



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

**Teacher's Guide**

**Our Environment**

**Unit 4 • Week 11**

**This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.**

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**Starfall Education Foundation**  
P.O. Box 359, Boulder, CO 80306 U.S.A.

# Our Environment

## Unit 4 • Week 11

### Week 11

#### Overview / Preparation

341

##### Day 1

Introduce <i>Miss Rumphius</i> .....	347
"See It! Say It! Write It!" and Introduce: <i>had</i> and <i>here</i> .....	349
Introduce <i>Ee /e/</i> .....	350

##### Day 2

Introduce <i>Vv /v/</i> .....	353
Introduce High Frequency Words: <i>have, help, helps</i> .....	354
Get to Know John Muir. ....	356

##### Day 3




Introduce Reduce, Reuse and Recycle .....	358
"Reuse" in the Classroom .....	360
Introduce <i>The Bottle in the River</i> .....	361

##### Day 4

Listen, Then Write Rhyming Words .....	363
How We Protect Our Environment .....	363
Author's Chair .....	364

##### Day 5

<i>The Bottle in the River</i> .....	365
Learning Centers .....	366
Vocabulary Riddles .....	367

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# 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

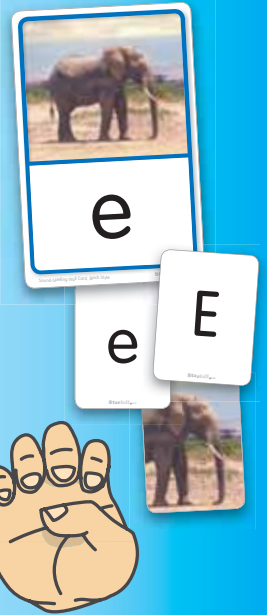
Sing-Along Volume 1

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.

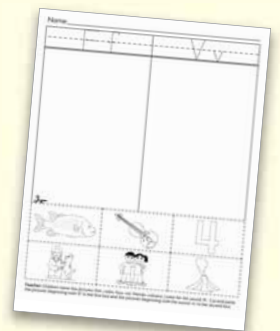
Generate a “Picture Sound” worksheet using Ff /f/ and Vv /v/ for each child.

## 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

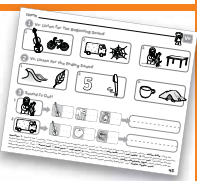
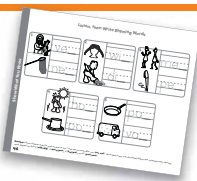

## DAY Two

<b>Magic Writing Moment</b>	Taking Care of the Environment	Recycling/Composting
<b>Reading</b> 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/ <b>Ee /e/</b> HF Words: <b>had, here</b> <b>Comprehension Skill:</b> Story elements (setting, main idea, main character, ending) <b>Comprehension Strategy:</b> Make connections	L&W, p. 44 Syllabication <b>Vv /v/</b> HF Words: <b>have, help, helps</b> <b>Comprehension Skills:</b> Inference Story elements (main idea)
<b>Computer</b>	"Calendar" Holidays: <i>Earth Day</i> <i>I'm Reading:</i> Folk Tales, "Mr. Bunny's Carrot Soup"; Fiction/Nonfiction, "A House in a Tree"	<i>BpB's Books:</i> Row 8, "Come Vote with Me"; Row 9, "At the Library"; Concepts, "E-Machine," "I-Machine"
<b>Activity</b>	Story Elements	"Picture Sound" Vv /v/ and Ff /f/ worksheet
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems & Songs Vocabulary	<i>Miss Rumphius</i> "Letter March Song Ee" "Ee Elephant Rhyme" Being a good citizen <b>Vocabulary:</b> Conservatory, sowing, desert, satisfaction, moist	<i>Miss Rumphius</i> <i>John Muir Historical Figures Poster</i> "Vv Violin Rhyme" "Letter March Song Vv" Environment <b>Vocabulary:</b> Integrity, conserve
<b>Writing</b>		
<b>Social Studies</b>	Taking care of the environment	Understand that being a good citizen involves acting in certain ways
<b>Science</b>	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&amp;W, p. 45</p> <p>Beginning/ending sounds</p> <p><i>The Bottle in the River</i></p> <p><b>Comprehension Skill:</b> Classify/categorize</p> <p><b>Comprehension Strategies:</b> Open discussion Make connections Quotation marks</p>  	<p>L&amp;W, p. 46</p> <p>Rhyming words</p> 	<p>L&amp;W, p. 47</p> <p>Rhyming</p> <p><i>The Bottle in the River</i></p> <p><b>Comprehension Skills:</b> Sequence Story details (problem/solution)</p> <p><b>Comprehension Strategy:</b> 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><b>Vocabulary:</b> 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*

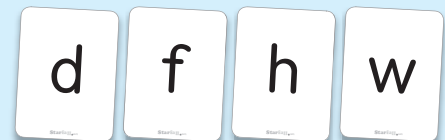
**Phonics Warm-Up****Review /d/, /f/, /h/, /w/**

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.

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

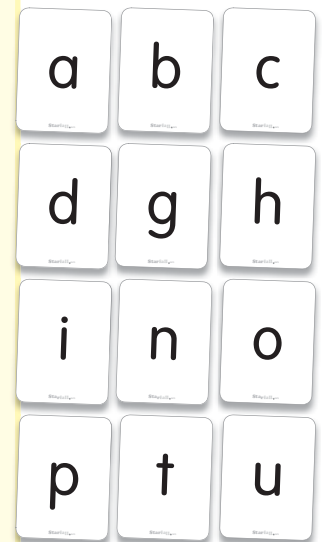
**L.K.2.D** Spell simple words phonetically

### 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
-----	--------	------------	-------	------	-----

### 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

**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  |

**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*.





## 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
<b>water</b>	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.
<b>electricity</b>	Flick the lights on and off.	Turn off lights and other electrical appliances when they aren't in use.
<b>paper</b>	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

**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

**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

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**

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

**Practice****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.**

### Materials

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

### 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.

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****2**

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**

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

**"Color by Word"****3**

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

**Materials**

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

**Sequence *The Bottle in the River*****4**

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**

- ☐ 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?	<b>aluminum can</b>
It is a landform that is dry and sandy. It is often found where it is very hot. What is it?	<b>desert</b>
It is the container that a gallon of milk comes in. What is it made of?	<b>plastic</b>
When you use something over again instead of throwing it away, you do this. What is it?	<b>reuse</b>
It is a word that means damp and slightly wet. What word is it?	<b>moist</b>
You feel this when you have done something really well and are proud of yourself. What is it?	<b>satisfaction</b>
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?	<b>sowing</b>
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?	<b>John Muir</b>
It is the world around you. What is it?	<b>environment</b>
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?	<b>recycle</b>
It is what you do when you use less paper and plastic products and make less garbage or waste. What is it?	<b>reduce</b>
It is a greenhouse for growing or displaying plants. You read about one in the story <i>Miss Rumphius</i> . What is it?	<b>conservatory</b>
You have this if you make good choices and do the right thing. Miss Rumphius and John Muir had it. What is it?	<b>integrity</b>
When you save something or try to use less of something, you do this. What is it?	<b>conserve</b>



**No Formative Assessment**