

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 Kindergarten

Teacher's Guide

Citizens and Their Actions

Unit 4 • Week 12

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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Citizens and Their Actions

Unit 4 • Week 12

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Week 12 Overview

Citizens and Their Actions

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

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

Recommended Literature

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

Starfall Books & Other Media

ABC Rhyme Book

A Young Hero

Ruby Goes to School

America the Beautiful

Star Writer Melodies

Sing-Along Tracks 23, 49

Get to Know Abraham Lincoln Poster

Get to Know Martin Luther King, Jr. Poster

Get to Know Rosa Parks Poster



WEEK 12 — OVERVIEW



Preparation

Generate and prepare:

- Vocabulary Word Cards for **Week 12**. You will use *peaceful* on **Day 1**, and *equal*, *integrate*, *race*, *racism*, *judge*, *harm*, *refuse* and *overcome* on **Day 2**.
- an "ABC Rhyme" practice page for letters Xx, Zz and Jj. Photocopy one for each child to take home and practice with his or her parents.

Day One

None

Day Two

Photocopy and cut apart the High-Frequency Word Sentence Strips blackline to be used during today's independent practice activity.

Day Three

Familiarize yourself with the ASL signs on the "Old McDonald Had a Vowel Farm" blackline. You will teach them during today's **Session 1** for use in the adapted version of the song, "Old McDonald Had a Farm."

Day Four

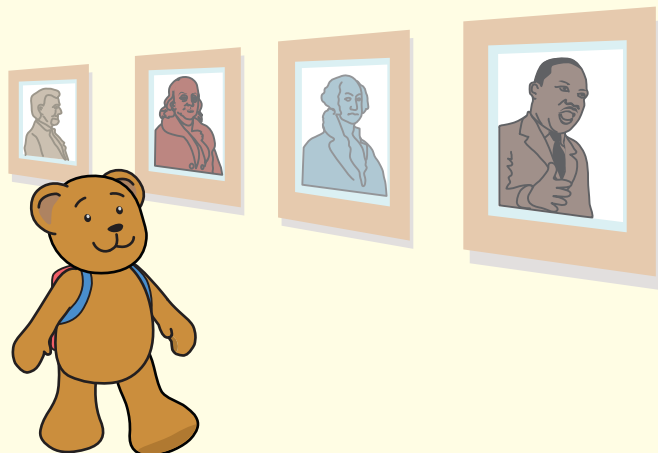
Generate a graph practice page for each child using the high frequency words found in *Ruby Goes to School*.

Day Five

Generate a practice page for the skill your children most need to review for use during Learning Centers.

Prior to today's Learning Centers, assign one of this week's historical figures (Martin Luther King, Jr., Rosa Parks, or Ruby Bridges) to each rotation group or child. They will draw portraits of this person and label them during today's **Learning Centers**. If you have other books about these historical figures, have them available for children to reference.

Generate a "Color by Word" practice page for **Week 12**.



Day 1

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

Love,

Backpack Bear 

Day 2

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


Love,

Backpack Bear 

Day 3

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

Love,

Backpack Bear 

Day 4

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

Your pal,

Backpack Bear 

Day 5

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

Peace to all,

Backpack Bear 

DAY One

DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

L&W, p. 48
Phoneme
Addition

Zz /z/

HF Words:

away, do, was, will

Comprehension Skills:

Compare/contrast
Draw conclusions

Comprehension Strategies:

Open discussion
Summarize
Make connections



L&W, p. 49

Blending
phonemes

Xx /x/

*Ruby Goes
to School*

Comprehension Skill:

Compare/contrast

Comprehension Strategies:

Summarize
Predict/verify
Make connections



Computer

BpB's Books: Concepts, "A-Ma-
chine," "E-Machine," "O-Machine"

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

Activity

"Concentration" Picture and
Word Cards

"Starfall Speedway" Reading
Sentences

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Get to Know Posters: Abraham
Lincoln, Martin Luther King, Jr.,
Rosa Parks

"Letter March Song Zz"
"Zz Zebra Rhyme"

Vocabulary: Peaceful

A Young Hero
"Zipper Coat"
"Xx Box Rhyme"
"Letter March Song Xx"

Vocabulary: Equal,
integrate, race, racism, judge,
harm, refuse, overcome

Writing

Social Studies

Know the people, events, triumphs, struggles in stories and folk-
lore about commemorative holidays — Learn about examples
of honesty, courage, determination, individual responsibility, and
patriotism in American and world folklore and history — Know
beliefs and related behaviors of story characters in times past and
understand consequences of their actions

Science

DAY Three

L&W, pp. 50, 51

Beginning/ending sounds

Vowels/consonants

Jj /j/

Comprehension Skill:

Sequence

Comprehension Strategy:

Make connections



DAY Four

L&W, p. 52

Beginning sounds

sounds

Medial vowels

Comprehension Skills:

Classify/categorize

Story details (problem/solution)

Comprehension Strategies:

Open discussion

Visualize

Ask questions

Make connections



DAY Five

Blend onset and rime

Shared writing

Comprehension Skill:

Story details (character, setting)

Comprehension Strategy:

Open discussion

Summarize

Starfall Free Day

"Starfall Speedway" HF words

"Color by Word" practice page for **Week 12**

Sequence *Ruby Goes to School*

Practice page of your choice

Art Gallery

A Young Hero; Miss Rumphius; America the Beautiful
Get to Know Posters: Abraham Lincoln, Martin Luther King, Jr., Rosa Parks
Kindergarten Book Club

Group (shared) writing about ways we can be more peaceful

Know beliefs and related behaviors of story characters in times past and understand consequences of their actions

BpB's Books: Row 11, "Ruby Goes to School"; Concepts, "I-Machine," "U-Machine"

ABCs: Aa, Ee, Ii, Oo, Uu;
BpB's Books: Row 11

Sequence *Ruby Goes to School*

Use play dough to create high-frequency words

"Old McDonald Had a Farm"

A Young Hero

"Jj Jump Rhyme"

"Letter March Song Jj"

Write about ways to welcome a new child to class

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world folklore and history

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

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

Phoneme Addition

Place the Picture Card *up* face-up in the pocket chart.

Place *cup* and *pup* face-down next to *up*. Identify *up*; children repeat *up*.

Ask: **If we add the sound /k/ in front of *up*, what new word will it make?**

Accept responses. Reveal the picture of the *cup*. Say: *up, /k/ /up/, cup*.

Ask: **What do you notice about the words *up* and *cup*?** (They rhyme.)

Reveal *pup*. Ask: **What sound do we add to *up* to make *pup*?** (/p/)

Say, *up, pup*. They rhyme!

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



Reading

Manipulate individual phonemes in words through addition, deletion, and substitution

Recognize words that rhyme

1

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events

Know the triumphs in American legends and historical accounts through the stories of people

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

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

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

- Display the *Get to Know Martin Luther King, Jr. Poster*.
- Read the narrative on the back of the poster.
- Children partner and share with each other what they learned about Martin Luther King, Jr.
- Volunteers share responses with the group.

Say: **Martin Luther King, Jr. had a helper named Rosa Parks.** Display the *Get to Know Rosa Parks Poster*.

Materials

- Get to Know Abraham Lincoln Poster*
- Get to Know Martin Luther King, Jr. Poster*
- Get to Know Rosa Parks Poster*
- Vocabulary Word Card: *peaceful*

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

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

Children discuss peaceful solutions to the following problems.

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

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

2

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

On the board, write: *She was on the log.* Volunteers identify and circle high-frequency words *she, on,* and *the.*

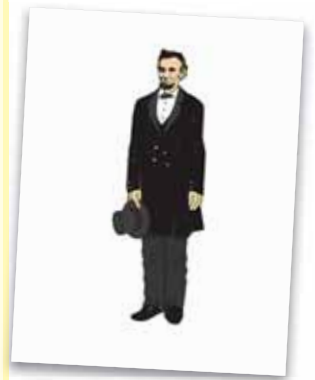
Say: **There are two words left that are not circled.** (Circle *log* with a different color.) **We can decode this word because we have learned all of the sounds in it. Let's use our invisible rubber bands to sound it out: /l/ /o/ /g/. This word is *log*.**

Indicate the word, *was*. Explain that *was* is a new high-frequency word. Children repeat, *was*. A volunteer circles *was* in the sentence using a third color. Read the sentence together.

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

Materials

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



Reading

Blend individual phonemes in simple one-syllable words

Read simple one-syllable and high-frequency words

Children enter new high-frequency words into their Starfall Dictionaries.



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

- The dog *will* run *away*.
- I *will* do it for you.

Arrange *was*, *will*, *away*, and *do* in the pocket chart face-down in random order. Volunteers turn over cards, read the words, and use them in sentences.

Technology

Use technology resources to support learning

Reading

Match consonant and vowel sounds to appropriate letters

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

Computer

Practice

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

Match CVC Words and Pictures

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

Materials

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



3

Introduce Zz /z/

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

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

Materials

- Picture Card: *zebra*
- Letter Cards: *Z* and *z*
- Wall Card: *Zebra /z/*
- ABC Rhyme Book*
- L&W*, p. 48
- Pencils/crayons



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

Read the rhyme again, then repeat it in unison.

Zebra

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

Step One Discriminate /z/ in the initial position

Children stand. Say: **I will say some words. If you hear /z/ at the beginning of a word, give a thumbs up. If not, give a thumbs down! Ready?**

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

Step Two Connect /z/ to the spelling Zz

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



Display the Letter Card z. Say: **This is the lower-case letter z. The letter z stands for the sound /z/. Each time I touch the letter z, say, /z/.**

Touch z several times.

Demonstrate the letter's formation as you write z on the board. Children skywrite z several times.

Explain that the sound /z/ and /s/ are very similar. Give the example, *zip* and *sip*. Children repeat. Discuss how your mouth vibrates when making the sound /z/.

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

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



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

Demonstrate the letter's formation as you write Z on the board. Children skywrite Z several times.

Step Three Introduce /z/ in the final position

Ask the riddle:

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

Step Four Listening & Writing, page 48

Complete as with similar pages.

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

The Letter March: Zz

(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,
"Z" stands for the sound, /z/ /z/ /z/ /z/

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

Notice that the pictured Zz sign on the ASL Chart and in this book appears backwards. It is a mirrored depiction. From the perspective of the viewer, it looks correct.



Display the Wall Card at the end of the lesson.



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

ELD

Phonemic Awareness / Phonics Warm-Up

Materials

Sing-Along Track 49

Blending Phonemes

Play *Sing-Along* Track 49 several times as children sing. Ask:

What sound do you hear at the beginning of zipper?

Explain that very few words use the letter z. Recall that sometimes s stands for the sound /z/.

- On the board write: *zot, zam, zab, zup*.
- Volunteers blend the sounds and name the nonsense words.
- Ask children to name the high-frequency words they know in which the letter s stands for the sound /z/ (*is, has, was*).

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

Zipper Coat

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

Reading

Blend individual phonemes in simple one-syllable words

Distinguish initial, final, and/or medial phonemes in words

1

Introduce Xx /x/

Materials

- Picture Card: *box*
- Letter Cards: X and x
- Wall Card: *Box /x/*
- ABC Rhyme Book
- L&W, p. 49
- Pencils/crayons

Step One

Introduce /x/ in the final position

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



Say: **Listen for the sound /ks/ in this word, box.** Children repeat, *box*.

Display the Picture Card *box*. **This is a picture of a box. Does box begin with the sound /ks/? No, it does not begin with the sound /ks/, it ends with the sound /ks/. Words in English do not**

begin with the sound /ks/. Watch my mouth: /ks/. Now you say /ks/. Listen again. What words end in /ks/ in this rhyme? Repeat the rhyme. Children identify *box, ax, wax, fox, ox, and Rex*.

Box

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

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

Step Two

Discriminate /ks/ in the final position

Children stand. Say: **I will say some words. If you hear the sound /ks/ at the end of a word, sit on the floor. If not, stand up. Ready?**

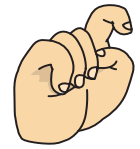
fox	paper	top	Mox	Max
-----	-------	-----	-----	-----

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently



Step Three Connect /ks/ to the spelling Xx

Teach children the ASL sign for Xx. Children sing “The Letter March” with the ASL sign for x and sound /ks/.

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

Demonstrate the letter’s formation as you write x on the board. Children skywrite x several times.

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

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

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

Demonstrate the letter’s formation as you write X on the board. Children skywrite X several times.

The Letter March: Xx

(Melody: “The Ants Go Marching”)

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

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

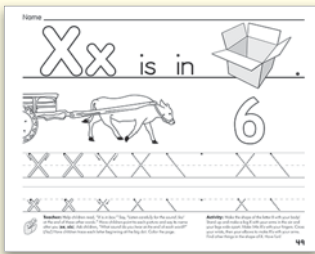
The letters go marching one by one,
“X” stands for the sound, /ks/ /ks/ /ks/ /ks/

And they all go marching ,

In- to a word, to use, their sound

Step Four Listening & Writing, page 49

Complete as with similar pages.



Display the Wall Card at the end of the lesson.

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

The sound /x/ does not exist in French, Tagalog or Mandarin Chinese. Be sure to emphasize this sound for children who speak these languages.

ELD

2

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

Introduce *A Young Hero*

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

Say: **This story is about a little black girl named Ruby Bridges. When she was a child, African-American (black) children only went to schools with other black children and white children only went to schools with other white children. Ruby Bridges could not go to school with the white children. As you listen to her story, think about how you would feel if you were Ruby.**

As you read, stop and discuss the following vocabulary:

equal	things that are the same in value
race	a group of people who share similar physical characteristics
racism	the belief that one race is better than another
integrate	to combine or mix one thing with another
judge	an official who decides if someone is right or wrong
harm	to hurt someone or something
refuse	to say or decide you will not do something
overcome	to be able to do something even if it is difficult

After reading the story, discuss the following:

- Kn** How did Ruby get to go to school?
- Kn** What happened on Ruby's first day of school?
- Kn** How did Ruby stay safe?
- Un** Why did the parents of the white children not allow them to go to school with Ruby?
- Un** How did Ruby feel about school once she was safely inside?
- An** How are schools different today?
- Ev** What do you think would happen if Ruby came to our class tomorrow?

Reading

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a text

Relate new vocabulary to prior knowledge

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions

Computer

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

Practice

Activity

Children draw Sentence Strips, then read them to advance on the Starfall Speedway.



Materials

- "Starfall Speedway"
- Basket
- High-Frequency Word Sentence Strips

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce *Ruby Goes to School*

Display *A Young Hero*. Ask: **Remember the story, *A Young Hero*? Let's picture-walk through the book and talk about what happened to Ruby.**

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

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

- Read the title together.
- Picture-walk through the book and discuss.
- Read the story together.

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

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

Materials

- Ruby Goes to School* for each child
- A Young Hero*
- Pocket chart
- High-Frequency Word Cards: *a, and, at, but, can, come, do, had, he, help, here, I, in, not, the, to, was, we, will, with, you*
- Pencil/crayons

Reading

Read simple one-syllable and high-frequency words

Connect to life experiences the information and events in texts

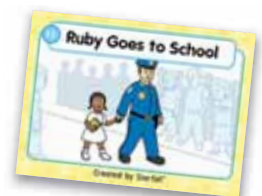
Retell familiar stories

Social Studies

Understand that history relates to events, people, and places of other times

Technology

Use technology resources to support learning



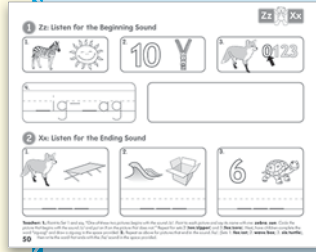
Phonemic Awareness / Phonics Warm-Up

Materials

- L&W, p. 50
- Pencils/crayons

Listening and Writing, Page 50

Complete L&W, p. 50 as with similar pages.



Reading

Distinguish initial and final phonemes in words

1

Alphabet, Consonants, Vowels

Sing the "Alphabet Song." Point to each letter on the classroom Alphabet Chart as you sing.

Say: **Most letters of the alphabet are called consonants, but there are five special letters called vowels. Every word has to have at least one vowel in it.**

Place the Picture Cards *cat*, *hen*, *pig*, *fox*, and *duck* in the pocket chart face-down. Place the Lowercase Letter Cards, *a*, *e*, *i*, *o*, and *u* in the bottom of the pocket chart face-up. Name the letters; children repeat. For each letter, a volunteer:

- reveals one of the Picture Cards.
- names the card, and finds the letter that stands for the vowel sound.
- places the vowel Letter Card next to the Picture Card.
- makes the ASL sign for the vowel.

Say: **We have a song that uses these animal names.** Teach the signs for *cat*, *hen*, *pig*, *fox*, and *duck*. **There are two more signs we need to know.** Teach the signs for *old* and *farm*.

Practice the signs before children sing. Say: **Make the sign for cat. What vowel sound do you hear in cat? Make the Aa sign with both hands!** Repeat for the remaining animals.

- Children sing with *Sing-Along* Track 23 and make the signs.
- Divide the class into five groups. Assign an animal to each group.

Repeat the song for each vowel. Each group stands, sings, and signs its assigned animal. Everyone joins in on the repeated portions of the song.

Materials

- Sing-Along* Track 23
- "Old McDonald Had a Farm" blackline (for reference)
- Picture Cards: *rat*, *duck*, *fox*, *hen*, *pig*
- Lowercase Letter Cards: *a*, *e*, *i*, *o*, *u*
- Pocket chart

Old McDonald Had a Farm

*Old McDonald had a farm,
A, E, I, O, U
And on this farm he had a cat,
A, E, I, O, U
With an /a/ /a/ here
and an /a/ /a/ there
Here an /a/, there an /a/,
everywhere an /a/ /a/,
Old McDonald had a farm,
A, E, I, O, U*

Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Match short-vowel sounds to appropriate letters



2

Write About Ruby

Distribute *Ruby Goes to School*. Children read the story together.

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

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

Ask: **Why don't we write about this in our writing journals? Draw a picture of yourself with a new classmate doing something that would help him or her feel welcome. When you complete your picture, use your Starfall Dictionary and kidwriting to write about it.**

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

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Star Writer Melodies*

Reading

Read simple one-syllable and high-frequency words

Connect to life experiences the information and events in texts

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Listening & Speaking

Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Computer

- *Backpack Bear's Books*: Row 11
- *Backpack Bear's Books*: Concepts, "I-Machine" and "U-Machine"

Practice

Sequence *Ruby Goes to School*

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



Materials

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

3

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Materials

- Picture Card: *jump rope*
- Letter Cards: *J* and *j*
- Wall Card: *Jump /j/*
- ABC Rhyme Book*
- L&W*, p. 51
- Pencils/crayons

Introduce Jj /j/

Step One Introduce /j/ in the initial position

Read the rhyme “Jj Jump Rope” on page 23 of the *ABC Rhyme Book*. Ask: **What words in the poem rhyme?** (four, more) **Which word is a homonym?** (four) Discuss the difference in meaning of *four* and *for*.



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

Jump rope

*Jump, Jenny, Jump!
One jump, two jumps,
Three jumps, four.
Five jumps, six jumps,
Seven jumps more.
Jump, Jenny, Jump!*

Step Two Discriminate /j/ in the initial position

Children stand. Say: **I will say some words. If you hear /j/ at the beginning of a word, pretend you are jumping rope! If not, stand very still! Ready?**

jar	honey	judge	Jack	go	Jill
-----	-------	-------	------	----	------

Step Three Connect /j/ to the spelling Jj

Teach children the ASL sign for *Jj*. Children sing “The Letter March” with the ASL sign for *j* and sound /j/.



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

Demonstrate the letter’s formation as you write *j* on the board. Children skywrite *j* several times.

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

jam	horn	jelly	jog	kitten	June
-----	------	-------	-----	--------	------



Display the Letter Card *J*. Say: **This is the uppercase letter *J*. The uppercase letter *J* and the lowercase letter *j* stand for the sound /j/.** Ask a volunteer to locate *Jj* on the Alphabet Chart. Ask: **Are the letters *J* and *j* near the beginning, middle, or end of the alphabet?** (middle)

Demonstrate the letter’s formation as you write *J* on the board. Children skywrite *J* several times.

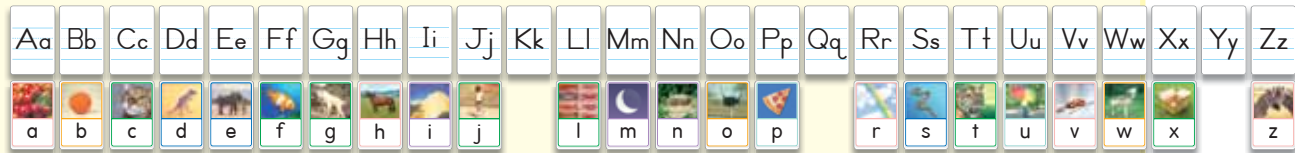
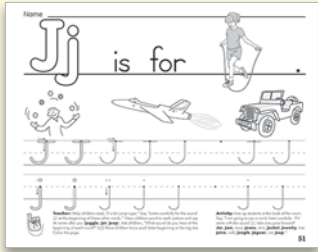
The Letter March: Jj

(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,
“j” stands for the sound, /j/ /j/ /j/ /j/
And they all go marching,
In- to a word, to use, their sound*



Step Four **Listening & Writing, page 51**

Complete as with similar pages.



The sound /j/ does not exist in French, German, Spanish, Vietnamese or Tagalog. Be sure to emphasize this sound for children who speak these languages. **ELD**



Display the Wall Card at the end of the lesson.

Phonemic Awareness / Phonics Warm-Up

Materials

- L&W, p. 52
- Pencil/crayons

Listening and Writing, Page 52

Complete L&W, p. 52 as with similar pages.



Reading

Distinguish initial, final, and medial phonemes in CVC words

1

Shared Writing

Materials

- Starfall Writing Journals
- Author's Chair

Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Listening & Speaking

Communicates effectively when sharing ideas

Relate an experience or creative story

Children gather around the Author's Chair with their writing journals. They take turns sharing their writings using presentation voices.

After each 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 children to share what they enjoyed about the presentation.

Each presenter chooses the next child to share.

Collect writing journals after each child presents.

2

Classify Medial Vowels

Say: **We will be listening to vowel sounds in the middle of words. Then we will organize, or classify, the words according to the sound we hear in the middle.**

Write one vowel (Aa, Ee, Ii, Oo, Uu) on each of five whiteboards. Place the five whiteboards on the floor. Shuffle the Picture Cards and place them face-down in the pocket chart.

A volunteer reveals a Picture Card and names the picture. He or she places the Picture Card on the whiteboard corresponding to its medial sound. Children give a “thumbs up” if they agree, or help the volunteer make the correct choice. Once all pictures have been classified, remove the Picture Cards and erase the whiteboards.

Children sit in a circle. Give each child a whiteboard and play “Vowel Switch-A-Roo!”

Say: **pan**. Children:

- write *pan* in large letters on their whiteboards.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Say: **pen**. Children:

- change the vowel in *pan* to spell *pen*.
- hold up their whiteboards and check spelling.
- pass their whiteboards to the right.

Repeat for *pin*.

Children erase and play again with: *hot/hit/hut*; *ten/tan/tin*; *fin/fan/fun*; *pot/pit/pat/pet*

Materials

- Whiteboards/markers/erasers
- Picture Cards: *bag, bed, bug, cap, duck, fan, gum, hop, leg, pig, pot, rock, zip*
- Pocket chart

Reading

Match consonant and short-vowel sounds to appropriate letters



Computer

- ABCs: Aa, Ee, Ii, Oo, Uu
- *Backpack Bear's Books*: Row 11 Play

Practice

Activity

Children reference High Frequency Word Cards *away, do, was, will, have, and here* to create words using play dough.

Materials

- High-frequency Word Cards: *away, do, was, will, have, here*
- Play dough

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- Generated practice page for each child
 - Ruby Goes to School* for each child
 - Pencils/crayons

Graphing Ruby Goes to School

Distribute *Ruby Goes to School* and a graph to each child.

Review the high-frequency words on the graph. Explain:

We will see how often each word is used in the story. Each time we find the word we will color a square next to it on the graph.

Guide children to locate the first word on the graph each time it occurs in the story. Include the list on the back page. Choose a color, then children color the corresponding number of squares. Repeat to complete the graph. Interpret the graph to determine which word(s) were used most and least often.

Reading

Read simple one-syllable and high-frequency words

Name	Word Frequency					
	I	is	the	to	was	was
Integrated						
is						
the						
to						
was						
was						

Phonemic Awareness Warm-Up

Materials

 None

Blend Onset-Rimes

Say: **Let's play a word game. Listen carefully as I say the beginning sound, then the rest of the word. Put the parts together to say the word. Let's try one: /p/—/eace/. What is the word? (peace) When you say the beginning sound /p/ together with the ending /eace/, you hear the word *peace*. Let's try another word: /R/—/uby/. What is the word? (Ruby) Continue for:**

/e/ /qual/	/l/ /uther/	/k/ /ing/	/j/ /udge/
/h/ /arm/	/r/ /osa/	/p/ /arks/	/f/ /air/

1

Shared Writing

Divide the class into three groups. Distribute a poster or book to each group. Say: **Talk with your group about the person on your poster or book. Discuss how the person helped make our world a better place. When you finish, you will share your ideas with other groups.**

Gather children. Each group tells about its assigned person.

Say: **Each of us needs to do our part to make our world a peaceful place. Close your eyes and think about some things you can do to make our classroom or your home more peaceful. Some examples might be to let someone in front of you in line, share toys, or clean your room when your parent asks you.** Play *Star Writer Melodies* as children think of additional ideas.

Ask: **Why don't we write some of your ideas down so we don't forget them?**

- Title the chart paper "Ways We Can Be Peaceful."
- Children share their responses, *I can...*
- Record their responses. Replace the child's *I* with his or her name.

Read the list, then post it in your classroom.

Materials

- Get to Know Martin Luther King, Jr. Poster*
- Get to Know Rosa Parks Poster*
- Get to Know Abraham Lincoln Poster*
- A Young Hero*
- Chart paper
- Marker
- Star Writer Melodies*

Reading

Blend onset and rime

Reading

Communicate effectively when sharing ideas

Connect to life experiences the information and events in texts

Social Studies

Know beliefs and related behaviors of characters in stories from times past, and understand consequences of the characters' actions

Technology

Use technology resources to support learning

Computer

1

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

Reading

Read simple one-syllable and high-frequency words

“Starfall Speedway”

Children identify high-frequency words to advance on the Starfall Speedway.

Materials

- “Starfall Speedway”
- High-Frequency Words Cards (choose those most needing review)

2

Reading

Read simple one-syllable and high-frequency words

“Color by Word”

Children practice high-frequency words by completing the “Color by Word” practice page.

Materials

- “Color by Word” practice page for **Week 12**
- Pencils/crayons

3

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *Ruby Goes to School*

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



Materials

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

4

Generator Practice Page

Choose the skill your children most need to review and generate a practice page.

Materials

- Generated practice page of your choice

5

Reading

Connect to life experiences the information and events in texts

Art Gallery

Children draw portraits of their assigned person and label them referencing your example written on a whiteboard. Display the finished portraits as part of your classroom Art Gallery.

Materials

- Drawing paper
- Pencils/crayons
- On a whiteboard, write: *Martin Luther King, Jr, Rosa Parks, Ruby Bridges*

6

2

Kindergarten Book Club

Gather children on the floor in a circle. Display *Miss Rumphius*, *America the Beautiful*, and *A Young Hero* from Weeks 10 through 12.

- Review the titles of the books.
- A volunteer chooses a favorite book. He or she tells the class what it is about and why it is a favorite.

Ask the following questions to review vocabulary on the Starword Wall from Unit 4.

America the Beautiful

grain	What do we call the little seeds or kernels that grow into plants such as wheat and corn?
mountain	What vocabulary word means a high landform where you might go hiking?
beach	What landform is the sandy or gravelly part of the shore near the ocean or other body of water?
plain	What do we call the flat landform that is used by farmers to grow crops?

Miss Rumphius

desert	What type of landform is dry with few plants and very little rainfall?
moist	What vocabulary word means damp or slightly wet, like when we sweat?
sowing	What is the vocabulary word that tells what Miss Rumphius was doing when she was planting lupine seeds?

A Young Hero

racism	What do we call the belief that one race is better than another simply because of the color of its skin?
overcome	What word means to be able to do something even if it is very difficult?

Discuss each book. Children vote for their favorite book from Unit 4.

Materials

- Miss Rumphius*
- America the Beautiful*
- A Young Hero*

Reading

Retell familiar stories

Demonstrate an understanding of story elements

Understand the meanings of words

Listening & Speaking

Communicate effectively when sharing ideas