



Teacher's Guide

**Learning About
Rules**

Unit 1 • Week 2

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

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

Learning About Rules

Unit 1 • Week 2

Week 2

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Week 2 Overview

Learning About Rules

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

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

Starfall Books & Other Media



I Am Your Flag



Backpack Bear Learns the Rules



Backpack Bear's ABC Rhyme Book



Starfall Sing-Along Volume 1



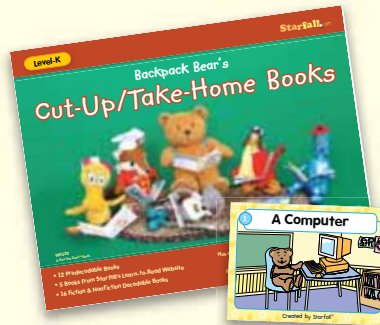
Star Writer Melodies



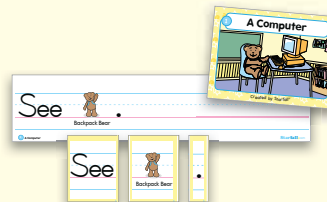
Starfall Dictionary

Literature Selections

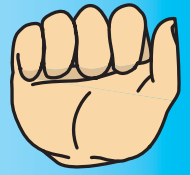
Backpack Bear Learns the Rules and **I Am Your Flag**—**Chase Tunbridge** was born at the foot of Mt. Nebo in Nephi, Utah. Her mother was a rodeo queen and her father was a milkman. Even though she loved her parents, and was very proud of them, she didn't want to grow up to be either of these things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



Cut-Up/Take-Home Books



Cover Cards & Sentence Strips



a

a

A

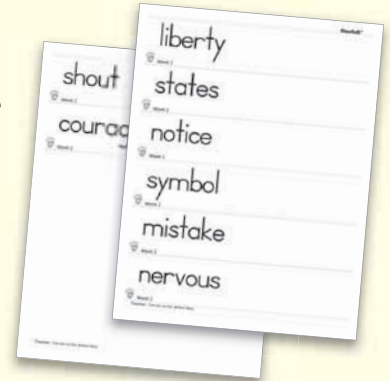
Preparation

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

Generate and prepare Vocabulary Cards for Week 2. You will use *nervous*, *notice*, *mistake*, and *shout* on Day 2 and *courage*, *liberty*, *states* and *symbol* on Day 3.

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

For this week's Magic Writing Moment you will need the basket of children's name cards and the chart paper from Week 1.



Vocabulary Cards

Day One

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



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

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

Use the Word Card generator on *teach.Starfall.com* to create a Word Cards for *Beginning* and *Ending*.



You will add Anchor Chart Card 4 to the Capital Letter Anchor Chart.

Prior to Session 3, prepare a green, yellow and red construction paper circle. They should be large enough for the children to see easily, but they should fit in a pocket chart.

Day Two

Learn the ASL sign for Aa (pictured).



Day Three

Navigate to *ABC Rhymes: Aa*.

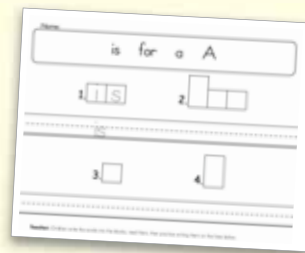
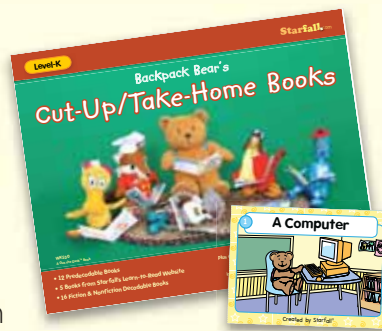
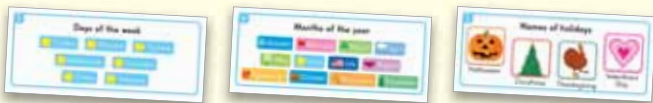
Cut out and assemble Take-Home Book 1: *A Computer* for each child.

Day Four

Use the "Word Shapes" generator on *teach.Starfall.com* to generate a Week 2 "Word Shapes" worksheet for each child for today's learning centers.

Label three index cards, *Tall*, *Small*, and *Tail*.

You will add Anchor Chart Cards 5, 6, and 7 to the Capital Letter Anchor Chart.



Week 2 "Word Shapes"

Day Five

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

Day 1

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

Backpack Bear 

Day 2

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

Backpack Bear 

Day 3

Every day I'll write you a message. I hope you enjoy the message I wrote to you on the computer.

Backpack Bear 

Day 4

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

Backpack Bear 

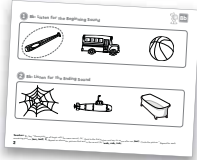
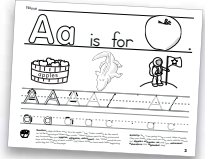
Day 5

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

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment	Where to use capital letters	Where to use capital letters
Reading Phonological Awareness Phonics High Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	Initial and final /b/ <i>Listening & Writing</i> p. 2 Compound Words 	Aa /a/ High Frequency Words: is, for Retelling Stories <i>Listening & Writing</i> p. 3 Letters, Words, Sentences 
Computer	<i>Backpack Bear's Books: Concepts, "Backpack is a Little Bear"</i> ABCs: Letter B	ABCs: A, B, ABC Rhymes: Aa, Bb
Activity	Forming uppercase and lowercase Bb	Children draw a portrait of Backpack Bear and self
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	"Traffic Lights" Top, Middle, Bottom Introduce the Computer Vocabulary: <i>computer, cursor, keyboard, monitor, mouse, navigation</i> Introduce Rules	"Letter March Song Aa" "Aa Apple Rhyme" <i>Backpack Bear Learns the Rules</i> Vocabulary: <i>nervous, notice, mistake, shout</i>
Writing		The children draw portraits of themselves with Backpack Bear
Social Studies	Follow rules such as share, and take turns, and know consequences of breaking them	
Science	Describe relative position of objects by using one reference	

DAY Three

DAY Four

DAY Five

Where to use capital letters	Where to use capital letters	Where to use capital letters
<p>Initial /a/ and /b/</p> <p>Take-Home Book 1: <i>A Computer</i></p>  <p>High Frequency Words: A, a</p> <p>Solve riddles (Vocabulary/ Comprehension Review)</p>	<p>Rhyming Words</p> <p><i>A Computer</i></p> <p><i>Starfall Dictionary</i></p>  <p>HF Words: A, a, is, for, me, see</p>	<p>Initial /b/</p> <p>Compare and contrast</p> <p>Retelling stories</p> <p>Characters, important events</p> <p>Blend onsets and rimes</p> <p>Kindergarten Book Club</p>
		Starfall Free Day 1
		Play Dough Name Formation 2
<p><i>Talking Library: "Backpack Bear Learns the Rules"</i></p> <p><i>Selected Nursery Rhymes</i></p>	<p><i>BpB's Books: Row 1, "A Computer"</i></p> <p><i>ABCs: Aa, Bb</i></p> <p><i>Talking Library: Nonfiction, "I Am Your Flag"</i></p>	Sequence "A Computer" 3
Play "Concentration" with HF Words: A, a, is, for, me, see	Sequence <i>A Computer</i>	"Color by Word" worksheet for Week 2 4
<p><i>I Am Your Flag</i></p> <p>Vocabulary: <i>courage, liberty, states, symbol</i></p>	Capital Letter Anchor Chart - Days, Months, Holidays	Teacher's Choice 5
		Teacher's Choice 6
		<p><i>Backpack Bear Learns the Rules</i></p> <p><i>I Am Your Flag</i></p> <p><i>The Kissing Hand</i></p> <p>Review vocabulary words</p>
Recognize national flag		Follow rules such as share, and take turns, and know consequences of breaking them

Language

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



Magic Writing Moment

Where to Use Capital Letters

Indicate the Capital Letter Anchor Chart and review it with the children.

Choose a child's name card from the basket.

Say: **Today we will use a different sentence to tell your favorite colors.**

On the chart paper write: *The color I like is yellow.*

Ask the child whose name card was drawn: **What is your favorite color?**

Write: (Child's name) *likes the color* (chosen color).

Continue: **Can you find your name in the sentence? Use your favorite color to circle your name. What do you notice about the word at the beginning of the sentence? Right, it starts with a capital letter.**

Ask: **Is there another word in this sentence that begins with a capital letter?** (Volunteers respond.) **Yes, the word I is a capital letter and it isn't even at the beginning of the sentence.**

Indicate Capital Letter Anchor Card 4. Say: **This card tells us that whenever we use I as a word, it is always a capital.** Attach Anchor Card 4 to the anchor chart.

Indicate the sentences on the chart paper. Ask: **Who can find the word I in the first sentence?** Choose a volunteer to circle the word I. Repeat for the remaining sentences. Instruct the class to reread the sentences together as you indicate each word.

Say: **Look at every I that was circled. Were they lowercase letters or capitals?** (Volunteers respond.) **Right, every I is a capital letter!**

Review the Capital Letter Anchor Chart and display it where the children can easily see it throughout the school year.

Materials

- ☐ Basket of children's name cards
- ☐ Capital Letter Anchor Chart
- ☐ Capital Letter Anchor Card 4
- ☐ Chart paper from Week 1
- ☐ Box of crayons

Phonological Awareness Warm-Up

Compound Words

Display the Picture Cards *foot* and *ball* in the pocket chart.

Say: **Listen to these words, *foot* and *ball*. What does *foot* mean?**

(Volunteers respond.) **What does *ball* mean?**

Continue: **What new word is formed if we put *foot* and *ball* together? Right, the word is *football*. When we put two words together to form one word, we call that word a *compound word*. Say, *compound word*.** (The children repeat, *compound word*.)

Display the Picture Cards *cup* and *cake* in a pocket chart. Continue: **Let's create more compound words. Listen to the two words and see if you can put them together to form a compound word. Ready?**

Indicate the Picture Cards and say: ***Cup, cake*.** Put the two Picture Cards together and the children say, *cupcake*.

Repeat with *rain* and *bow*, and *dog* and *house*.

Materials

- ☐ Picture Cards: *ball, bow, cake, cup, dog, foot, house, rain*
- ☐ Pocket chart

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Phonological Awareness

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

1

Introduce the Computer

Gather children around a classroom computer.

Explain: **Not long ago, there were no computers or DVDs. People watched movies on television or they went to a theater. Games came in boxes and they didn't need batteries. People wrote letters using a pen or a pencil, or they used something called typewriters. Raise your hand if you have ever seen a typewriter.** (The children share any experiences with typewriters.) **People also had to buy stamps to mail the letters.**

Now, we can watch movies, play games, learn about things, and send e-mail all on a computer or a tablet. Backpack Bear would like us to learn how to use the computers in our classroom.

Indicate a laptop computer, a tablet, and a desktop computer.

Say: **Here are three different kinds of computers. Let's compare them to determine how they are the same.** (Discuss the elements that are similar about the three types of computers.) **Now, let's contrast them to see how they are different.** Discuss the elements that differ such as on a tablet, the mouse is a touch pad, you tap rather than click, the keyboard is hidden until needed, etc.

Materials

- ☐ Laptop computer (If available)
- ☐ Tablet computer (If available)
- ☐ Desktop computer (If available)

Technology

TECH.11a Learn parts of a computer and their purposes

Make adjustments to this lesson based on the type of technology you use.

Partner Share

Say: **Stand up, hand up, partner up. Remember to sit knee-to-knee and say hi to your partner.** (The children do this.)

Continue: **I wonder what computers can be used for. Discuss with your partner everything you can think of that you can use a computer to do. Ready? Discuss.**

After an appropriate amount of time signal the children to end their discussions. Say: **Clap once if you can hear me. Clap twice if you can hear me.**

The children raise their hands to share purposes of a computer. If they do not share that computers are useful for learning new things, Backpack Bear may whisper that he likes to use a computer to do “research.” Discuss what this means.

Continue: **Watch carefully as I demonstrate.**

Open *Starfall.com* in a browser and indicate the monitor. Say: **This is a monitor. A monitor is like a television screen. We can see pictures, watch movies and find information. Say, monitor.** The children repeat, *monitor*.

Next, demonstrate how to open the ABCs. Say: **I just navigated to the ABCs on Starfall.com. To navigate means to move around and explore a website to find what you need. Say, navigate.**

As you navigate, indicate the cursor and say: **Look closely at this little arrow on the monitor. It is called the cursor.** (The children repeat, *cursor*.) **The cursor shows us where we are on the computer. To get information, we use the mouse to move the cursor. Watch. I would like more information about the letter Bb, so I move the mouse, which moves the cursor.**

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

Choose several volunteers to navigate to other letters. Say: **You will be able to explore the Starfall website during computer time today.**



Formative Assessment

Say: **Backpack Bear would like for one of you to be the teacher and ask the other children what they have learned about computers.**

Select a volunteer. The volunteer asks his or her classmates what they have learned then chooses a child to answer. That child becomes the teacher and asks another question.

Continue with the selected children, asking the meaning of the vocabulary words *computer, monitor, navigation, cursor, mouse, and keyboard*.

Initial and Final /b/

Indicate page 7 of the *ABC Rhyme Book* and recite "Bb Ball."

Say: **Listen as I read the rhyme again. This time raise your hand when you hear words that begin with /b/.**

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

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

Say the following words clearly and pause for the children to react. Repeat each word being sure to emphasize the /b/ and discuss the correct answers.

bottle	crab	basket	sub
--------	------	--------	-----

Place two chairs at the front of the classroom and attach a *Beginning* or *Ending* label to each. Choose a volunteer and say: **I will say a word and you will repeat it. Listen for the /b/. If you hear /b/ at the beginning of the word, sit in the chair that says beginning.** (Indicate) **If you hear /b/ at the end of the word, sit in the chair that says ending.** (Indicate)

ball	bear	bed	web
cab	boat	lab	bell

Display the Picture Cards (*bag, baseball bat, bed, black, blue, cub, rib, sub*) face down in a pocket chart. Select a volunteer to choose a Picture Card. The class identifies the picture and the volunteer selects a child to determine if the word begins or ends with /b/. The chosen child reveals the next Picture Card.



Formative Assessment

Distribute the *Listening & Writing Books* and the children turn to page 2. As a group, identify and name each picture: *bat, bus, ball*. Project this page if possible for demonstration.

The children listen for /b/ in these words. Ask: **What do you notice about all of these words? Right, they all begin with /b/.**

Indicate the *blue* Picture Card and place it in the pocket chart. Say: **Use your blue crayon to color the pictures that have /b/ at the beginning.**

Display the Picture Cards *cub, rib* and *sub*. Indicate the *cub* Picture Card. Say: **A *cub* is a baby bear. When Backpack Bear was little, he was a *cub*.** (The children repeat, *cub*.) **Look at the other pictures. Can you find any pictures that end with the same sound as *cub*?** (*rib, sub*)

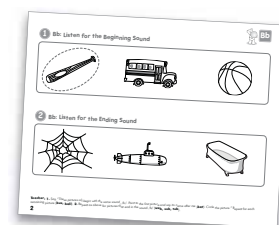
Materials

- ☐ Picture Cards: *bag, baseball bat, bed, black, blue, cub, rib, and sub*
- ☐ Pencils and blue and black crayons for each child
- ☐ *Listening & Writing Books*, page 2
- ☐ Generated Word Cards: *Beginning, Ending*
- ☐ *ABC Rhyme Book*
- ☐ Pocket chart
- ☐ Two chairs

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



Emphasize the /b/ at the end of words since it is more difficult for children to discriminate.



The children identify the pictures on page 2 that end with /b/ (*web, sub, tub*) and color them using a black crayon.

Computer

Practice

On *Starfall.com* or the *Starfall App*:

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

Activity

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

Materials

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

Reading

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

Language

L.K.1a Form upper- and lowercase letters

3

Introduce Rules, Signs, and Middle

Review your classroom rules and emphasize the fact that rules keep everyone safe.

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



Say: **Signs tell drivers the traffic rules. This is a stop sign.** (Indicate the *stop sign* Picture Card and place it in a pocket chart.) **Stop signs are always red and they have 8 sides. The word stop is in the middle of the sign. When we see a stop sign, we stop. That is a traffic rule; it keeps cars from crashing. We can use a stop sign in our classroom, too. It will tell us when to stop moving, talking, or working. Let's try it! Walk around the room slowly. Stop when I hold up the stop sign Picture Card. Ready?** Repeat this activity several times.



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

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

Materials

- ☐ *Sing-Along* Volume 1 Track 37, "Traffic Lights"
- ☐ Three circles of construction paper (red, yellow, green)
- ☐ Picture Cards: *stop sign, traffic signal*
- ☐ Pocket chart
- ☐ Pointer

Social Studies

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

Speaking & Listening

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

Reading

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

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

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

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

The children echo you as you continue to rearrange the circles, "_____ is at the top, _____ is in the middle and _____ is at the bottom."

Play *Sing-Along* Volume 1 Track 37, "Traffic Lights." The children sing as a volunteer touches the traffic signal colors with a pointer as they are named in the song. Review the traffic signs and reiterate that rules help keep people safe.



Formative Assessment:

Divide the children into groups of 3.

Say: **Backpack Bear tells me that we need rules like hold an adult's hand when crossing the street, or stop and look both ways before crossing the street. Can you think of other rules that are important?** Talk with your group about rules you think are important and explain why.

When the groups have finished sharing, they report to the class. Encourage the children to tell the rules and why it is important to follow them.

Traffic Lights

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

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

*"Wait" says the yellow light,
(Hands on hips)*

Blinking in between.

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

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

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

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

Language

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

Print Concepts

PC.1 Distinguish letters from words

Reading

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

Magic Writing Moment

Where to Use Capital Letters

On the chart write: *I like the color violet*. Draw a name card from the basket.

Ask the child: **What is your favorite color?** Write: (Child's name) *likes the color* (chosen color). **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **What do you notice about the word at the beginning of the sentence? Right, it is your name and it begins with a capital letter.**

Ask: **Can you find the word I in the first sentence?** (The child indicates I.) **Use your crayon to circle the word I.** The class rereads the sentences together as you indicate each word.

Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

Phonics Warm-Up

Difference Between a Letter and a Word

Display the letters *b, a, t* next to each other in a pocket chart to form the word *bat*, and the letters *m, o, m* to form the word *mom*.

Say: **These are words. Does anyone know what the words say? The words are bat and mom.**

Now spread those same letters out randomly in the pocket chart. Ask: **What do you see now?** (Discuss) **Now these are only individual letters. By themselves, not in any special order, they just stand for sounds. They don't mean anything.**

Ask: **What do we need to do with these letters so they will form words? Right, the letters need to be put together in a special order so the sounds form a word.**

Indicate m-o-m. Decode it for children (/m/ /o/ /m/, *mom*). Say: **What word did we build? Right, the word is mom.** Repeat for b-a-t, and *bat*.

Materials

- ☐ Letter Cards: *b, a, t, m, o, m*
(or magnetic letters)
- ☐ Pocket chart

1

Introduce: Aa /a/

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

Step One Introduce /a/ in the initial position

Read "Aa Apple" on page 5.



Indicate the *apple* Picture Card. Say: **This is a picture of an apple. Say, apple. The word apple begins with the sound /a/. Watch my mouth, /a/. Now you say /a/. The words *apple* and *as* begin with the same sound: /a/.** (The children repeat: /a/.) **I will read the rhyme again.**

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

Materials

- ☐ Picture Cards: *apple, alligator, ants, bell, dinosaur*
- ☐ Letter Cards: A, a, B, b, O, o, X, x C, c
- ☐ *Backpack Bear's ABC Rhyme Book*
- ☐ Whiteboards, markers
- ☐ Wall Card: *Apple /a/*

Aa Apple

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

Step Two Discriminate /a/ in the initial position

The children stand. Say: **If you hear the sound /a/ at the beginning of a word I say, give a thumbs up! Ready?** Read the following words pausing after each to allow the children to respond.

alligator

tree

boy

ant

astronaut

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

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

a

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

Demonstrate the letter's formation as you write *a* on the board. The children mimic the formation by sky writing *a* several times.

Distribute whiteboards and markers. The children write *a* several times on their whiteboards.

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

Read the following words pausing after each to allow the children to respond.

ambulance

ant

circle

puppy

bone

after

at

add

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



The Letter March: Aa

(Melody: "The Ants Go Marching")

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

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

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

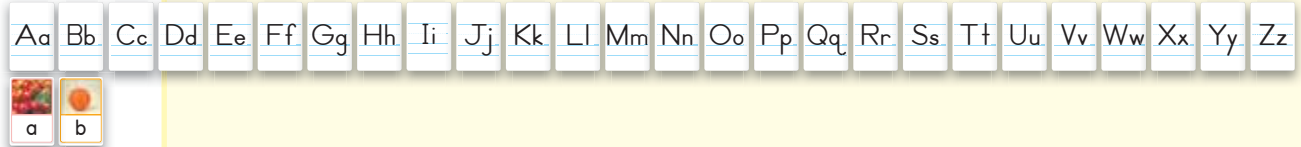
Indicate the A Letter Card. Say: **This is the uppercase letter A. The uppercase letter A and the lowercase letter a stand for the sound /a/.**

A

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

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

ELL



Formative Assessment

Say: **Let's play a game. I will flash a Letter Card. If the Letter Card stands for the letter Aa, stand. If it does not stand for the letter Aa, sit criss-cross. Ready?**

Flash the Letter Cards in random order and the children respond.

Say: **Now listen for the sound that Aa stands for, /a/. This time stand if you hear /a/ at the beginning of the word and sit criss-cross if you hear a different sound at the beginning of the word. Ready?**

Flash the Picture Cards in random order, reading the words aloud, and the children respond.



Display the Wall Card at the end of the lesson.

2

Introduce High Frequency Words: *is* and *for*

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

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

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

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

Materials

- ☐ Listening & Writing Books, page 3
- ☐ Pencils, orange and green crayons
- ☐ Starfall Dictionaries
- ☐ Pocket chart

Reading

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

Language

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

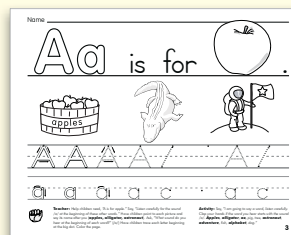
L.K.1c Form plural nouns orally by adding /s/

Distribute *Listening & Writing Books* and the children turn to page 3.

Step One Name the letters

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

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



Step Two Read the sentence

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

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

Ask: **Can you find the high frequency words *is* and *for* in the sentence on your page? Circle *is* using your orange crayon.** (The children do this.) **Now circle *for* using your green crayon.**

Step Three Identify and discuss the pictures

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

apple	apples	alligator	astronaut
-------	--------	-----------	-----------

Indicate the word *apple* in the sentence written on the board. Say: **Point to the apple pictured on page 3 of your *Listening & Writing Book*.** (The children do this.) **Now, locate the pictured basket of apples.**

Explain: **In the sentence on the board there is only one apple. In the basket there are *apples* because there is more than one. Who knows the difference in the words *apple* and *apples*?** (Volunteers respond.) **When there is more than one of something, we often add an *s* to the end of the word.** Read the new sentence together, *Aa is for apples.*

Continue: **Let's try some others. I will say a word and you add an *s* to the end to make it mean more than one. Ready?** Say these words one at a time, pausing for the children to add *s* to the end.

girl	boy	dog	cat
car	flower	book	bird

Step Four Write the word

Demonstrate the formation of uppercase and lowercase *Aa* on the whiteboard. Say: **Now you practice writing uppercase and lowercase *Aa* by tracing the letters at the bottom of the page.**



Formative Assessment

Distribute *Starfall Dictionaries* and write the word *for* on the whiteboard.

Say: **For is our new high frequency word. Let's add it to our *Starfall Dictionaries*. What letter do you see at the beginning of the word *for*? Right, *f*. Write *Ff* on the board. Find the *Ff* in your dictionary and hold it up.**

Indicate *for* on the whiteboard. Say: **Now, find the word *for* and trace it with your pencil.** Repeat for *is*.

Technology

TECH.11 Develop technology skills for using and understanding conventional and current tools, materials and processes

Writing

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

Computer

Practice

On *Starfall.com* or the *Starfall App*:

- ABCs: A, B
- ABC Rhymes: Aa, Bb
- All About Me

Activity

The children write their names at the bottom of a sheet of drawing paper and then illustrate themselves with Backpack Bear.

Materials

- ☐ Drawing paper
- ☐ Pencils, crayons
- ☐ Backpack Bear

3

Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge

Materials

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Literary Response & Analysis

RA.7c Make inferences based on titles

Reading

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

Indicate *Backpack Bear Learns the Rules*. Say: **Today let's**

look at visual text. Visual text is an illustration or picture. Listen as I explain this visual text.

Say: **I see Backpack Bear. He looks like he is going into a room. I see a lady with a child. She looks like she is handing the child a book. I also see a rug. I see that Backpack Bear has his backpack on. I wonder where Backpack Bear is going.**

Ask: **By looking at the cover and visual text, what do you think this book might be about?** (Accept all answers.)

Turn to the first page. Ask: **Who can explain what you see in this visual text?** (Discuss) Repeat for the next page. Ask: **How can we find out if your predictions were correct? Right, let's read the story.**

Indicate the front cover. Say: **The title of this book is *Backpack Bear Learns the Rules*. The author is Chase Tunbridge. Who remembers what an author does?** (Volunteers respond.) **Right, an author writes the words that tell the story.**

Continue: **The illustrator is Dale Beisel. What does the illustrator do?** (Volunteers respond.) **Does knowing the title of the book help us have a better idea what the story will be about?**

Say: **Let's read *Backpack Bear Learns the Rules*.** Read the story through without stopping to discuss vocabulary words.

Divide the children into groups of 4. Say: **Talk with your group about some of the rules Backpack Bear learned in the story.** After an appropriate amount of time, gather the children and volunteers share.

Say: **As I was reading I noticed some interesting vocabulary words. Remember vocabulary words are words that may be new to us. Let's talk about the interesting vocabulary words we heard in this book.**

Display the Vocabulary Cards: *nervous*, *notice*, *mistake*, and *shout*.

Read each word and its definition. Explain that you will display the new vocabulary words on the Star Word Wall.

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

Partner the children. Read the story again. Pause several times as you read to allow partners to discuss what happened on the page. Volunteers share with the class.

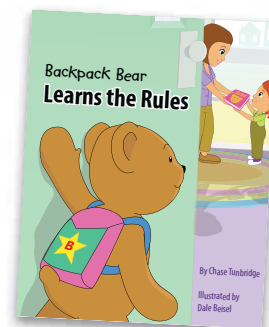
Continue until you complete the story. Congratulate the children and Backpack Bear for practicing the classroom rules.



Formative Assessment

Say: **I will read this story again. Listen for the new vocabulary words. If you hear another word you don't know or understand, raise your hand.**

Reread *Backpack Bear Learns the Rules*. Give a short explanation of any unknown words and add them to your Star Word Wall.



nervous

notice

mistake

shout

Star Word

Display the new vocabulary on your Star Word Wall.

Language

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

Magic Writing Moment**Where to Use Capital Letters**

On the chart paper write: *I like the color black.*
Draw a name card from the basket and repeat the lesson from Day 2.

Ask the child: **What is your favorite color?** Write: (Child's name) *likes the color* (chosen color). **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **What do you notice about the word at the beginning of the sentence? Right, it is your name and it begins with a capital letter.**

Ask: **Can you find the word I in the first sentence?** (The child indicates I.) **Use your crayon to circle the word I.** The class rereads the sentences together as you point to each word.

Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

Phonological Awareness Warm-Up**Identify and Discriminate Initial /a/ and /b/**

Gather children around a classroom computer navigated to *ABC Rhymes: Aa*. The children:

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

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

apple	dog	adventure
ant	tree	antelope
fish	pig	ax

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

tail	button	computer	balloon	bath
------	--------	----------	---------	------

The children stand. Say: **If you hear the sound /b/ at the end of the word, sit on the floor.** (The children stand again before you say each word.)

cube	cat	lab	tab	have
------	-----	-----	-----	------

Materials

- ☐ Computer navigated to Starfall's *ABC Rhymes*
- ☐ *ABC Rhyme Book*

Access the ABC sign language videos in the ABC section of Starfall.com and click on the "Interpreter" button for videos of how to make the sign language hand signs.

**Reading**

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

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

1

Introduce High Frequency Words: A and a

Distribute *Starfall Dictionaries*. Say: **We have learned four high frequency words: for, is, me, and see. Today you can be high frequency word detectives!** (Indicate the word *me*.) **This is the word, *me*. Now be high frequency word detectives and find *me* in your dictionaries. What letter page will you turn to? Right, the letter *m*. Hold up your dictionary when you find it.**

Repeat for *is*, *see*, and *for*.

Gather the children around the pocket chart and explain the rules for playing the game "Concentration."

Place both sets of the Word Cards *is*, *for*, *see*, and *me*, face down in the pocket chart. Choose a volunteer to attempt to make a match. If the child succeeds, he or she takes another turn. If the child does not find a match, he or she chooses the next volunteer. The game continues until all cards are matched.

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

Write the following sentences on the board.

- A dog is my pet.
- Tom can run fast.
- I see a fish.
- The ball is for me.
- A cat and dog play at the park.
- Kate is a pal.

Read each sentence. Discuss where *Aa* is used as a word or used as part of a word. Volunteers indicate their answers by using a red marker to circle *Aa* as a word and a blue marker to circle *Aa* when it is part of a word.

The children return to their seats and find *Aa* in their dictionaries. They trace the upper and lowercase *A*, *a*.

Materials

- ☐ Red and blue dry erase markers
- ☐ High Frequency Word Cards:
(2 of each) *A*, *a*, *for*, *is*, *me*, *see*,
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading

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



You may substitute names of children in your class in these sentences.

Formative Assessment

Partner the children. Say: **Today we will learn to play "I Spy" with our dictionaries. I will say and write a word on the whiteboard. You and your partner look through your dictionaries to find that word. Raise your dictionary when you have found the word. Ready? I spy the word *is*.** (Continue with *for*, *A*, *see*, and *me*.)

Reading

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

Introduce *A Computer*

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

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

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

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

Distribute copies of *A Computer* and explain that the books belong to children and they may take them home at the end of the week. The children write their names in the space provided.

Say: **The title of this story is *A Computer*.**

Page through the story to identify the rebus pictures, Backpack Bear, mouse, keyboard, monitor, and computer. Read the story aloud as the children track each word with their fingers.



Formative Assessment

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

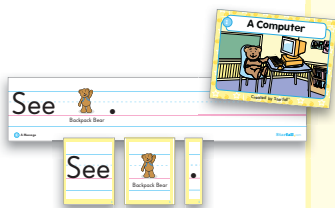
- Write *see* on the board.
- Children locate and circle (or highlight) the word *See* on page one using a red crayon.
- Reread the first sentence together.

Repeat as above for *is* (green), *for* (orange), *A* (purple) and *me* (green).

Children partner to read the story.

Materials

- ☐ Backpack Bear and his message
- ☐ Take-Home Book 1, *A Computer* for each child
- ☐ Cover Card and Sentence Strips for *A Computer*
- ☐ A pack of 8 crayons for each child
- ☐ Pocket chart
- ☐ Pencils



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

Computer

Practice

- *Talking Library: Fiction, "Backpack Bear Learns the Rules"*
- *Selected Nursery Rhymes*

Activity

The children display the High Frequency Word Cards face down in a pocket chart, then take turns finding matches. They repeat the game as often as time allows.

Materials

- ☐ High Frequency Word Cards:
me, see, is, for, a, A
- ☐ Pocket chart

3

Introduce *I Am Your Flag* by Chase Tunbridge

Say: **There are many kinds of books. Some books like *Brown Bear, Brown Bear, What Do You See?* tell make-believe stories. We call these books fiction.**

(The children repeat, *fiction*.) **Other kinds of books teach us true facts. These are called nonfiction.**

(The children repeat, *nonfiction*.) **The book we will read today is a nonfiction, or true story, that teaches us about the American flag.**

Indicate the classroom flag. Say: **Each morning we look at the American flag and make a promise to honor our country. This is called the Pledge of Allegiance. Look closely at our flag. Who can describe something they notice about it?**

Volunteers respond.

Indicate *I Am Your Flag*. Say: **The title of this book is *I Am Your Flag*. The author is Chase Tunbridge. Have you heard the name of this author before? What book did we read that was written by Chase Tunbridge? Right, *Backpack Bear Learns the Rules*. There is no illustrator for this book because the pictures are photographs.**

The children describe the cover. As you read the story, pause to indicate the Vocabulary Cards and discuss the following vocabulary words:

Materials

- ☐ Vocabulary Cards:
courage, liberty, states, symbol
(two of each)
- ☐ *I Am Your Flag*
- ☐ Classroom flag

courage

the ability to do something hard without letting fear stop you; to be brave is to have courage

liberty

freedom to choose; I am free to wear a green shirt

state

a piece of land within a nation that has borders, people and a government; (your state's name) is one of the 50 states in the United States of America

symbol

a picture that stands for an idea; a heart is a symbol of love

Technology

TECH.11 Develop technology skills for using and understanding conventional and current tools, materials and processes

Reading

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

Reading

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

RI.K.4 Ask and answer questions about unknown words

RI.K.10 Actively engage in group reading activities

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Social Studies

HK.2e Recognize importance of American symbols



Reread the story or project it in the *Talking Library* on Starfall. Say: **Listen to this story again. This time raise your hand when you hear one of our new vocabulary words. If you hear another word that you don't understand, raise your hand.**



Formative Assessment

Say: **Listen to these riddles and raise your hand if you know the answers.**

- **I am red, white, and blue. You see me in your classroom. What am I?** (the flag)
- **The flag of the United States of America belongs to us. Who are we?** (every American)
- **I am a word that means to be brave. What word am I?** (courage)
- **I am the state where you live in the United States of America. What state am I?** (Answers will vary.)
- **I am a picture that stands for an idea. A heart is an example of me. What am I called?** (a symbol)
- **I am a stripe on the flag. I stand for liberty, which means I have the freedom to make choices. What color stripe am I?** (white)
- ***I Am Your Flag* is a nonfiction book. Am I a pretend story or a story about real information?** (real information)

Magic Writing Moment

Where to Use Capital Letters

On the chart write: *I like the color indigo.* Draw a name card from the basket. Explain that indigo is red and blue mixed together to make purple, with a little more blue added to it.

Repeat the lesson from Day 2.

Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

Language

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

Phonological Awareness Warm-Up

Rhyming Words











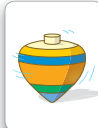





Say: **Let's have some fun with rhyming words. Listen to these word pairs. If the words rhyme, give a thumbs up. (Demonstrate) If they do not, they give a thumbs down. (Demonstrate)**

Pause after each pair of words for the children to respond. Discuss the correct response before going on.

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

Place the following pairs of Picture Cards in the pocket chart, one pair at a time. Choose volunteers to decide whether or not the two words rhyme. Each child chooses the next volunteer.

Suggested combinations:

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

Materials

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

Reading

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

Listening & Speaking

LS.9c Relate an experience in a logical sequence

A Computer

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

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

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

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

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

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

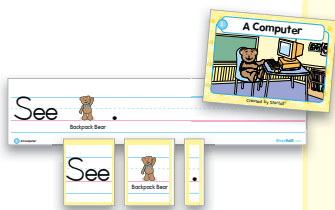


Formative Assessment

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

Materials

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



2

Introduce the “High Frequency Word Shapes” Worksheet

Indicate the pocket chart with the index cards *Tall, Small, Tail* placed across the top row as column headings, with spaces between them.

Place the “b” Letter Card in the tall column, “a” in the small column, and “j” in the tail column.

Say: **Today let’s talk about lowercase letters. Some lowercase letters are tall, some are small, and some have a tail!** Indicate the tall letter column of the pocket chart. **Lowercase “b” is a tall letter.** Indicate the small letter column of the pocket chart. **Lowercase “a” is small letter.** Indicate the tail letter column of the pocket chart. **Lowercase “j” is a tail letter because it has a “tail” that goes below the bottom line.**

Explain: **Here is a basket with all of the lowercase letters in it. Let’s see if we can classify, or sort, all of the lowercase letters into groups of tall, small, and tail letters.** Choose a volunteer to draw a letter from the basket, show it to the class, and identify the letter, with assistance if needed.

Ask: **Is ____ a tall letter, a small letter, or a tail letter?** (The class responds.) **In what column does this letter belong?** Repeat this procedure until all of the letters are classified. Each volunteer may choose the next.

Draw a tall box like the one found on the “High Frequency Word” worksheet on the whiteboard and write *A* in the box. Indicate the Letter Cards *A, a*, and ask: **Which of these letters is smaller, the uppercase or lowercase *Aa*?** Volunteers respond.

Draw a small box on the whiteboard and write *a* in the box. Write the word *for*. Say: **Let’s see if you can tell which letters in this word are small letters. Indicate each letter individually and the children decide which are tall and which are small.**

Formative Assessment

Distribute the “High Frequency Word Shape” worksheet to each child. Instruct the children to write their names at the top. Read and review the words in the word bank: *is, A, a, me, for, and see*.

Explain: **Placing the words in the shapes is like doing a puzzle. Each piece will fit in a special place.** Instruct the children to trace *me* in the first word shape box and copy the word *me* onto the handwriting line below. Observe the children to be sure they do this correctly.

Demonstrate each word on the whiteboard before the children write it on the worksheet.

Materials

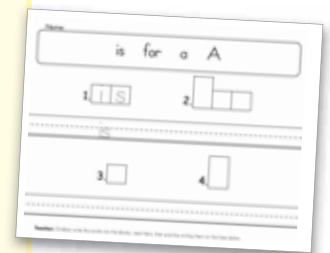
- ☐ Generated “High Frequency Word Shapes” worksheet for each child
- ☐ High Frequency Word Cards: *is, A, a, me, for, see*
- ☐ Prepared *Tall, Small, Tail* index cards
- ☐ All Lowercase Letter Cards
- ☐ Pocket chart
- ☐ Pencils
- ☐ Basket

Reading

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

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

<u>Tall</u>	<u>Small</u>	<u>Tail</u>
b	a	j
d	c	g



Reading

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

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

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

RF.K.4 Read texts with understanding

Technology

TECH.11 Develop technology skills for using and understanding conventional and current tools, materials and processes

Social Studies

HK.2e Recognize importance of national and state symbols

Language

L.K.2 Demonstrate command of English conventions in capitalization

Computer**Practice**

- *Backpack Bear's Books*: Row 1, "A Computer"
- *Talking Library*: Nonfiction, "I Am Your Flag"
- *ABCs*: Letters A and B

Activity

The children reference *A Computer* to:

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

Materials

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

3**Capital Letter Anchor Chart**

Gather the children where they can easily view the Capital Letter Anchor Chart. Review the chart to remind the children where we use capital letters:

- Names of People and Pets
- The Beginning of Sentences
- The word *I*

Backpack Bear whispers to you that he sees some words with capital letters on the calendar.

Direct the children's attention to the calendar. Ask: **What do you notice about the first letter of the name of each day of the week?**

Add Anchor Chart Card 5 to the anchor chart. Explain: **The name of each day of the week begins with a capital letter.**

Say: **Look at the word that names the month. What do you notice about the first letter?**

Add Anchor Chart Card 6 to the anchor chart. Explain: **The name of the month starts with a capital letter. Here is another card for the anchor chart. It says "Months of the Year."**

Navigate a classroom computer to *Starfall.com*: Math Songs, "The Months of the Year." Ask: **What did you notice about the names of all of the months?** (They all begin with a capital letter.)

Say: **The anchor chart card says that the days of the week also begin with**

Materials

- ☐ Capital Letter Anchor Chart
- ☐ Capital Letter Anchor Chart
- Cards: 5, 6, and 7



a capital letter. Look at the calendar. Indicate the names of the days. Choose volunteers to individually identify the days of the week on the calendar and identify the beginning letter.

Navigate to *Starfall.com*, Calendar. Say: **Let's be capital letter detectives.** The children search for capital letters as you complete the activity.

Say: **Let's add something to our anchor chart.** Write: *Today is* (day), (month), (year). Choose a volunteer to circle the capital letters in the day and the month.

Draw a picture of a Christmas tree, a pumpkin, and heart on the whiteboard.

Say: **These pictures remind us of some special holidays. When you see a Christmas tree what holiday do you think of? Right, Christmas!** (Print Christmas under the Christmas tree.) **What do you notice about the word, Christmas? Yes, it starts with a capital letter because it is the name of a holiday.**

Repeat for a Jack-o-lantern (Halloween) and a heart (Valentine's Day). Do not erase these pictures.

Explain: **The names of holidays also begin with capital letters.**

Read Anchor Chart Card 7 (Names of holidays) and attach it to the anchor chart.

Partner the children and say: **You and your partner discuss other holidays we can add to the chart.**

After an appropriate amount of time gather the children together and add their suggestions under Anchor Chart Card 7.

Optional: Write the capital letter of each holiday in a different color.



Formative Assessment

Say: **Now it's time for you to be capital letter detectives again. This time we will play "I Spy." Raise your hand when you have an answer.**

A volunteer indicates the answer in the classroom for each example. They may use the classroom calendar, the whiteboard examples, or the anchor chart to indicate their answers. Repeat each example as time permits.

I spy...

- the name of a month
- the name of a day
- the name of a holiday

Language

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

Reading

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

Social Studies

CG.6b Know the purpose of rules and laws

Magic Writing Moment**Where to Use Capital Letters**

On the chart paper, write: *I like the color rojo.* Ask:

Does anyone know the English color word for rojo? Right, red!

Repeat the lesson from Day 2.

Materials

- ☐ Basket of children's name cards
- ☐ Chart paper from Week 1
- ☐ Box of crayons

Phonological Awareness Warm-Up**Blending Onsets and Rimes**

Say: **Today we will learn a new strategy for building words. Listen to this word, /d/ /og/. Does that sound like a word?** (Volunteers respond.)

Continue: **How would you say that word? Right, dog. You are putting together or blending the /d/ and /og/ together to form a word.**

Say: **Let's try another one, /f/ /or/. Who can blend the /f/ and /or/ together to form a word?** Choose a volunteer to do this.

Continue with /s/ /ame/, /m/ /ap/, /f/ /un/, and /b/ /ed/.

Materials

- ☐ None

1

Compare and Contrast Rules

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

Indicate *Backpack Bear Learns the Rules*. Ask: **What was the main idea of this story, or what was this story about?** (school, rules)

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

Say: **I think it's a good idea to have rules in OUR classroom.**

Materials

- ☐ *Backpack Bear Learns the Rules*
- ☐ Chart paper, marker
- ☐ Backpack Bear

Ask:

- **Why do you think rules are important?**
- **How do rules help us to have a peaceful classroom?**
- **What might happen if we didn't have any rules in our classroom?**

Display a sheet of chart paper and write: *Our Classroom Rules* (or a title of your choice).

Say: **Let's make a list of some good rules to follow in our classroom. I'll start. I think a good rule is to always be kind to others. What do you think? Why would that be a good rule?** Volunteers respond.

Say: **Let's write that rule on our list.** (Write: *Always be kind to others.*) **Backpack Bear has a rule he would like to add.** Backpack Bear whispers to you, "Raise your hand if would like to share."

Ask: **Do you think that is a good rule? Why? Let's add that to our list.**

Ask the children to add rules to the list. If a child suggests a rule such as "Don't run." Help him or her state it in a positive way, such as "Always walk in the classroom."

If you have already established rules in your classroom, use this opportunity to review the rules and add to the list already created by the children.



Formative Assessment

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

2

Introduce Six Center Rotations

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

Note: Each week there will be two centers labeled, Teacher's Choice. This is an opportunity for you to create centers needed to reinforce and/or review skills and concepts based on results of the week's formative assessments.

Consider including a Listening Center featuring the literature story for the week.

Explain the objective for each center before you begin.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Number Cards for each center |
| <input type="checkbox"/> | Six Group Cards
(children's names on each card) |
| <input type="checkbox"/> | Six Learning Center Cards |
| <input type="checkbox"/> | Pocket chart or classroom magnetic whiteboard |
| <input type="checkbox"/> | Learning Center Icons |

Reading

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

Print Concepts

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

Technology

TECH.11 Develop technology skills for using and understanding conventional and current tools, materials and processes

Reading

RI.K.10 Actively engage in group reading activities

Reading

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

Print Concepts

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

Reading

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

Computer**1**

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

Name Formation with Play Dough**2**

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

Materials

- ☐ Children's name cards
- ☐ Play dough

A Computer Sequencing Activity**3**

The children reference *A Computer* to sequence the Sentence Strips in a pocket chart. They rebuild the sentences using the Word Cards.

Materials

- ☐ Take-Home Book 1: *A Computer*
- ☐ Cover Card, Sentence Strips, Word Cards: *A Computer*
- ☐ Pocket chart

"Color by Word"**4**

The children complete the "Color by Word" worksheet for Week 2 according to high frequency words.

Materials

- ☐ Week 2 "Color by Word" worksheet for each child
- ☐ Pencils, crayons

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

3

Introduce Kindergarten Book Club

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

Review the title of each book. Ask: **Who would like to choose his or her favorite book, explain to the class what the book is about, and tell why this book is your favorite?** Choose a volunteer to do this.

- Model asking the volunteer a question such as “What did you like about this book that made you choose it?”
- Classmates ask the volunteer questions such as “What did you like best about this book?” or “What did you learn from this book?”

Materials

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

Language

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

Reading

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



Formative Assessment

Discuss each book and ask questions to review each book's vocabulary words on the Star Word Wall.

The Kissing Hand

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

Backpack Bear Learns the Rules

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

I Am Your Flag

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

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