



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
Our Community
Unit 3 • Week 7

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

If you have questions or comments, please contact us.

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

Our Community

Unit 3 • Week 7

Week 7

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Week 7 Overview

Our Community

This week the children will learn about their community and how it relates to their state and country. They will be introduced to community helpers and discuss how they are also called to be good citizens. This week we will:

- discover how to be good citizens.
- learn about *Uu* /u/ and *Nn* /n/.
- learn about maps.
- use the “Author’s Chair” for the first time.

Recommended Literature

Me On the Map —**Joan Sweeney** is an author who wrote her first book when she was six years old. Her father liked the book so much he bought the one and only copy of *Penguin Island*. She was inspired to become a writer by a comic strip. She loved to read about Brenda Starr, a glamorous and adventuresome reporter. When she grew up, her dream came true and she wrote articles for the newspaper. Then she changed her mind and began writing books. This made her cat very happy because now they take naps together after lunch. The cat also likes to sit on her lap while she writes. Joan grew up in Toledo, Ohio and later moved to Illinois.

Caps for Sale —**Esphyr Slobodkina’s** biography was featured in **Week 5**.

Starfall Books & Other Media

ABC Rhyme Book

Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”

Goldilocks and the Three Bears by Marc Buchanan

Sing-Along Volume 1

Listening & Writing Books

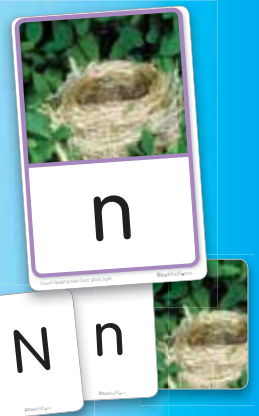
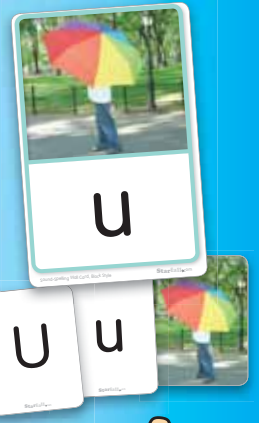
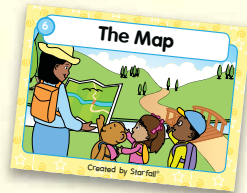
Starfall Dictionaries

Starfall Writing Journals

Take-Home Book 6, *The Map*

A Day in the Life of a Firefighter

ASL Poster



Preparation

Generate Vocabulary Cards for Week 7. You will use *family*, *home*, *community*, *state*, *country*, *community helpers* and *citizen* on Day 1 and *trail* on Day 3.

For the Magic Writing Moment on Days 1 through 4 you will use *Ira Sleeps Over* by Bernard Waber, *Cloudy With a Chance of Meatballs* by Judi Barrett, *Goldilocks and the Three Bears* by Marc Buchanan, and a book of your choice.

You will continue to use the chart paper from Week 6.

Day One

Label four bowls or boxes in graduated sizes as follows: Large - *Country*, Medium - *State*, Smaller - *Community*, Smallest - *Home*. Make a small word card, *Family*, to fit inside the smallest bowl.

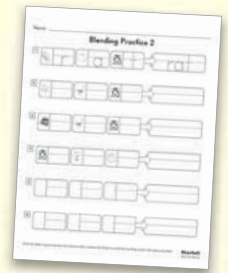
You will need a variety of “community helper” hats to display. (Police officer, firefighter, construction worker, etc.)

Day Two

Familiarize yourself with *Sing-Along* Track 34, “Teddy Bear Says, ‘Thank You’” and choose actions to accompany the song.

You will need four carrots for today’s Session 2.

Generate a “Blending Practice 2” worksheet using the words, *rat*, *cot*, *bus* and *tub* for each child.



Day Three

Secure a map of your city and state and a globe to use in conjunction with *Me on the Map*.

Generate a “Picture Sound” worksheet for *Uu* and *Nn*, for each child.



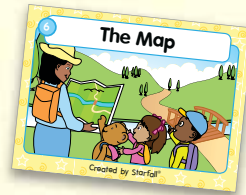
Day Four

Prepare Take-Home Book #6, *The Map*, for each child.

You will need the list of Community Helpers from Day 1 and an index card for each child in Session 2.

Establish a chair to be used as a special "Author's Chair" for the school year.

Have the Writing Strategy Anchor Chart and Card #6 available for today's Session 3.

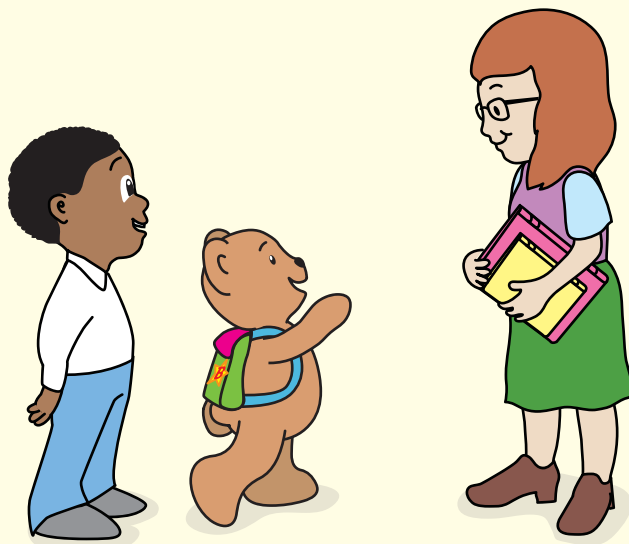


Day Five

Label a sheet of chart paper with the heading *Nn*.

Generate a "Color by Word" worksheet for Week 7 for each child for today's Learning Centers.

The children will also use a selection of books related to firefighters.



Day 1

I read the story of Caps for Sale again last night. I love all those caps. Caps are fun to wear!

Your friend,

Backpack Bear 🐻

Day 2

I want to teach you a song my mom taught me. It's about having good manners. I hope you like it!

Love,

Backpack Bear 🐻

Day 3

I was wondering how people find our school. Do they use a map of our neighborhood?

Love,

Backpack Bear 🐻

Day 4

I saw the bus driver use a map to get to school this morning! I love maps!

Love,

Backpack Bear 🐻

Day 5

I like helping in our community. Do you?

Your pal,

Backpack Bear 🐻

DAY One



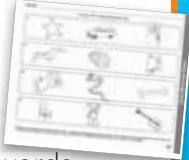
DAY Two

Magic Writing Moment	Book Review	Book Review
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>Listening & Writing</i> , p. 23 Initial and final Aa /a/, Bb /b/, Tt /t/, Pp /p/, Ss /s/, Mm /m/, Oo /o/, Cc /c/  Uu /u/ Comprehension Skills: Classify / Categorize	<i>Listening & Writing</i> , p. 24 Rhyming words  Nn /n/ HF Words: but, up, us Comprehension Skills: Identify Genre: Folk Tale Identify characters and setting Comprehension Strategy: Predict / Verify Open Discussion
Computer	<i>I'm Reading</i> : Nonfiction, "A House in a Tree" ABCs: Pp, Oo, Rr, Ll	<i>BpB's Concepts</i> : "A-Machine," "O-Machine," "U-Machine"
Activity	Identify and write letters (A, a, B, b, C, c, L, l, M, m, O, o, P, p, R, r, S, s, T, t)	"Blending Practice 2" Worksheet
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Caps for Sale</i> "Uu Umbrella Rhyme" "Letter March Song Uu" Relate experience in sequence Vocabulary: family, home, community, state, country, community helpers, citizen	<i>The Little Red Hen and other Folk Tales</i> : "Mr. Bunny's Carrot Soup" "Teddy Bear Says, Thank You" "Nn Nest Rhyme" "Letter March Song Nn" Manners
Writing	Write letters	
Social Studies	Introduce Family, Home, Community, State, and Country Community Helpers	
Science	Describe relative position of objects using one reference	

DAY Three

DAY Four

DAY Five

Book Review	Book Review	Review Nn
<p><i>Listening & Writing</i>, p. 25</p> <p>Beginning/ending/rhyming</p> <p>Take-Home Book 6: <i>The Map</i></p> <p>HF Words:</p> <p>down, not, on,</p> <p>Comprehension Skill: Make Connections Story Sequence</p> 	<p><i>Listening & Writing</i>, p. 26</p> <p>Beginning sounds</p> <p>Review HF words</p> <p>Comprehension Skill: Classify / Categorize Cause / Effect Story Details: setting, problem / solution Draw Conclusions</p> 	<p><i>Listening & Writing</i>, p. 27</p> <p>Rhyming words</p> <p>Review Nn</p> <p>Review Vocabulary words</p> <p>Comprehension Skills: Connect text to self Discuss</p> 
		1 Starfall Free Day
		2 Illustrate firefighters/write sentences
<p><i>BpB's Books</i>: Row 4, "At the Park" Row 5, "At the House"</p> <p><i>I'm Reading</i>: Folk Tales: "Mr. Bunny's Carrot Soup"</p>	<p><i>BpB's Books</i>: Row 6, "The Map" <i>ABC's</i>: Uu, Nn, Rr, Ll</p>	3 Sequence <i>The Map</i>
"Picture Sound" Worksheet: Uu, Nn	Sequence <i>The Map</i> and construct sentences	4 "Color by Word" Worksheet for Week 7
<p><i>Me on the Map</i></p> <p><i>The Map</i></p> <p>Maps</p> <p>Vocabulary: trail</p>	<p><i>The Map</i></p> <p>Compliments</p> <p>Presentation voices: Author's Chair</p>	<p>5 Teacher's Choice</p> <p>6 Teacher's Choice</p>
	Write about community helpers	A Day in the Life of a Firefighter Citizens Maps Community Helpers
Distinguish between land and water on maps and globes. Determine relative location of objects.	Community Helpers, Jobs	Write a thank you note to firefighters
		Learn about the job of a firefighter
		Describe relative position of objects using one reference

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Display *Ira Sleeps Over*, *Cloudy With a Chance of Meatballs*, *Goldilocks and the Three Bears*, and your book choice. Individually identify and briefly review each book.

Indicate the chart paper attached to a whiteboard with magnets. Say: **Last week we learned about opinions. Raise your hand if you remember what an opinion is.** (Volunteers respond.) **Right, your opinion is what you think about something. Say opinion.** (The children say, *opinion*.) **Let's read the opinions we have written so far.** (Do this.)

Draw a name card from the basket and ask the child to choose his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Week 6, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

The listed books are suggestions. You may choose other books you have read to the children that are not included on the list.

Phonological Awareness Warm-Up

Materials

☐ ASL Poster

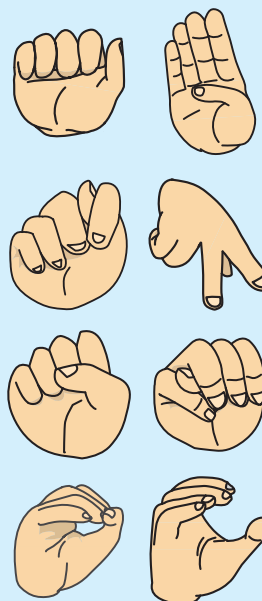
Identify and Discriminate Initial and Final Sounds

Indicate the ASL Poster and review the ASL signs for *a, b, t, p, s, m, o, c*

Say: **Listen for the beginning sound in the word I say, but don't say it. Instead, make the ASL sign for the beginning sound. Let's try one. Ready?** Say a word from the list of initial sounds below. The children form the ASL sign for the beginning sound. **Good! Let's try some more.** Continue with the remaining words.

Say: **Now when I say a word, listen for ending, or final sound.** Say a word from the list of final sounds below. The children form the ASL sign for the ending sound. **Great!**

Continue with the remaining words.



Step One Initial

/b/ bed, baby; /a/ ant, alphabet; /t/ two, teeth; /p/ puzzle, puppet; /s/ six, sing; /m/ man, milk; /o/ ox, olive; /k/ (c) cap, carrot.

Step Two Final

/b/ rib, sub; /t/ basket, plant; /p/ nap, help; /s/ grass, bus; /m/ ham, drum; /k/ (c): black, look.

For children whose first language is not English, use terms for initial and final in their native languages. For example in Spanish first is *primero* and last is *ultimo* or *final*.

ELL

Reading: Foundational Skills

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

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

Language

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

Listening & Speaking

LS.9c Relate an experience in sequence

Vocabulary Development

VOC.3 Use multiple strategies to develop vocabulary

Science

SC.FM.3c Describe relative position of objects

Social Studies

SS.ST.4 Compare, contrast and describe characteristics of locations of people, places and environments

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Vocabulary Cards: <i>country</i> , <i>state</i> , <i>community</i> , <i>home</i> , <i>family</i> |
| <input type="checkbox"/> | Four labeled bowls, graduated in size |

Save the four, labeled bowls. You will use them again in Week 9.

Introduce Family, Home, Community, State, and Country

Display the four bowls next to each other lined up from smallest to largest, with the labels facing away from the children. As you introduce each word, turn the bowl around to reveal its label.

Say: **Let's talk about five important words: *family*, *home*, *community*, *state*, and *country*.**

Indicate and identify the Word Card, *family*.

- The children repeat, *family*.
- Recall Ira's family from the book *Ira Sleeps Over*.
- Discuss how some families have many members and others have only a few.
- Place the card next to the bowls.

Explain: **Families live together in homes. All of us live in different kinds of *homes*. A home can be a house, an apartment, a tent, a mobile home, or a shelter.** (Turn the smallest bowl to reveal its label, *Home*.) **This smallest bowl says *Home*.** The children repeat, *home*.

Turn the next bowl to reveal its label, *Community*. Say: **The next bowl says *Community*.** (The children repeat, *community*.) **Families live in homes that are in communities. A community is a place where people live and work. Most of us live in the community of (your city or town). Communities are much bigger than our homes.**

Turn the medium bowl to reveal its label, *State*. Say: **This bowl says *State*.** (The children repeat, *state*.) **Our families live in homes in the community of (your city or town). Our community, (your city or town), is part of a state. What is the name of our state?** The children identify their state then complete the sentence stem, *We live in the state of (your state)*. Explain: **Our state is much, much bigger than our community.**

Turn the last bowl to reveal its label, *Country*. Say: **The largest bowl says *Country*.** (The children repeat, *country*.) **All of us live in the United States of America. It is our country. There are 50 states in the United States. We live in one of those states. All of the states are 'united' or joined together to form one country. Let's say this together: We live in the country of the United States of America. Our country is much, much, much bigger than our state!**

Ask the children what they notice about the bowls (each is a different size). They identify the smallest bowl (*Home*) and the largest (*Country*).

A volunteer places one bowl inside the other as you say: **My family lives in a home in the community of (your city or town). Our community is in the state of (your state). Our state is part of the country, the United States of America.**

**Formative Assessment**

Rearrange the bowls and choose volunteers to take turns putting them in size order. Identify the bowls as they are ordered to review the vocabulary words, *family*, *home*, *community*, *state*, and *country*.

Introduce Community Helpers

Indicate *Caps for Sale*. Note that the peddler is wearing a cap.

Say: **For many years, people have worn special kinds of hats. Sometimes you could tell what their jobs were by looking at their hats. If the peddler was selling caps today, do you think he might sell them to people like firefighters, police officers, football players, chefs, and nurses?**

Indicate examples of hats worn by community helpers. Say: **Some people have special jobs in our community.** (Review the meaning of *community*.) We call these people **community helpers**. The children repeat, *community helpers*.

Say: **A police officer helps our community. Turn to your neighbor and discuss ways a police officer helps us, then you can share your ideas with the class.**

Allow time for partners to discuss, then volunteers share with the class. Repeat for firefighter, construction worker, chef, librarian, etc.

Explain: **All of these community helpers live in our country, the United States of America. They are citizens of the United States of America. A citizen is a person who lives in our country, works to help others, and makes our community and country a better place. You are a citizen, too. It is your responsibility to work, to care about others, and to help make this a better community.**

Materials

- ☐ *Caps for Sale* by Esphyr Slobodkina
- ☐ Vocabulary Cards: *community helpers, citizen*
- ☐ A variety of community helper hats
- ☐ Chart paper, markers

Reading: Informational Text

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

Social Studies

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

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

Formative Assessment

The children discuss how they can be good citizens at home, at school, and in their community. Make a list on chart paper of the many and varied citizens who are community helpers. Begin by listing citizens in your school, such as the librarian, teachers, principal, custodian, and lunch workers. Move to your larger community (e.g., doctors, nurses, dentists, veterinarians, waiters and waitresses). Review the list of names when it is complete.

You will use this list again on Day 4.

Computer

- *I'm Reading*: Nonfiction, "A House in a Tree"
- ABCs: P, O, R, L

Practice

Activity

Shuffle the Letter Cards and place them face down in a stack.

The children take turns to reveal a letter. They look at the card and identify the letter. The children write the letter on their whiteboards.

Materials

- ☐ Letter Cards A, a, B, b, C, c, L, I, M, m, O, o, P, p, R, r, S, s, T, t
- ☐ Whiteboards, markers

Media Literacy

ML.10 Use technology resources to support learning

Technology

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

Reading: Foundational Skills

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

Language

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

**Reading:
Foundational Skills**

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

Language

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

Introduce Uu /u/**Step One** *Introduce /u/ in the initial position*Read "Uu Umbrella" on page 45 of the *ABC Rhyme Book*.Indicate the *umbrella* Picture Card. Say: **This is a picture of an umbrella.** (The children repeat, *umbrella*.)**The word *umbrella* begins with /u/.****Watch my mouth, /u/. Now you say /u/. The words *up* and *umbrella* begin with the same sound, /u/. (The children repeat: /u/.) I will read the rhyme again. Listen for /u/ in *up* and *umbrella*.**

Read the rhyme again then repeat it in unison.

Step Two *Discriminate /u/ in the initial position*The children stand. Say: **If you hear /u/ at the beginning of a word I say, put your hand up in the air. Ready?**

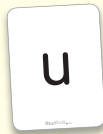
up

down

cow

under

until

Step Three *Connect /u/ to the spelling Uu*Teach children the ASL sign for *Uu*. They sing "The Letter March" with the ASL sign for *u* and sound /u/.Indicate the *u* Letter Card. Say: **This is the lowercase letter *u*. The letter *u* stands for /u/. Each time I touch the letter *u* say, /u/.**Touch *u* several times.Demonstrate the letter's formation as you write *u* on the whiteboard. The children sky write *u* several times.

Distribute individual whiteboards and markers.

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

us

toe

upper

lock

uncle

Indicate the *U* Letter Card. Say: **This is the uppercase letter *U*. The uppercase letter *U* and the lowercase letter *u* stand for /u/. Each letter of the alphabet has an uppercase and a lowercase letter.****Materials**

- ☐ Listening & Writing Books, page 23
- ☐ Wall Card: *Umbrella* /u/
- ☐ Picture Card: *umbrella*
- ☐ Letter Cards: *U* and *u*
- ☐ Whiteboards, markers
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Uu Umbrella

*Up, up, up, the umbrella goes.
When will it rain? I don't know.
Under the umbrella,
Under I wait—
Rain or shine, an umbrella's great!*

The Letter March: Uu

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

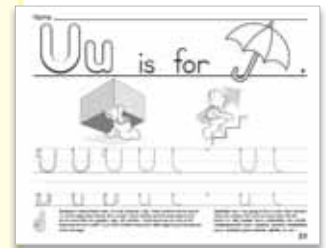
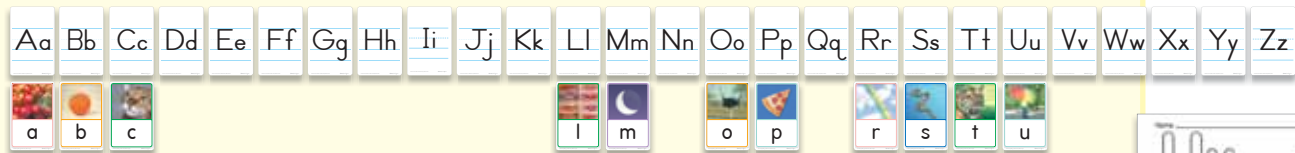
Demonstrate the letter's formation as you write *U* on the whiteboard. The children sky write *U* several times. A volunteer locates *Uu* on the Alphabet Chart. Ask: **Are the letters *U* and *u* near the beginning, middle, or end of the alphabet?** (end)

Step Four *Listening & Writing Books, page 23*



Formative Assessment

Distribute *Listening & Writing Books*. The children turn to page 23. Complete it together with the children as you have similar pages.



Display the Wall Card at the end of the lesson.

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Magic Writing Moment**Book Review**

Indicate the chart paper from Day 1 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 1, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

Phonological Awareness Warm-Up**Rhyming Words**

Say: **Backpack Bear has a song about good manners. He would like for us to listen closely to his song so we can make a list of all the good manners we remember.**

The children listen to *Sing-Along* Volume 1 Track 34, "Teddy Bear Says, 'Thank You.'" Discuss the importance of using good manners and make a list of those the children remember (say *thank you* and *please*, share, be nice, raise your hand, stand quietly, walk, don't run).

Play the song again. The children sing along and add actions.

Ask: **Did you hear any rhyming words in the song?** (Volunteers respond.) **Let's see if you can tell me what they are.** Say the words to the song and pause before each rhyming word for the children to provide it.

Encourage the children to practice using good manners so Backpack Bear will be proud of them.

Materials

- ☐ *Sing-Along* Volume 1 Track 34, "Teddy Bear Says Thank You"
- ☐ Backpack Bear
- ☐ Chart paper, marker

Teddy Bear Says, "Thank You"

*Teddy Bear, Teddy Bear,
Say "Thank you."
Teddy Bear, Teddy Bear,
Say "Please", too.
Teddy Bear, Teddy Bear,
Share your ball.
Teddy Bear, Teddy Bear,
Be nice to all.
Teddy Bear, Teddy Bear,
Raise your hand.
Teddy Bear, Teddy Bear,
Quietly stand.
Teddy Bear, Teddy Bear,
Walk, don't run.
Teddy Bear, Teddy Bear,
Have some fun!*

**Reading:
Foundational
Skills**

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

1

Introduce High Frequency Words: *but, up, us*

Distribute individual whiteboards and markers.

Place the *cup* Picture Card in the pocket chart and identify it. The children use their “invisible rubber bands” to segment (pull apart) the sounds in cup: /k/ /u/ /p/ *cup*.

Ask: **How many sounds do you hear in cup?** (3) **Which letter stands for the sound /k/?** (c)

- A volunteer finds the Letter Card c and places it under the Picture Card in the beginning position.
- Repeat for /u/ and /p/.
- The children copy *cup* on their whiteboards.

Say: **I wonder what would happen if we took away the /k/.** (Take the Letter Card c away.) **What word is left?** (*up*) The children erase the c from the word *cup* on their whiteboards to reveal *up*. Say: **Up is a high frequency word. Listen, I can climb up the tree.** The children generate sentences that include the word *up*.

Place the *bus* Picture Card in the pocket chart and identify it.

- A volunteer segments the sounds, locates the Letter Cards needed to spell the word, and places them in the pocket chart under the Picture Card.
- The children write *bus* on their whiteboards.

Ask: **What new word will we have if we take away the /b/ in bus?**

- The children erase the b on their whiteboards.
- Explain that *us* is also a high frequency word.
- The children generate sentences that include the word *us*.

Place the *cut* Picture Card in the pocket chart and identify it.

- Volunteers locate letters needed to spell *cut* and place them in the pocket chart under the Picture Card.
- The children write *cut* on their whiteboards.

Say: **This time we will change the /k/ to a different beginning sound, /b/.** (Replace the c Letter Card with the b Letter Card.) **What new word do we have if we blend these sounds together?** (*but*)

- The children erase the c and replace it with b on their whiteboards.
- Explain that *but* is another high frequency word.
- Use *but* in a sentence: *I want to play outside but it is raining.*
- The children generate sentences that include the word *but*.

Formative Assessment

Write the words *us, up,* and *but* on the whiteboard. The children read each new high frequency word. Model writing *us, up,* and *but* in your *Starfall Dictionary*. The children trace the words in their dictionaries.

Materials

- ☐ Picture Cards: *bus, cup, cut*
- ☐ Lowercase Letter Cards:
b, c, p, s, t, u
- ☐ Whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading: Foundational Skills

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

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

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

Language

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



Children trace new high frequency words in their *Starfall Dictionaries*.



**Reading:
Informational Text**

RI.K.10 Actively engage in group reading activities

Reading: Literature

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

Literary Response & Analysis

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

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

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

**Media Literacy**

ML.10 Use technology resources to support learning

Technology

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

**Reading:
Foundational Skills**

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

Introduce *Mr. Bunny's Carrot Soup*

Display *The Little Red Hen and other Folk Tales*. Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren and they often teach a moral or lesson. This book contains different folk tales. The folk tale the children will hear today is an American folk tale, “Mr. Bunny’s Carrot Soup,” written by Jennifer Greene.

- The children make predictions based on the title illustration.
- Read the story and check the children’s predictions.

Backpack Bear whispers that he noticed the characters in this story used good manners. The children recall where this was demonstrated in the text.

Partner the children to discuss the following:

- **Who are the characters in the story?**
- **Where does this story take place, or what is the setting?**
- **What happened over and over again in this story?**
- **How did Mr. Bunny’s friends show they cared and appreciated what he had done?**
- **How does this story show people in a community helping each other?**
- **How can we use what we learned from this story in our classroom?**



Formative Assessment

Dramatize the folk tale.

- Select a volunteer to be Mr. Bunny and give him or her the four carrots.
- Assign several children to each of the other characters, or repeat the story to give all the children an opportunity to participate.
- Arrange the children playing the characters in story order (*Mr. Rat*, *Miss Pig*, *Mr. Duck*, *Miss Hen*).
- The children dramatize the story as you read.

Materials

- ☐ *The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- ☐ Backpack Bear
- ☐ Four carrots

Computer

Practice

- *Backpack Bear’s Books*: Concepts, “A-Machine,” “O-Machine,” and “U-Machine”

Activity

The children complete the worksheet by blending sounds to form words, then they illustrate the words: *rat*, *cot*, *bus*, *tub* at the bottom of the page and label each.

Materials

- ☐ “Blending Practice 2” worksheet for each child
- ☐ Pencils, crayons

Set aside time to review the process of blending with your ELL children. Model blending and encourage the children to repeat letter sounds as you blend them together.

ELL

3

Introduce Nn /n/

Step One Introduce /n/ in the initial position

Read "Nn Nest" on page 31 of the *ABC Rhyme Book*.



Indicate the *nest* Picture Card. Say: **This is a picture of a nest. Say, nest.** (Children say, *nest*.) **The word nest begins with /n/. Watch my mouth, /n/. Now you say /n/.** (Children say, /n/.) **The words nest, neatly and nestled begin with the same sound, /n/. (Children repeat, /n/.) I will read the rhyme again. Listen for /n/ in nest, neatly and nestled.**

Read the rhyme again. Repeat it in unison. Ask: **Did you hear any other words that begin with /n/?** (*nearby, nabbing*)

Step Two Discriminate /n/ in the initial position

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

neck

hand

bat

neighbor

nail

Step Three Connect /n/ to the spelling Nn

Teach the children the ASL sign for Nn. They sing "The Letter March" with the ASL sign for *n* and sound /n/.

n

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

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

Write *u* and *n* on the whiteboard. Ask: **How is the letter n like the letter u? How are they different?**

N

Indicate the *N* Letter Card. Say: **This is the uppercase letter N. The uppercase letter N and the lowercase letter n stand for /n/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Materials

- ☐ Listening & Writing Books, page 24
- ☐ Picture Card: nest
- ☐ Letter Cards: N and n
- ☐ Wall Card: Nest /n/
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Nn Nest

Nest neatly nestled up in a tree
Where is the bird who made you?
Is she nearby, catching a fly,
Or nabbing a new twig or two?

Reading: Foundational Skills

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

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

Language

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

The Letter March: Nn

(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,
"N" stands for its sound, /n/ /n/ /n/ /n/
And they all go marching,
In- to a word, to use, their sound





Display the Wall Card at the end of the lesson.

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

A volunteer locates *Nn* on the Alphabet Chart. Ask: **Are the letters *N* and *n* near the beginning, middle or end of the alphabet?** (middle)

Step Four Introduce /n/ in the final position

Ask the riddle:

sun

I am your daytime star. I give you light and heat. You can't see me at night. What am I?

Explain: **The word *sun* ends with the letter *n*. The letter *n* stands for /n/.**

Emphasize the final /n/ as you say the following words. Children repeat each word after you.

can

fun

down

hen

gone

Step Five Listening & Writing Books, page 24



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 24. Complete the page together as you have similar pages.



Magic Writing Moment

Book Review

Indicate the chart paper from Day 2 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 2, marker
- ☐ Basket of children's name cards
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ Book of your choice
- ☐ Backpack Bear

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Phonics Warm-Up

Beginning/Ending /n/

Distribute *Listening & Writing Books*, and the children turn to page 25.

Complete the page together with the children as directed at the bottom of the page.

Materials

- ☐ *Listening & Writing Books*, page 25
- ☐ Pencils, crayons



Reading: Foundational Skills

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

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

1

Introduce High Frequency Words: *not, on, down*

Identify the lowercase letters *u* and *n* and write them on the whiteboard. The children copy them on their whiteboards. Compare and contrast their shapes and sounds. The children erase *u*.

Say: **Let's look at some Picture Cards. They are pictures of objects whose names include /n/. The /n/ can be at the beginning of the word or at the end of a word. Stand if the /n/ is at the beginning of the word and stay seated if the /n/ is at the end of the word. Ready?**

- Indicate and identify a Picture Card. Observe the children as they stand or sit and discuss the correct response.
- Place the Picture Card in the pocket chart arranging pictures that begin with /n/ on the left and pictures that end with /n/ on the right.
- The children determine why the Picture Cards are arranged in this way.

Materials

- ☐ Individual whiteboards, markers
- ☐ Picture Cards: *bun, can, fan, fin, hen, man, nine, nut, pan, pen, pin, sun, van*
- ☐ High Frequency Word Cards: *down, not, on*
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading: Foundational Skills

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

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

Say: **Now let's learn three new high frequency words. Guess what, all of these high frequency words include /n/. Indicate the Word Card *not*. This is the word *not*. Say, *not*.** (The children repeat, *not*.) **Where is /n/ in *not*? Right, we hear /n/ at the beginning of the word *not*.**

- Place the High Frequency Word Card *not* in the pocket chart.
- The children write *not* on their whiteboards.

Repeat for *on* and *down*. The children erase their whiteboards.

Divide the children into three groups and assign each group one of the new high frequency words. The children write their assigned words on their whiteboards.

Say: **Here are sentences that include these new high frequency words. If you hear your high frequency word, hold up your whiteboard. Listen carefully because there may be more than one high frequency word in the same sentence. Ready?**

- Please sit *down*.
- I can *not* swim today.
- Put that *on* my desk, please.
- I want to go *down* the slide.

The children exchange their whiteboards with others who have different high frequency words and continue:

- I can *not* get *down* from the tree.
- The star is *on* your paper.
- I do *not* want to go *down* the stairs.
- The state is *on* the map.



Formative Assessment

Model writing the high frequency words *on*, *not*, and *down* in your *Starfall Dictionary*. The children then trace the words in their dictionaries.

Reading: Informational Text

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

Reading: Literature

RL.K.6 Name the author and illustrator of a story and identify their roles

Social Studies

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

2

Introduce *Me on the Map*

Ask: **Do you remember what Backpack Bear wrote about maps this morning? (Discuss) Maps show us how to get to places and where places are located. We could create a map of where different areas are located in our classroom. Let's start with the room's shape. Our room is shaped like a (classroom shape), so I will draw that shape on the whiteboard. Is the shape on the whiteboard the real size of our classroom? No, our classroom is much bigger than our map will be. This map just shows the outline of the shape of our classroom.**

Materials

- ☐ *Me on the Map* by Joan Sweeney
- ☐ Map of your state and local city/town
- ☐ Globe

As you draw the map, designate the locations of important areas of your classroom, but do not be concerned with small details. When the map is finished, indicate several areas on the map and choose volunteers to move to those areas of the classroom.

Gather the children together on a rug or on the floor. Indicate *Me on the Map*. Lead the children to discuss the cover. Introduce the title and the names of the author, Joan Sweeney and illustrator, Annette Cable. Then read the story, pausing to discuss it with the children.

Say: **This book shows us that we belong to many different communities. We belong to our families, our city, our state, our country, and our world.**

Use your globe to show children the location of the United States and your state within the United States. Next, use your state map to show your city or town and finally your location on the local map.



Formative Assessment

Read the book again, pausing to allow the children to ask questions. Ask:

What if I want to visit your home? Each of you lives in a different house on a different street. How could I find your houses? (Volunteers respond.)
Yes, I could look at a map of our city/town. I could follow the map to your house. But I would need to know which street and which house on the street is yours.

- Ask the children if they know their street addresses.
- Explain the importance of knowing one's address.
- The children who know them share their addresses with the group.

Create a list of children who do not know their addresses and work with them when there are spare moments to teach them their addresses. Contact their parents to enlist their help.

Be aware of your school's location and proximity to countries that your students may be commuting from. For example, if you are located in the southwest, you may have students who live in Tijuana. Show these children the location of Mexico and its proximity to the United States.

ELL

Computer

- *Backpack Bear's Books*: Row 4, "At the Park," and Row 5, "At the House"
- *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup"

Practice

Activity

The children write their names on their worksheets. First they trace *Uu* and *Nn*. Next they locate words beginning with /u/ and /n/. They cut and glue the words in the appropriate boxes.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | "Picture Sound" worksheet:
<i>Uu, Nn</i> for each child |
| <input type="checkbox"/> | Pencils, crayons |
| <input type="checkbox"/> | Scissors, glue |

Media Literacy

ML.10 Use technology resources to support learning

Technology

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

Reading: Foundational Skills

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

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

**Reading:
Foundational Skills**

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

RL.K.7 Connect illustrations to story events

Social Studies

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

Technology

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

Introduce *The Map*

Ask: **Why do we need maps?** The children discuss why maps are important. They should understand that maps help us find where we want to go. If the children mention the use of a GPS or cell phone map app, explain that these are also forms of maps that are presented in alternative ways.

Open *Me on the Map* to the page that says, *This is a map of my town*. Say: **If I want to go to the river, I could look at this map to learn how to get there. Where is the river located on this map?** A volunteer locates the river. **Good job!**

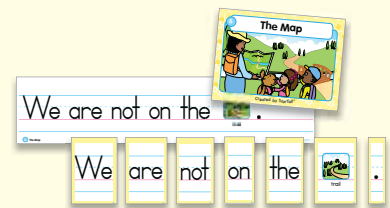
Ask: **What if you want to take a hike in the park or the woods with your parents? What should you take with you so you don't get lost? Right, you should take a map.**

Tell the children you have a story about Backpack Bear's adventures on a *trail*. The children repeat, *trail*. Explain that a *trail* is like a path. People walk or ride bikes on *trails*, just as cars use streets. The children share their experiences with walking or biking on a trail.

Navigate a classroom computer to *Backpack Bear's Books*, Row 6, "The Map." The children interact with and discuss the story.

Materials

- ☐ *Me on the Map* by Joan Sweeney
- ☐ Cover Card and Sentence Strips, *The Map*
- ☐ Take-Home Book 6, *The Map*
- ☐ Classroom computer navigated to *Backpack Bear's Books*, Row 6, "The Map"
- ☐ Vocabulary Card: *trail*
- ☐ Pocket chart



Formative Assessment

Gather the children around a pocket chart and place the Cover Card "The Map" in the top pocket.

Distribute *The Map* Sentence Strips to volunteers. As you read the story, the children holding the corresponding Sentence Strips place them in order in the pocket chart.

When all of the sentences are ordered, the class reads the story together.

If possible, provide partners for ELL children who have knowledge of their first languages, or work with these students in a small group setting. Allow the children to use visuals (book illustrations) to demonstrate their understanding of a setting, or of a map and its uses.

ELL

Magic Writing Moment

Book Review

Indicate the chart paper from Day 3 and read the opinions written thus far. Review that an opinion is what you think about something.

Draw a name card from the basket and the child chooses his or her favorite book.

Say: **Think about why this book is your favorite. I'll write your opinion of the book on the chart paper.**

The child offers his or her opinion of the book. Assist the child and one or two other volunteers to each create a complete sentence to add to the chart paper.

Materials

- ☐ Chart paper from Day 3, marker
- ☐ Basket of children's name cards
- ☐ *Goldilocks and the Three Bears* by Marc Buchanan
- ☐ *Cloudy With a Chance of Meatballs* by Judi Barrett
- ☐ *Ira Sleeps Over* by Bernard Waber
- ☐ Book of your choice
- ☐ Backpack Bear

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

Phonics Warm-Up

Beginning Sounds: /r/ /l/ /u/ /n/

Distribute *Listening & Writing Books*, and the children turn to page 26.

Complete the page together with the children as directed at the bottom.

Materials

- ☐ *Listening & Writing Books*, page 26
- ☐ Pencils, crayons



Reading: Foundational Skills

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

**Reading:
Foundational Skills**

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

Reading: Literature

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

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Literary Response & Analysis

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

The Map

Distribute *The Map* to each child. Read the book together with the children.

Say: **Let's go on a high frequency word hunt.**

- Place the Word Card *on* in the left side of a pocket chart.
- The children read the word.
- Place the Picture Card *red* next to the word *on*.

Ask: **What color is next to the word, on? Right, it is red. Look through your book. Each time you find the word on, circle or highlight it using your red crayon.**

The children do this.

Repeat for *not*—blue, *up*—green, *down*—yellow, and *us*—brown.

Once all of the words have been circled or highlighted, challenge the children to look through their books to find the word that is most frequently highlighted. List the words *on*, *not*, *up*, *down* and *us* on the whiteboard. Volunteers report how many times each word was found. The children determine that *on* is the word used most often.

Materials

- ☐ High Frequency Word Cards:
a, are, can, down, for, is, like, not, on, see, the, up, us, we
- ☐ Blue, brown, green, red and yellow crayons for each child
- ☐ Picture Cards: *blue, brown, green, red, yellow*
- ☐ *The Map* for each child
- ☐ Backpack Bear
- ☐ Pocket chart

Formative Assessment

Partner the children. Say: **Listen to each question about the story. Discuss the question with your partner and together agree on an answer. You may use your books to help you.**

When the children have had sufficient time to determine answers, choose volunteers to share before asking the next question.

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

Where did this story take place or what was the setting?

It took place outdoors while the characters were hiking.

What was the problem at the beginning of the story?

The characters were off the trail.

What did the characters do to solve the problem?

They used a map.

How did the map help Backpack Bear and his friends?

It helped them locate the trail.

What might have happened if Backpack Bear and his friends did not have a map?

Answers will vary.

Write About Community Helpers

Review the list of community helpers from Day 1. The children may add community helpers to the list. Briefly discuss the job of each community helper and its importance to the community.

Ask: **If you could help one of these community helpers, who would it be? How would you help that person?**

(Volunteers respond.)

Each child chooses a community helper to write about in his or her journal. As children make their choices, write their selections on index cards for them to copy.

Materials

- ☐ Community Helpers list from Day 1
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons
- ☐ Index cards

Language

L.K.2.C Represent most consonants and short vowel sounds (phonemes)

L.K.2.D Spell simple words phonetically

Reading: Informational Text

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

Literary Response & Analysis

LIT.RA.7e Make text to text connections

Social Studies

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

Formative Assessment

Distribute journals and dictionaries. The children use kid writing, their index cards, and their dictionaries to write about how community helpers help us, then illustrate their entries. Remind the children that you will do adult writing as they are working. They will share their writings during Session 3.

Save the Community Helpers list. You will use it again in Week 8.

Computer

- Backpack Bear's Books: Row 6, "The Map"
- ABCs: Uu, Nn, Rr, Ll

Practice

Activity

The children reference *The Map* to sequence the Sentence Strips, then they construct the sentences from the story using Word Cards.



Materials

- ☐ The Map Sentence Strips and Word Cards
- ☐ The Map for each child
- ☐ Pocket chart

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

Speaking & Listening

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



Introduce the Author's Chair

Review the Writing Strategy Anchor Chart. Read and discuss Card #6, *I can share my writing*. Add Card #6 to the anchor chart.

The children gather around the “Author’s Chair” with their writing journals. Say: **Since each of you is the author or writer of your story, you will get to sit in our special “Author’s Chair” as you present your story to the class. Be sure to use your presentation voice so everyone can enjoy your writing.**

Materials

- ☐ Writing Strategy Anchor Chart and Card #6
- ☐ Starfall Writing Journals
- ☐ Author's Chair



Formative Assessment

After the first child shares, offer positive comments about his or her work, such as praise for colorful illustrations, good ideas, or use of his or her presentation voice. As the presentations continue, the child presenting chooses two volunteers to share what they enjoyed about the presentation, modeled on your example.

Each presenter selects the next child to share. Collect the writing journals after each child’s presentation.

ELL children may be reluctant to share because of their limited English, or they may still be in the “silent period.” This period varies and can range from three months to eighteen months or even longer. Accept sharing offered in native languages until these children feel comfortable answering in English.

ELL

Magic Writing Moment

Review Nn

The children dictate words beginning or ending with /n/, for you to write on chart paper. Review the list with the children.

Materials

- ☐ Chart paper (with the heading Nn)
- ☐ Marker

Phonological Awareness Warm-Up

Rhyming Words

Distribute *Listening & Writing Books*, and the children turn to page 27.

Complete the page together as directed at the bottom of the page.

Materials

- ☐ *Listening & Writing Books*, page 27
- ☐ Pencils, crayons

1

Shared Writing

Indicate *A Day in the Life of a Firefighter*. Say: **Look at the visual text, or cover picture. What would you predict this book will be about?** (Volunteers respond.) **What makes you think so?**

Continue: **The title of the book is *A Day in the Life of a Firefighter*. Do you think this is a fiction or pretend story, or a nonfiction or true story?** (Volunteers respond and explain their reasons.) **Right! This is a true story about a firefighter. It is a nonfiction book. The author is Brandi Chase. Barry Staver took the photographs that appear in the book. Let's read to see what a day for a firefighter is like.** Read *A Day in the Life of a Firefighter*.

Indicate the chart paper. Say: **Firefighters work very hard to keep us safe. How do you think firefighters help us?** (Volunteers respond.) **Let's write them a thank you letter. Then we can send it to a local fire station to let the firefighters there know that we appreciate all the work they do in our community.**

You may project this story from the **Starfall.com** Talking Library.

Materials

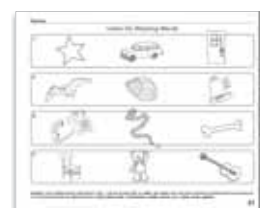
- ☐ *A Day in the Life of a Firefighter*
- ☐ Chart paper, marker

Reading:
Foundational Skills

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

Reading:
Foundational Skills

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

Reading:
Informational Text

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

Writing

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

Writing

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

Science

SS.E.5d Recognize jobs people do in their school and community

Formative Assessment

Guide the children to compose a thank you letter together by offering sentences stating reasons they are thankful for firefighters. When the letter is complete, read it to the children.

Explain that during Learning Centers the children will have the opportunity to illustrate firefighters helping people.



Technology

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

Writing

W.8b Produce, illustrate and share writing

Reading: Foundational Skills

RF.K.3.B Read common high-frequency words by sight

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

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

Print Concepts

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer**1**

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

Draw Pictures of Firefighters**2**

The children illustrate firefighters helping people. Each child writes his or her name and uses kid writing to write a sentence about the illustration.

Materials

- ☐ Crayons
- ☐ Drawing paper
- ☐ Selection of books related to firefighters

Sequence *The Map***3**

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

Materials

- ☐ Pocket chart
- ☐ Cover Card, Sentence Strips, Word Cards, *The Map*
- ☐ *The Map*, for each child

"Color by Word"**4**

The children practice high frequency words by completing the "Color by Word" worksheet for Week 7.

Materials

- ☐ Week 7 "Color by Word" worksheet for each child

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

Our Community

Say: **This week we learned what it means to be a citizen of our homes, community, state, and country. We also learned that many citizens help others in special ways in their jobs as *community helpers*. What are the names of some of those community helpers?** Volunteers respond.

Continue: **When you grow up, you may decide to become a community helper. Even now you can help make our community better in many ways.**

Partner the children to share some of the ways they can help in the community. Responses might include being nice to their friends, listening to their parents, caring for the environment, doing their best work in school, and trying to make good choices.

Say: **We also learned why we need maps and how maps help us locate places.**

- Display several different types of maps and volunteers identify them.
- Discuss items commonly found on maps, particularly roads (in black), water (in blue), and land (generally brown or green).
- Volunteers locate and indicate these items on the maps.

Review this week's Star Word Wall Vocabulary Words, *family, home, community, state, country, trail, community helper, and citizen*.

- Individually identify each vocabulary word.
- The children work in groups of three to discuss and define the words.
- Challenge the children to use the words correctly in sentences.

Materials

- ☐ Children's individual drawings from Learning Centers
- ☐ Maps of various types from Day 3
- ☐ *Me on the Map* by Joan Sweeney
- ☐ Firefighter letter from Session 1

Language

L.K.6 Use acquired words and phrases

Science

SC.FM.3c Describe relative position of objects

Social Studies

SS.ST.4 Compare, contrast and describe characteristics of locations of people, places and environments

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

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

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

Formative Assessment

- Display the letter to firefighters from Session 1.
- Distribute the drawings created during Learning Centers.
- Read the letter together with the children.
- Each child shares his or her drawing with the class.

Explain to the children that you will mail their letter and drawings to the firefighters at the local fire station.

