



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
Seasons and
Weather
Unit 2 • Week 4

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.

Seasons and Weather

Unit 2 • Week 4

Week 4

Overview / Preparation 113

Day 1

Introduce Weather	119
Introduce Seasons.....	120
Introduce <i>Cloudy With a Chance of Meatballs</i>	122

Day 2

Introduce <i>Ss /s/</i>	124
Introduce Cause and Effect	125
Weather Words	127

Day 3




Introduce <i>Mm /m/</i>	130
Introduce High Frequency Words: <i>I, am, you</i>	131
Introduce <i>A Rainbow</i>	133

Day 4

Introduce Inventive Spelling	135
Kid Writing and Adult Writing.....	136
Introduce Benjamin Franklin.....	137

Day 5

Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert.....	139
Learning Centers.....	141
Researching Benjamin Franklin	142

-  Begin with free reading and math activities for computers and mobile devices.
-  Discover even more interactive activities with a Starfall membership!
-  Shop at store.starfall.com for curricula and educational products.

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

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Week 4 Overview

Seasons and Weather

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

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

Starfall Books & Other Media

Sing-Along Volume 1

Take-Home Book 3, *A Rainbow*

Rainbow, Rainbow by Margaret Hillert

Benjamin Franklin Historical Figures Poster

Starfall's Selected Nursery Rhymes

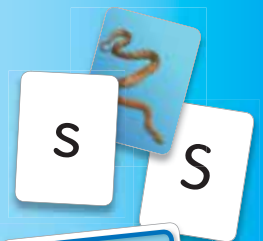
Starfall Dictionaries

Starfall Writing Journals

Seasons Posters

Recommended Literature

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



Preparation

Use the Vocabulary Card generator on *teach.Starfall.com* to generate Vocabulary Cards for Week 4. You will use *seasons*, *Chewandswallow*, *sanitation workers abandon*, and *survive* on Day 1 and *thunderstorm*, *lightning*, *inventor*, *scientist*, and *electricity* on Day 4.

Day One

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

Laminate the Weather Cards (found in your supplements package, or downloaded from *teach.Starfall.com*).



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

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

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

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

Day Two

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

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

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

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

Day Three

Generate a "Picture Sound" worksheet for *Mm* and *Ss* for each child.

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

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

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

Day Four

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

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

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

Day Five

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

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

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



Day 1

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

Your friend,

Backpack Bear 🐻

Day 2

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

Backpack Bear 🐻

Day 3

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

Backpack Bear 🐻

Day 4

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

Love,

Backpack Bear 🐻

Day 5

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

Your pal,

Backpack Bear 🐻

DAY One

DAY Two

Magic Writing Moment

Favorite weather/Capital letters

Favorite weather/Capital letters

Reading

Phonemic Awareness

Phonics

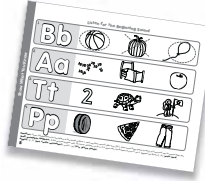
High Frequency Words

Comprehension

Print Concepts

Listening & Writing p. 8

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



Comprehension Skills:

Prediction
Recall Details
Fantasy/Realistic
Fiction/NonFiction

Listening & Writing p. 9, 10

Rhyming/Non-
Rhyming

Ss /s/

Initial and
Final Sounds



Comprehension Skills:

Cause/Effect
Descriptive Words

Computer

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

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

Activity

Draw and label different kinds of weather

Practice writing Aa, Bb, Pp, Ss, Tt

Listening & Speaking

Literature

Rhymes, Poems & Songs

Vocabulary

Cloudy With a Chance of Meatballs

Seasonal Posters
"What's the Weather?"
"Months of the Year"

Vocabulary: seasons, Chewandswallow, sanitation workers, abandon, survive

Cloudy With a Chance of Meatballs

Weather Words

Writing

Illustrate and label weather conditions

Shared writing


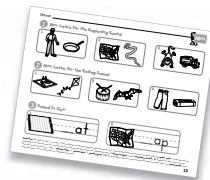
Science

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

DAY Three

DAY Four

DAY Five

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

Language

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

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

Magic Writing Moment**Favorite Kind of Weather**

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

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

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

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

Materials

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

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

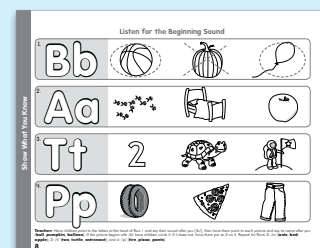
Indicate and identify the *apple*, *ball*, *tiger*, and *pizza* Picture Cards. Ask: **Which begins with /t/?** (tiger) Repeat for /b/ (ball), /p/ (pizza), and /a/ (apple).

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

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

Materials

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

**Reading: Foundational Skills**

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

**Observe & Modify**

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

1

Introduce Weather

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

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

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

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

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

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

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



Formative Assessment

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

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

Materials

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

Language

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

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

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



Science

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

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

Reading: Literature

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

Speaking & Listening

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



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

2**Introduce Seasons**

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

Continue: **The days of the year are arranged by months. Some months have 30 days, some have 31, and one month, February, has only 28 days. Each month has a name.** Say the names of the months in order, and the children repeat them after you.

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

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

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

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

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

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

Materials

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

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

Read each season poem and discuss unknown words.



Formative Assessment

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

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

Volunteers share the reasons for their choices.

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

Remove the sticky notes after the lesson.

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

ELL

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

Computer

Practice

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

Activity

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

Materials

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

Technology

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

Reading: Foundational Skills

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

Writing

W.8c Draw and label

Literary Response & Analysis

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

Reading: Literature

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

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

RL.K.7 Connect illustrations to story events

Introduce *Cloudy With a Chance of Meatballs*

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

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

- The children predict what the story might be about based on the title and cover illustration, and they provide reasons for their predictions.
- Introduce the title, author, and illustrator.
- Open the book to several different pages and choose volunteers to describe the illustrations. Discuss how the illustrations might help you know what will happen in this story.
- The children decide if this story is fiction or nonfiction. Remind them that a fictional story is make-believe and a nonfiction story gives true information.

Ask: **Do your grandparents ever make up funny stories for you?** (The children discuss.) **This story is a tall tale, or a pretend story, that a grandfather made up.** As you read, pause to discuss the following vocabulary words as they occur in the text:

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

Sanitation Workers — those who work as trash collectors

abandon — to leave something or some place

survive — to continue to live; remain happy and healthy

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

Materials

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

**Formative Assessment**

Discuss the following questions:

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

Magic Writing Moment

Favorite Kind of Weather

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

Materials

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

Language

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

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

Reading: Foundational Skills

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

Phonics Warm-Up

Rhyming Words

Indicate *Nursery Rhymes*, page 20.

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

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

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

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

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

Materials

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

1

**Reading:
Foundational Skills**

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

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

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

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



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

Materials

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

Sweet Samantha Snake

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

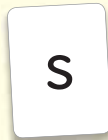
Step Two**Discriminate /s/ in the initial position**

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

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

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

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



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

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

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

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



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

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

The Letter March: Ss

(Melody: "The Ants Go Marching")

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

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

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

And they all go marching,

In- to a word, to use, their sound

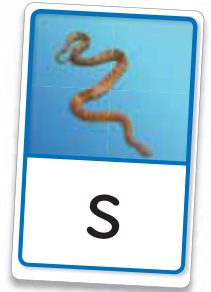


Step Four Introduce /s/ in the final position

Ask the riddle:

bus

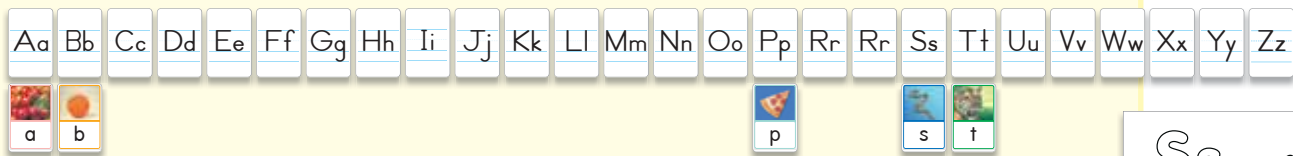
People ride in me. I can take many people where they want to go at the same time. Sometimes children ride in me to school. What am I?



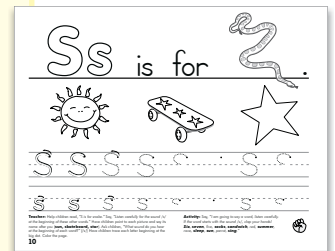
Display the Wall Card at the end of the lesson.

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

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

**Formative Assessment**

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

**2****Introduce Cause and Effect**

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

Experiment #1: Cotton balls in water

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

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

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

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

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

Materials

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

Literary Response & Analysis

LIT.RA.7f Identify cause and effect

Science

SC.IE.1g Understands prediction and probability

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

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

Experiment #2: Building Blocks

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

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

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

Continue for:

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

**Formative Assessment**

Partner the children. Say: **I will name something that happens. It is the cause. Talk with your partner about what the effect would be. Let's try one together. Here is the cause. It is time to go out to play but it is storming outside. What effect would that have on your plans to go out to play?** (Volunteers respond.) **Right, you can't go outside if it is raining. Let's try some more.**

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

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

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

ELL

Computer

Practice

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

Activity

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



Materials

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

3

Weather Words

The children sit in chairs in a circle. Work together to create a pretend rainstorm in your classroom. Move through each step gradually to build anticipation and climax. You and the children:

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

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

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

Materials

- ☐ Two sheets of chart paper
- ☐ Markers

Technology

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

Language

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

Writing

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

Science

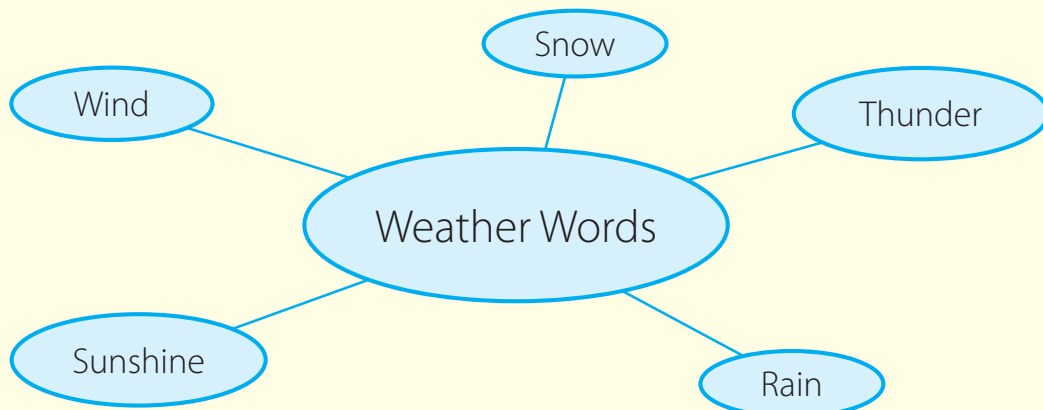
SC.IE.1e Observe and describe weather changes using weather-related vocabulary

Language

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

Writing

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



Formative Assessment

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

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

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

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

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

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

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

ELL

Magic Writing Moment

Favorite Kind of Weather

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

Materials

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

Day Three

Language

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

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

Reading: Foundational Skills

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

Phonics Warm-Up

Review /s/

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

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

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

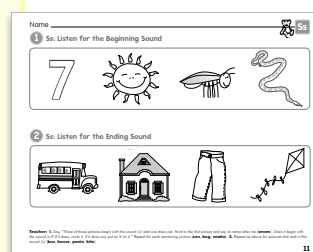
dress	horse	tiger	grass	socks	apple
-------	-------	-------	-------	-------	-------

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

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

Materials

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



**Reading:
Foundational Skills**

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

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

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

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



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

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

Materials

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

Mm Moon

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

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

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

milk

tiger

Monday

march

ball

map

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

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



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

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

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

month

mat

ladder

snake

monkey



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

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

The Letter March: Mm

(Melody: "The Ants Go Marching")

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

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

*The letters go marching one by one,
"M" stands for its sound, /m/ /m/ /m/ /m/*

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

Step Four Introduce /m/ in the final position

Ask the riddle:

drum

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

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

jam

come

stem

name

**Formative Assessment**

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

2

Introduce High Frequency Words: I, am, you

Indicate the "Capital Letters" Anchor Chart

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

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

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

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

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

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

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

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

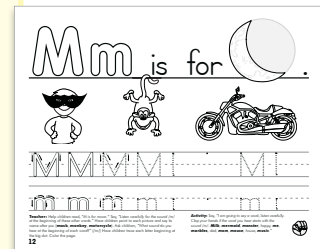
Continue: **/a/, /m/, am. We just learned another word by only changing one letter! Say, am.** (The children repeat, *am*.) **Raise your hand if you can make up a sentence that includes the word, am.** (Volunteers respond.) The children write *am* on their whiteboards.

Materials

- ☐ "Capital Letters" Anchor Chart
- ☐ Picture Cards: *apple, bus, boy, girl, house, rain, sink, sun*
- ☐ High Frequency Word Cards: *a, am, an, at, I, me, see, the, you*
- ☐ Punctuation mark: period (from a pre-decodable sentence)
- ☐ Whiteboard, markers
- ☐ *Starfall Dictionaries*
- ☐ Pencils
- ☐ Pocket chart



Display the Wall Card at the end of the lesson.



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

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



Formative Assessment

Say the following sentences. Choose individuals, or partner volunteers to find the words and pictures in the pocket chart needed to create the sentence and place them in sentence order. The children end each sentence with a period.

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

Distribute *Starfall Dictionaries* and pencils. The children trace *you, am,* and *I* in their dictionaries following your example. For each word, think aloud: **Where do I turn in my dictionary to write the word *you*?** Repeat for *am* and *I*.

Technology

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

Reading: Foundational Skills

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

Computer

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

Practice

Activity

The children will:

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

Materials

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

3

Introduce *A Rainbow*

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

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

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

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

Allow the children to observe the rainbow in small groups.

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

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

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

- Give the Sentence Strip to a volunteer to hold.
- Continue until all of the Sentence Strips have been read and distributed.

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

Materials

- ☐ Thin, plain drinking glass (no beveled edges) filled with water
- ☐ Each child's copy of *A Rainbow*
- ☐ Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- ☐ Sunlight or a strong flashlight
- ☐ Sheet of white paper
- ☐ Backpack Bear
- ☐ Computer navigated to "A Rainbow" on Starfall
- ☐ Pocket chart

Listening & Speaking

LS.9c Relate an experience in sequence

Science

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

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

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

Reading: Foundational Skills

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



Formative Assessments

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

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

Language

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

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

Reading: Foundational Skills

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

Magic Writing Moment**Favorite Kind of Weather**

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

Materials

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

Phonological Awareness Warm-Up**Rhyming Words**

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

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

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

Materials

- ☐ "I Wonder Why" by Margaret Hillert (in *Rainbow, Rainbow* page 30)

I Wonder Why

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

1

Introduce Inventive Spelling

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

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

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

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

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

Read and attach Card 3, *I can use kid writing* to the anchor chart. Say: **Here's how you do it. As you write, listen to sounds you hear in the words and write the letters that stand for those sounds. In kid writing, it's okay if the word is not spelled correctly because then I get to do adult writing for you.**

Think aloud to demonstrate: **Let's try it. I want to write *I see a pig*. I can use my dictionary for *I see a...*** Instruct the children to locate each of these words in their dictionaries and hold them up.

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

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

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

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

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

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

Materials

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

Writing

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

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

Reading:

Foundational Skills

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



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

**Reading:
Foundational Skills**

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

Language

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

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

L.K.2.D Spell simple words phonetically

Kid Writing and Adult Writing

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

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

Materials

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Formative Assessment

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

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

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

Observe & Modify



Computer

Practice

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

Activity

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

Materials

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

Technology

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

Reading: Foundational Skills

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

3

Introduce Benjamin Franklin

Indicate the *thunderstorm* Weather Card. Ask: **Why is there a lightning bolt on the picture?** (Volunteers respond.) Explain: **A thunderstorm can also be called a lightning storm. But what does thunder have to do with lightning? Lightning causes thunder! Lightning is a giant spark.** (The children repeat, *lightning*.) **It is heat in the air and it is very hot! The heat causes the air**

Materials

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



**Reading:
Informational Text**

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

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

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

Social Studies

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

Science

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

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

(The children repeat, *thunderstorm*.)

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

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

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

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

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

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

**Formative Assessment**

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

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

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

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

Magic Writing Moment

Review Ss, Mm

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

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

Materials

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

Reading:
Foundational Skills

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

Phonemic Awareness / Phonics Warm-Up

Initial and Final Phonemes in Words

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

month

moon

broom

warm

milk

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

Materials

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

Reading:
Foundational Skills

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

1

Introduce *Rainbow, Rainbow* by Margaret Hillert

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

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

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

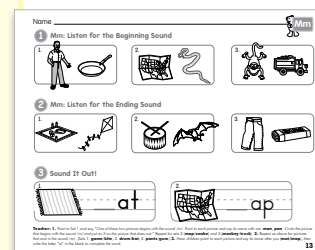
Continue: **Let's review. What are the 3 things that create the weather?**

The children repeat (heat, wind, water).

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

Materials

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



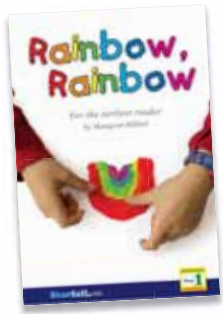
Science

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

Reading:
Informational Text

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

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



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

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



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

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

Indicate *Rainbow, Rainbow*. Ask:

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

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

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

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

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



Formative Assessment

Ask:

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

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

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

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

Computer

1

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

Technology

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

Illustrate Seasons

2

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

Materials

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

Writing

W.8c Draw and label

A Rainbow Sequencing Activity

3

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

Materials

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

Listening & Speaking

LS.9c Relate an experience in sequence

Print Concepts

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

"Color by Word"

4

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

Materials

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

Reading:

Foundational Skills

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

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Writing

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

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

Social Studies

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

Researching Benjamin Franklin

Indicate the Benjamin Franklin shared writing.

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

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

Indicate classroom books about Ben Franklin and other topics.

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

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

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

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

Materials

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



Formative Assessment

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

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

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