It is located in New York Harbor. The statue was a gift from the people of France to recognize what the people in our country went through to make America free.

Say: **Our country has many different landforms. Landforms are the shapes of land, such as hills, fields, mountains, and beaches. Let's look through the book for landforms.**

Introduce these vocabulary words as landforms are identified.

mountain	land that is much higher than a hill (p. 2-3, 8-9)
grain	seeds that grow into plants (p. 6-7)
plain	flat land often used by farmers (p. 11)
everglades	swamp land that has bushes, trees, and water (p. 16)
beach	a sandy or gravelly part of the shore (p. 22)
sea	large body of salty water that is part of an ocean (p. 22-23)



Formative Assessment

Divide the children into two groups. Assign “landforms” to Group One and “symbols” to Group Two. Identify an illustration in the book. If it is a landform, Group One stands. If it is a symbol, Group Two stands.

Play *Sing-Along* Volume 1 Track 3, “America the Beautiful.” Display the related pages of the book as children sing the song.

**Literary
Response & Analysis**

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

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

Introduce the Water Cycle

Indicate a glass of water. Ask: **Can you guess how old this water is? The water in the glass, and all water, is as old as the earth. There is no new water. It is the same water moving all over the planet. The water in this glass might have been in the ocean last week. It could have fallen as rain 200 years ago. It might have even fallen over a waterfall!**

Ask: **What causes water to get around to all of these places?**

- **When water heats up, it becomes water vapor (steam) and moves up into the air. You can see this happen when water boils in a pot on the stove. The steam that rises is water vapor. What causes the water to move up into the air?** (heating)
- **When the water vapor cools down, it collects into water droplets. You see this when you look at a cloud or fog. What causes the water to collect together?** (cooling)
- **When many water droplets collect together in a cloud, the cloud becomes heavy and the water droplets fall to the ground as rain or snow, where it collects in lakes, oceans, and puddles. What causes the water to fall to the ground?** (The cloud becomes too heavy.)

Refer to the Water Cycle Poster as you explain:

**When water heats up, we call it *evaporation*.
When water cools down, we call it *condensation*.
When water falls from the sky, we call it *precipitation*.
These three events make up the *Water Cycle*.**

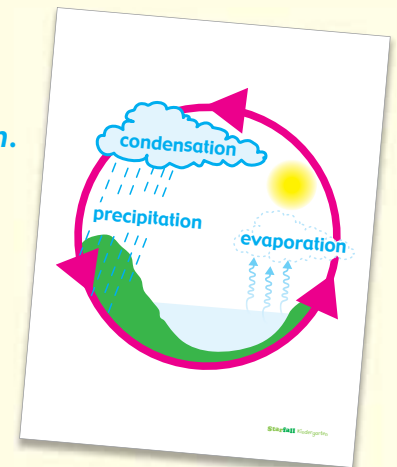
Repeat and omit the vocabulary word at the end of each statement for the children to supply.

Indicate *Precipitation*. Say: **The author of this book is Stephen Allen. This book will help us learn about *precipitation*.**

Read the book including the enrichment on page 23.
Pause for children to discuss each page and ask questions.

Materials

- ☐ Vocabulary Cards: *evaporation*, *condensation*, *precipitation*
- ☐ *Precipitation* by Stephen Allen
- ☐ Water Cycle Poster
- ☐ Glass of water



Formative Assessment

Divide the children into three groups and distribute one Vocabulary Card *evaporation*, *condensation*, and *precipitation* to each group. All three groups sit on the floor.

The groups identify themselves by their Vocabulary Cards. Say: **Listen to the riddle. If your group is the answer to the riddle, stand. Ready?**

**The clouds are dark and the wind is blowing. It's raining all over town.
Which vocabulary word is it?** (*precipitation*)

Spaghetti is boiling in a pot on the stove and steam is rising from the pot.
Which vocabulary word is it? (*evaporation*)

I'm thirsty and get a glass of cold water. The glass has been sitting out for a
little while. When I grab it, the glass feels wet. Which vocabulary word is it?
(*condensation*)

Computer

- "Calendar"
- "Colors"
- *Selected Nursery Rhymes*: Track 33, "Rain, Rain Go Away"

Practice

Activity

The children use ideas from books to illustrate and label a variety of landforms.

Materials

- ☐ Classroom books related to landforms
- ☐ *America the Beautiful*
- ☐ Large drawing paper
- ☐ Pencils, crayons

Reading: Foundational Skills

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

Social Studies

SS.CT.3c Understand that calendars represent days and months

Writing

W.8c Draw and label

Science

SS.ES.5d Know characteristics of landforms

3

Introduce Hh /h/

Step One Introduce /h/ in the initial position

Read "Hh Horse" on page 19 of the *ABC Rhyme Book*.
Ask: **Which words in this poem rhyme? Yes, hay and day rhyme.** Volunteers identify other words that rhyme with *hay* and *day* (*say, play, way, stay, tray*, etc.).



Indicate the *horse* Picture Card. Say: **This is a picture of a horse. Say, horse. The word horse begins with /h/. Watch my mouth, /h/. Now you say /h/. The words *Hector, horse, hungry, hay, and hurried* begin with the same sound, /h/.**

(The children repeat, /h/.) **I will read the rhyme again. Listen for /h/ in the rhyme.** Read the rhyme again then repeat it in unison.

Materials

- ☐ *Listening & Writing Books*, p. 37
- ☐ Letter Cards: *H* and *h*
- ☐ Wall Card: *Horse /h/*
- ☐ Picture Card: *horse*
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Hector Horse

*Hector Horse was hungry
But hadn't any hay.
He hurried to the meadow
And nibbled grass all day.*

Reading: Foundational Skills

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

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

Language

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

Step Two Discriminate /h/ in the initial position

The children stand. Say: **If you hear /h/ at the beginning of a word I say, hop up and down. If not, stand very still. Ready?**

fingers

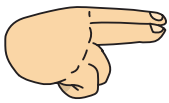
hot

jump

hat

dig

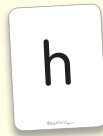
hide



Display the Wall Card at the end of the lesson.

Step Three Connect /h/ to the spelling Hh

Teach the children the ASL sign for Hh. They sing "The Letter March" with the ASL sign for h and sound /h/.

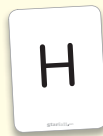


Indicate the h Letter Card. Say: **This is the lowercase letter h. The letter h stands for /h/. Each time I touch the letter h say, /h/.** Touch h several times.

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

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

hug	pop	puzzle	horn	house
-----	-----	--------	------	-------



Indicate the H Letter Card. Say: **This is the uppercase letter H. The uppercase letter H and the lowercase letter h stand for /h/.** A volunteer locates Hh on the Alphabet Chart. Ask: **Are the letters H and h near the beginning, middle, or end of the alphabet?** (beginning)

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

Step Four Listening & Writing, page 37



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 37.

Complete the page together as you have similar pages.



Children often confuse lowercase n and h. Provide frequent opportunities for them to discriminate between these letters.

**Observe
& Modify**



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

ELL

Magic Writing Moment

Materials

- ☐ Whiteboards, markers
- ☐ Spacing Anchor Chart

Counting Words in Sentences

Indicate and review the Spacing Anchor Chart. Ask:

Why is it important to leave spaces between words?

On the whiteboard write: *I am on the log.* Ask the following questions and volunteers indicate the answers on the whiteboard.

- **Where do we start reading?**
- **Which way do we go next?**
- **Point to the first word in the sentence.**
- **Point to the last word in the sentence.**

Say: **Let's read the sentence together. How many words are in the sentence? Let's check by clapping for each word.**

Write and read: *I can see the fox.* Distribute individual whiteboards and markers.

Say: **Write the number that tells how many words are in the sentence.**
(The children do this.) **Let's clap and count to check your answers.**

Continue: **Let's try one more.** Repeat for *I can see the fox run on the log.*

Reading:
Foundational Skills

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

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

Phonics Warm-Up

Materials

- ☐ Listening & Writing Books, p. 38
- ☐ Pencils, crayons

Blending

Distribute *Listening & Writing Books*, and the children turn to page 38.

Complete the page together as directed at the bottom.


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

Vocabulary Development

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

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

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

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



Water Cycle Experiments

Review *Precipitation*, page 23 and display Vocabulary Card *evaporation* in the pocket chart.

Say: **Let's try an evaporation experiment. Evaporation happens when the sun heats water from oceans, lakes and puddles. This heating causes the water to rise into the air in the form of steam. We call the steam water vapor.**

- Pass the empty cup so children can feel the dryness inside.
- Indicate the cup of hot water.

Say: **This cup has hot water in it. If we continued to heat the water in this cup, eventually all of the water would turn into water vapor and rise into the air, leaving the cup empty. This process is called evaporation. If I place this dry cup on top of the cup holding hot water, I can catch some of the water vapor.**

- Place the empty cup upside down on top of the cup filled with hot water and hold it there.
- The children observe the water vapor rising up to the top cup.
- Pass around the top cup and the children feel the steam inside it.

Explain: **As the water vapor rises into the air, it begins to cool and collect together into water droplets to form clouds. This is called condensation. Let's try a condensation experiment.** Display the Vocabulary Card *condensation* in the pocket chart.

- Pass the empty cup so children can feel it is dry on the outside.
- Place ice cubes in the empty cup, and set it on the newspaper.
- Observe the water droplets as they form on the outside of the cup, as well as the puddle that forms under the cup.
- Pass the cup so children can feel the condensation.

Say: **The ice cubes in this cup create cold air like the cold air high up in the sky. When the warm air in our room mixes with the cold air in the cup, beads of water form on the outside of the cup. This is called condensation. Did the water leak through the cup? No, the water we see on the cup is the water from the warm air in our room. It has collected on the outside of the cold cup!**

Ask: **Who noticed that the water dripped down the cup and formed a puddle? When condensation in a cloud becomes too heavy, the water falls back to earth as precipitation in the form of snow, hail, or rain.**

Materials

- | | |
|--------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> | <i>Precipitation</i> by Stephen Allen |
| <input type="checkbox"/> | Vocabulary Cards: <i>evaporation</i> , <i>condensation</i> , <i>precipitation</i> |
| <input type="checkbox"/> | Two clear plastic cups of the same size, one filled with hot water |
| <input type="checkbox"/> | An empty cup, ice cubes, and a newspaper |
| <input type="checkbox"/> | Pocket chart |



Formative Assessment

Indicate the *precipitation* Vocabulary Card.

Ask: **Who remembers the experiment with the cotton balls?** Review the experiment, reminding the children that when their cotton balls were very wet, they dripped.

Say: **When so much water collects that the cloud can't hold it anymore, it rains. If the air outside is very, very cold, the water droplets freeze on the way down and they become hailstones, sleet, or snow. We call rain, hail, sleet and snow precipitation.**

Explain that some water soaks into the ground for plants and some collects in oceans, lakes and puddles where animals like us can drink it. Water is always moving around as it changes through *evaporation*, *condensation*, and *precipitation*. We call this movement the *water cycle*.

2

Write About Experiments



Formative Assessment

Display the Vocabulary Cards and review the meanings of the *evaporation*, *condensation*, and *precipitation*. Use the cards to assist the children as they write about and illustrate one of the experiments conducted during Session 1. They will share them in Session 3.

Materials

- ☐ Vocabulary Cards: *evaporation*, *condensation*, *precipitation*
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons

Computer

- *Backpack Bear's Books: Concepts, "Weather"*
- *ABCs: H, N, W, I*

Practice

Activity

The children create high frequency words using magnetic letters or play dough.

Materials

- ☐ Magnetic letters or play dough
- ☐ High Frequency Word Cards:
come, said, to, with, like, the, you, we, am

Writing

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

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

W.8b Produce, illustrate and share writing

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

Reading: Foundational Skills

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

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

Language

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

Science

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

Materials

- ☐ Starfall Writing Journals
- ☐ Author's Chair

Writing

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

Speaking & Listening

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

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

SL.K.1.B Continue a conversation through multiple exchanges

Writing

W.8b Produce, illustrate and share writing

Author's Chair

The children take turns to share their water cycle experiment writings. After the first child shares, model how to compliment his or her writing, illustration, or presentation.

After each child shares, three volunteers may either ask the child a question or pay a compliment.

**No Formative Assessment**

Magic Writing Moment

Materials

- ☐
- Whiteboard, markers

Finding "Inside Words"

Say: **Let's see if we can find "inside words."**

Write *can* on the whiteboard. Say: **This word is *can*. I see a word hidden inside the word *can*. Can you find it? Right, it is *an*. Let's try another one.** Write *little*. Ask: **Who can find the hidden inside word?** (it).

Say: **That was easy! Let's make this harder. I will write some letters without spaces between them. Try to find the words. Ready?** Write *mspdlikeopsze*. A volunteer circles the word "like."

Say: **Now let's make this super hard!** Write the following sequences of letters and volunteers circle the "inside" words.

j h p l k e n s e e
(see)

c a q s p o c a n b n e
(can)

y o u c m a v d f n c w
(you)

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Materials

- ☐
- Listening & Writing Books, p. 39
-
- ☐
- Pencils, crayons

Listen for Rhyming Words

Distribute *Listening & Writing Books*, and the children turn to page 39.

Complete the page together as directed at the bottom.

Reading:
Foundational Skills

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



1

Introduce Ww /w/

Step One Introduce /w/ in the initial position

Read "Ww Wolf" on page 49 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*free, me*) Volunteers identify other words that rhyme with *free* and *me* (*she, he, tree, three, etc.*).



Indicate the *wolf* Picture Card. Say: **This is a picture of a wolf. Say, wolf. The word wolf begins with /w/. Watch my mouth, /w/. Now you say /w/. I will read the rhyme again. Listen for words that begin with /w/.** Read the rhyme again. Ask: **Which words begin with /w/?** (*wild, wolf, will*)

Materials

- ☐
- Listening & Writing Books, p. 40
-
- ☐
- Letter Cards: W and w
-
- ☐
- Wall Card: Wolf /w/
-
- ☐
- Picture Card: wolf
-
- ☐
- ABC Rhyme Book
-
- ☐
- Pencils, crayons

Wolf

Wild wolf, wild wolf
Noble and free
You are so majestic
Will you howl for me?

Reading:
Foundational Skills

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

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

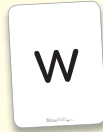
Step Two Discriminate /w/ in the initial position

The children stand. Say: **If you hear /w/ at the beginning of a word I say, give a “thumbs up.” If not, do nothing. Ready?**

we	ice	water	wish	queen	wait
----	-----	-------	------	-------	------

Step Three Connect /w/ to the spelling Ww

Teach the children the ASL sign for Ww. They sing “The Letter March” with the ASL sign for w and sound /w/.



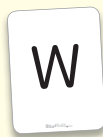
Indicate the w Letter Card. Say: **This is the lowercase letter w. The letter w stands for /w/. Each time I touch the letter w say, /w/.** Touch w several times.

Demonstrate the letter’s formation as you write w on the whiteboard. The children sky write w several times.

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

women	zebra	wig	violin	winter
-------	-------	-----	--------	--------

Say: **Here’s a way to help you remember /w/. Say, “wobble-u-dobble-u!”** The children repeat.

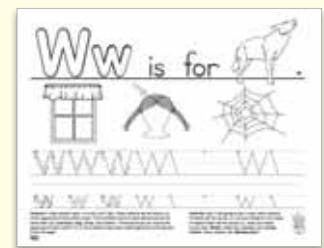


Indicate the W Letter Card. Say: **This is the uppercase letter W. The uppercase letter W and the lowercase letter w stand for /w/.** A volunteer locates Ww on the Alphabet Chart. Ask: **Are the letters W and w near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter’s formation as you write W on the whiteboard. The children sky write W several times.

Step Four Listening & Writing, page 40**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 40. Complete the page together as you have similar pages.



Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
a	b	c	d		f	g	h	i			l	m	n	o	p		r	s	t	u		w			

The sound /w/ does not exist in French or German. Be sure to emphasize this sound for children who speak these languages.

ELL

Display the Wall Card at the end of the lesson.

Introduce High Frequency Words: *as, has, want*

Indicate the High Frequency Word Card *want*. Say: **This high frequency word is *want*. Say, *want*. What sound do you hear at the beginning of *want*? (/w/) Let's name the other letters in *want*. Write *want* on your whiteboards.**

Say: **Listen to these sentences. If you hear the word *want*, raise your whiteboards.**

- I *want* to play in the rain.
- Do you *want* to swim or ride bikes?
- I like to climb mountains.

The children erase *want* from their whiteboards. Say: **Here are two more high frequency words.**

- Indicate and say the word *as*. Explain that the *s* in the word *as* stands for the sound /z/.
- The children say /z/ and then blend /a/ /z/ and say *as*.
- They write *as* on their whiteboards.

Say: **Close your eyes. I will add a letter to *as* to form a new word. When you open your eyes, raise your hand if you know the new word.** Indicate the Word Card, *has*. A volunteer identifies the new word.

Ask: **What should you add to the beginning of *as* to form the word, *has*? (h)**
The children add *h* to *as* on their whiteboards.

Say: **Let's change *has* back to *as*.** (The children erase *h*.) Remind them that both *as* and *has* have the sound /z/ at the end represented by the letter *s*.

Materials

- ☐ Individual whiteboards, markers
- ☐ High Frequency Word Cards
(two of each): *as, has, want*
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading: Foundational Skills

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

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

Star Word

Display the new vocabulary on your Star Word Wall.

Formative Assessment

Distribute *Starfall Dictionaries*. Model writing the new high frequency words in your dictionary. The children trace *as, has, and want* in theirs.

Partner the children. The partners create sentences using *has*, and share their sentences with the class. Repeat for *as* and *want*. To review, play "Concentration" using pairs of Word Cards in a pocket chart.

Computer

- *Backpack Bear's Books*: Any previously introduced books
- *ABC Rhymes*: Hh, Ww

Activity

The children write their names on the word search, then find and circle the high frequency words. If there is additional time, they write high frequency words on the back.

Practice

Materials

- ☐ Generated Week 10 "Word Search" worksheet for each child
- ☐ Pencils

Reading: Foundational Skills

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

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

Reading: Foundational Skills

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

**Reading:
Foundational Skills**

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

Fluency

FL.6b Use appropriate intonation and expression during oral reading

Media Literacy

ML.10 Use technology resources to support learning

Social Studies

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

**Introduce *At the Library***

Gather the children together and explain that you are going on a field trip. Say: **Guess where we are going.** (Volunteers guess.)

Say: **Backpack Bear has a riddle that will help you.**

library

I am thinking of a place you can go to find books about landforms. This place is in your town/city. You even have one in your school. It's a place where you can research information to learn about anything you want to know. You might go there to learn more about mountains and oceans. What place is it?

Materials

- ☐ Classroom computer
navigated to *Backpack Bear's Books*: Row 9, "At the Library"
- ☐ *At the Library* Take-Home Book
9 for each child
- ☐ Backpack Bear

Take the children to your school library or media center. Say: **We just took a trip to our library/media center.** Briefly discuss what they see and the purpose of the library/media center. Explain that a media center is another term for library.

Return to the classroom.

Introduce the story by navigating to *Starfall.com*, *Backpack Bear's Books*: Row 9 Book, "At the Library." Allow children to interact with and discuss the story.

Distribute *At the Library* to each child. The children discuss who the woman on the cover might be. Discuss the responsibilities of a librarian.

Before reading ask: **Why do you think Backpack Bear and his friend went to the library? Try to discover the answer to that question as we read the book.** (Answer: They went to find a book with mountains and rivers in it.)

Read the story and the children follow along in their books. Remind them that we call mountains, rivers, and oceans, landforms. Briefly discuss why Backpack Bear and his friend may have wanted a book about mountains and rivers.

The children read *At the Library* chorally. Say: **There are two characters in this story that talk to each other. When two people have a conversation, it is called a dialogue. Say, dialogue.**

- Divide the children into two groups. Group One reads the boy's dialogue and Group Two reads Backpack Bear's dialogue. Narrate as the children read only the dialogue. All of the children read the line, "We want to see a book with a mountain and a river in it."
- The children partner read *At the Library*. Suggest that each child take a character's part while reading.

**Formative Assessment**

Discuss the reasons people go to the library. The children share their library experiences.

Magic Writing Moment

Materials

☐ None

"What's Wrong?"

Say: **Let's play "What's Wrong?" Today we will switch. I will do kid writing and YOU do adult writing. Your job is to find what is wrong with my sentence.**

Write a sentence on the whiteboard that demonstrates:

- no spaces between words
- no capital letters at the beginning
- capital letters in the middle of words

Volunteers take turns to correct the sentence. Continue with additional sentences as time allows.

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 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Phonological Awareness Warm-Up

Materials

- ☐ Listening & Writing Books, p. 41
- ☐ Sing-Along Volume 1 Track 39, "Wee Willie Winkie"
- ☐ Pencils, crayons

Beginning Sounds

Play *Sing-Along Volume 1* Track 39, "Wee Willie Winkie." Ask: **What sound do you hear at the beginning of Wee, Willie, and Winkie?** (/w/) **Let's listen for other words that begin with the same sound as Wee, Willie, and Winkie.**

Repeat the rhyme and children identify *windows* as another word that begins with /w/.

Distribute *Listening & Writing Books*, and the children turn to page 41. Complete the page together as directed at the bottom.

Wee Willie Winkie

Wee Willie Winkie runs through the town
Upstairs, downstairs, in his night gown
Rapping at the windows
Crying through the lock
Are the children all in bed?
I'll have you know it's eight o'clock!



Writing

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

Science

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

SC.IE.1a Communicate observations

Vocabulary Development

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

1

Introduce the Environment

Indicate *America the Beautiful*. Ask: **Who remembers the landforms we saw in this book?** Volunteers list and discuss those they remember. Continue: **Landforms are part of our environment. What is environment?** (Volunteers respond.) **Environment means the world around us.**

Say: **Backpack Bear loves to go outside to observe nature. Nature means what is outside in our environment, such as clouds, trees, the sun, and animals. What other things could we observe in our environment, or in nature?** Discuss.

Materials

- ☐ Vocabulary Cards: *environment*, *nature*
- ☐ Drawing paper for each child
- ☐ *America the Beautiful*
- ☐ Pencils, crayons

Say: **Let's go outside and observe our environment.** Demonstrate as you say: **Remember to look up, down, left, right, and all around to observe as many things as possible in the outside environment. We will take paper with us so after you observe, you can illustrate what you saw.**



Formative Assessment

The children may illustrate while they are outside, or they may observe first and illustrate indoors. They will share their illustrations in Session 3.

2

At the Library

Reading: Foundational Skills

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

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

Explain: **At the Library uses many high frequency words. I wonder which high frequency words are used most often. How can we find out?** Discuss.

Distribute *At the Library* and a word graph to each child:

Say: **One way to tell how many times a word was used is to create a graph. Look at the graph. What do you notice next to each word? (boxes) Each time we find the word in the story, we will color a box. Let's try one together.**

Say: **Look through your book and count how many times you see the word (first word on your graph).** The children should include the title and the My High Frequency Word list at the end. **How many times did you find ____? Put your finger on the word ____ on your graph. Color ____ boxes. That tells us that we found the word ____ times.**

Continue this process for each word until all of the words are graphed.

Materials

- ☐ *At the Library* Take-Home Book 9
- ☐ Generated "Word Graph" worksheet for each child
- ☐ Pencils, crayons



Formative Assessment

Analyze the graph, discussing the number of times each word is used. Compare numbers to determine which words were used the most, least, or same number of times.

Reading: Literature

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

Reading: Foundational Skills

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

Language

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

Science

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

Computer

- *Backpack Bear's Books*: Row 9
- *Talking Library*: Nonfiction, "America the Beautiful"

Practice

Activity

The children trace the letters, cut apart the pictures at the bottom of the page, and paste them under the appropriate letters. They may color the pictures.

Materials

- ☐ "Picture-Sound" worksheet
- "Hh," "Ww" for each child
- ☐ Pencil, crayons
- ☐ Scissors
- ☐ Glue sticks

3

Land and Water

Attach the chart paper to the whiteboard, and gather the children in front of it.

- The children share outside observation illustrations.
- As items in nature are identified, list them on chart paper.
- Number the responses as they are given. If responses are repeated, use tally marks.

Read the completed list. Encourage the children to add landforms or objects found in nature that weren't observed.

Indicate a globe or world map. Say: **When we look at a globe or a map, we can tell which parts of the earth are land and which parts are water by the colors. Blue represents water and other colors, mainly brown, green and yellow, represent the land.** Indicate several places on the globe or map and the children determine whether they are land or water.

Explain: **The earth is constantly changing. Most of the time, we don't notice the changes because they happen very slowly. It can take millions of years for changes to occur. There are seven big areas of land in the world called continents.**

Indicate Africa, Antarctica, Asia, Australia, Europe, North America, and South America on the globe or world map. Say: **At one time, many of the continents were joined together. The earth's surface has moved and shifted and when that happened, the land separated and water filled in between the land.**

Indicate Australia. Ask: **What do you notice about the continent of Australia?** (It is surrounded by water.) **When land is surrounded by water, we call it an island.** The children repeat, *island*.

Say: **One landform we saw in America the Beautiful was a mountain.**

To demonstrate how one kind of mountain is formed as a result of the earth shifting and moving, do the following.

- Spread a towel on a table or the floor.
- Place your hands flat on the two outer edges of the towel.
- Slowly move your hands together to demonstrate how the towel folds and lifts in places.

Explain: **There are different kinds of mountains, but all mountains are formed by movement of the earth's surface.**

Materials

- ☐ Non-menthol shaving cream
- ☐ Illustrations from Session 1
- ☐ Globe or world map
- ☐ Chart paper
- ☐ Towel

Writing

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

Social Studies

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

Science

SS.ES.5d Know characteristics of landforms

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

As children work with the shaving cream, it may begin to dissolve. Provide wet wipes to clean hands when the activity is complete.

Save the chart paper list. It will be used again on Day 5.

Formative Assessment

Say: **Let's create landforms and objects in nature using shaving cream.** Distribute shaving cream to each child to do this.

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Magic Writing Moment**Materials**

- ☐ Prepared chart paper, marker

Review Hh and Ww

Review the sounds /h/ and /w/. Say: **Think of words that begin or end with /h/ and /w/ and I will write them on the chart paper.**

The children dictate words that begin or end with /h/ or /w/. Write the words on the chart paper then review the list with the children.

Phonological Awareness Warm-Up**Materials**

- ☐ Sing-Along Volume 1 Track 19, "Looby Loo"
☐ Backpack Bear

Identify Initial and Final Sounds

The children stand in a circle. Play and sing Sing-Along Volume 1 Track 19, "Looby Loo" and perform the described actions.

The children sit in a circle. Say: **Let's play a sound game. I will say a word. Then I'll say "beginning" or "ending" and you say the name of the letter that stands for the beginning or ending sound. Let's practice, mountain—beginning (m) ocean—ending (n).**

- A volunteer holds Backpack Bear.
- Play "Looby Loo" and children pass Backpack Bear around the circle in time with the music.
- Pause the recording and say a word from the list below and either "beginning" or "ending."
- The child holding Backpack Bear identifies the letter accordingly.

Beginning:

river	sea	plain	water	lake	field
precipitation	condensation	rain	sun	nature	beach

Ending:

grain	land	swamp	environment	water	mountain
-------	------	-------	-------------	-------	----------

1

Shared Oral Story

Read *Precipitation* indicating the different forms of water in the photographs, such as rain, steam, hail, and snow, and the environments in which water appears, city streets, field, backyard, mountain, and sky.

The children recall what happens to water in the water cycle.

Say: **Let's write a pretend story about the journey of a water droplet. We will work together to write it. First, let's decide if the water droplet is a boy or a girl, then we will name it. When we finish, we'll choose a title.**

Play *Star Writer Melodies* softly as you read the following story starter. Turn the music off when discussing ideas to complete the story.

Title (to be determined)

Once there was a water droplet named (Name). She and many other water droplets were part of a puddle in front of (your school's name). One bright, hot, sunny day (Name) felt something unusual happening. She was moving up and into the sky as steam. It was a strange feeling!

As (Name) rose higher and higher, the air around her became colder and colder. Suddenly, she and all of the other water droplets around her began to join together. (Name) had become part of a very large, white fluffy cloud! The wind carried the cloud with (Name) inside it farther and farther away from the school. She looked down and could see large oceans and beautiful plains filled with grain. She didn't recognize where she was.

It was very, very cold when (Name) felt herself drop out of the cloud. She fell quickly at first, but slowed down and floated gently toward the ground. She had become beautiful, fluffy, and white. "This must be how it feels to be a snowflake!" she thought. Just then (Name) landed on top of a mountain with many other snowflakes. She stayed there and rested for a long time.

Weeks later, on a very sunny, warm day, she got that steamy feeling again. (Name) moved up into the sky and joined other water droplets in a cloud. The wind blew the cloud to (another state or country). The next thing she knew...

The children continue the story from this point. They should provide the water droplet with many adventures in which she sees different landforms, lands in different states and countries, and experiences life as hail or rain. Note ideas as they are given. The children decide on a title for their story. Read the finished story aloud.

Materials

- ☐ *Precipitation* by Stephen Allen
- ☐ *Star Writer Melodies*
- ☐ Paper, pencil

Reading: Informational Text

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

Language

L.K.1.F Produce and expand sentences

Literary Response & Analysis

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

Writing

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

Science

SC.PS.4a Understand water can be liquid or solid and change back again



Formative Assessment

The children dramatize the story, pretending to be the water droplets. They crouch low as the water droplet, pretend to rise up, move in the breeze or wind, become cold, look down, and float down, etc.

Technology

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

Writing

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

Science

SC.PS.4a Understand water can be liquid or solid and change back again

Reading:**Foundational Skills**

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

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

Listening & Speaking

LS.9c Relate an experience in sequence

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*.

Water Cycle

2

The children use the Water Cycle Poster as a model to reproduce part of the water cycle diagram by illustrating a cloud, rain, snow, or steam rising from a lake or puddle, on the lined portion of a writing journal page.

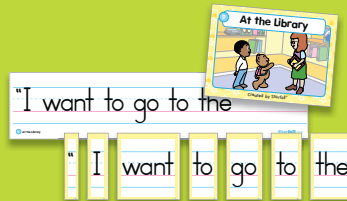
Materials

- ☐ Pencils, crayons
- ☐ Water Cycle Poster
- ☐ *Starfall Writing Journals*

Sequence “At the Library”

3

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

**Materials**

- ☐ Pocket chart
- ☐ *At the Library* Cover Card, Sentence Strips, Word Cards
- ☐ *At the Library* for each child

“Color by Word”

4

The children practice high frequency words by completing the “Color by Word” worksheet for Week 10.

Materials

- ☐ Pencils, crayons
- ☐ “Color by Word” worksheet for Week 10 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.

Vocabulary Challenge

Play *Sing-Along Volume 1 Track 3* and the children sing "America the Beautiful" as you display the pages of *America the Beautiful*.

Divide the children into five teams and designate a leader for each team. Say: **Let's play a vocabulary riddle game. Listen carefully to how this game is played. Your team leader will draw a riddle from this basket, and I will read it. Your team will discuss its answer, and the team leader will give a response. All teams should listen to the riddle and discuss the answer because if a team gives the wrong answer, your team may have a chance to give the right one.**

- Team 1 has the first chance to answer a riddle. If the team's answer is incorrect, the team leader chooses another team to answer.
- Team 2 gets the next riddle and the game continues.
- Once all of the teams have drawn and responded, designate a new team leader for each team.

Materials

- ☐ *Sing-Along Volume 1 Track 3*, "America the Beautiful"
- ☐ *America the Beautiful*
- ☐ Vocabulary "Riddles"
- ☐ Basket or container

If you have an extra child, he or she could act as the scorekeeper or as your assistant.

Observe & Modify

I am the leader of the United States of America. My name is (Current president's name). What am I?

president

When you tell the truth or do the right thing you are being ____.

honest

Some people call me a store. I am where you can buy things you need. What am I?

market

You use me to grow things in fields like wheat or corn. I am very small but I grow into something much bigger. What am I?

grain

I am very tall but some people climb me. I was created because of the earth's movement. What am I?

mountain

I am a landform that is very flat. I have few or no trees growing on me. What am I?

plain

I am a low landform that has bushes and small trees and some water. You can find alligators in me. What am I?

everglades

I am the shore of a body of water. You probably have walked on me and picked up shells. What am I?

beach

Speaking & Listening

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

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

SL.K.1.B Continue a conversation through multiple exchanges

Language

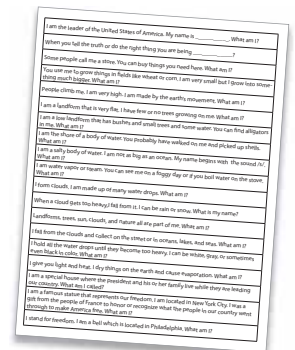
L.K.6 Use acquired words and phrases

Social Studies

SS.HK.2e Recognize importance of American symbols

Science

SS.ES.5d Know characteristics of landforms



I am a salty body of water. I am not as big as an ocean. My name begins with the sound /s/. What am I?	sea
I am water vapor or steam. You can see me on a foggy day or if you boil water on the stove. What am I?	evaporation
I form clouds. I am made up of many water drops. What am I?	condensation
When a cloud gets too heavy, I fall from it. I can be rain, hail or snow. What is my name?	precipitation
Landforms, trees, the sun, clouds, and nature all are part of me. What am I?	environment/ nature
I fall in liquid drops from the clouds and collect on the street or in oceans, lakes, and seas. What am I?	rain
I hold the water drops until they become too heavy. I can be white, gray, or sometimes even black in color. What am I?	cloud
I give you light and heat. I dry things on the earth and cause evaporation. What am I?	sun
I am a special house where the president and his or her family live while they are leading our country. What am I called?	White House
I am a famous statue that represents our freedom. I am located in New York Harbor. I was a gift from the people of France to honor, or recognize, what the people in our country went through to make America free. What am I?	Statue of Liberty
I stand for freedom. I am a bell that is located in Philadelphia. What am I?	Liberty Bell



No Formative Assessment

Week 11 Overview

Our Environment

The children will learn about caring for the environment through the Three Rs of conservation: reduce, reuse, and recycle. They will also meet environmentalists, both real and fictional, who did their part to make the world a better place. This week we will:

- discuss landforms and our environment.
- learn about Ee /e/ and Vv /v/.
- write about conservation.

Recommended Literature

Miss Rumphius —Barbara Cooney [1917 - 2000] Author and illustrator Barbara Cooney and her twin brother were born in a hotel room in Brooklyn, New York. When she was little, she intended to become an artist. She loved colors and taught herself how to draw and paint. When she grew up, she illustrated books written by other authors. Did you know she was the illustrator for *Ox-Cart Man*? (See Week 8.)

Barbara Cooney loved drawing and painting pictures for her own books. Just like the character Miss Rumphius, she really did travel all over the world. Quite naturally, she also lived in a house by the sea in Maine with a yard full of colorful flowers. Which flower do you think was her favorite? Lupines, of course! Besides art and gardening, her hobbies included cooking and photography. She said of all the books she ever wrote and illustrated, *Miss Rumphius* was the one “closest to her heart.” She even changed her hairstyle to look just like Miss Rumphius.

Starfall Books & Other Media

ABC Rhyme Book
The Bottle in the River
Star Writer Melodies
Sing-Along Volume 1
John Muir Historical Figures Poster
Listening & Writing Books
Starfall Dictionaries
Starfall Writing Journals



Preparation

Before the children enter, litter the classroom with “clean” trash such as paper, paper towel rolls, rinsed milk cartons, empty liter bottles, rinsed soda cans, clear fast food containers and cups, etc.

Be prepared for the children’s reactions as they enter the classroom.

Generate Vocabulary Cards for Week 11. You will use *conservatory*, *sowing*, *desert*, *satisfaction*, and *moist* on Day 1, *integrity* and *conserve* on Day 2 and *reduce*, *reuse*, and *recycle* on Day 3.

Day One

In place of today’s Magic Writing Moment the children will sort the “clean trash” into three containers you have labeled paper, plastic and aluminum cans.

For today’s Session 1 you will need Story Element Cards: *What is the setting for this story?* *Why is it important?* *Who are the main characters?* *What happened at the end?* *What is the main idea of this story?* and *Make a text-to-world connection.*

Day Two

Prepare a sheet of chart paper using four different colored markers to create columns with the headings *Paper*, *Plastic*, *Cans*, and *Compost*. You will also need a paper bag, a plastic wrapper, a soda can, and several leaves.

For Session 2 you will use 5 index cards and a resealable plastic bag for each child. Write each child’s name on a bag with a marker.

Remind the children to bring 3 to 5 items from their recycling bins at home to school on Day 3.

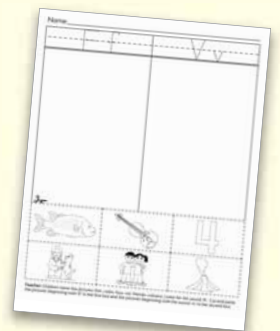
Generate a “Picture Sound” worksheet using Ff /f/ and Vv /v/ for each child.

Day Three

For today’s Magic Writing Moment you will use the recycling chart from Day 2. For Session 2 you will need several containers (such as shoe boxes) filled with a variety of items from the classroom and recycling bin. Add the items the children bring from home to the boxes. Have materials like tape, glue, scissors, markers, small staplers, pipe cleaners, and rubber bands available for the children to use as they create art using the recycled items. Also provide pictures or classroom books that show art created with recycled materials.

Prepare a small sign that says “Backpack Bear’s Art Gallery.”

For Session 3 prepare *The Bottle in the River* for each child.



Day Four

For today's Magic Writing Moment prepare a sheet of chart paper by writing: *We the children of the kindergarten class promise to help our environment by...*

Day Five


Prepare a sheet of chart paper with the letter Vv at the top.

For today's Learning Centers, generate a "Color by Word" worksheet for Week 11 and a "Word Search" for each child with this week's high frequency words: *has, had, have, help, and helps.*

Day 1

Learning about nature
and the environment
was fun! I hope we
learn more about it!


Your friend,

Backpack Bear 

Day 2

I loved meeting Miss
Rumphius. She went to
many faraway places.
Maybe one day I can
go to some faraway
places, too!

Love,

Backpack Bear 

Day 3

It was great learning
about John Muir!
He helped my family
by conserving our
forest home!

Love,

Backpack Bear 

Day 4

Thank you for using my
boxes to recycle! John
Muir would be proud
of us.

Love,

Backpack Bear 

Day 5

I loved hearing your
journal writings! You
are really helping our
environment!

Your pal,

Backpack Bear 

DAY One



DAY Two

Magic Writing Moment	Taking Care of the Environment	Recycling/Composting
Reading Phonological Awareness Phonics High Frequency Words Comprehension Print Concepts	L&W, pp. 42 - 43 Beginning sounds "See It! Say It! Write It!" Review /d/, /f/, /h/, /w/ Ee /e/ HF Words: had, here Comprehension Skill: Story elements (setting, main idea, main character, ending) Comprehension Strategy: Make connections	L&W, p. 44 Syllabication Vv /v/ HF Words: have, help, helps Comprehension Skills: Inference Story elements (main idea)
Computer	"Calendar" Holidays: <i>Earth Day</i> <i>I'm Reading: Folk Tales</i> , <i>"Mr. Bunny's Carrot Soup"</i> ; Fiction/Nonfiction, <i>"A House in a Tree"</i>	<i>BpB's Books: Row 8, "Come Vote with Me"; Row 9, "At the Library"; Concepts, "E-Machine," "I-Machine"</i>
Activity	Story Elements	"Picture Sound" Vv /v/ and Ff /f/ worksheet
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Miss Rumphius</i> "Letter March Song Ee" "Ee Elephant Rhyme" Being a good citizen Vocabulary: Conservatory, sowing, desert, satisfaction, moist	<i>Miss Rumphius</i> <i>John Muir Historical Figures Poster</i> "Vv Violin Rhyme" "Letter March Song Vv" Environment Vocabulary: Integrity, conserve
Writing		
Social Studies	Taking care of the environment	Understand that being a good citizen involves acting in certain ways
Science	Know characteristics of rivers, oceans, valleys, deserts, and local landforms	Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved

DAY Three

DAY Four

DAY Five

Recycling/Composting	Write Class Pledge	Review Vv
<p>L&W, p. 45</p> <p>Beginning/ending sounds</p> <p><i>The Bottle in the River</i></p> <p>Comprehension Skill: Classify/categorize</p> <p>Comprehension Strategies: Open discussion Make connections Quotation marks</p> 	<p>L&W, p. 46</p> <p>Rhyming words</p> 	<p>L&W, p. 47</p> <p>Rhyming</p> <p><i>The Bottle in the River</i></p> <p>Comprehension Skills: Sequence Story details (problem/solution)</p> <p>Comprehension Strategy: Make connections</p> 
"Earth Day" ABCs: Vv, Ee, Ff, Ll	BpB's Books: Row 10 <i>It's Earth Day, Dear Dragon</i>	1 Starfall Free Day
		2 "Word Search": HF words
		3 "Color by Word"
High frequency words <i>have, here, help, helps</i>	Pledge illustrations	4 Sequence <i>The Bottle in the River</i>
<p>Vocabulary: Reduce, reuse, recycle Dramatization (reading story dialogue)</p>	Author's chair Share recycled creations	5 Teacher's Choice
		6 Teacher's Choice
		Vocabulary riddles
	Write about ways to help save our environment	
Create art with recycled items	Helping the environment	
Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved		Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved

Language

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

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

Science

SC.PS.4d Know objects can be described by physical properties

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**Taking Care of the Environment**

Ask: **What problem did you notice when you came into the classroom today? How can we solve this problem? Should we throw all of these items into the trash can? Why not?**

Say: **Let's learn how to take care of our environment. We can take care of our classroom environment by recycling. Who knows what it means to recycle?** (Volunteers respond.)

Explain that recycle means to use things again, rather than throw them away. **Let's sort these items into categories so they can be recycled into new things.**

Indicate and identify the 3 containers (*paper, plastic, aluminum cans*).

Continue: **Let's see if you can work together to place the items into the appropriate containers.**

Circulate as the children sort, and assist as necessary.

Materials

- ☐ Three prepared containers labeled *paper, plastic,* and *aluminum cans*

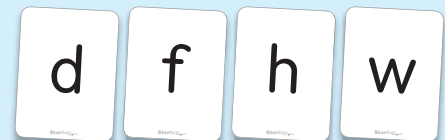
Phonics Warm-Up**Review /d/, /f/, /h/, /w/**

Indicate the Lowercase Letter Card *d*. The children identify the letter and suggest words that begin with /d/. Repeat for *f*, *h*, and *w*.

Distribute *Listening & Writing Books*, and the children turn to page 42. Complete it together as you have similar pages.

Materials

- ☐ Lowercase Letter Cards, *d, f, h, w*
- ☐ *Listening & Writing Books*, p. 42
- ☐ Pencils, crayons



1

Introduce *Miss Rumphius*

Indicate *Miss Rumphius* and discuss the title, author and illustrator. Say: **This story is about a woman who did something very special to better the environment.**

Indicate the character on the cover and explain:

This is Miss Rumphius. She is pointing to a special flower called a lupine. (LOOP-en) **Lupines are special because they only grow in dry, sandy soil. They can be blue, purple, or pink. They stand straight and tall.** (The children repeat, *lupine*.) **Lupines also grow in deserts. A desert is a type of landform.**

(The children repeat, *desert*.)

Ask: **What do you know about a desert?**

Accept responses. Children should understand:

- A desert is dry land with few plants and little rainfall.
- The desert is the perfect place for lupines to grow.
- Lupines love the dry land and bright sun. They also grow near the ocean and sea because the land there is sandy and rocky.

Say: **Miss Rumphius was very interested in the environment, so she worked hard to make things more beautiful. Let's read to learn how she did it.**

Read the story, pausing to highlight new vocabulary words and allow the children to ask questions.

conservatory	a greenhouse for growing or displaying plants
sowing	planting (Discuss <i>sewing</i> and <i>sowing</i> as homonyms.)
moist	damp, slightly wet, as when we sweat
satisfaction	happiness with the outcome of something

Ask:

- **How did Miss Rumphius make the environment better?**
(She planted lupines.)
- **How did planting lupines make the environment better?**
(It added more beauty.)
- **Did you notice the story began when Miss Rumphius was a little girl living by the ocean? As we read the story, it explained how she grew up and became older.**

Materials

- ☐ Story Element Cards: *What is the setting for this story?*
Why is it important?
Who are the main characters?
What happened at the end?
What is the main idea of this story? Make a text-to-world connection.
- ☐ Vocabulary Cards: *conservatory, desert, moist, satisfaction, sowing*
- ☐ *Miss Rumphius* by Barbara Cooney
- ☐ Pocket chart

Reading: Literature

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

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

Vocabulary Development

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

Science

SS.ES.5d Know characteristics of landforms

Read each Story Element Card and discuss the following. Place each card in the pocket chart before continuing.



Review *setting*. In this story, there is more than one setting. Look through the book and volunteers point to illustrations that show examples (city by the sea, grandpa's art studio, the conservatory, the tropical island, the home by the ocean, and the garden).



Recall that main characters are people or animals the author writes most about. Two main characters in this story are Miss Rumphius and Grandfather. Several different names for Miss Rumphius are used (Lupine Lady, Alice, Miss Great-Aunt Alice), but they all refer to the same person.

Say: **Alice said she wanted to go to faraway places when she grew up and when she grew old she wanted to live beside the sea. Her grandfather gave her a third thing to do. What was it?** (Make the world more beautiful.)



Ask: **Did Miss Rumphius do as her grandfather asked? What happened at the end of the story that showed she listened to her grandfather?** (She planted seeds so the world would be filled with beautiful lupines.)



Formative Assessment



Indicate the "Main Idea" Story Element Card.

Say: **The main idea of a story is what the story is about.**

Partner the children and ask the following questions:

- **Was this story about a farm animal finding a flower?**
- **Was it about a girl who wanted to be a ballerina?**
- **What was the story about?**

Volunteers share responses.



Partner the children again.

Continue: **Miss Rumphius wanted to make her environment more beautiful. Why should we care about our environment?**
Volunteers share responses.

2

“See It! Say It! Write It!” and Introduce High Frequency Words: *had* and *here*

Distribute whiteboards, markers, and Letter Cards.

Say: **If you have a letter that stands for any of the sounds in the word I say, come to the front and face the group. When all of the letters are in front, you will place yourselves in the correct order to form the word. Ready? It**

- The children holding the letters *i* and *t* come forward, face the class, and form the word *it*.
- The children repeat, *it*.
- The letter holders turn their backs to the group to hide the word.

Say: **Write it!**

- The children write the word from memory on their whiteboards.
- Letter holders turn to face the group.
- The children check and make corrections on their whiteboards.

Continue for *can*, *up*, *big*, *and*, *not*, and *in*.

Say: **Here's another one. It is a new high frequency word. Listen to the sounds, *had*. Come forward if you have the letters that stand for the sounds in *had*.**

Continue as above.

Write the following sentences on the whiteboard. Volunteers read the sentences and circle the word *had*.

- *Tom had a big bat.*
- *We had a little pan.*

Say: **I'm thinking of another high frequency word that begins with /h/. Write here. This word is *here*.** (The children repeat, *here*.) **Let's make up sentences using this word. I have one, *Here is a new word*. Now it's your turn.** Write the children's sentences on the whiteboard. Volunteers circle *here* in the sentences.

Remind the children that *here* is a homonym, or a word that sounds the same as another but has a different meaning.

Say: **I want to hear the music.** Children define *hear*. (to listen) Say: **Please come here.**

Ask: **Does the word *here* used in this sentence mean 'to listen'? No, it means where I want you to come.**

Materials

- ☐ Classroom whiteboard, marker
- ☐ Lowercase Letter Cards: *a, b, c, d, g, h, i, n, o, p, t, u*
- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Pencils

Reading: Foundational Skills

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

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

Language

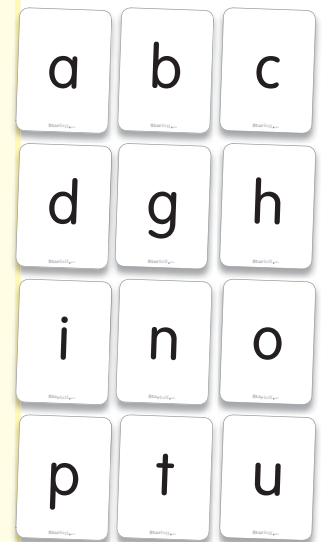
L.K.2.D Spell simple words phonetically

Reading: Literature

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

Writing

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



Formative Assessment

Distribute *Starfall Dictionaries* and the children trace *had* and *here*.

Reading: Literature

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

Social Studies

SS.CT.3c Understand that calendars represent days and months

SS.HK.2d Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage

Computer

Practice

- “Calendar”
- Holidays: *Earth Day*
- *I’m Reading*: Folk Tales: “Mr. Bunny’s Carrot Soup”; Fiction/Nonfiction: “A House in a Tree”

Activity

Review the Setting and Characters Story Element Cards and choose volunteers to identify the setting and characters in *Miss Rumphius*.

Instruct the children to close their eyes and imagine a way to help Miss Rumphius make the environment more beautiful.

Distribute drawing paper and the children illustrate what they imagined.

If time allows, the children use kid writing to add a sentence explaining how they would help.

Materials

- ☐ *Miss Rumphius* by Barbara Cooney
- ☐ Story Element Cards: Setting, Characters
- ☐ Drawing paper
- ☐ Crayons, pencils

3

Introduce Ee /e/

Reading: Foundational Skills

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

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

Language

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

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

Step One Introduce /e/ in the initial position

Read “Ee Elephant” on page 13 of the *ABC Rhyme Book*. Ask: **Which words did you hear that rhyme?** (knows, toes, nose) **Which words are homonyms?** (knows, nose) Review homonyms, and discuss the difference in the meanings of the words.



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

Materials

- ☐ *Listening & Writing Books*, p. 43
- ☐ Wall Card: *Elephant* /e/
- ☐ Picture Card: *elephant*
- ☐ Letter Cards: E and e
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Ed the Elephant

*Ed the elephant walks so slow.
Where is he going? No one knows.
He hasn’t any fingers,
But he has twenty toes—
Look at his ears and his very long nose!*

Step Two Discriminate /e/ in the initial position

The children stand. Say: **If you hear /e/ at the beginning of a word I say, pretend you are an elephant and raise your trunk. If not, stand very still. Ready?**

elbow

door

environment

egg

foot

envelope

**Step Three** *Connect /e/ to the spelling Ee*

Teach children the ASL sign for Ee. They sing "The Letter March" with the ASL sign for e and sound /e/.



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

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

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

enter

grape

exit

end

wall

igloo



Indicate the E Letter Card. Say: **This is the uppercase letter E. The uppercase letter E and the lowercase letter e stand for the sound /e/.** A volunteer locates Ee on the Alphabet Chart. Ask: **Are the letters E and e near the beginning, middle, or end of the alphabet?** (beginning)

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

Step Four *Review Ee /e/***Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 43. Complete the page together with the children as you have similar pages.

Children need additional practice hearing the difference between the short vowel sounds /i/ and /e/. During transition times, play games that require them to discriminate words that begin with /i/ and /e/. The children indicate by making the ASL sign that represents each letter.

Observe & Modify

Display the Wall Card at the end of the lesson.

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

ELL

Language

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

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

Science

SC.PS.4d Know objects can be described by physical properties

Magic Writing Moment**Recycling/Composting**

Indicate the chart paper. Say: **Let's make a list to help organize our ideas.** Read the categories headings: *Paper, Plastic, Cans, Compost.*

Indicate the paper bag and ask: **Does a paper bag belong in the paper, plastic, cans, or compost column? Right, it is paper.** Write bag in the paper column. Repeat for the plastic wrapper and soda can.

Indicate the leaves. Say: **Leaves are natural materials. That means they are created by nature. They are not paper, plastic, or cans. There is a separate category for things from nature. It is called compost. Say, *compost*. Items like leaves, plants, and food are compost. People put these items in a compost pile, then use the compost as fertilizer for their gardens.** Write leaves in the compost column.

Explain: **Tomorrow we will add to the list, so think about items we might add to each column.**

Materials

- ☐ 4 markers (different colors)
- ☐ Paper bag, plastic wrapper, soda can, leaves
- ☐ Prepared chart paper

Save the chart paper for use again on Day 3.

Phonological Awareness Warm-Up**Syllabication**

Say: **I will say one of the vocabulary words we learned in parts, or syllables. Listen carefully to the syllables, and blend them together to say the vocabulary word. Ready? *na—ture*. What is the word? Yes, *nature*. There are two parts, or syllables, in *nature*. Let's clap once for each syllable. *na* (clap) *ture* (clap)**

How many parts, or syllables, are in this long word: *en—vi—ron—ment*? Say it with me and count the number of syllables.

Say the word and clap for each syllable.

Continue for:

Des—ert

stoop

Sow—ing

moist

Sat—is—fac—tion

Choose volunteers to use each vocabulary word in a sentence.

Materials

- ☐ None

Reading:**Foundational Skills**

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

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

Vocabulary Development

VOC.3 Use multiple strategies to develop vocabulary

1

Introduce Vv /v/

Step One Introduce /v/ in the initial position

Read "Vv Violin" on page 47 of the *ABC Rhyme Book*. Ask: **Which words rhyme?** (sing/string, song/along)



Indicate the *violin* Picture Card. Say: **This is a picture of a violin. Say, violin. The word violin begins with /v/. Watch my mouth, /v/. Now you say /v/. The words violin, vibrates, and vote begin with the same sound, /v/. (Children repeat, /v/.) Listen for /v/ in the rhyme.** Read the rhyme again then the children repeat it in unison.

Materials

- ☐ Listening & Writing Books, p. 44
- ☐ Letter Cards: V and v
- ☐ Wall Card: Violin /v/
- ☐ Picture Card: violin
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Violin

*Violin, violin, what makes you sing?
I sing as a bow vibrates my string.
Violin, violin, who picks the song?
Vote for your favorite and I'll play along.*

Reading: Foundational Skills

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

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

Language

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



Step Two Discriminate /v/ in the initial position

Say: **If you hear /v/ at the beginning of a word I say, pretend to play your violin. If not, shake your head no! Ready?**

van	desert	vegetables	swoop	vase	vet
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Step Three Connect /v/ to the spelling Vv

Teach children the ASL sign for Vv. They sing "The Letter March" with the ASL sign for v and sound /v/.



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

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

Say: **The sound /v/ is very much like another sound we learned. Listen to this sound, /f/. What letter stands for /f/? Place your hand on your throat. Say, /f/. Do you feel a vibration like a running motor? (No) Now, make the sound /v/. Do you feel your throat vibrating? When you need to know the difference between the /f/ and /v/, place your fingers on your throat to see if your motor is running! If it is, you are making the sound /v/.**

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

Valentine	sowing	farm	vote	tent	vacuum
-----------	--------	------	------	------	--------



Indicate the V Letter Card. Say: **This is the uppercase letter V. The uppercase letter V and the lowercase letter v stand for the sound /v/. A volunteer locates Vv on the Alphabet Chart. Ask: Are the letters V and v near the beginning, middle, or end of the alphabet?** (end)

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



Display the Wall Card at the end of the lesson.

Step Four

Introduce /v/ in the final position

Ask the riddle:

cave

I am a bear's winter home. Bears sleep in me all winter.
What am I?

The children stand. Emphasize the final sound as you say the following words. The children repeat each word after you. If they hear /v/ at the end, they step backward.

have

save

kite

twelve

cliff

wave

Step Five

Review Vv /v/

Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 44. Complete the page together with the children as you have similar pages.

The sound /v/ does not exist in Tagalog or Mandarin Chinese. Remember to emphasize this sound with children who speak these languages.

ELL

2

Introduce High Frequency Words: *have*, *help*, *helps*

Reading: Foundational Skills

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

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

Language

L.K.1.C Form plural nouns orally by adding /s/ or /es/

Materials

- ☐ Resealable plastic bag for each child
- ☐ Index cards (5 per child)
- ☐ *Starfall Dictionaries*
- ☐ Pencils

Write *had* on the whiteboard. The children identify the word.

Say: **Let's change *had* to *have*. Do *had* and *have* end with the same sound? No! What sound do you hear at the end of *have*?**

(v) **To form this new word, we change the /d/ to /v/. (Children watch as you do this.) There should be another letter to finish the word *have*. What letter should we add? (e) Let's spell this word together, *h-a-v-e*. Sometimes you see a letter, but you do not hear its sound. It is silent. The *e* in *have* is silent.**

- On the whiteboard write: *We have fun at school.*
- The children help read the sentence.
- A volunteer circles *have*.

Write *help* on the whiteboard. Say: **This word is *help*. (The children repeat, *help*.) We know all the letters to spell this word. Get out your invisible rubber band and use it to blend the sounds into a word. Ready? /h/ /e/ /l/ /p/.**

- On the whiteboard write: *I can help you.*
- Read the sentence together.
- A volunteer circles *help* in the sentence.
- Add "s" to help on the whiteboard. Ask: **What's the new word?** (*helps*)

- On the whiteboard write: He helps me.
- The children repeat both sentences after you, *I can help you.* and *He helps me.*

Ask: **What if this sentence said, *He help me.* Does that make sense? Now listen, *He helps me.* Do you hear the difference the s makes?**

The children trace *have*, *help*, and *helps* in their *Starfall Dictionaries*.

Distribute 5 index cards and a plastic bag to each child. Write: *had*, *have*, *here*, *help*, *helps* on the whiteboard.

The children copy one high frequency word on each index card then place them in their bags.



Formative Assessment

Partner the children knee-to-knee. Say: **Let's play "Your Turn, My Turn."**

The partners take turns flashing their high frequency word cards to each other.

Collect the bags of cards for use during the Activity period on Day 3.

Computer

- *Backpack Bear's Books*: Concepts, "E-Machine," "I-Machine"
- *Backpack Bear's Books*: Rows 8 and 9 Books, "Come Vote with Me" and "At the Library"
- *Holidays*: Earth Day

Practice

Activity

Children trace the letters *Vv* and *Ff*, then cut apart the pictures and glue them into the appropriate boxes.



Materials

- ☐ "Picture Sound" worksheet
- Vv, Ff* for each child
- ☐ Pencils, crayons
- ☐ Scissors
- ☐ Glue stick

Reading: Foundational Skills

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

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

Social Studies

SS.HK.2d Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage

Reading: Foundational Skills

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

**Reading:
Informational Text**

RI.K.9 Identify similarities and differences between texts on the same topic

Social Studies

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

Science

SS.ES.5c Identify Earth resources that are used in everyday life and understand conservation

Get to Know John Muir

Indicate *Miss Rumphius*. Partner the children to discuss one thing they remember about the story. Volunteers share with the class.

Say: **The main idea of this story is that Miss Rumphius made a choice to improve the environment by planting lupine seeds. She knew the right thing to do, and she did it. When someone knows and does what is right, we say they have integrity. Say, integrity. You show integrity when you make good choices. Listen to these situations. If you think they show integrity, say integrity. If not, shake your head no.**

- You find something that isn't yours and you give it back to the person it belongs to.
- You bump into someone and say you are sorry.
- You are angry and you hit someone.
- You have a toy that someone else wants. You decide to share it.
- You have a piece of candy. You throw the wrapper on the ground instead of in the recycle bin.

Continue: **I'd like to introduce you to a man who lived long ago. He had integrity, and he had a love for the environment.** Indicate the *John Muir Historical Figures Posters*. Say: **This is John Muir. What do you notice about the picture?**

Discuss the environment in the 2nd poster. Ask: **What do you think John Muir is thinking about?**

Read and discuss the narrative on the back of the poster.

Say: **John Muir was particularly interested in wild plants, animals, and their environments. He always carried a journal to record his observations. He drew pictures and took notes about the plants and animals. He was sad when he saw that people did not always show respect for the environment. He wanted to conserve, or save, trees, plants, mountains and lakes in nature so they would last a long time for animals and people to enjoy.**

The children repeat, *conserve*.

Materials

- | | |
|--------------------------|------------------------------------------------------|
| <input type="checkbox"/> | John Muir Historical Figures Posters |
| <input type="checkbox"/> | Vocabulary Cards: <i>integrity</i> , <i>conserve</i> |
| <input type="checkbox"/> | Miss Rumphius |





Formative Assessment

Explain that there are ways we can conserve at home and at school. Challenge the children to observe your actions and determine what is being wasted, then think of ways to conserve the items. Use as many actions as possible.

	Waste	Conserve
water	Pretend to turn the water on in the sink and walk away.	Turn off the water when you aren't using it and when brushing your teeth. Take shorter showers.
electricity	Flick the lights on and off.	Turn off lights and other electrical appliances when they aren't in use.
paper	Write one thing on a sheet of paper and throw it away.	Use both sides of a sheet of paper. Use the paper to make something else, such as a paper airplane.

Say: **Paper is made from trees. By conserving paper, we save trees. When we save trees, we protect the homes of forest animals. Isn't it interesting how conservation affects people, trees, and animals?**

Discuss conservation further with the children and allow them to share their experiences as time allows.

**Reading:
Foundational Skills**

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

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

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

Language

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

Speaking & Listening

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

Literary Response & Analysis

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

Science

SS.ES.5c Identify Earth resources that are used in everyday life and understand conservation

SC.PS.4d Know objects can be described by physical properties

Magic Writing Moment**Recycling/Composting**

Review the recycling chart from Day 2.

Ask: **What is another item we could add to this list?** Volunteers identify additional items to add. Discuss in which column they belong before adding them.

Materials

- ☐ Prepared chart paper from Day 2
- ☐ 4 markers

Phonics Warm-Up**Review Sounds**

Distribute *Listening & Writing Books* and the children turn to page 45. Complete the page together with the children as you have similar pages.

Materials

- ☐ *Listening & Writing Books*, p. 45
- ☐ Pencils, crayons



1

Introduce Reduce, Reuse, and Recycle

Say: **There are three great ways to conserve and keep the environment clean. They all start with /r/. We call them the *Three Rs*.** Place each Vocabulary Card into the pocket chart as you identify it.

Reduce — **The first and best way to conserve is to *reduce*.** (Children repeat, *reduce*.) **To reduce is to create less trash in the first place. An example of reducing is when we take cloth bags to the grocery store instead of using paper or plastic bags. We can use cloth bags over and over again. Another way to reduce is to not waste food by putting more on our plates or in our lunch boxes than we can eat.**

Reuse — **Another way to conserve is to *reuse*.** (Children repeat, *reuse*.) **We can reuse instead of throwing away. Have you ever used a shoebox to hold your toys? How about using old socks or T-shirts rather than paper towels as cleaning cloths? These are examples of reusing.**

Materials

- ☐ Recyclable Items (*newspaper, aluminum can, paper bag, lunch box, cardboard box, magazine, old shirt, toy, paper plate, book, ceramic plate, plastic grocery bag*)
- ☐ Vocabulary Cards: *recycle, reuse, reduce*
- ☐ Pocket chart

Recycle — **You conserve when you *recycle*.** (Children repeat, *recycle*.) **Some items that are thrown away can be recycled into other items. Aluminum cans, plastic, cardboard, paper, and glass can be smashed, melted, and made into other things. We can sort these items and have them picked up, or take them to a recycling center rather than throw them in the trash.** (Refer to the Magic Writing Moment chart.)

Indicate *reduce*. Say: **The most important way to help our environment is to reduce waste, or create less trash. For example, if you draw on a sheet of paper then get another sheet for another drawing, you use two sheets of paper. What could you do instead? Right, instead you can reduce waste by using both sides of one sheet of paper.** Indicate a lunch box, ceramic plate, mug, and toy. Ask: **How do we reduce waste when we:**

- **pack lunch in a reusable lunch box rather than lunch bags every day?**
- **eat on real dishes instead of paper plates?**
- **drink from a reusable mug instead of paper or plastic cups?**
- **repair a toy that breaks instead of getting a new one?**

Say: **Think about the word *reuse*. Rather than throw something away, we might be able to find a different way to use it.** Indicate the following items and children think of ways each could be reused:

- Paper bag—make a hat out of it or use it again
- Can and jar—hold pencils, markers, paintbrushes, etc.
- Cardboard box—store toys or make a fort
- Clothing, toys, books—give to a younger brother, sister, or friend, donate to a local charity, or sell at a yard sale
- Newspaper—use under art projects, for washing windows and mirrors, searching for high frequency words, and even wrapping gifts

Indicate *recycle*. Say: **Another way to help conserve is to *recycle*. Rather than throw things away, we can give them to a company that will use them to make new things.** Display a newspaper, cardboard box, magazine, aluminum can, and plastic bag. Explain that all of these items can be recycled rather than creating waste and using new materials.



Formative Assessment

Divide the children into three groups. Each group is responsible for one of the Three Rs, *Reduce*, *Reuse*, and *Recycle*. Say: **Discuss the item I show you with your group and decide what you would do to conserve. Then you will report back to the class. Let's try one.** Indicate the plastic bag.

- Recyclers take it to a recycling center so the plastic could be used to make something else.
- Re-users use it again for different things, or wrap a package with it.
- Reducers would use a cloth grocery bag instead.

Continue for other items. The children should understand that all of these methods are helpful in caring for the environment.

Speaking & Listening

SL.K.3 Ask and answer questions to seek help or information, or to clarify

Literary Response & Analysis

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

Science

SC.PS.4d Know objects can be described by physical properties

“Reuse” in the Classroom

Say: **Backpack Bear loves art! He would like you to reuse the materials from the recycling bins to create statues, pictures, or other types of recycled art to add to his “Art Gallery.”** Indicate pictures of art created with recycled materials.

**Formative Assessment**

Divide the children into groups of 3 and assign an area in which each group will work.

The groups create art to display. Remind the children to collaborate to create a plan before they begin.

Save the creations to share on Day 4.

Materials

- ☐ Classroom books about recycling/reusing/recycled art
- ☐ Several containers filled with items from classroom and home recycling bins
- ☐ Tape, glue, scissors, markers, small stapler, pipe cleaners, rubber bands
- ☐ Prepared Art Gallery sign
- ☐ Backpack Bear
- ☐ **Optional:** Printed pictures or books of art created with recycled materials

Reading: Foundational Skills

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

Social Studies

SS.HK.2d Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage

Reading: Foundational Skills

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

Computer**Practice**

- Holiday: “Earth Day”
- ABCs: Vv, Ee, Ff, Ii

Activity

The children partner and take turns flashing their high frequency word cards to each other.

They work together to find *had, have, here, help,* and *helps* in classroom books.

Materials

- ☐ Bag of high frequency words from Day 2
- ☐ Classroom books

3

Introduce *The Bottle in the River*

Say: **Backpack Bear has a story he would like you to read. He is one of the characters in the story.**

Navigate to *Backpack Bear's Books*: Row 9, "The Bottle in the River." The children interact with and discuss the story.

Distribute *The Bottle in the River* to each child. Say: **There are three speaking characters in this story, a teacher, a girl, and Backpack Bear. How can we tell by looking at the story that the characters are speaking?** (quotation marks) **Let's read the story together.**

After reading, explain: **We can read this story another way. Three people can read the dialogue spoken by the three characters. I will read the parts that are not in quotation marks.** Choose volunteers to demonstrate. Divide the class into groups of three. The groups partner-read the story with each child reading one of the character's dialogues.



Formative Assessment

Display *had*, *have*, *here*, and *help* in the pocket chart. Review each word and assign a color to each.

Say: **Let's go on a high frequency word hunt.** Indicate the word *had* in the pocket chart. The children read *had* and circle or highlight *had* according to the color key each time it appears in the story. Repeat for *have*, *here*, and *help*.

Materials

- ☐ Classroom computer navigated to Backpack Bear's Books: Row 9, "The Bottle in the River"
- ☐ High Frequency Word Cards: *had*, *have*, *help*, *here*
- ☐ *The Bottle in the River* for each child
- ☐ Backpack Bear
- ☐ Pocket chart
- ☐ Crayons

Reading: Foundational Skills

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

Reading: Literature

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

Reading: Informational Text

RI.K.10 Actively engage in group reading activities



Language

L.K.1.F Produce and expand sentences

L.K.2.D Spell simple words phonetically

Social Studies

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

Reading: Foundational Skills

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

Magic Writing Moment**Write Class Pledge**

Say: **Let's write a class pledge to help us remember to reduce, reuse, and recycle.**

Indicate the chart paper and read, *We the children of the Kindergarten class promise to help our environment by...*

Volunteers suggest ways in which they will reduce, reuse and recycle to protect the earth.

Materials

- ☐ Prepared chart paper
- ☐ Marker

The children will add illustrations to the border during today's Activity Session.

Phonological Awareness Warm-Up**Rhyming Words**

Play *Sing-Along* Volume 1, Track 8, "Five Little Bears."

Ask: **Did you hear any rhyming words? Let's sing the song again. This time be sure to listen for words that rhyme.** Play Track 8 again.

Read the words to the song one verse at a time. Pause after the first word in each rhyming pair for children to supply the rhyming words.

do/two	tree/three	core/four	hive/five
--------	------------	-----------	-----------

If time allows, the children think of additional words that rhyme with each pair.

Materials

- ☐ *Sing-Along* Volume 1, "Five Little Bears"

Five Little Bears

One little bear
Wondering what to do
Along came another
Then there were two!
Two little bears
Climbing up a tree
Along came another
Then there were three!
Three little bears
Ate an apple core
Along came another
Then there were four!
Four little honey bears
Found honey in a hive
Along came another
And then there were five!

1

Listen, Then Write Rhyming Words

Say: **Listen to the sound at the end of these words.**
When you know the letter that stands for that sound, raise your hand.

can	fig	ten	pet
-----	-----	-----	-----

Distribute *Listening & Writing Books* and the children turn to page 46.

Complete the page together with the children as you have similar pages.



Formative Assessment

Say: **Listen and tell me another word that rhymes with each pair. Ready?** Say the following pairs of words and pause for the children to add other words that rhyme.

- vet/net
- wig/dig
- men/pen
- hot/pot
- pan/van

Materials

- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons
- ☐ *Star Writer Melodies*

How We Protect Our Environment

Say: **Let's write in our journals to explain how we conserve or protect our environment. What should we write?** Volunteers share responses.

Additional suggestions for discussion might include:

- We turn off the computer, television, and radio when we aren't using them.
- We help wash and dry the dishes rather than use the dishwasher.
- We take shorter showers.
- We turn off the water when we brush our teeth.
- We use lunch boxes rather than paper bags.
- We use cloth napkins instead of paper ones and real spoons and forks instead of plastic.
- We eat more fruits and vegetables rather than animal foods such as hamburgers or bacon.
- We use the sun to make iced tea rather than heating water on a stove, or we use the sun to dry our laundry, rather than use a clothes dryer.

Distribute *Starfall Writing Journals*. Say: **Let's start our writing with a topic sentence. A topic sentence tells what the writing is about.**

Reading: Foundational Skills

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

It would be best to project this page if possible.



Writing

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

Language

L.K.2.D Spell simple words phonetically

Write: *I can help the earth by...* on the whiteboard. Read it to the children and explain:

Copy this sentence then use kid writing to finish it. When you finish your sentence write another one telling how what you do will help the earth. Then illustrate how the environment will look after you help.



Formative Assessment

Play *Star Writer Melodies* while the children write. They will share their writings in Session 3.

Reading: Foundational Skills

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

Social Studies

SS.HK.2d Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Writing

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

Literary Response & Analysis

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

Writing

W.8b Produce, illustrate and share writing

Computer

- *Talking Library*: Fiction, "It's Earth Day, Dear Dragon"
- *Backpack Bear's Books*: Concepts, Row 10

Practice

Activity

The children illustrate how they will help protect the environment. Place these illustrations around the border of the "Class Pledge."

Materials

- ☐ One-half sheet of drawing paper for each child
- ☐ Pencils, crayons, markers

3

Author's Chair

The children take turns to share their recycled creations from Day 3. Remind them to use proper audience skills such as listening quietly, responding positively, and applauding softly. If time allows, they also share their writings.

Materials

- ☐ Recycled creations from Day 3
- ☐ *Starfall Writing Journals*
- ☐ Author's Chair



No Formative Assessment

Magic Writing Moment

Materials

- ☐
- Prepared chart paper, marker

Review Vv

Review the sound /v/. Say: **Raise your hand if you can think of a word beginning or ending with /v/. I will write the words on the chart paper.**

Review the list when it is complete.

Day Five

Reading:
Foundational Skills

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

Reading:
Foundational Skills

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

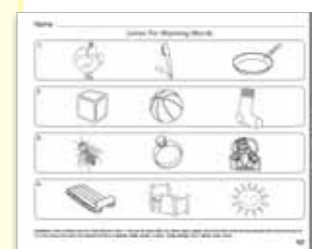
Phonological Awareness Warm-Up

Materials

- ☐
- Listening & Writing Books, p. 47
-
- ☐
- Pencils, crayons

Listen for Rhyming Words

Distribute *Listening & Writing Books* and instruct the children to turn to page 47. Complete the page together with the children as you have similar pages.



1

The Bottle in the River

Distribute *The Bottle in the River* to each child, and read it together.

Indicate the Cover Card and the children describe what they see.

Choose volunteers to hold the eight Sentence Strips. Say: **Let's read this story again. If you are holding the sentence we just read, place it in the pocket chart.** Continue until all of the sentences are ordered.

Mix up the Sentence Strips while the children cover their eyes. They open their eyes and explain what is different about the sentences. Read the story in the mixed-up order.

Ask: **Do you think it is important for sentences in a story to be in the right order?** Discuss why this is important then choose volunteers to order the story correctly.

Materials

- ☐
- The Bottle in the River*
- Cover
-
- Card and Sentence Strips
-
- ☐
- The Bottle in the River*
- for each child
-
- ☐
- Chart paper, marker
-
- ☐
- Pocket chart

Reading:
Foundational Skills

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

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

Writing

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

Language

L.K.1.F Produce and expand sentences

Formative Assessment

Indicate the chart paper.

Say: **What else might the teacher, girl, and Backpack Bear find that they could recycle?** Add the children's ideas to the chart paper, and write their names after their suggestions. Reread the list together.



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

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

Reading: Foundational Skills

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

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer

1

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

Word Search

The children find this week's high frequency words *here, had, have, help, and helps* hidden in the "Word Search" then write the words on the back.

Materials

2

- ☐ Pencils
- ☐ Generated "Word Search" worksheet for each child

"Color by Word"

The children practice high frequency words by completing the "Color by Word."

Materials

3

- ☐ Crayons, pencils
- ☐ "Color by Word" worksheet for Week 11 for each child

Sequence *The Bottle in the River*

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

**Materials**

4

- ☐ Pocket chart
- ☐ *The Bottle in the River* for each child
- ☐ *The Bottle in the River* Cover Card, Sentence Strips, Word Cards

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Vocabulary Riddles

Partner the children. Say: **Let's play a game. I'll read a riddle then you and your partner discuss the answer. We will take turns answering the riddles.**

Materials

☐ None

Language

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

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

Vocabulary Development

VOC.3 Use multiple strategies to develop vocabulary

It is the container soft drinks come in. Sometimes it is found in soda machines. You can recycle it. What is it?	aluminum can
It is a landform that is dry and sandy. It is often found where it is very hot. What is it?	desert
It is the container that a gallon of milk comes in. What is it made of?	plastic
When you use something over again instead of throwing it away, you do this. What is it?	reuse
It is a word that means damp and slightly wet. What word is it?	moist
You feel this when you have done something really well and are proud of yourself. What is it?	satisfaction
It is a homonym. One of its meanings is using thread to attach material together (sewing). The other meaning is planting seeds. What is it?	sowing
He loved the environment and worked hard to help others understand how important it is to conserve so people and animals can enjoy our earth for a very long time. Who is he?	John Muir
It is the world around you. What is it?	environment
It is very important for the environment. It is what you do after you use something and you sort it into a special container to be made into something new. What is it?	recycle
It is what you do when you use less paper and plastic products and make less garbage or waste. What is it?	reduce
It is a greenhouse for growing or displaying plants. You read about one in the story <i>Miss Rumphius</i> . What is it?	conservatory
You have this if you make good choices and do the right thing. Miss Rumphius and John Muir had it. What is it?	integrity
When you save something or try to use less of something, you do this. What is it?	conserve



No Formative Assessment



Week 12 Overview

Citizens and Their Actions

The children will learn about peaceful ways to solve problems through discussion and literature that introduces pioneers in America's civil rights movement. This week we will:

- meet Martin Luther King, Jr., Ruby Bridges and Rosa Parks.
- learn about Xx /ks/, Zz /z/, and Jj /j/.
- discover vowels.

Recommended Literature

Miss Rumphius —Barbara Cooney See the author bio in Week 11.

Starfall Books & Other Media

ABC Rhyme Book

A Young Hero

Ruby Goes to School

America the Beautiful

Star Writer Melodies

Sing-Along Volume 2

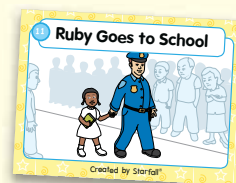
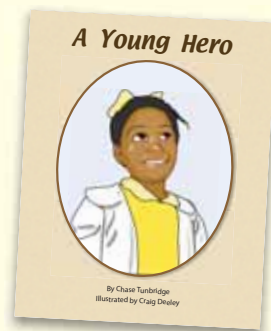
Abraham Lincoln Historical Figures Poster

Martin Luther King, Jr. Historical Figures Poster

Rosa Parks Historical Figures Poster

Starfall Writing Journals

Listening & Writing Books



Preparation

Generate Vocabulary Cards for Week 12. You will use *peaceful* on Day 1, and *equal*, *integrate*, *race*, *racism*, *judge*, *harm*, *refuse* and *overcome* on Day 2.

Day One

Generate a lined journal page for each child for today's Magic Writing Moment. Collect these at the end of the lesson for use on Day 2.

Day Two

For today's Magic Writing Moment you will use the chart paper and journal pages from Day 1.

You will need a copy of Take-Home Book *Ruby Goes to School* for each child.

Day Three

For today's Magic Writing Moment you will use the chart paper and journal pages from Days 1 and 2.

Day Four

For today's Magic Writing Moment you will use the chart paper and journal pages from Days 1, 2, and 3. You will also need a bell or other signal.

Prepare a sheet of chart paper for Session 1 by titling it, *We Can Be Helping Hands*.

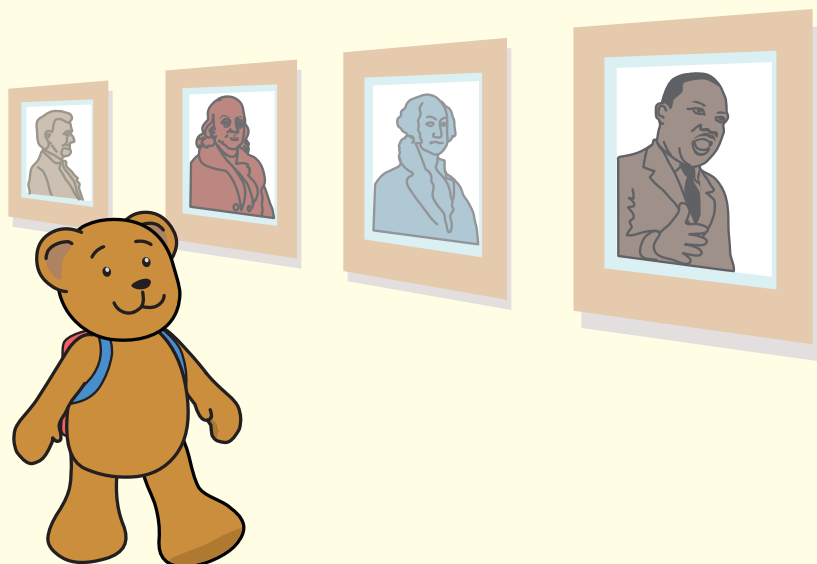
Generate a high frequency word graph for each child for use in Session 3.

Day Five

For today's Magic Writing Moment prepare a sheet of chart paper by creating three columns headed *Zz*, *Jj*, and *Kk*, using three different colored markers.

For Session 1 prepare a sheet of chart paper by writing the title *Ways We Can Be Peaceful*.

Generate a "Color by Word" worksheet for Week 12 for each child.



Day 1

I am glad we are doing our part to save our environment. I want to be a good citizen!

Love,

Backpack Bear 🐻

Day 2

I love the word peaceful! I am so glad we are working to have a peaceful classroom!

Love,

Backpack Bear 🐻

Day 3

We know so many letters and sounds. I like to make words with them! I'm excited that I can sign them, too!

Love,

Backpack Bear 🐻

Day 4

I loved reading your writings. Can we share them today?

Your pal,

Backpack Bear 🐻

Day 5

I heard that Martin Luther King, Jr. had a dream for peace. I like his dream!

Peace to all,

Backpack Bear 🐻

DAY One

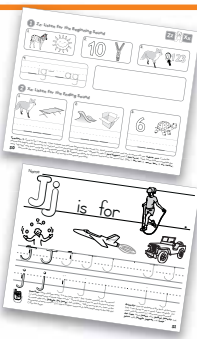

DAY Two

Magic Writing Moment	Copy sentence Spaces between words	Copy sentence Ways to be kind
Reading Phonological Awareness Phonics High Frequency Words Comprehension Print Concepts	<i>L&W</i> , p. 48 Phoneme Addition Zz /z/ HF Words: away, do, was, will Comprehension Skills: Compare/contrast Draw conclusions Comprehension Strategies: Open discussion Summarize Make connections	<i>L&W</i> , p. 49 Blending phonemes Xx /ks/ <i>Ruby Goes to School</i> Comprehension Skill: Compare/contrast Comprehension Strategies: Summarize Predict/verify Make connections
Computer	<i>BpB's Books</i> : Concepts, "A-Machine," "E-Machine," "O-Machine"	<i>ABCs</i> : Zz, Xx, Ee, Vv <i>All About Me</i> , "Who Am I?"
Activity	"Concentration" Picture and Word Cards	Trace, color, and cut out helping hands
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	Historical Figures Posters: Abraham Lincoln, Martin Luther King, Jr., Rosa Parks "Letter March Song Zz" "Zz Zebra Rhyme" Vocabulary: Peaceful	<i>A Young Hero</i> "Zipper Coat" "Xx Box Rhyme" "Letter March Song Xx" Vocabulary: Equal, integrate, race, racism, judge, harm, refuse, overcome
Writing		
Social Studies	Introduce Martin Luther King, Jr. and Rosa Parks Civil rights Peaceful solutions to problems	Being treated unfairly Discrimination/Segregation

DAY Three

DAY Four

DAY Five

Copy sentence Ways to be kind	Copy sentence Ways to be kind	Review Zz, Jj, Xx
<p>L&W, pp. 50, 51</p> <p>Beginning/end- ing sounds</p> <p>Review Zz and Xx</p> <p>Vowels/conso- nants</p> <p>Jj /j/</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Make connections</p> 	<p>L&W, p. 52</p> <p>Beginning sounds</p> <p>Medial vowels</p> <p>Review Jj</p> <p>Graph high frequency words</p> <p>Comprehension Skills: Classify/categorize Story details (problem/solution)</p> <p>Comprehension Strategies: Open discussion Visualize Ask questions Make connections</p> 	<p>Blend onset and rime</p> <p>Shared writing</p> <p>Comprehension Skill: Story elements (character, setting)</p> <p>Comprehension Strategy: Open discussion Summarize</p>
<i>BpB's Books: Row 11, A Young Hero; Concepts, "I-Machine," "U-Machine"</i>	<i>ABCs: Aa, Ee, Ii, Oo, Uu; BpB's Books: Row 11</i>	Starfall Free Day 1
Sequence <i>Ruby Goes to School</i>	Use play dough to create high-frequency words	"Starfall Speedway" HF words 2
"Jj Jump Rhyme" "Letter March Song Jj"	<i>A Young Hero</i> Author's Chair Presentation voices Compliment classmates	"Color by Word" worksheet for Week 12 3
		Art Gallery 4
		Teacher's Choice 5
		Teacher's Choice 6
Write about ways to welcome a new child to class		<i>A Young Hero; Miss Rumphius; America the Beautiful</i> Historical Figures Posters: Abraham Lincoln, Martin Luther King, Jr., Rosa Parks Kindergarten Book Club
Discuss importance of being welcoming to others		Group (shared) writing about ways we can be more peaceful
		Discuss importance of being welcoming to others

Print Concepts

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

Writing

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

Magic Writing Moment**Spaces Between Words**

Distribute the journal pages. Say: **Last week we discussed how to help the environment. This week let's discuss how we can help others.** Backpack Bear whispered one way he can help others. On the chart paper write and read: *I can help others by being kind.* **Copy Backpack Bear's sentence from the whiteboard on your journal page. Remember to leave spaces between the words.** Circulate and help as needed.

Say: **Let's practice being kind to each other today. Write your name at the top of your paper. Tomorrow we will add another sentence.** The children may save their writings, or you may collect and redistribute them. Save them and the chart paper for use on Day 2.

Materials

- ☐ Generated journal page for each child
- ☐ Chart paper, marker
- ☐ Backpack Bear
- ☐ Pencils

Phonological Awareness Warm-Up**Phoneme Addition**

Place the *up* Picture Card in the pocket chart face up, and *cup* and *pup* face down next to it. Identify *up* and the children repeat.

Ask: **If we add /k/ in front of *up*, what new word is it?** Accept responses. Reveal the *cup* Picture Card and say: *up, /k/ /up/, cup.*

Ask: **What do you notice about the words *up* and *cup*?** (They rhyme because they have the same middle and ending sounds.) Reveal *pup*. Ask: **What sound is added to *up* to make *pup*?** (/p/) **Say, *up, pup*. They rhyme!**

Repeat for *in/fin/pin* and *top/stop*.

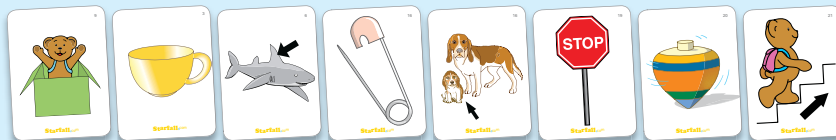
Materials

- ☐ Picture Cards: *in, cup, fin, pin, pup, stop, top, up*
- ☐ Pocket chart

Reading:**Foundational Skills**

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

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



1

Get to Know Martin Luther King, Jr. and Rosa Parks

Instruct children with curly hair to stand. Ask: **Would it be fair if only children with curly hair got a special treat?** (Discuss)

Indicate the *Abraham Lincoln Historical Figures Poster* and the children identify President Lincoln. Say: **We learned that President Abraham Lincoln saw something that was not fair. He saw people with black skin being treated differently from other people. He worked to create laws to change that, but some people still treated those with black skin unfairly. Today we will meet two more people who worked hard so that all people would be treated fairly.**

- Indicate the *Martin Luther King, Jr. Historical Figures Poster*.
- Read the narrative on the back.
- Partner the children to share with each other what they learned about Martin Luther King, Jr.
- Volunteers share responses with the group.

Say: **Martin Luther King, Jr. had a helper named Rosa Parks.** Indicate the *Rosa Parks Historical Figures Poster*, read the narrative on the back and discuss the following.

After bullets 1-4	How is our school different from the one Rosa Parks attended?
After bullet 5	Rosa could not eat in the same restaurants or use the same drinking fountains as white people. Was that fair? Listen carefully to what happened to Rosa next. You'll hear how she helped Martin Luther King, Jr. make a difference.
After bullets 7-10	Discuss with your partner what Rosa Parks did to help change the laws for black people.

Materials

- ☐ *Abraham Lincoln Historical Figures Poster*
- ☐ *Martin Luther King, Jr. Historical Figures Poster*
- ☐ *Rosa Parks Historical Figures Poster*
- ☐ Vocabulary Card: *peaceful*

Reading: Informational Text

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

RI.K.10 Actively engage in group reading activities

Social Studies

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans

SS.HK.2f Identify the purposes of and the people honored in commemorative holidays

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



Explain that Martin Luther King, Jr. and Rosa Parks didn't want people to fight. They wanted people to find peaceful ways to solve their problems. Say: **Peaceful means living together without fighting.** The children repeat, *peaceful*.



Formative Assessment

Say: **Let's discuss peaceful solutions to problems.** Read the following and pause for children to discuss positive solutions.

- **You want to play with a toy someone else has. You grab the toy and pull it away.**
- **Someone bumps into you as you are running outside and you hit him or her.**
- **Your friends tell you they won't be your friends if you don't do what they want. You say mean things to them.**

Say: **We can learn better ways to solve our problems from the examples set by Martin Luther King, Jr. and Rosa Parks. Stand in a circle and hold hands. Let's make a promise. Repeat after me. We want to be happy.** (pause) **We promise to try to solve our problems** (pause) **in a peaceful way.** (pause) **We promise** (pause) **to treat each other** (pause) **with fairness and respect.**

If children aren't ready to verbally share with partners, consider allowing them to act out how they would peacefully resolve one of the conflicts.

ELL

2

Introduce High Frequency Words: *away, do, was, will*

On the whiteboard write *She was on the log*. Volunteers take turns to identify and circle the high frequency words *she, on,* and *the* using the same color.

Say: **There are two words left that are not circled.** (Circle *log* with a different color.) **We can decode this word because we have learned all of its sounds. Let's use invisible rubber bands to sound it out, /l/ /o/ /g/. This word is *log*.**

Indicate the word *was*. Say: **Was is a new high frequency word.** Children repeat, *was*. A volunteer circles *was* using a third color. Read the sentence together.

Display the High Frequency Word Card *was* in the pocket chart. The children write *was* on their whiteboards.

Materials

- ☐ High Frequency Word Cards:
away, do, was, will
- ☐ Three whiteboard markers
(different colors)
- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading: Foundational Skills

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

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

Repeat for *will*, *away*, and *do* in the following sentences.

- The dog *will* run *away*.
- I *will* *do* it for you.
- *Will* you help me?
- I can help you *do* it.
- She ran *away*.
- *Do* you have a cat?
- He *was* not on the log.



Formative Assessment

Arrange the High Frequency Word Cards *was*, *will*, *away*, and *do* face down in random order in a pocket chart. Volunteers reveal the cards, read the words, and use them in sentences.

Children trace the high frequency words in their dictionaries.

Collect the Picture and Word Cards. You will use them again in Learning Centers on Day 5.

Computer

Practice

- *Backpack Bear's Books: Concepts, "A-Machine," "E-Machine," "O-Machine"*

Activity

The children arrange the Picture and Word Cards face down on the floor or in a pocket chart, then play "Concentration" matching Picture Cards to Word Cards.

Materials

- ☐ Picture and Word Cards: *bed*, *bus*, *cot*, *dig*, *fan*, *fin*, *gum*, *ham*, *hop*, *leg*, *log*, *map*, *nut*, *pin*, *pup*, *rug*, *sun*, *ten*, *van*, *wig*
- ☐ Pocket chart or floor



Reading: Foundational Skills

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

RF.K.3.D Identify differences between similarly spelled words

Reading: Foundational Skills

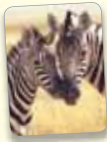
RF.K.3.C Read common high frequency words by sight

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

**Reading:
Foundational Skills****RF.K.2.A** Recognize and produce rhyming words**RF.K.3.A** Demonstrate one-to-one letter-sound correspondence**Language****L.K.1.A** Print upper- and lowercase letters**Introduce Zz /z/****Step One** Introduce /z/ in the initial position

Read "Zz Zebra" on page 55 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (same, fame)

Explain that a zebra's stripes are special since no two zebras have the same pattern. Every zebra's stripes are different!



Indicate the zebra Picture Card. Say: **This is a picture of a zebra. Say, zebra. The word zebra begins with the sound /z/. Watch my mouth, /z/. Now you say /z/. The words zebra and zany begin with the same sound, /z/. (Children repeat: /z/.) I will read the rhyme again. Listen for /z/ in the rhyme.** Read the rhyme again then repeat it in unison.

Zebra

*The zebra is not a horse of course
But they look very much the same.
Those zany stripes of black and white
Are the zebra's claim to fame!*

Step Two Discriminate /z/ in the initial position

The children stand. Say: **If you hear /z/ at the beginning of a word I say, give a thumbs up. If not, give a thumbs down. Ready?**

zip	city	lock	zoo
-----	------	------	-----

Step Three Connect /z/ to the spelling Zz

Teach children the ASL sign for Zz. They sing "The Letter March" with the ASL sign for z and sound /z/.



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

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

Explain that the sounds /z/ and /s/ are very similar using the examples, *zip* and *sip*. The children repeat. Discuss how your mouth vibrates when making the sound /z/.

Say: **Let's play a game. If the word I say begins with /z/, make the ASL Zz sign. If it begins with /s/, make the Ss sign. Ready?**

sing	zipper	sand	Zander	soap
------	--------	------	--------	------



Indicate the Z Letter Card. Say: **This is the uppercase letter Z. The uppercase letter Z and the lowercase letter z stand for /z/. A volunteer locates Zz on the Alphabet Chart. Ask: Are the letters Z and z at the beginning, middle, or end of the alphabet?** (end)

Materials

- ☐ Listening & Writing Books, p. 48
- ☐ Letter Cards: Z and z
- ☐ Wall Card: Zebra /z/
- ☐ Picture Card: zebra
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons



The pictured Zz sign on the ASL Chart in the book is a mirrored depiction. From the perspective of the viewer, it looks correct.



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

Step Four Introduce /z/ in the final position

Ask the riddle:

buzz

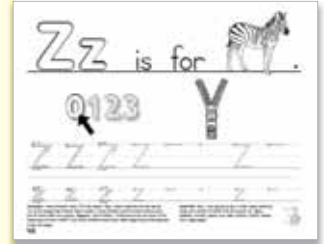
I am the sound a bee makes when it flies around. What sound am I?

Step Five Listening & Writing, page 48



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 48. Complete the page together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

Language

L.K.1.F Produce and expand sentences

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

Print Concepts

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

Magic Writing Moment**Ways to Help Others**

Distribute the children's individual journal pages from Day 1, and indicate the chart paper.

Say: **Yesterday we wrote one way we can help others. We wrote, I can help others by being kind.**

Ask: **What is another way we can help others?** Volunteers offer suggestions. Choose one and add it to the chart paper. Read the sentence together. The children copy it into their journals. Circulate to help as needed.

Say: **Let's read what we have written so far.**

Read the sentences together: **Let's practice helping others by being kind and (add today's sentence) today.**

Materials

- ☐ Children's journal pages from Day 1
- ☐ Chart paper from Day 1
- ☐ Pencils, marker

ELL children need practice using the language. If possible, meet with them and have them read what they can, or they repeat the sentence after you. This will provide you with more information on their individual progress in language acquisition.

ELL**Phonological Awareness Warm-Up****Blending Phonemes**

Play *Sing-Along Volume 2*, Track 49, "Zipper Coat" several times as the children sing. Ask: **What sound do you hear at the beginning of zipper?** Explain that very few words use the letter z. Recall that sometimes s stands for /z/.

- On the whiteboard write *zot, zam, zab, zup*.
- Volunteers blend the sounds and identify the nonsense words.
- They name the high frequency words they know in which the letter s stands for /z/ (is, has, was).

The children sing "Zipper Coat" again. Divide the class into two groups. One group sings verse one and the other sings verse two. Reverse the groups and repeat the song.

Materials

- ☐ *Sing-Along Volume 2* Track 49, "Zipper Coat"

Zipper Coat

*Oh do you have a zipper coat
A zipper coat
A zipper coat
Oh do you have a zipper coat
That goes zzzzip!
Oh yes I have a zipper coat
A zipper coat
A zipper coat
Oh yes I have a zipper coat
That goes zzzzip!*

Reading:**Foundational Skills**

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

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

1

Introduce Xx /ks/

Step One Introduce /ks/ in the final position

Read "Xx Box" on page 51 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (box/fox; saxophone/bone)



Say: **Listen for /ks/ in this word, box.** The children repeat, box. Indicate the box Picture Card. **This is a picture of a box. Does box begin with /ks/? No, it does not begin with /ks/, it ends with /ks/. Words in English do not begin with /ks/.**

Watch my mouth, /ks/. Now you say /ks/. Listen again. Which words end in /ks/ in this rhyme? Repeat the rhyme. The children identify box, ax, wax, fox, ox, and Rex.

Say: **Listen for /ks/ in the middle of some of the words in the poem.** Read the poem again. The children identify taxi and saxophone.

Step Two Discriminate /ks/ in the final position

The children stand. Say: **If you hear /ks/ at the end of a word I say, sit on the floor. If not, stand up. Ready?**

fox	paper	top	Mox	Max
-----	-------	-----	-----	-----

Step Three Connect /ks/ to the spelling Xx

Teach the children the ASL sign for Xx. They sing "The Letter March" with the ASL sign for x and sound /ks/.



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

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

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

ox	lox	boy	leaf	fox
----	-----	-----	------	-----



Indicate the X Letter Card. Say: **This is the uppercase letter X. The uppercase letter X and the lowercase letter x stand for /ks/.** A volunteer locates Xx on the Alphabet Chart. Ask: **Are the letters X and x near the beginning, middle, or end of the alphabet?** (end)

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

Materials

- ☐ Listening & Writing Books, p. 49
- ☐ Picture Card: box
- ☐ Letter Cards: X and x
- ☐ Wall Card: Box /ks/
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Box

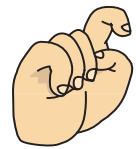
*What would fit inside that box?
Maybe an ax, some wax or a fox.
But not a taxi or a saxophone,
Not even an ox or a T-Rex bone!*

Reading: Foundational Skills

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

Language

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



The Letter March: Xx

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

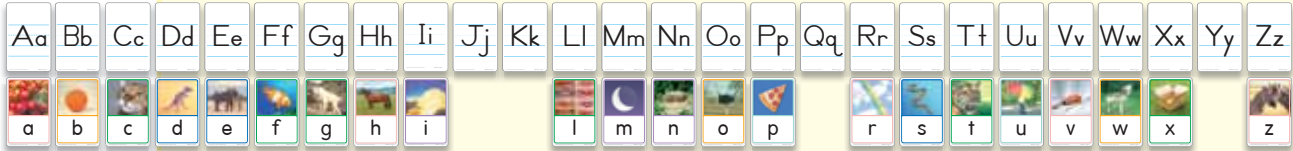
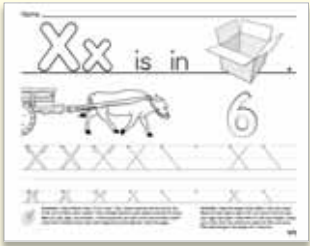


Display the Wall Card at the end of the lesson.



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 49. Complete the page together with the children as you have similar pages.



The sound /ks/ for Xx does not exist in French, Tagalog, or Mandarin Chinese. Emphasize this sound for children who speak these languages. **ELL**

Prior to Session 2 explain to the children they will make handprints during today's Activity Time. Demonstrate how to trace their hands and cut them out.

2

Introduce *A Young Hero*

Materials

- ☐ *A Young Hero* by Starfall
- ☐ Vocabulary Cards: *equal*, *racism*, *judge*, *harm*, *refuse*, *overcome*, *race*, *integrate*

Reading: Informational Text

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

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

Speaking & Listening

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

Social Studies

SS.HK.2c Understand how the lives of people from earlier times would be different today

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

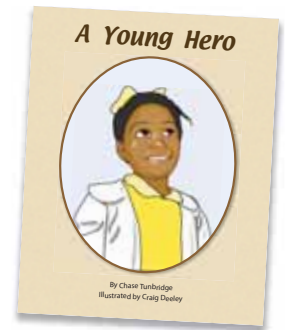
Volunteers share what they remember about Martin Luther King, Jr. and Rosa Parks. Recall that Rosa Parks attended school with all black children.

Say: **This book is about a little girl named Ruby Bridges. The story was written by Starfall. The author tried to help us understand how our behaviors and actions can affect other people. He or she used words and illustrations to give us information that helps us learn about Ruby.**

When Ruby was a child, African-American (black) children only went to schools with other black children, and white children only went to schools with other white children. Ruby Bridges could not go to school with the white children. As you listen to her story, think about how the author and illustrators help us understand what is happening to Ruby and how you would feel if it happened to you.

As you read, pause to discuss the following vocabulary:

equal	things that are the same in value
race	a group of people who share similar physical characteristics
racism	the belief that one race is better than another



integrate	to combine or mix one thing with another
judge	an official who decides if someone is right or wrong
harm	to hurt someone or something
refuse	to say or decide you will not do something
overcome	to be able to do something even if it is difficult

Ask:

- How did the authors help us learn more about Ruby Bridges?
- How do you think the illustrator came up with his ideas for the illustrations?
- Do you think the authors wrote this story first or the illustrator created the pictures first?

Discuss the children's thoughts.



Formative Assessment

Partner the children to discuss the following. After several questions, they change partners.

- How did Ruby get to go to school? How do the authors help you to know that?
- What happened on Ruby's first day of school? How do the illustrations help you learn about what happened?
- How did Ruby stay safe? What did the illustrator do to show you?
- How are schools different today?
- What do you think would happen if Ruby came to our class tomorrow?

Computer

- ABCs: Zz, Xx, Ee, Vv
- *It's Fun to Read: All About Me, "Who Am I?"*

Practice

Activity

The children create "helping hands" by tracing their own hands, writing their names on the palms, coloring them, and then cutting them out. They place their completed hands in a basket or container for use on Day 4.

The children illustrate how they can help others if they finish early.

Materials

- ☐ Drawing paper - 2 sheets per child
- ☐ Pencils, crayons, scissors
- ☐ Basket or container

Reading: Foundational Skills

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

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

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Writing

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

W.8d Print name

**Reading:
Informational Text**

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

**Reading:
Foundational Skills**

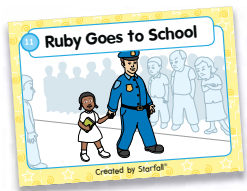
RF.K.3.C Read common high frequency words by sight

Social Studies

SS.HK.2c Understand how the lives of people from earlier times would be different today

Media Literacy

ML.10 Use technology resources to support learning



Introduce *Ruby Goes to School*

Indicate *A Young Hero*. Ask: **Remember the story, *A Young Hero*? Let's page through the book and discuss what happened to Ruby.**

Ask: **What was Ruby's problem?** (She could not go to a school with white children and get the same education they did.) **How was her problem solved?** (A judge ordered her to go to a school with white children.) Explain that Ruby received help from the Federal Agents and her teacher.

To introduce *Ruby Goes to School*, navigate to *Backpack Bear's Books*: Row 11, "Ruby Goes to School." Children interact with and discuss the story.

- Read the title together.
- Page through the book discussing as you go.
- Read the story together.

Say: **Look at the list of high frequency words used in this story on page 6. Find the word *will*. Circle or highlight *will* with your red crayon. Now find *will* in other places in the story and circle or highlight it with your red crayon.** Repeat for *was* (blue), and *away* (green).

Materials

- ☐ Classroom computer navigated to BpB's Books: Row 11, "Ruby Goes to School"
- ☐ High Frequency Word Cards: *a, and, at, but, can, come, do, had, he, help, here, I, in, not, the, to, was, we, will, with, you*
- ☐ *Ruby Goes to School* for each child
- ☐ Pencil, crayons
- ☐ *A Young Hero*
- ☐ Pocket chart

If possible, partner English language learners with children who have some knowledge of their native languages. They can review the online version together and interact accordingly.

ELL


Formative Assessment

Place all the High Frequency Word Cards in a pocket chart face down. Volunteers reveal cards and identify the words.

Magic Writing Moment

Ways to Be Kind

Review and read the sentences written on Days 1 and 2. Ask: **What is the job of an illustrator? Right, the illustrator creates illustrations, or pictures, to match the words. Today you will illustrate your writing. Who should be in your illustration?**

Continue: **What details should you add to your illustration to show the setting?**

Children illustrate their writings using the information discussed. Collect for use on Day 4.

Materials

- ☐ Chart paper from Days 1 & 2
- ☐ Children's individual journal pages
- ☐ Pencils, crayons

Reading: Literature

RL.K.7 Connect illustrations to story events

L.K.1.D Understand and use question words

L.K.1.F Produce and expand sentences

Social Studies

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

Phonics Warm-Up

Review Zz /z/ and Xx /ks/

Distribute *Listening & Writing Books* and the children turn to page 50. Complete the page together as you have similar pages.

Materials

- ☐ *Listening & Writing Books*, p. 50
- ☐ 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

1

Write about Ruby: Part 1

Distribute *Ruby Goes to School* and read the story together with the children.

Recall that when Ruby first went to school, she had no friends her own age because she was the only child in her classroom. Discuss how it would feel to come to school and not have any friends.

Say: **Stand up, hand up, partner up.** If children experience difficulty, such as walking away from a child whose hand is up, use this as a "teachable moment" to discuss how that would make a person feel.

Materials

- ☐ *Starfall Writing Journals*
- ☐ *Ruby Goes to School* cut apart books
- ☐ *Star Writer Melodies*
- ☐ Backpack Bear
- ☐ Pencils, crayons

Language

L.K.1.F Produce and expand sentences

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Speaking & Listening

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

Continue: **No one wants anyone to feel sad or lonely at school. If a new child joins our class, what could you do to make that child feel welcome?**

After partners discuss, volunteers share ways to help make a new child feel welcome.

Distribute the *Writing Journals*, and the children turn to the next available page.

Say: **Illustrate yourself with a new classmate doing something that would help him or her feel welcome. Remember to add details.**

Play *Star Writers Melodies* as children illustrate, and circulate to assist, giving suggestions for details.

Say: **Let’s write the topic, or first sentence of the story together. Remember a topic sentence tells what the story is about.**

Backpack Bear whispers that he has a good idea for a topic sentence. Write: ***This is my new friend and me.*** Say: **Great, Backpack Bear! That is a good sentence to begin our story.** The children copy the sentence under their illustrations.

Explain that the children will finish their stories in Session 2.



No Formative Assessment

2

Write About Ruby: Part 2

The children open their writing journals to the writing begun in Session 1.

Say: **Let’s read what we wrote so far. *This is my new friend and me.* Turn to your neighbor and share your ideas about how you could help your new friend feel welcome.** After an appropriate amount of time, say: **Now let’s add these ideas to your writing.**

Materials

- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ *Star Writer Melodies*
- ☐ Pencils, crayons

Language

L.K.1.F Produce and expand sentences

Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Social Studies

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



Formative Assessment

As you circulate to add adult writing, encourage children to elaborate by adding additional sentences.

Play *Star Writer Melodies* as the children write. They will share their writings on Day 4.

If you have children who are not yet ready to write independently, allow extra adult writing time so they may dictate their ideas to you. Encourage these children to sound out what they can as they write.

ELL

Computer

- *Talking Library*: Nonfiction, "A Young Hero"
- *Backpack Bear's Books*: Row 11
- *Backpack Bear's Books*: Concepts, "I-Machine" and "U-Machine"

Practice

Activity

The children sequence *Ruby Goes to School* by placing the Sentence Strips and individual Word Cards in story order.



Materials

- ☐ *Ruby Goes to School* Cover
- Card, Sentence Strips,
- Word Cards
- ☐ *Ruby Goes to School* for each child
- ☐ Pocket chart

Have a volunteer or helpful student listen to English language learners as they read the sequenced sentences to help provide them with as much practice as possible and learn to use the language.

ELL

3

Introduce Jj /j/

Step One Introduce /j/ in the initial position

Read "Jj Jump Rope" on page 23 of the *ABC Rhyme Book*. Ask: **What words in the poem rhyme?** (four, more)



Indicate the *jump rope* Picture Card. Say: **This is a picture of a jump rope.** (Children repeat, *jump rope*.) **The word jump begins with /j/. Watch my mouth, /j/. Now you say /j/. The words jump and Jenny begin with the same sound, /j/. (Children repeat, /j/.) I will read the rhyme again. Listen for /j/. Read the rhyme again then repeat it in unison.**

Step Two Discriminate /j/ in the initial position

The children stand. Say: **If you hear /j/ at the beginning of a word I say, pretend you are jumping rope. If not, stand very still. Ready?**

jar	honey	judge	Jack	go	Jill
-----	-------	-------	------	----	------

Materials

- ☐ *Listening & Writing Books*, p. 51
- ☐ Picture Card: *jump rope*
- ☐ Letter Cards: J and j
- ☐ Wall Card: *Jump /j/*
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Jump rope

Jump, Jenny, Jump!
One jump, two jumps,
Three jumps, four.
Five jumps, six jumps,
Seven jumps more.
Jump, Jenny, Jump!

Reading: Foundational Skills

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

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

Media Literacy

ML.10a Recognize that authors, illustrators, and composers create informational sources

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

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

Language

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



Step Three Connect /j/ to the spelling Jj

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



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

Demonstrate the letter's formation as you write *j* on the whiteboard. Children sky write *j* several times.

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

jam	horn	jelly	jog	kitten	June
-----	------	-------	-----	--------	------



Indicate the *J* Letter Card. Say: **This is the uppercase letter *J*. The uppercase letter *J* and the lowercase letter *j* stand for /j/.** Ask a volunteer to locate *Jj* on the Alphabet Chart. Ask: **Are the letters *J* and *j* near the beginning, middle, or end of the alphabet?** (middle)

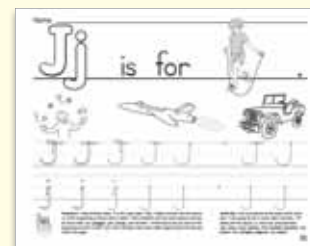
Demonstrate the letter's formation as you write *J* on the whiteboard. Children sky write *J* several times.

Step Four Listening & Writing, page 51



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 51. Complete the page together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

The sound /j/ does not exist in French, German, Spanish, Vietnamese or Tagalog. Emphasize this sound for children who speak these languages.

ELL

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

Day Four

Materials

- ☐ Children's individual journal pages
- ☐ Chart paper from Days 1-3
- ☐ Bell or signal

Speaking & Listening

SL.K.1.B Continue a conversation through multiple exchanges

Language

L.K.1.F *Produce and expand sentences*

Listening & Speaking

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

ELL

Materials

- ☐ *Listening & Writing Books, p. 52*
- ☐ Pencil, crayons

2 Listen for the Beginning Sound



3 Listen, Draw, and Say the Sound



Reading:
Foundational Skills

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

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

1

Speaking & Listening

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

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

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

Author's Chair

The children gather around the Author's Chair with their writing journals and take turns sharing their writings using their presentation voices. Remind the children to use proper audience skills such as listening quietly and responding positively as they listen to each other.

Offer positive comments about each child's work, such as praise for colorful illustrations, good ideas, or use of presentation voices. As the presentations continue, the child presenting chooses two children to share what they enjoyed about the presentation. The presenter then chooses the next child to share.

The presenter tapes his or her handprint to the chart paper. Collect the writing journals after the children present.

Materials

- ☐ "Helping Hands" from Day 2
- ☐ Starfall Writing Journals
- ☐ Prepared chart paper
- ☐ Author's Chair
- ☐ Tape

**No Formative Assessment**

2

Reading: Foundational Skills

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

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

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

Classify Medial Vowels

Write one vowel (*Aa, Ee, Ii, Oo, Uu*) on each of five whiteboards, and place them on the floor. Shuffle the Picture Cards and place them face down in a pocket chart.

Say: **Let's see if we can sort these pictures by the vowel sounds we hear in the middle.**

A volunteer reveals a Picture Card and identifies the picture. He or she places the Picture Card on the whiteboard corresponding to its medial sound. Children give a "thumbs up" if they agree, or help the volunteer make the correct choice. When all of the pictures have been classified, remove the Picture Cards and erase the whiteboards.

The children sit in a circle. Give each child a whiteboard and play "Vowel Switch-A-Roo!"

Say: **pan**. The children:

- write *pan* in large letters on their whiteboards.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Say: **pen**. The children:

- change the vowel in *pan* to spell *pen*.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Repeat for *pin*.

Materials

- ☐ Whiteboards, markers, erasers
- ☐ Picture Cards: *bag, bed, bug, cap, duck, fan, gum, hop, leg, pig, pot, rock, zip*
- ☐ Pocket chart





Formative Assessment

The children erase and play again with *hot/hit/hut*, *ten/tan/tin*, *fin/fan/fun*, and *pot/pit/pat/pet*.

"Vowel Switch-A-Roo" is a great way for ELL children to practice sounds and blending.

ELL

Computer

- ABCs: Aa, Ee, Ii, Oo, Uu
- *Backpack Bear's Books*: Row 11, "Play" column

Practice

Activity

The children reference High Frequency Word Cards to recreate the words using play dough.

Materials

- ☐ High Frequency Word Cards:
away, do, was, will, have, here
- ☐ Play dough

Reading: Foundational Skills

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

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

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

3

Graphing *Ruby Goes to School*

Distribute *Ruby Goes to School* and a graph to each child. Review the high frequency words on the graph. Explain:

We will see how often each high frequency word is used in the story. Each time we find a word we will color a square next to it on the graph.

Guide the children to locate the first word on the graph each time it occurs in the story, including the title and the list on the back page. Choose a color and the children color the corresponding number of squares for each word.

Materials

- ☐ Generated high frequency graph for each child
- ☐ *Ruby Goes to School* for each child
- ☐ Pencils, crayons

Reading: Foundational Skills

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



Formative Assessment

Interpret the graph to determine how many times each word was used, then compare the answers to determine which word(s) were used most and least often.

Word	1	2	3	4	5
Integrate					
Drive					
Reason					
Repeat					
Worked					
Here					
	1	2	3	4	5

Reading:**Foundational Skills**

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

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

Reading:**Foundational Skills**

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

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.2i Know beliefs and behaviors of story characters from the past and understand consequences of their actions

Magic Writing Moment**Review Zz, Jj, Xx**

Attach the prepared chart paper to the whiteboard with magnets. Indicate and identify the three columns labeled Zz and Jj and Xx.

Divide the children into three groups and assign a different letter to each group. The groups discuss words that begin or end with their assigned letters. Write the words in the correct columns as the groups take turns to share them. Review the lists.

Materials

- ☐ Three markers (different colors)
- ☐ Prepared chart paper

Remind the group assigned to Xx that they will look for words that end with X (/ks/), not that begin with /ks/.

Phonological Awareness Warm-Up**Blend Onset-Rimes**

Say: **Let's play a word game. Listen carefully to the beginning sound, then the rest of the word, and blend the parts together to say the word. Let's try one, /p/—/eace/, peace. What is the word?** (peace) **Right, /p/ blended together with the ending /eace/, is the word peace. Let's try another one, /R/—/uby/. What is the word?** (Ruby) Continue for:

/e/ /qual/	/l/ /uther/	/k/ /ing/	/j/ /udge/
/h/ /arm/	/r/ /osa/	/p/ /arks/	/f/ /air/

Materials

- ☐ None

1

Shared Writing: We Can Be Peaceful

Divide the children into three groups, and distribute a poster or book to each group. Say: **Talk with your group about the person on your poster or book, and discuss how the person helped make our world a better place. When you finish, you will share your ideas with other groups.**

Gather the children back together. Each group shares.

Say: **Each of us should do our part to help make our world a peaceful place. Close your eyes and think of some things you can do to make our classroom or your home more peaceful. Some ideas might be to let someone in front of you in line, share toys, or clean your room when your mom or dad asks.** Play *Star Writer Melodies* as children think of additional ideas.

Materials

- ☐ Abraham Lincoln Historical Figures Poster
- ☐ Martin Luther King, Jr. Historical Figures Poster
- ☐ Rosa Parks Historical Figures Poster
- ☐ Prepared chart paper, marker
- ☐ *Star Writer Melodies*
- ☐ *A Young Hero*

Say: **Let's write some of your ideas on chart paper so we don't forget them.**

Indicate the chart paper and read the title.

- The children share their responses, *I can...*
- Record the responses, replacing each child's *I* with his or her name.



Formative Assessment

Review the list with the children and allow them to add to it. Display the list in your classroom.

Computer

1

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

Technology

ML.10 Use technology resources to support learning

"Starfall Speedway"

The children identify high frequency words to advance on the Starfall Speedway.

Materials

2

- ☐ "Starfall Speedway"
- ☐ High Frequency Word Cards
(choose those most needing review)

Reading: Foundational Skills

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

"Color by Word"

Children practice high frequency words by completing the "Color by Word" worksheet.

Materials

3

- ☐ Pencils, crayons
- ☐ "Color by Word" worksheet for Week 12 for each child

Reading: Foundational Skills

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

Art Gallery

On a whiteboard write *Martin Luther King, Jr., Rosa Parks, Abraham Lincoln*.

The children create portraits of the person their group was assigned to in Session 1. They label them by referencing the names on the whiteboard. Display the finished portraits as part of your classroom Art Gallery.

Materials

4

- ☐ Pencils, crayons
- ☐ Drawing paper

Writing

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

W.8c Draw and label

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Speaking & Listening

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

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

L.K.6 Use acquired words and phrases

Science

SS.ES.5d Know characteristics of landforms

Kindergarten Book Club

Gather the children on the floor in a circle. Display *Miss Rumphius*, *America the Beautiful*, and *A Young Hero*, and review the titles.

Ask the following questions to review vocabulary from Unit 4 on the Star Word Wall.

Materials

- ☐ *America the Beautiful*
- ☐ *Miss Rumphius*
- ☐ *A Young Hero*

America the Beautiful

What do we call the little seeds or kernels that grow into plants, such as wheat and corn?

grain

What vocabulary word means a high landform where people might climb or hike?

mountain

What landform is the sandy or gravelly part of the shore near the ocean or other body of water?

beach

What do we call the flat landform used by farmers to grow crops?

plain**Miss Rumphius**

What type of landform is dry with few plants and very little rainfall?

desert

What vocabulary word means damp or slightly wet?

moist

What is the vocabulary word that tells what Miss Rumphius was doing when she was planting lupine seeds?

sowing**A Young Hero**

What do we call the belief that one race is better than another simply because of the color of its skin?

racism

What word means to be able to do something even if it is very difficult?

overcome

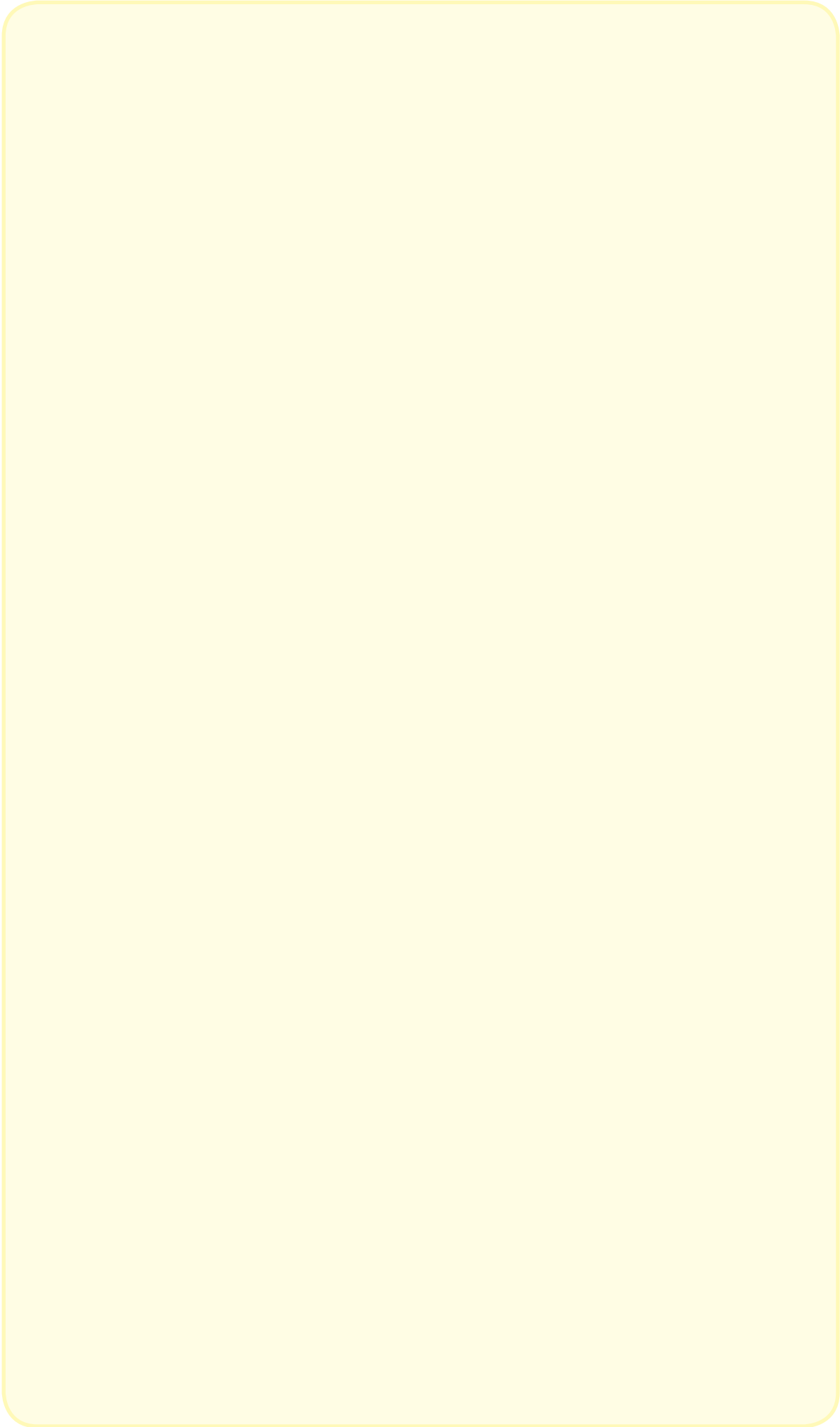
Divide the children into three groups and assign one of the books to each group.

The groups discuss the books and what they learned from them. They discuss their favorite illustrations and the reasons they are their favorites.



Formative Assessment

Each group presents its book. Different members of the groups share the groups' responses. They explain what the book was about and something they learned. They then share their favorite illustrations and explain what makes them their favorites, and answer questions from the other groups.



Unit 4 Bibliography

Teacher Read Aloud (Fiction)

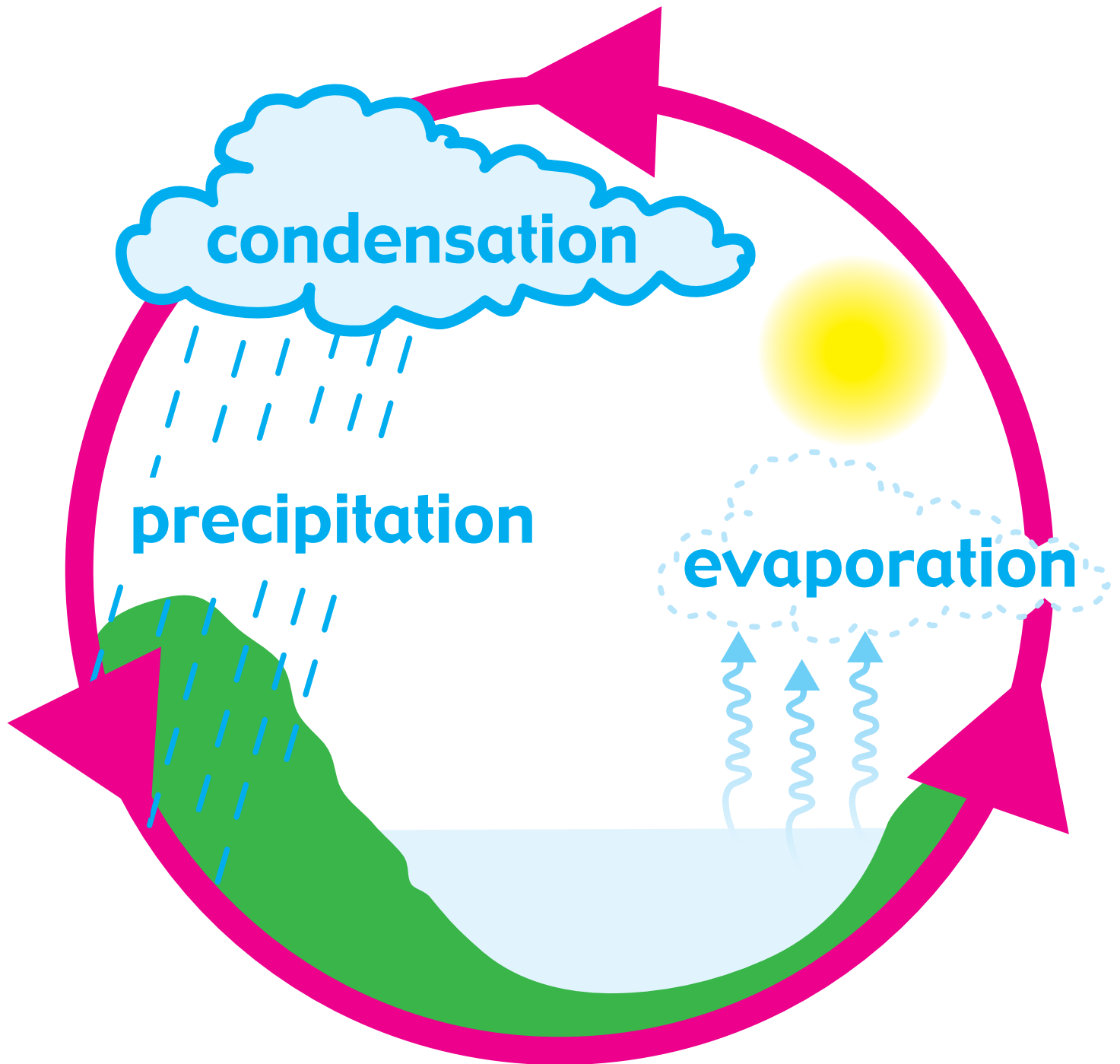
<i>The Great Kapok Tree</i>	<i>The Flag Keeper</i>	<i>The Adventures of a Plastic Bottle</i>	<i>The Adventures of an Aluminum Can</i>
Cherry, Lynne	Juba, Stacy	Inches, Allison	Inches, Allison
Sandpiper, 2000	Create Space Independent Publishing Platform, 2010	Little Simon, 2009	Little Simon, 2009
Several different animals that live in a giant kapok tree in the Amazon Rain Forest try to convince a man planning to chop down the tree with an ax of the importance of not cutting down the tree.	This story teaches young children flag etiquette through the adventures of Elizabeth, a little bear who knows how to treat the American flag with respect. It also includes a discussion guide and flag facts.	Tells the story of the many steps included in the recycling process of a plastic bottle, told from the bottle's perspective. What starts out as a plastic bottle ends up as something entirely different.	This is the diary of an aluminum can that tells the can's life story and its eventual trip to the recycling plant, where it is turned into a baseball bat.
<i>When I Care About Others</i>	<i>The Recess Queen</i>	<i>The Water Hole</i>	<i>Colonel Trash Truck</i>
Spelman, Cornelia Maude	O'Neill, Alexis	Base, Graeme	Crawley, Kathleen
Albert Whitman & Co., 2002	Scholastic Press, 2002	Puffin, 2004	Big Tent Books, 2009
This story explains to children that when they are hurt, sad, or sick, other people care about them. It helps children make the connection that there are times when others need to be cared about as well.	Mean Jean a recess bully on the school playground is reformed by a new girl, Katie Sue. Katie Sue isn't the least bit intimidated by her and the two girls become best buddies.	Animals from several continents come to drink together at a water hole. They realize the water is diminishing and try to solve the mystery of what is causing the problem.	Colonel Trash Truck sees the world as a gift that must be treasured and protected. He teaches children the importance of doing their part to keep the environment clean. They learn to separate trash and recycling.

Teacher Read Aloud (Nonfiction)

<i>The Everything Kids' Environment Book</i>	<i>The Three R's: Reuse, Reduce, Recycle</i>	<i>This Land is Your Land</i>	<i>"O, Say Can You See? America's Symbols, Landmarks, and Important Words"</i>
Amsel, Sheri	Roca, Nuria	Guthrie, Woody	Keenan, Sheila
Adams Media, 2007	Barron's Educational Series, 2007	Little, Brown Books for Young Readers, 2008	Scholastic, 2007
Children learn how they can help take care of Earth and the environment by getting involved at home, at play, and at school. Includes ideas for activities children can do every day to help.	This book teaches about <i>The Three R's</i> and being more conscious of the environment. It also includes activities children can do to protect the environment and information for their parents.	Based on the popular folk song, which debuted in the 1940s, this book shows pictures of the United States from coast to coast.	Explores American traditions and history through descriptions of patriotic symbols, important landmarks, and inspiring words.
<i>Our American Flag</i>	<i>A Picture Book of Rosa Parks</i>	<i>A Picture Book of Martin Luther King, Jr.</i>	<i>John Muir: America's Naturalist</i>
Firestone, Mary	Adler, David A.	Adler, David A.	Locker, Thomas
Picture Window, 2002	Holiday House, 1995	Holiday House, 1990	Fulcrum, 2010
This book tells the story of the United States flag and how it came to be.	The story of Rosa Parks' life from her childhood to adulthood, and the important part she played in the civil rights movement in the United States.	The highlights of Martin Luther King, Jr.'s life and the part he played in peacefully leading the movement for racial equality in the United States are discussed in a way in which young children will understand.	Excerpts of John Muir's own writings are included in this story of his life as a naturalist who inspired people to appreciate nature.

Professional Development

Justice, Laura, Pence, Khara and Beckman, Angela, *Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement*. International Reading Association, 2005, ISBN 0-87207-578-8 or 978-0872075788





Vocabulary Riddles

I am the leader of the United States of America. My name is _____. What am I?

When you tell the truth or do the right thing, you are being _____.

Some people call me a store. You can buy things you need here. What am I?

You use me to grow things in fields like wheat or corn. I am very small, but I grow into something much bigger. What am I?

People climb me. I am very high. I am made by the earth's movement. What am I?

I am a landform that is very flat. I have few or no trees growing on me. What am I?

I am a low landform that has bushes, small trees, and some water. You can find alligators in me. What am I?

I am the shore of a body of water. You probably have walked on me and picked up shells. What am I?

I am water vapor and steam. You can see me on a foggy day, or if you boil water on the stove. What am I?

I form clouds. I am made up of many water drops. What am I?

When a cloud gets too heavy, I fall from it. I can be rain or snow. What is my name?

Landforms, trees, sun, clouds, and nature are all part of me. What am I?

I fall from the clouds and collect on the street or in oceans, lakes and seas. What am I?

I hold all the water drops until they become too heavy. I can be white, gray, or sometimes even black in color. What am I?

I give you light and heat. I dry things on the earth and cause evaporation. What am I?

I am a special house where the president and his or her family live while they are leading our country. What am I called?

I am a famous statue that represents our freedom. I am located in the New York Harbor. I was a gift from the people of France to honor, or recognize, what the people in our country went through to make America free. What am I?

I stand for freedom. I am a bell which is located in Philadelphia. What am I?