

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
Our Families
Unit 3 • Week 6

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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Our Families

Unit 3 • Week 6

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Frequently Asked Questions

What's the best way to utilize the Starfall Seasonal Plans?

Each of the Seasonal Plans contains three activities. During the weeks of Columbus Day, Thanksgiving, President's Day and Earth Day, we suggest you take a break from the scheduled Weekly Plans and integrate the relevant Seasonal Plan into your traditional holiday lessons and activities. Take advantage of this break to celebrate, practice, and reinforce previously introduced skills.

I notice that there is emphasis on vocabulary words. I thought vocabulary words were sight words. How does this differ?

Often we assume children understand the meanings of words used in stories and in oral conversations. Children appear to understand a word in context, but when asked to tell what it means in isolation they are unable to do so. Vocabulary words are words that children encounter during a read-aloud or in daily conversations that they may or may not understand.

We encourage you to get into the habit of questioning children about the meanings of words. This will help you know which words they do not understand. They will begin to value listening actively for understanding and asking for clarification.

At the outset of the year we suggest vocabulary words inspired by the literature or topic. Please do not feel limited to our suggestions. Expand or modify these words to meet your children's needs. Later in the year we will encourage children to listen for, and then choose, vocabulary words they do not know the meaning for and would like to learn.

I have children who are reading above grade level. What accommodations should I make for these children if they can already read the stories? Should they be in a group of their own?

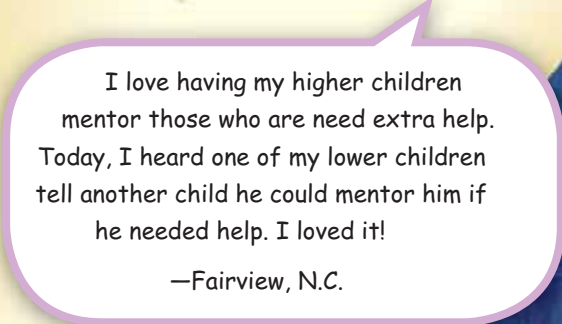
We can be fooled into thinking that children with good visual word memory are advanced readers. Often, these children are in fact excellent memorizers. They may have skipped some essential developmental stages and therefore have not mastered the foundational skills that will support them when the

number of new words they encounter outnumbers what they can memorize. These children may also be "reading" without comprehending.

There is a tendency to perceive children who can read as mature, and assume they will not enjoy or benefit from group activities. No matter how skilled they appear, they are still just five or six! All children love the magic of the lessons and benefit from the camaraderie that comes from shared experiences with their peers.

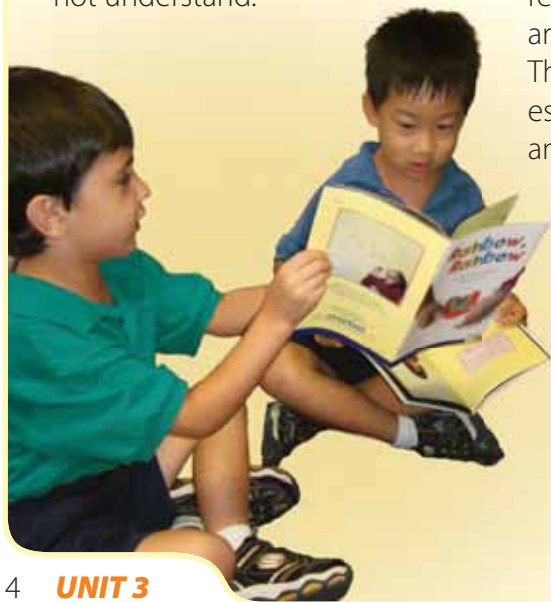
To meet the needs of these children:

- Provide opportunities for them to mentor other children. This practice will simultaneously solidify their knowledge and help others (including you!).
- Provide reading material at their reading level to read for pleasure. (See the Bibliography at the end of each unit.)
- If you have several children at approximately the same reading level, form a "Challenge Book Club." Members meet occasionally to discuss a book, with a focus on comprehension.



I love having my higher children mentor those who are need extra help. Today, I heard one of my lower children tell another child he could mentor him if he needed help. I loved it!

—Fairview, N.C.



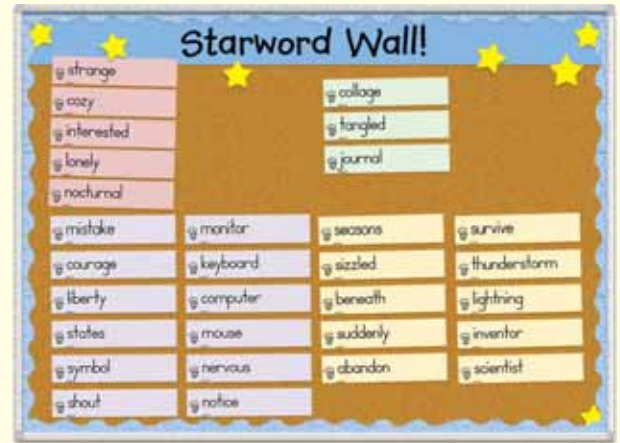
Reading Research

Just as phonemic awareness and phonics are important to reading success, vocabulary development is crucial to reading comprehension. What is missing for many children who master phonics but don't comprehend well is vocabulary, the words they need to understand in order to comprehend what they are reading.(1) Research tells us that a substantially greater teacher-directed effort is needed to promote vocabulary development, especially in the kindergarten and early primary years.(2) Jeanne Chall, a leading teacher, researcher, and writer in the field of reading, points to the need for a more planned, but contextualized, introduction of vocabulary, especially in the pre-reading years.

Starfall's vocabulary component includes the deliberate introduction of a wide range of vocabulary through oral reading of quality

fiction and theme-related nonfiction. We find, and our pilot teachers confirm, that vocabulary instruction is especially effective when the reading is accompanied by class discussion about the difference between the new word and related words the children already know. Children are given instruction in word meanings and provided with many playful opportunities to use new words through games, riddles, and other activities.

Research by Andrew Biemiller (Associate Editor of the *Journal of Educational Psychology*) indicates that children can acquire and retain several words a day when teachers introduce and explain the new words in context.(1) We carefully choose vocabulary words that children may have heard before but do not comprehend out of context, words that are key to understanding the story, and words children are likely to encounter in other texts.



Once introduced, the vocabulary words are posted to the Starword Wall for ongoing contextualization, reference, and review.

As the year progresses, we encourage teachers to use their own judgment to select the vocabulary words to best meet their children's needs. When choosing appropriate vocabulary, teachers use criteria advocated by research:

- The word's meaning must be definable in terms the children can understand.
- The word must be interesting and usable in the children's everyday lives.(3)

Pam Ferguson, Florida

35 years experience teaching early childhood education

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31 years experience teaching early childhood education

1. Biemiller, Andrew. (2001). "Teaching Vocabulary: Early, Direct and Sequential." *The American Educator*, 25 (1), 24-28.

2. Chall, Jeanne. (2000). *The Academic Achievement Challenge: What really works in the classroom?* New York: Guilford

3. Beck, I., McKeown, M., and Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction.* New York: Guilford, 28-29.

My students love clapping and counting syllables in words. They often ask to do this with the vocabulary words from new stories.

—Bakersfield, CA

I have found that students listen more carefully to the story when they know we are listening for meaning and new words. I pause frequently during the read-aloud portion to keep students on track.

—Fort Leonard Wood, MO

I love all the vocabulary in the read-alouds. The children think they are so cool when they signal me because they heard a vocabulary word in the story.

—Bakersfield, CA

Week 6 Overview

Our Families

This week children will discuss different kinds of families, both real and “make believe.” Through a variety of stories, they will discover ways in which family members live together peacefully and show they care for each other. This week we will:

- introduce folk tales and story elements.
- learn about *Rr /r/* and *Ll /l/*.
- discover we have different voices: conversation voices and presentation voices.
- practice counting words in sentences.

Recommended Literature

Goldilocks and the Three Bears — **Jan Brett** is an author and artist who has three elephant friends named Jabu, Thembi and Morula who live in Botswana, Africa. She also has a pet mouse named Little Pearl, a horse named Westy and a Husky dog named Perky Pumpkin. Another pet she had was Hedga, a real hedgehog, whose nicknames were Pudge and Buffalo Gal. Jan paints all the pictures in her books with watercolors using small brushes. It takes her about two days to draw and paint the picture for one page. She likes to go to museums, libraries and other countries to learn more about her stories before writing a book.

Ira Sleeps Over — **Bernard Waber** is also an author and an artist. He loves to draw animals. One of his favorite animals is the crocodile. He likes crocodiles so much that he wrote and illustrated eight books about Lyle the Crocodile. Bernard likes drawing other animals, too. If you think an animal is a little odd-looking or unusual, then you could tell him about that animal and he would probably draw it. He also wrote and illustrated books about a variety of animals including the hippopotamus, rhinoceros, moose, anteater, octopus, porcupine, lion, and a firefly named Torchy.

Starfall Books & Other Media

ABC Rhyme Book

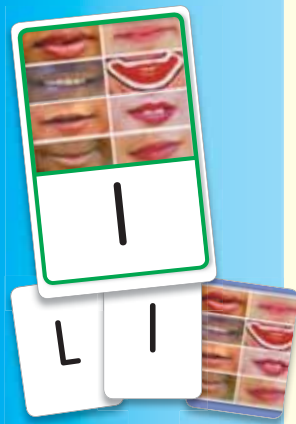
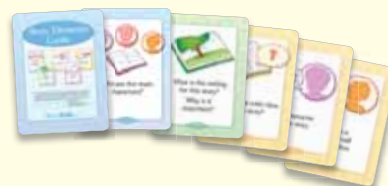
“Starfall Speedway”

At the House

A House in a Tree by Margaret Hillert

Sing-Along

Story Elements Cards



Preparation

Locate Predecodable Book 5, *At the House*, in the Level-K Cut-Up/Take Home Books; tear out and assemble one book per child. You will use them on **Day 3**.

Generate and prepare:

- Vocabulary Word Cards for **Week 6**. You will use *wee*, *huge* and *porridge* on **Day 1** and *caring* and *frightened* on **Day 2**.
- an "ABC Rhyme" practice page for letters *Rr* and *Ll*. Photocopy one for each child to take home and practice with his or her parents.

Inform parents that the children are to bring their favorite stuffed animals to school on **Day 4**.

Day One

You may choose a version of *Goldilocks and the Three Bears* other than the one suggested. Adjust the vocabulary and comprehension questions to accommodate your choice.



Prepare Goldilocks and the Three Bears Sequence Cards.

Generate Word Cards: *father*, *mother*, *baby*.

Day Two

Generate a "Picture Sound" practice page for each child using *Rr* and *Ll*.



Day Three

Prepare the "Starfall Speedway" by writing: *me*, *see*, *a*, *for*, *is*, *an*, *at*, *the*, *I*, *am*, *you*, *can*, *be*, *he*, *she*, *we*, *and*, *are*, *like*, and *likes* in the available spaces using a vis-à-vis marker.

Children will bring in one of their favorite stuffed animals tomorrow. Be sure to have a few on hand in case a child forgets to bring one.

Backpack Bear will need a stuffed animal of his own!

Day Four

None

Day Five

Review the "Wheel of Reading" rules found in **Week 5, Day 5**.

Generate a "Color by Word" practice page for **Week 6** and photocopy one for each child.



Day 1

I love my family! I have a mother and a father, but no brothers or sisters. Who are the members of your family?

Love,

Backpack Bear 

Day 2

Have you ever had a sleepover with a friend? I think that would be fun. Do you? Love,

Backpack Bear 

Day 3

What is your house like? Last winter, my house was a cave! Your pal,

Backpack Bear 

Day 4

I'm so excited to meet your special friends! I brought my favorite animal with me, too! Love,

Backpack Bear 

Day 5

I visited Starfall online last night. I love the story about the house in a tree! Did you like it?

Your pal,

Backpack Bear 

DAY One

DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>L&W, p. 18, 19</p> <p>Circle Rhyming Words</p> <p>Rr /r/</p> <p>Comprehension Skills:</p> <p>Genre: Folk tales</p> <p>Main characters</p> <p>Inference lesson</p> <p>Sequence</p> <p>Prediction</p> 	<p>L&W, p. 20, 21</p> <p>Initial and final /r/</p> <p>Ll /l/</p> <p>HF Words:</p> <p>and, are</p> <p>Comprehension Skills:</p> <p>Relate text to self</p> 
<p>Computer</p>	<p>ABCs: Cc, Oo, Mm, Ss</p> <p><i>It's Fun to Read: All About Me</i></p>	<p><i>It's Fun to Read: All About Me, All About My Bathroom, Kitchen, Living Room</i></p>
<p>Activity</p>	<p>Draw 3 bears and label them</p>	<p>"Alphabet Avenue"</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Goldilocks and the Three Bears</i></p> <p>"Rr Rainbow Rhyme"</p> <p>"Letter March Song Rr"</p> <p>Vocabulary: Wee, huge, porridge</p>	<p><i>Ira Sleeps Over</i></p> <p>"Ll Lips Rhyme"</p> <p>"Letter March Song Ll"</p> <p>Vocabulary: Caring, frightened</p>
<p>Writing</p>	<p>Illustrate and label</p>	
<p>Social Studies</p>	<p>Show the importance of taking responsibility for one's own choices and actions</p>	<p>Show the importance of taking responsibility for one's own choices and actions</p>
<p>Science</p>		

DAY Three

DAY Four

DAY Five

<p>Blending and decoding</p> <p>Predecodable Book 5: <i>At the House</i></p>  <p>HF Words: like, likes</p> <p>Comprehension Skills: Setting Characters</p>	<p>L&W, p. 22</p> <p>Initial and final lI /l/</p>  <p>Comprehension Skills: Setting</p>	<p>Words in a sentence</p> <p>Comprehension Skills: Main character Setting Story Elements Cards</p>
<p>ABC: Oo, Cc</p> <p><i>BpB's Books</i>: Rows 1-3</p>	<p><i>BpB's Books</i>: Row 5. "At the House" <i>It's Fun to Read</i>: Poetry, "My Hiding Place"</p>	<p>Starfall Free Day</p> <p>HF Words with play dough or magnetic letters</p>
<p>"Sound Picture" practice page Rr, Ll</p>	<p>Sequence <i>At the House</i></p>	<p>"Concentration": Letter recognition</p>
<p><i>At the House</i></p>	<p><i>At the House</i> <i>A House in a Tree</i> Using Our Presentation Voices</p>	<p><i>At the House</i> Sequencing activity</p> <p>"Color by Word" practice page: Week 6</p> <p>Draw "dream" tree house</p> <p>Ira Sleeps Over <i>At the House</i> Sing-Along Track 26 "Pease Porridge Hot" "Wheel of Reading": Vocabulary practice strategies</p>
<p>Write and illustrate a sentence about your family using kidwriting and adult writing</p>	<p>Write about what you and your stuffed animal like to do</p>	
<p>Compare and contrast life in the present with life in the past</p>		
	<p>Know how to observe and describe similarities and differences in appearance and behavior of animals</p>	

1

2

3

4

5

6

Phonemic Awareness Warm-Up

- Materials**
- L&W, p.18
 - Pencils/crayons

Rhyming

Distribute L&W, p.18. Children point to each picture in row 1 and repeat its name after you, then circle the two pictures that rhyme, and put an X on the one that does not rhyme. Repeat for rows 2, 3, and 4.



Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

1

Introduce *Goldilocks and the Three Bears*

- Materials**
- Goldilocks and the Three Bears* by Jan Brett
 - Vocabulary Word Cards: *wee, huge, porridge*

Listening & Speaking

Relate an experience in a logical sequence

Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Understand the meaning of words

Social Studies

Show the importance of taking responsibility for one's own choices and actions

Say: **Backpack Bear told us about his family. Do you have any brothers or sisters? They are members of your family. Who are some other members of a family?** Discuss.

Display *Goldilocks and the Three Bears* and read the title. Say: **This is a story about a bear family. Jan Brett illustrated and retold this story in her own words.** Discuss the concept of retelling stories and folk tales. Children should understand that:

- long ago, families made up their own stories. Frequently, the stories taught a lesson.
- when children grew up, they would tell the same stories to their children. The stories weren't written down, so no one knows who made them up originally.
- after a long time, people began to write the stories down so no one would forget them. Now we call these stories *folk tales*.

Picture-walk through the book. Read the story, modeling fluency and expression. Use a gruff voice for the father bear, and vary your voice to represent the voices of the mother and baby bear. Pause briefly to explain the following vocabulary:

wee	very small, tiny
huge	of great size, very large
porridge	breakfast cereal like oatmeal

Ask children to identify:

- the main characters in the story (mother, father, baby bear, and Goldilocks).
- where the story takes place (in a house in the woods).

Explain: **Let's learn a new word, *setting*.** (Children repeat, *setting*.) **The setting of a story is where that story takes place. The setting of this story is a house in the woods.**

Children partner to discuss the following questions:

- Kn** Who was the only character that was not a bear?
- Un** Do you think the bear family cared for each other? How do you know?
- Un** Describe what happened when the bears returned from their walk.
- An** What do you suppose the bears thought when they saw what happened?
- An** How do you think Goldilocks felt when she woke up and saw the bears?
- Ev** Was it a good idea for Goldilocks to go into a stranger's house? Why/why not?
- Ap** What lesson can we learn from this story?

Review the vocabulary words: *wee*, *huge*, and *porridge*.

2

Sequence *Goldilocks and the Three Bears*

Identify Letter Cards A-H, then distribute them to volunteers.

Say: **Let's put these letters in ABC order.**

- Volunteers come to the front of the room and arrange themselves in ABC order.
- Class names the letters in order.
- Volunteers hand Letter Cards to other children; repeat.

Say: **The letters of the alphabet have a special order. Stories have an order, too.**

Display three Story Sequence Cards in the following order:

- Goldilocks looking inside the door.
- Bears taking a walk in the woods.
- Mother Bear preparing the porridge.

Continue: **Look at these Story Cards. Each card tells about one part of the story.**

Read the Story Sequence Cards and discuss the events.

Ask: **Is this the order in which these events happened in the story?** (No) **Would the story make sense if the author had placed these events in this order?** (No)

Volunteers explain what is wrong with the order of the Story Sequence Cards and then arrange them in the proper order.

Materials

- Goldilocks and the Three Bears*
- Goldilocks and the Three Bears* Sequence Cards
- Pocket chart
- Letter Cards: A-H

Reading

Use pictures and context to make predictions about story content

Identify sequence of events in a story



Place all eight Story Sequence Cards in order in the pocket chart. Children describe the action taking place in each picture.

Shuffle the cards and place them in the middle of the pocket chart in random order. Say: **Let's read *Goldilocks and the Three Bears* again. We will sequence these cards as we read. Raise your hand when you think it's time to rearrange the cards.** As you read, volunteers locate the correct Story Sequence Cards and place them in order in the top row of the pocket chart. After the cards have been sequenced, children partner to discuss whether or not the order is correct.

If time allows, group the children in threes. Mix up the Sequence Cards. The groups take turns sequencing the cards and the class gives a "thumbs up" if they are correct.

Computer

Practice

- *ABCs*: Cc, Oo, Mm, Ss
- *It's Fun to Read*: All About Me

Activity

Display Word Cards *baby, father, mother* for children to copy.

Children draw pictures of the bear family and label the bears.

Materials

- Generated Word Cards *baby, father, mother*
- Drawing paper
- Pencil/crayons

Technology

Use technology resources to support learning

Reading

Understand that printed materials provide information

3

Introduce Rr /r/

Step One Introduce /r/ in the initial position

Read the rhyme "Rr Rainbow" on page 39 of the ABC Rhyme Book.

Children share what they learned about rainbows during **Week 5**.



Display the Picture Card *rainbow*. Say: **This is a picture of a *rainbow*.** (Children repeat, *rainbow*.) **The word *rainbow* begins with the sound /r/.** **Watch my mouth: /r/. Now you say /r/. The words *radiant* and *rainbow* begin with the same sound: /r/.** (Children repeat: /r/.) **I will read the rhyme again. Listen for the sound /r/ in other words.** (*royal, row, ruby, red*)

Read the rhyme a line at a time as children echo.

Materials

- Picture Card: *rainbow*
- Letter Cards: *R, r*
- Wall Card: *Rainbow /r/*
- ABC Rhyme Book*
- L&W*, p. 19
- Pencils/crayons

Rr Rainbow

*Radiant violet, royal blue
Indigo, yellow and orange, too.
A row of green,
Add ruby red—
Look at the rainbow overhead!*

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

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

Children stand. Say: **I will say some words. If you hear /r/ at the beginning of a word, touch the top of your head. Ready?**

rat	clock	bell	rock	rooster
-----	-------	------	------	---------



Step Three *Connect /r/ to the spelling Rr*

Teach children the ASL sign for Rr. Children sing “The Letter March” with the ASL sign for r and sound /r/.

The Letter March: Rr

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



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

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



Display the Letter Card R. Say: **This is the uppercase letter R. The uppercase letter R and the lowercase letter r stand for the sound /r/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter’s formation as you write R on the board. Children skywrite R several times. A volunteer locates Rr on the Alphabet Chart. Ask: **Are the letters R and r near the beginning, middle, or end of the alphabet?** (middle)



Display the Wall Card at the end of the lesson.

Step Four *Introduce /r/ in the final position*

Ask the riddle: **I am in the night sky. I twinkle. What am I?** (star)

Explain: **The word star ends with the letter r. The letter r stands for the sound /r/.**

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

car	deer	chair	ear	are	four
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Step Five *Listening & Writing, page 19*

Distribute L&W, p.19. 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										m		o	p		r	s	t						

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

ELD

Phonemic Awareness / Phonics Warm-Up

Materials

- L&W, p. 20
- Pencils/crayons

Listening and Writing, Page 20

Draw a rainbow on the board with a box under each end. Say: **Here are two boxes. One is at the beginning of the rainbow and one is at the end.** (Children repeat, *rainbow*.) **Do you hear the sound /r/ at the beginning or end of *rainbow*?** (Children respond.) **Since we hear the /r/ at the beginning, let's write *r* in the first box.** A volunteer writes *r* in the first box.

Distribute L&W, p.20. With the children, point to the first picture and say its name (rainbow). Recall that the sound /r/ occurred at the beginning of the word. Children write *r* in the first box. Continue naming each item 2 - 8. Children determine where the sound /r/ occurs and write *r* in the appropriate box.



Reading

Match consonant sounds to appropriate letters

1

Introduce *Ira Sleeps Over*

Say: **In *Goldilocks and the Three Bears*, we learned about a bear family that had a mother, a father, and a baby bear. The members of the bear family were caring about each other.** (Children repeat, *caring*.) **How did they show they cared about each other?** Discuss.

Transition the discussion toward children's prior experience with sleepovers and their feelings at the time. If they were scared or nervous, ask if they took anything along, such as a personal belonging, to help them feel more comfortable.

Display *Ira Sleeps Over*. Review the roles of author and illustrator by discussing Bernard Waber as both.

Picture-walk through the book and pause for children to respond to illustrations. Read *Ira Sleeps Over*.

Say: **In this story, Ira was excited because he had never slept at a friend's house before, but he was also afraid to sleep without his teddy bear. He was made even more afraid because his sister told him Reggie would laugh at him for bringing it. What does it mean to be afraid?** As children contribute, affirm their responses.

Explain: **Another word for afraid is *frightened*.** (Children repeat, *frightened*.) **Once I was frightened by a movie. Have you ever been frightened?** Encourage children to use *frightened* in their responses.

Think aloud: **When I hear this story, it makes me think of my stuffed animal.** (Show) **I think I understand how Ira must have felt about not taking his teddy bear to Reggie's house.**

Materials

- Ira Sleeps Over* by Bernard Waber
- Teacher's stuffed animal
- Vocabulary Word Cards: *caring*, *frightened*

Listening & Speaking

Relate an experience in a logical sequence

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Use new vocabulary that is introduced and taught directly

Social Studies

Show the importance of taking responsibility for one's own choices and actions

Discuss the following:

Un How do you think Ira felt about leaving his teddy bear at home?

Ap Why did Ira's mom and dad tell him to take his bear and not to worry?

Ev How did you feel when Ira decided to go home to get his teddy bear?

An Why did Ira's sister make fun of him for wanting to take his bear? What could she have done instead?

Ev At the end of the story, when we found out Reggie also had a teddy bear, how did you feel?

An How do you think Ira slept that night?

Children share a time when they were frightened. They explain:

- what frightened them.
- what they did to feel better.
- how their families help when they are frightened or when they have a problem.

As children share, make relevant connections to the story.

2

Introduce High-Frequency Words: *and, are*

Ask: **What sound do you hear at the beginning of these words: red, round, ride?** (/r/) **What letter stands for the /r/ sound? Yes, the letter Rr.** Listen carefully as I say our new high-frequency word, then tell me what you notice about it. **Listen, are.** **What do you notice about the word are?** (After children respond, write *are* on the board.) **This word is are. It sounds like the letter name!** (Children repeat, *are*.)

Write sentences using the word *are* on the board. Volunteers circle *are* in each sentence.

- We *are* at school.
- *Are* you a girl?
- *Are* you a boy?

Distribute whiteboards and markers. Children write *are* on their whiteboards. Say: **Listen to these sentences. If you hear *are* in the sentence, raise your whiteboards.**

- We *are* nice.

Materials

- Whiteboards/markers
- Starfall Dictionaries
- Pencils
- Classroom books

Reading

Identify initial phonemes in words

Read simple one-syllable and high-frequency words

Writing

Write consonant-vowel-consonant words

- He is in my family.
- We *are* a part of a school family.
- Can you come with me?

Write *an* on the board. Ask: **Who can read this high-frequency word? Let's add another letter to the end of this word.** (Add *d* to the end, forming *and*.) **We can blend these sounds together to make our new high-frequency word.** (Underline *an*. Children repeat, *an*.) **Now let's add the /d/ sound: /an/-/d/ and.** Explain that *and* is a special word because it connects things together.

Children write *and* on their whiteboards. Invite six volunteers to come forward. Say: **Let's use the word *and* to connect these children together.** Five more children bring their whiteboards to the front and stand between the first group forming connections.

Say: **Now we can make up a sentence using the children's names and the word *and*.** Listen: **I like Nita *and* Caleb *and*...** Touch the head of the child as you say his or her name or say the word *and*. Repeat with other children until all have had a turn.

Direct children to divide their whiteboards in half vertically and write *and* on the top left side and *are* on the top right side. Children look through classroom books to locate *and* and *are* and place a tally mark under the word each time they find it.

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



Technology

Use technology resources to support learning

Reading

Recognize and name uppercase letters of the alphabet

Computer

Practice

It's Fun to Read: All About Me, "About My Bathroom, Kitchen, Living Room"

Activity

Children play "Alphabet Avenue". They name the letters they land on to advance.

Materials

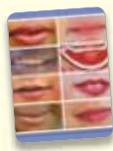
- "Alphabet Avenue"

3

Introduce /l/ /l/

Step One Introduce /l/ in the initial position

Read the rhyme "LI Lips" on page 27 of the ABC Rhyme Book.



Display the Picture Card *lips*. Say: **This is a picture of *lips*.** (Children repeat, *lips*.) **The word *lips* begins with the sound /l/. Watch my mouth: /l/. Now you say /l/. The words *look* and *lips* begin with the same sound: /l/.** (Children repeat: /l/) **I will read the rhyme again. Listen for the sound /l/ in other words.** (*lots, lovely, lip, laughter*)

Materials

- Picture Card: *lips*
- Letter Cards: *L* and *l*
- Wall Card: *Lips /l/*
- ABC Rhyme Book
- L&W, p.21
- Pencils/crayons

Reading

Recognize and produce words that rhyme

Writing

Write uppercase and lowercase letters of the alphabet independently

Step Two Discriminate /l/ in the initial position

Children stand. Say: **I will say some words. If you hear /l/ at the beginning of a word, touch your lips. Ready?**

ladybug	leaf	king
leap	popsicle	lizard

Step Three Connect /l/ to the spelling Ll

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

Ll Lips

Look! Lots of lips!
Not one lip like mine.
Some silly, some sad,
But all of them fine.
Lovely lip colors and
Lovely lip smiles,
Lovely lip laughter
That goes on for miles!



The Letter March: Ll

(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,
"L" stands for the sound, /l/ /l/ /l/ /l/
And they all go marching,
In- to a word, to use, their sound



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

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



Display the Letter Card L. Say: **This is the uppercase letter L. The uppercase letter L and the lowercase letter l stand for the sound /l/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write L on the board. Children skywrite L several times. A volunteer locates Ll on the Alphabet Chart. Ask: **Are the letters L and l near the beginning, middle, or end of the alphabet?** (middle)

Step Four Introduce /l/ in the final position

Ask the riddle:

ball	I am round and you can bounce me. What am I?
-------------	--

Explain: **The word ball ends with the letter l. The letter l stands for the sound /l/.**

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

tail	bell	fall	girl	table
------	------	------	------	-------

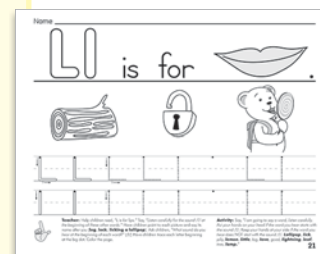
Step Five Listening & Writing, page 21

Distribute L&W, p. 21. 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									l	m		o	p		r	s	t						



Display the Wall Card at the end of the lesson.



Phonemic Awareness / Phonics Warm-Up

Materials

-
- Whiteboards/markers

Blending/Decoding

Ask: **How many sounds do you hear in /p/ /a/ /n/, pan?** (three) **I will write the letters that stand for those sounds on my whiteboard. You write them on yours.**

Don't show your whiteboard until after the children finish writing. Those who spelled the word incorrectly correct their words. Say: **We just blended some sounds together to form a word. Try some more!** Repeat for *rat* and *top*.

Say: **Now let's see if we can be decoders! That means we will look at words and try to read them by sounding them out. When we decode words, it's like finding a secret message.** (Write *cat* on your whiteboard and show children.) **There's a message or word here. Who can decode it?** Children decode /c/ /a/ /t/, *cat*. Congratulate them on being good word decoders! Continue with *pat* and *bat*.

Reading

Blend individual phonemes in simple, one-syllable words

Match consonant and short-vowel sounds to appropriate letters

1

Introduce High-Frequency Words: *like*, *likes*

Materials

-
- Starfall Dictionaries
-
-
- Pencil/crayons
-
-
- Whiteboards/markers

Write *like* on the board. Say: **This word is like.** (Children repeat, *like*.) **Like is a high-frequency word.** Distribute whiteboards and markers. **Now you write the word like on your whiteboards.** (Assist as needed.) **Let's use this word in a sentence. It's my turn: I like to read. Now it's your turn.** Children generate sentences.

Say: **Listen carefully and tell me if this sentence sounds correct: He like you.** (Children respond.) **That sentence sounds funny. Let me try again. He likes you. Did you notice something different? The word like is the same, but I added /s/ to it for the sentence to sound correct.** (Write the word *likes* under *like* on the board.) **Look at these two words: like, likes. How are they different?** (*Likes* has the /s/ sound at the end.) Children generate sentences using *likes*.

Children erase their whiteboards. Divide the class into two groups. Group 1 writes *like* on their whiteboards and Group 2 writes *likes*.

Say: **If you have the word like on your whiteboard, hold it up.** (Group 1 does this.) **If you have the word likes on your whiteboard, hold it up.** (Group 2 does this.) **I will say a sentence. If you hear the word like, Group 1 hold up your whiteboards. If you hear the word likes, Group 2 hold up your whiteboards. Ready?**

- She *likes* my dress.
- We *like* to swim.
- Do you *like* to play games?
- He *likes* the beach.
- My mom *likes* to read to me.

Children erase their whiteboards. Say: **Write the word like again.** (Pause) **What letter needs to be added to like to make the word likes?** (Children add *s* and repeat, *likes*.)

Reading

Recognize high-frequency words

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



2

Write About Your Family

Ask children to think about their families and the types of things they like doing together. Responses might include going to the park, watching a movie, etc.

Say: **Let's write about these activities. I'll show you how to write a sentence in your writing journals. I will use the board as my journal. I will also use my dictionary.** Distribute dictionaries.

Think aloud: **Let me think. What do I enjoy doing with my family? My family likes to swim, so I could write about swimming. I think I'll write, *We like to swim.* *We* is in my dictionary. *We* starts with /w/, so I'll look under the 'Ww' in my dictionary. Find *we* in your dictionary and hold it up when you find it.** (Pause as you and the children search.) **I found it! I'll copy the word *we*. I'll use an uppercase *W* because *We* is the first word in my sentence.** Do this.

Continue: **The next word is *like*. I need to leave a space before beginning this word. We just wrote *like* in our dictionaries. Find *like* in your dictionaries and hold them up.** Look through your own dictionary, find *like* and add it to the sentence.

Read, *We like*. Say: **The next word is *to*. It's not in my dictionary so I'll use kidwriting.** Write *tu*. Continue likewise for *swim*. Write *sim*.

Say: **That is the end of this sentence, so there needs to be a period at the end.** (Add this.) **Now I'm finished with my sentence. I am ready for adult writing!**

Do adult writing so children see that you misspelled *tu* (to) and *sim* (swim).

Distribute writing journals. Children turn to the next available page. Indicate the star at the beginning of the first handwriting line. Say: **Remember, the star shows you where to begin writing.**

Say: **Let's begin our sentences the same way today: *We like to...* You finish the sentence with something you like to do with your family.** Write the sentence stem: *We like to*. As you do, emphasize the spaces between words. Children copy the sentence stem.

Read: ***We like to*.** Say: **Think of something other than swimming that you like to do with your family. Use kidwriting to finish your sentence. When you are finished, draw a picture to illustrate your sentence in the top space. I'll do adult writing as you are drawing.**

Children share their writings with each other as they finish.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Reading

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

Writing

Use letters and phonetically spelled words to write about experiences and people

Listening & Speaking

Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Recognize high-frequency words



Reading

Recognize that sentences in print are made up of separate words

Recognize high-frequency words

Social Studies

Compare and contrast life in the present with life in the past

Technology

Use technology resources to support learning



Computer

- ABC: Oo, Cc
- Backpack Bear's Books: Rows 1-3

Activity

Children write their names on the practice page. First they trace over the *Rr* and *Ll*, next they locate words beginning with /r/ and /l/, then cut and glue words in the appropriate boxes.

Materials

- "Sound Picture" practice page using *Rr* /r/ and *Ll* /l/

3

Introduce *At the House*

Explain that long ago, most people lived on farms. Families built their own houses by hand and that took a long time. Today, we have machines that help us build houses faster.

People did not have bathrooms in their houses. They built little buildings called outhouses in their backyards. Their toilets were in the outhouses! Since families didn't have bathrooms in their houses, they didn't have bathtubs. When they wanted to take baths, they would fill big metal tubs with water. The family members would take turns getting into that tub and washing, all in the same water! Today we have toilets and bathtubs in our houses.

Long ago, many families only had one room for sleeping and eating. The whole family slept in one room and cooked and ate in the same room! Today we often have separate rooms for sleeping and eating.

Say: **Do you remember the story *Goldilocks and the Three Bears*? What kind of house did the bears have? Does your house look like their house?**

Materials

- Predecodable Book 5, *At the House*, for each child
- Whiteboard markers: green, red, blue, orange
- Crayons: green, red, blue, orange for each child

Navigate to *Backpack Bear's Book*: Row 5, "At the House." Children interact with and discuss the online story.

Distribute *At the House*. Explain that this story is about a mom, a dad, a boy, a baby and a cat. These are the characters in this story. Ask children to identify the setting. (house)

Children follow as you read the book. Then read the book again as children read along.

Children name objects in the story they would find in their own houses (chair, table, tub). Explain that these items are pictured and labeled to help them read the story.

Children identify the high-frequency words used in the book. As they name each word, print it on the board. Children name the new words they've learned this week (*and*, *are*, *like*, and *likes*). The class reads these new words as volunteers indicate them on the board. Circle *like* with a green marker. Children will look for the word *like* and circle, underline, or lightly highlight it, using their green crayons, each time it is used in the story. Repeat for: *likes*—red, *and*—blue, *are*—orange.

Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 22

Distribute *L&W*, p. 22.

Say: **Three of these pictures begin with the sound /l/ and one does not. Point to the first picture and say its name after me, lips.** (Children repeat, *lips*.) **Does it begin with the sound /l/? If it does, circle it. If it does not, put an X on it.**

Repeat for remaining pictures (lion, bed, log). Continue as above for pictures that end with the sound /l/ (ball, door, pencil, wall).

Children point to the picture at the bottom and say its name after you, *pal*. (Children repeat, *pal*.) Say: **A pal is a friend or playmate.** Explain that the beginning sounds of the next three pictures stand for the sounds in the word *pal*. Name each picture (pizza, apple, lips) and identify their beginning sounds. Children write the appropriate letter next to each picture, then combine the letters to write the resulting word in the space provided.

Materials

- L&W*, p.22
- Pencils/crayons



Reading

Discriminate initial and final phonemes in words

1

Introduce Presentation Voices

Ask: **Did you know that each of us has several different voices? The voice you use every day is your conversation voice. It is the soft voice you use to talk to people who are near you.** Children practice using their conversation voices with partners.

Another voice you have is your presentation voice. It is a strong voice you use when you speak to many people at once. Discuss how using a presentation voice is similar to using a projector. If you have a projector, demonstrate how it makes an image larger so many people can see it at once. Say: **Your presentation voice is like using a projector. When you project your voice, you make it bigger and stronger. That way, everyone can hear what you have to say. Let's use our presentation voices to introduce our animals to Backpack Bear.**

Think of something you like to do with your animal. When you present your animal, you will say: I like to (activity) with my (animal).

Write the stem on the board. Point to each word as you read the sentence, then ask the children to read it with you. Say *blank* for the missing words.

Materials

- Stuffed animals
- Backpack Bear and his stuffed animal
- Projector (optional)

Listening & Speaking

Relate an experience in a logical sequence

Communicate effectively when sharing ideas

Say: **After we present our animals, you will write what you said in your journal, so it's important to remember what you say. Backpack Bear will go first.** Backpack Bear models how to present his animal, whispering to you: "I like to swim in the lake with my (name of animal). I need to remember my sentence so I can write it later!"

Volunteers share their animals. Assist them as needed.

2

Writing about Animals

Distribute writing journals and dictionaries. Children open to their next available pages. Say: **It's time to write about why you like your animal!** Children copy the words *I like to* on the first line of their writing journals. Remind them to leave spaces between words.

Say: **Finish your journal entry by telling what you like to do with your animal. Use kidwriting and when you are ready, I will do adult writing.** Children:

- illustrate their sentences when the writing is complete.
- share writings and illustrations with others who have finished.

Materials

- Stuffed animals
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Writing

Use letters and phonetically spelled words to write about experiences

Connect thoughts and oral language by drawing a picture about ideas generated through classroom discussion

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Computer

- *It's Fun to Read: Poetry, "My Hiding Place"*
- *Backpack Bear's Books: Row 5, "At the House"*

Practice

Activity

Children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order.



Materials

- Predecodable Book 5, *At the House*, for each child
- Cover Card, Sentence Strips, Word Cards, *At the House*
- Pocket chart

3

Introduce *A House in a Tree*

Children gather with their stuffed animals. Say: **We've been talking about families and where they live. People live in all different kinds of houses, but a few live in tree houses! Here is a book that your animals will love. It tells about a kind of house in which many animals live, a house in a tree!** Explain that this is a nonfiction book because it is about real animals that live in trees.

Read the story. Pause to discuss the animals and where they live in the tree:

- p. 8, robin
- p. 9, red squirrel
- p. 13, opossum
- p. 16, rabbit
- p. 18, owl
- p. 20, raccoon
- p. 21, spider
- p. 23, skunk
- p. 25, prairie dog
- p. 27, frog, tadpoles

Partner children to discuss the story. Volunteers share.

Ask: **Did you notice that this story has rhymes? Let's read it again.**

Read the book again and pause for children to supply the rhyming words.

Distribute *A House in a Tree* to each child. Say: **The author used many high-frequency words we have learned. Let's see how many we can find!**

- Children work with partners and raise their hands as they locate high-frequency words.
- Write them on the board as they are given (*a, and, are, at, can, for, I, is, like, me, see, the, you*).

Children "read" *A House in a Tree* to their stuffed animals, individually or in groups of two or three.

Collect books for use during Learning Center rotations on **Day 5**.

Materials

- A House in a Tree* by Margaret Hillert for each child
- Backpack Bear
- Stuffed animals

Reading

Identify and produce words that rhyme

Read simple one-syllable and high-frequency words

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding

Science

Know how to observe and describe similarities and differences in appearance and behavior of animals



Phonemic Awareness Warm-Up

Materials

- Eight manipulatives for each child

Words in a Sentence

Children will use manipulatives to count the words in a sentence.

- Children place manipulatives in front of them in a row.
- They listen as you say a sentence.
- Children move one manipulative per word towards them.
- As a group, count as you clap for each word in the sentence.
- Children compare the count to the number of manipulatives they moved.

The following sample sentences reinforce this week's focus:

- Some families are big.
- Some families are small.
- Sue lives in a house.
- Some animals live in trees.
- Backpack Bear is part of the bear family.

Reading

Follow words from left to right and top to bottom on the printed page

Recognize that sentences in print are made up of separate words

1

Introduce Story Element Cards

Display *Ira Sleeps Over*. Ask Backpack Bear if he would like to hear it again.

Read the story, then say: **Let's answer questions about this book. I have special cards called Story Element Cards to help us.**

Place the Story Element Card *Who are the main characters?* in the pocket chart and indicate the card as you read it.

- Children work with partners to recall the characters in the story.
- Refer to illustrations in the book, if needed, to help recall.
- Choose partner volunteers to name the characters (Ira, Reggie, Ira's sister, Ira's parents, Reggie's dad, Tah Tah, and Foo Foo).

Place and read, *What is the setting of a story? Why is it important?*

- Remind children that the *setting* means where the story takes place.
- As an example, recall the settings of some of the other books you've read such as *Caps for Sale* (the country) and *Chicka Chicka Boom Boom* (a coconut tree).

Say: **The story *Ira Sleeps Over* takes place in three different places or settings. I'll ask some questions. Let's see if we can name the three settings:**

Materials

- Ira Sleeps Over*
- Pictured Story Element Cards
- Backpack Bear

Reading

Connect to life experiences the information and events in texts

Demonstrate an understanding of story elements



Ira's house	Where does the story begin?
at the park	In the middle of the story, Ira and Reggie meet somewhere. Where do they meet?
Reggie's house	Where does the last part of the story take place?

Ask children to name the three places where the story takes place, or the settings, for *Ira Sleeps Over*. (Ira's house, the park, and Reggie's house)

Display the remaining Story Element Cards in turn: *Name 3 events in the story. What happened at the end? What is the story's conflict or problem? Is this story fiction or nonfiction?* Read the text and explain how the picture on each card helps us remember what the card is asking.

Reread the story. Children listen for the answers to these questions as you read. After reading, review the Story Element Cards one at a time. Choose a volunteer to come to the pocket chart to "be the teacher."

- The volunteer selects a Story Element Card and reads it (with your assistance).
- Children partner to discuss their answers.
- The volunteer calls on one or more children to answer the question.
- The volunteer chooses the next "teacher."

Computer

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

1

Technology

Use technology resources to support learning

High-Frequency Words with Play Dough or Magnetic Letters

Children form high-frequency words from play dough or magnetic letters.

Materials

- Play dough or magnetic letters
- High-Frequency Word Cards: *and, are, be, can, he, like, likes, she, the, we, you*

2

Reading

Read simple one-syllable and high-frequency words

Recognize uppercase and lowercase letters of the alphabet

Letter Recognition "Concentration"

Children arrange uppercase and lowercase letters face-down in the pocket chart, on the table, or on the floor, then take turns matching the upper and lowercase letters.

Materials

- Letter Cards: *A, a, B, b, C, c, L, l, M, m, O, o, P, p, R, r, S, s, T, t*
- Pocket chart or table/floor

3

Reading

Recognize uppercase and lowercase letters of the alphabet

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *At the House*

Children sequence *At the House* by placing the Sentence Strips and individual Word Cards in story order.



Materials

4

- Predecodable Book 5, *At the House*, for each child
- Cover Card, Sentence Strips, Word Cards, *At the House*
- Pocket chart

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

5

- "Color by Word" practice page for **Week 6**
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

A House in a Tree Activity

Children:

- picture-walk through the book.
- draw pictures of their "dream" tree houses.
- reference the book to get ideas for adding pictures of animals that might live in the tree.

Materials

6

- A House in a Tree* for each child
- Drawing paper
- Pencils/crayons

“Wheel of Reading” Vocabulary Review

Ask: **Do you remember when Goldilocks tasted all the porridge in the three bears’ house? We learned the word *porridge*. Who can tell us what *porridge* is?** (It is like oatmeal.) **Here is a song about *porridge*! Listen to the words.**

Play “Pease Porridge Hot.” Children sing the song with you. Ask children if they think they would like their porridge hot or cold.

Listen to the song again. This time, instruct children to listen for words that rhyme (*hot/pot, cold/old*).

Display and review this week’s vocabulary words in the pocket chart: *caring, frightened, huge, porridge, wee*

Say: **Let’s play the “Wheel of Reading” to review this week’s vocabulary words. You will have to use *strategy* if you want to win this game. A *strategy* is a way to solve a puzzle or find an answer.**

Make the wheel and six lines for the word *caring*.

Think aloud: **I see six lines, which means the word has six letters. Before I guess a letter, I might use the strategy of looking at all the vocabulary words to see which ones have a few letters and which ones have a lot of letters.**

Point to *frightened* in the pocket chart, and ask children if they think the six-lettered word could be the word *frightened*. Children explain their answers.

Play “Wheel of Reading” using the vocabulary words. As you play, introduce other strategies as they occur. For example, if the letter in the first space is *p*, introduce the strategy of looking at the first letter of each of the words to choose the one that would best fit.

Materials

- Sing-Along Track 26
- Whiteboard
- “Wheel of Reading” game directions (Week 5, Day 5)
- Pocket chart
- Vocabulary Words: *caring, frightened, huge, porridge, wee*

Pease Porridge Hot

*Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.*

Reading

Recognize and produce words that rhyme

Recognize and name uppercase and lowercase letters of the alphabet

Listening & Speaking

Recite short poems, rhymes, and songs