

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

Plants

Unit 5 • Week 13

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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Plants

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Frequently Asked Questions

Is it okay for my paraprofessional or parent helper to administer formal assessments?

It is important for you, the teacher, to administer formal assessments. Through the assessment process you can effectively diagnose and remediate or challenge each child, and establish a trusting relationship. Due to confidentiality, parent helpers should not be involved in the assessment process.

Diagnose and Remediate

The most valuable information you obtain from the assessment process arises from your *observation of how children arrive at the answers*. Errors made in a child's response can alert you to:

- Speech substitutions
- Visual perception or discrimination problems
- Auditory discrimination errors
- Possible vision difficulties

When you assess, watch and listen closely to the child's responses, and then record your observations. In doing so, you will be able to diagnose errors, and plan remediation or challenges accordingly.

Build Trusting Relationships

Formal assessments provide an opportunity for you to meet with each child, one-on-one. This dynamic fosters a unique relationship and trust between you and the child. Formal assessment, combined with

your daily observations, and anecdotal records, all contribute to your overall understanding of a child's progress.

We specifically designed Day 5 of each week to enable you to conduct formal assessments. The six Learning Center rotations are designed to function independently and without instruction.

Why is it important to assess so often, and how can I integrate the information ascertained from assessment into the lesson plans?

Ongoing informal assessment is present in the daily lesson plans. Children demonstrate their understanding of the skills you've introduced by making signals such as "thumbs up" or writing their responses on whiteboards and holding them up for you to see. Observing your children's responses in these moments offers insight into how well they are receiving the information, but it is insufficient for understanding how much they have assimilated and retained. This is why ongoing, individual progress monitoring is so important.

Our bi-weekly Progress Monitoring Assessments, downloadable from the *Teacher's Lounge*, are a succinct, sufficient review of the previous two weeks' instruction. Administering these assessments individually and over time gives you a snapshot of each child's mastery, need for additional practice, and learning deficiencies (if any).

Analyze the results of your Progress Monitoring Assessments to determine trends that apply to the entire class. We encourage you to modify the lesson plans to include greater emphasis in areas of common weakness. For example, if children commonly miss a series of high-frequency words, choose these words for review. The same can be applied to rhyming or blending errors.

Should the results of your Progress Monitoring Assessments reveal children with common gaps, create skill groups around these areas. Choose children who have mastered these skills to mentor the skill groups and lead their classmates to similar success.



Reading Research

Curriculum and instruction are increasingly driven by test content and accountability. While formal testing helps teachers and administrators know how students are performing compared to other students across the nation or state, many educators and researchers have misgivings regarding the consequences of test content and format dictating curriculum instead of assessing it. (1) Driven by comparison and achievement, many current assessment methods may be missing their mark.

At its best, assessment informs decision-making about the needs of individual learners. Research conducted at Harvard by the late Jeanne Chall, a leading expert in reading research and instruction, confirms frequent and timely assessment is effective because it establishes time for both teachers and students to celebrate progress, and enables teachers to see when and how methods and materials need to change to meet each child's learning needs. (2) Properly designed and implemented, ongoing assessment informs us about students' weaknesses and strengths. This essential information makes us better decision makers and our students more accomplished learners.

In a Starfall Kindergarten classroom, assessment is an ongoing and integrated part of the instruction. Our bi-weekly Progress Monitoring Assessment Tools are aligned with the previous two weeks' instruction to accurately reflect your children's ongoing progress. Our Entry, Mid-year and Exit Assessment Tools inventory children's assimilation and retention

of skills at key intervals throughout the year.

It can be challenging to figure out what to do with assessment results! Ray Reutzel, Distinguished Professor of Early Childhood Education at Utah State University, suggests you evaluate each assessment to determine where a child is in his or her reading development. Once you understand this, you will know what instruction should come next. (3)

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

1. Hiebert, Elfrieda & Calfee, Robert (1989). "Assessing Literacy: From Standardized Tests to Portfolios and Performances," In S. Jay Samuels & Alan E. Farstrup (Eds.) *What Research Has to Say About Reading Instruction*, (2nd ed. 70-100). Newark, DE: International Reading Association.
2. Chall, Jeanne & Curtis, Mary, (1992). "Teaching the Disabled or Below-Average Reader". In S. Jay Samuels & Alan E. Farstrup (Eds.) *What Research Has to Say About Reading Instruction*, (2nd ed. 253-276). Newark, DE: International Reading Association.
3. Reutzel, Ray & Cooter, Robert. (2003) *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, (2nd ed. 32-35). Pearson Education.

The bi-weekly assessments continue to be an invaluable tool in assessing the children's progress and providing a measure of what specific skills we should address through our after-school tutoring sessions.

—Las Vegas, Nevada

The assessments are really easy to administer and I feel like they give a good picture of my students' strengths and weaknesses.

—Fort Leonard Wood, Missouri

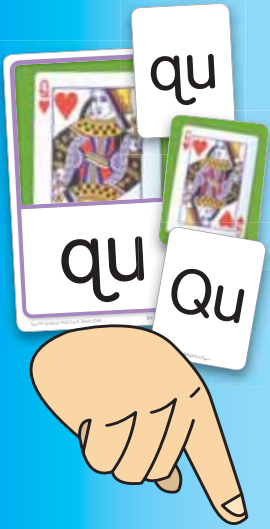
The assessment is great - I love the progress monitoring! My parents like to see these, so I send a copy home bi-weekly to keep us all on track.

—Bakersfield, California

The assessments are the best that I have seen. Very simple to use

—Tampa, Florida





Week 13 Overview

Plants

This week the children learn to tell the difference between living and nonliving objects. With the help of *Backpack Bear's Plant Book*, they discover how plants and animals *cooperate*, or help each other exist, through the oxygen cycle. They plant and observe the growth of lima beans. This week we will:

- recognize the characteristics of living things and classify objects as living or nonliving.
- learn about *Qu* /kw/, *Yy* /y/, and *Kk* /k/.
- discover the parts of a plant and their functions.

Starfall Books & Other Media

ABC Rhyme Book

We Can See!

Backpack Bear's Plant Book by Alice O. Shepard

Sing-Along Tracks 2, 14, 18

Star Writer Melodies



Preparation

Generate and prepare:

- Vocabulary Word Cards for **Week 13**. You will use *living* and *nonliving* on **Day 1**, *plant*, *roots*, *stem*, *leaves*, and *flower* on **Day 2**, *absorb* and *seed* on **Day 3**, and *pollination*, *evergreen*, and *deciduous* on **Day 5**.
- an "ABC Rhyme" practice page for letters *Qq*, *Yy*, and *Kk*. Photocopy one for each child to take home and practice with his or her parents.
- Word Cards: *grows*, *moves*, *breathes*, and *needs food and water*. You will use these cards throughout the week.

Day One

Familiarize yourself with the characteristics of living things specific to plants, found at the end of **Day 1, Session 1**, and determine if you wish to include them in your discussion of living and nonliving things.

You will need 6 to 8 sheets of chart paper. Write the words *says*, *his*, and *her* in large letters randomly on each page. Three or four sheets will be used for each small group rotation.

You will also need two potted plants, at least one with flowers and roots that can be easily exposed.

Day Two

Photocopy the "Hey Diddle Diddle" blackline for each child.

Children will observe how a plant absorbs water and nutrients through its stem. You will need:

- a potted flowering plant with roots that can be easily exposed
- a fresh, white carnation or celery stalk
- scissors
- red food coloring
- newspaper
- a clear vase or transparent plastic cup

If you substitute celery for the white carnation, it may take two days to see results.

Day Three

Today the children will plant lima beans. You will need a bag of dry lima beans, paper towels, clear plastic cups labeled with each child's name, and a spray bottle or small container of water.

Generate a "Word Search" practice page with high-frequency words that need to be reviewed.

Day Four

Photocopy the "Plant Facts!" blackline for each child.

Generate a "Color by Word" practice page for **Week 13**.

Day Five

None



Day 1

I love to spell words! I want to write some of the new words we have learned.

Your friend,
Backpack Bear



Day 2

I went outside for a walk and saw lots of living things. Can we learn more about plants?

Love,

Backpack Bear



Day 3

I had so much fun learning about plants. There are many plants where I live.

Love,

Backpack Bear



Day 4

It was fun to share my book with you. I can't wait to see what happens to our lima beans!

Your pal,

Backpack Bear

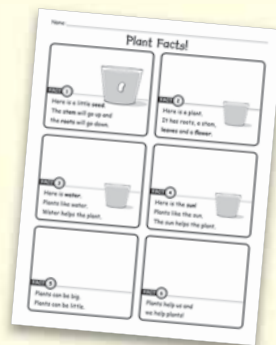


Day 5

Are you enjoying my plant book? I like your Plant Facts! You are great illustrators!

Love,

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. 53 "See It! Say It! Spell It!"</p>  <p>Qq /q/</p> <p>HF Words: says, her, his</p> <p>Comprehension Skills: Inference Classify/categorize</p> <p>Comprehension Strategy: Make connections</p>	<p>L&W, p. 54</p> <p>Rhyming</p>  <p>Yy /y/</p> <p>Comprehension Skills: Compare/contrast Classify/categorize</p> <p>Comprehension Strategy: Predict/verify</p>
<p>Computer</p>	<p>ABCs: All introduced letters</p>	<p>"Flower"; <i>It's Fun to Read:</i> All About Me, "Who Am I?"</p>
<p>Activity</p>	<p>"Go Fish" Uppercase and lowercase letters</p>	<p>"I Spy" HF words</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>"Letter March Song Qq" "Qq Queen Rhyme"</p> <p>Vocabulary: Living, nonliving</p>	<p>"Hey Diddle Diddle" "Yy Yo-yo Rhyme" "Letter March Song Yy"</p> <p>Vocabulary: Roots, stem, leaves, flower, plant</p> <p>Characteristics of living, non-living things</p> <p>Parts of a plant</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</p>	<p>Observe, describe similarities, differences in appearance and behavior of plants, animals</p>	<p>Know stories sometimes give plants and animals attributes they do not really have</p>

DAY Three

L&W, pp. 55, 56

Beginning sounds

Kk /k/

Comprehension Skill:

Classify/categorize

Comprehension Strategy:

Predict/verify



DAY Four

Rhyming

We Can See!



Comprehension Skill:

Inference

Comprehension Strategies:

Predict/verify
Make connections

DAY Five

L&W, p. 57

Beginning/ending sounds

"Name the Letter"

Comprehension Strategies:

Open discussion
Make connections



<p>ABCs: Qq, Yy, Kk, Ww BpB's Books: Rows 10 & 11</p>	<p>ABCs: ABC Song; BpB's Books: "We Can See!"</p>	<p>Write uppercase and lowercase letters</p>
<p>Word Search</p>	<p>"Color by Word" practice page</p>	<p>Sequence <i>We Can See!</i></p>
<p><i>Backpack Bear's Plant Book</i> "Kk Kangaroo Rhyme" "Letter March Song Kk" Vocabulary: Absorb, seed</p>	<p><i>Backpack Bear's Plant Book</i> "A Little Plant"</p>	<p>Practice page of your choice Plant facts blackline <i>Backpack Bear's Plant Book</i> "Alphabet Song" Recycle Vocabulary: Pollination, evergreen, deciduous</p>
	<p>Write predictions about seed planting experiment</p>	
<p>Identify major structures of common plants and animals</p>		

- 1
- 2
- 3
- 4
- 5
- 6

Phonemic Awareness / Phonics Warm-Up

Materials

- Whiteboards/markers
- Word Cards: *can, hot, pin, run*

"See It! Say It! Spell It!"

Children practice spelling short-vowel, consonant-vowel-consonant (CVC) words by playing "See It! Say It! Spell It!"

- Display the Word Card *can*.
- Children name the word and carefully observe its spelling.
- Place the Word Card behind your back.
- Children sound out each letter and write the word on their whiteboards.
- When the children finish writing, show the Word Card.
- Children check their spelling.

Continue with *hot, pin, and run*.

Reading

Blend individual phonemes in simple one-syllable words

Writing

Write consonant-vowel-consonant words

1

Living and Nonliving

Display a rock. Ask: **Does this rock need food and water? Does it grow or get bigger? Can it move? Does it breathe? Do you think this rock is living? No. Let's learn the difference between living and nonliving things!**

Place the Vocabulary Word Card *nonliving* in the right side of the pocket chart. Say: **This word is nonliving.** (Children repeat, *nonliving*.) **If we say something is nonliving, we mean it is not alive and has never been alive, just like the rock.**

Place the Word Card *living* on the left side of the pocket chart. Say: **This word is living.** (Children repeat, *living*.) **If something is living, it is alive.**

Say: **Something is living if it does these four things.** Place the Generated Word Cards in the pocket chart under *living* as you name them:

- *grows*
- *moves*
- *breathes*
- *needs food and water*

Ask: **Do you think you are living or nonliving? Let's find out! Do you grow? Do you move? Do you breathe? Do you need to eat and drink? The answer is 'yes' to all four questions, so you are living!**

Display a crayon. Ask: **What if we ask those same four questions about this crayon?** (Do this.) **All of our answers were 'no,' so a crayon is a nonliving thing. It does not grow, move, breathe, or need food and water.**

Materials

- Generated Word Cards: *grows, moves, breathes, and needs food and water*
- Vocabulary Word Cards: *living, nonliving*
- A rock and a crayon
- Pocket chart
- Picture Cards: *ants, bell, chick, cot, fan, fish, pig, pizza, pup, rat, sock, umbrella, wall, wolf*
- Potted plant

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Display the plant. Say: **This is a *plant*. Do you think a plant is *living* or *non-living*? How can we decide? Why don't we ask the four questions?** Ask the questions and determine that the plant is a *living* thing.

- Partner the children.
- Give each pair one Picture Card.
- Children ask the four questions to determine if their Picture Card represents a *living* or *nonliving* thing.
- Partners place their Picture Cards in the appropriate columns in turn.

Ask: **What do you notice about all of the Picture Cards in the *living* column? That's right! They are all animals.**

There are actually seven characteristics of living things. You may wish to include all seven characteristics during this lesson. The descriptions that follow apply these characteristics to plants:

Movement — Plants move by turning to face the sun; some open and close their petals.

Breathing — Plants take in carbon dioxide and give off oxygen. This is the opposite of animals.

Sensitivity — Plants are sensitive to light and gravity.

Stems grow up and roots grow down.

Growth — Plants do not stay the same.

Reproduction — Plants make more of themselves.

Excretion — Plants give off waste.

Nutrition — All living things need food and water. Most plants make their own food using light.

Save the Word Cards. You will use them throughout the week.



2

Introduce High-Frequency Words: *says, her, his*

Say: **Let's play a game to learn our new high-frequency words!**

Divide the group into three or four smaller groups. Distribute pencils and one of the prepared sheets of chart paper to each group. Do not read the words on the chart paper at this time. Follow this procedure for each word:

- Name the word *says* and write it on the board.
- Children repeat *says* and identify the beginning sound /s/.
- A volunteer uses *says* in a sentence.

Materials

- Six to Eight sheets of prepared chart paper
- High-Frequency Words Cards: *away, do, have, help, her, here, his, says, want*
- Classroom whiteboard/marker
- Pencils/crayons
- Starfall Dictionaries
- Backpack Bear

Reading

Read simple one-syllable and high-frequency words

Children will play a variation of "I Spy a High-Frequency Word" independently on Day 2.

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



Technology

Use technology resources to support learning

Reading

Recognize and name uppercase and lowercase letters of the alphabet

- Write the sentence on the board.
- Another volunteer underlines *says* in the sentence.
- Children locate *says* on their chart paper.
- Each child writes *says* somewhere on the chart paper.

Repeat for *his* and *her*.

Play "Backpack Bear Says" with the new words. Say: **Backpack Bear says, 'Put your pinky on the word says.'** (Children may use any *says* on their papers.) **Put your elbow on the word his. Oops, Backpack Bear didn't say to do that!** Use a variety of directions for each of the three words.

Tell children that Backpack Bear has another game he wants to play called "I Spy a High-Frequency Word." Backpack Bear whispers the directions to you.

- Place all the High-Frequency Word Cards face-down in a deck.
- A volunteer turns over the first card and copies it on the classroom whiteboard.
- The volunteer selects a child to read the word.
- The child says "I spy (names the word)."
- That child chooses the next word to write on the board.

Computer

Practice

ABCs: Children practice any previously learned letters

Activity

Children play "Go Fish," matching uppercase and lowercase letters to make pairs.

Materials

- Upper and Lowercase Letter Cards (except Qq, Yy, and Kk)

3

Introduce Qq /kw/

Step One

Introduce /kw/ in the initial position

Read the rhyme "Qu qu Queen" on page 37. Ask: **What words in the poem rhyme?** (*dress, yes*)



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

Materials

- Picture Card: *queen*
- Letter Cards: Q, q, and u
- Wall Card: *Queen /kw/*
- ABC Rhyme Book*
- L&W*, p. 53
- Pencils/crayons

Qu qu Queen

*I questioned the queen
In the quilted dress,
"Can we play a quick game?"
She quietly said, "Yes."*

Reading

Recognize and produce words that rhyme

Writing

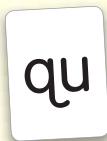
Write lowercase letters of the alphabet independently

Step Two Discriminate /kw/ in the initial position

Children stand. Say: **I will say some words. If you hear /kw/ at the beginning of a word, touch your nose with your finger! If not, do nothing. Ready?**

funny	quilt	zip	quack	quail
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Step Three Connect /kw/ to the spelling Qq



Display the Letter Card *qu*. Indicate the letter *q* and say: **This is the lowercase letter *q*. The letter *q* never stands alone. It is always by its best friend *u*.** (Indicate the letter *u* next to the *q*.) **That's why we say, 'Wherever there's a *q*, there's always a *u*!'** Children repeat the phrase several times. **The letters *qu* stand for the sound /kw/. Each time I touch the letters *qu* say, /kw/.**

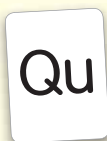
Touch *qu* several times.

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

Teach children the ASL sign for *Qq*. Remind children that *q* and *u* always stick together so we will make a *q* sign and a *u* sign for the /kw/ sound! Children sing "The Letter March" with the ASL sign for *Q + U* and sound /kw/.

Say: **Let's play a game. If the word I say begins with /kw/, make the ASL *Q + U* sign. Ready?**

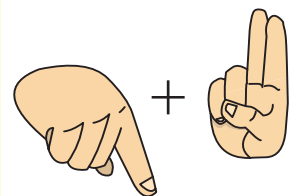
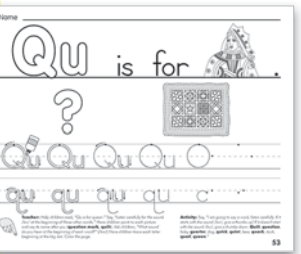
quit	peanut	quite	red	quick
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Display the Letter Card *Qu*. Indicate the letter *Q* and say: **This is the uppercase letter *Q*. Just like lowercase *q*, the uppercase letter *Q* needs the lowercase *u* to stand for the sound /kw/.** A volunteer locates *Qq* on the Alphabet Chart. Ask: **Are the letters *Q* and *q* near the beginning, middle, or end of the alphabet?** (middle)

Step Four Listening & Writing, Page 53

Complete as with similar pages.



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

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

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 14

Rhyming Words

Recite the nursery rhyme “Hey Diddle Diddle.” Children listen for words that rhyme as you repeat it. Ask: **What word rhymed with diddle?** (*fiddle*) **What word rhymed with moon?** (*spoon*) **Can you think of any other words that rhyme with moon and spoon?** (*noon, tune, soon*)

Observe & Modify

Listen for responses such as *room* and *boom*. If you hear them, discuss why these words do not rhyme with *moon* and *spoon* by emphasizing and contrasting the ending sounds /m/ and /n/.

Hey Diddle Diddle

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon,
The little dog laughed
to see such sport,
And the dish ran away
with the spoon.

Play Sing-Along Track 14 as children sing.

1

Introduce Parts of a Plant

Children stand in a semicircle near the pocket chart. Place materials needed for this lesson on newspaper spread on the floor in front of you.

Say: **Today we will learn about plants. When I look at you, I can see different parts of your body. Touch your head, arms, legs, stomach, and feet. Each part of your body has a job.** Children sit. Briefly discuss the job of each body part.

Display the flowering *plant* in a pot. Say: **This is a plant.** (Place the Word Card *plant* in the top of the pocket chart.) **Plants have four major parts. Every part has a job, just like the parts of your body. There is one part of a plant you cannot see. It is underground!**

Roots— Lift the flowering plant out of the pot to expose its roots. Indicate the roots. Explain: **These are the roots of the plant.** (Children repeat, *roots*.) **The job of the roots is to hold the plant in the ground. Roots also take water, minerals, and food from the soil and carry it up to the rest of the plant. This plant looks different than it did when it was in the pot because you can see its roots.**

Place the Word Card *roots* in the pocket chart at the bottom.

Stem— Indicate the *stem* of the plant. Explain: **This is the stem of the plant.** (Children repeat, *stem*.) **Stems hold up the leaves and flowers. They have little**

Materials

-
- A potted flowering plant with roots that can be exposed
-
-
- Potted plant from Day 1
-
-
- Newspaper
-
-
- White carnation or celery stalk
-
-
- Scissors
-
-
- Red food coloring
-
-
- A clear vase or plastic cup half-filled with water
-
-
- Word Cards:
- plant, roots, stem, leaves, flower*
-
-
- Pocket chart

Reading

Recognize and produce words that rhyme

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals

tubes inside them that work like straws. They carry water and food from the roots to the rest of the plant.

Display the white carnation. Say: **Let's do an experiment to see how a stem works.**

- Add red food coloring to the cup of water.
- Trim the stem.
- Place the stem of the carnation in the colored water.
- Recall that stems have tubes that carry water up from the roots.

Ask: **What do you think might happen to the carnation if we leave the stem in the colored water?** (Children make predictions.) **Let's observe the carnation during the day and check our predictions.**

- Place the Word Card *stem* in the pocket chart just above *roots*.
- Children discuss the job of the *stem* with their neighbors.

Leaves and the Oxygen Cycle— Point to the *leaves* of the plant. Explain: **These are the leaves.** (Children repeat, *leaves*.) **It is the job of the leaves to make food for the plant. When plants have sunlight, water, and a special kind of gas called carbon dioxide, they make food for the plant.**

- Place the Word Card *leaves* in the pocket chart above *stem*.
- Children discuss the job of the *leaves* with their neighbors.

Say: **Take a deep breath. Hold it! When you breathe in, your lungs take in oxygen from the air. Now breathe out. Your lungs let out carbon dioxide. A plant's leaves use the carbon dioxide to make food for the plant. As it does this, the plant gives off oxygen. Oxygen is the very thing we need from the air!**

- Ask children to inhale and exhale again.
- Remind children that they breathe out carbon dioxide.

Reiterate: **Plants use the carbon dioxide you breathe out to make food. Plants give off oxygen that we and all animals need to breathe.**

- Ask children to inhale again.

Continue: **Your lungs take oxygen from the air! It goes like this, around and around forever and ever. It is a cycle called the Oxygen Cycle. Plants help animals live and animals help plants live. Plants and animals work together as a team!**

Flower— Point to a *flower* on the plant. Explain: **This part is a flower.** (Children repeat, *flower*.) **Flowers come in many different colors, shapes, and sizes. It is the flower's job to make seeds. When we plant seeds, new plants grow! Flowers also provide food for butterflies, bees, and other insects, and some seeds are food for animals and even people.**

- Place the Word Card *flower* in the pocket chart above *leaves*.
- Children discuss the job of *flowers* with their neighbors.

Review the four parts of a plant. Read each Word Card as volunteers point to the corresponding part on the plant.

If you use celery instead of a white carnation for this activity, it may take up to two days to see results.

Reading

Identify and sort common words in basic categories

Describe common objects and events in both specific and general language

Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Know stories sometimes give plants and animals attributes they do not really have

**Technology**

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Classifying Living/Nonliving

Place the Vocabulary Word Cards *living* and *nonliving* in the pocket chart. Say: **Yesterday we talked about the difference between *living* and *nonliving* things.**

Display the Word Cards in the pocket chart. Review the four characteristics of a *living* thing (*needs food and water, grows, moves, breathes*).

Give each child a copy of the “Hey Diddle Diddle” blackline.

- Recite the nursery rhyme together.
- Volunteers share the parts of the rhyme they find funniest.
- Remind children that authors often have animals and objects in stories do things that they would not do in real life.

Ask: **Can a cat really play a violin or fiddle? Can a dish run?**

Children look at the pictures at the bottom of the page and use the four questions from **Day 1, Session 1** to determine if each character or object is *living* or *nonliving*. They color pictures of *living* things green and *nonliving* things brown, then cut the pictures apart and glue them into the appropriate boxes.

Repeat the rhyme. Children discuss what they think might have happened next.

Materials

- “Hey Diddle, Diddle” blackline for each child
- Pencils/crayons
- Glue sticks
- Scissors
- Vocabulary Cards: *living, nonliving*
- Word cards: *needs food and water, grows, moves, breathes*
- Pocket chart

Computer**Practice**

- *Holidays: “Garden Shop”* — Complete each type of flower.
- *It’s Fun to Read: All About Me, “Who Am I?”*

Activity

Children play a variation of “I Spy a High-Frequency Word” introduced in **Day 1, Session 2**.

- Children place the Word Cards face-down in the pocket chart.
- They take turns to reveal cards, name them, then say, “I spy (the word) in the dictionary.”
- Children find the words in their dictionaries.
- The child who selects the word plays “the teacher” and checks to see that the other children found the correct word in their dictionaries.
- He or she then chooses the next child to be “the teacher.”
- Each child must have a turn before any child repeats.

Materials

- Pocket chart
- Starfall Dictionaries
- High-Frequency Word Cards: *all, and, are, for, get, has, her, his, into, is, on, says, see, some, that, the, there, they, to* (and any other words needing review)

3

Introduce Yy /y/

Say: **Today we are going to learn about an invention that has been around for over 2,500 years! In fact, it is the second oldest toy ever invented.** (The first toy was the doll.)



Show a yo-yo or display the Picture Card yo-yo. Say: **This is a yo-yo. The word yo-yo is a Tagalog (or Filipino) word meaning “come back.” We’re not sure who invented the yo-yo, but a man named Pedro Flores, from the Philippines, began making yo-yos in his small toy factory in California in the 1920s. Mr. Flores gave this toy the name yo-yo!**

Materials

- Picture Card: yo-yo
- Letter Cards: Y and y
- Wall Card: Yo-yo /y/
- ABC Rhyme Book
- L&W, p. 54
- Pencils/crayons
- Optional: yo-yo

Yy Yo-yo

Little yellow yo-yo
Going up and down —
Can you go in circles
And spin all around?

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step One Introduce /y/ in the initial position

Read the rhyme “Yy Yo-yo” on page 53 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (down, around)

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

Step Two Discriminate /y/ in the initial position

Children stand. Say: **I will say some words. If you hear /y/ at the beginning of a word, jump up one time. If not, stand very still! Ready?**

zip	you	wet	yellow	yak	sink	yam
-----	-----	-----	--------	-----	------	-----

Step Three Connect /y/ to the spelling Yy

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

y

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

Touch y several times.

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

Say: **Let’s play a game. If the word begins with /y/, make the ASL Yy sign. If it does not, do nothing. Ready?**

yesterday	queen	run	your	you
-----------	-------	-----	------	-----

The Letter March: Yy

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



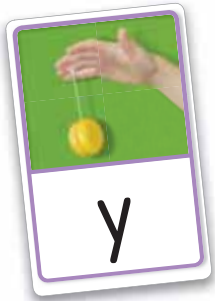


Display the Letter Card Y. Say: **This is the uppercase letter Y. The uppercase letter Y and the lowercase letter y stand for the sound /y/.** A volunteer locates Yy on the Alphabet Chart. Ask: **Are the letters Y and y near the beginning, middle, or end of the alphabet?** (end)

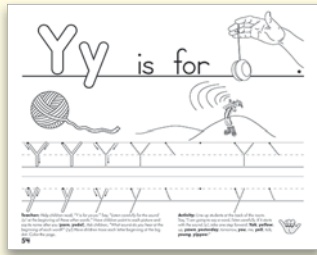
Demonstrate the letter's formation as you write Y on the board. Children skywrite Y several times.

Step Four *Listening & Writing, page 54*

Complete as with similar pages.



Display the Wall Card at the end of the lesson.



The sound /y/ does not exist in French or German. Be sure to emphasize this sound for children who speak these languages.

ELD

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	j		l	m	n	o	p	qu	r	s	t	u	v	w	x	y	z

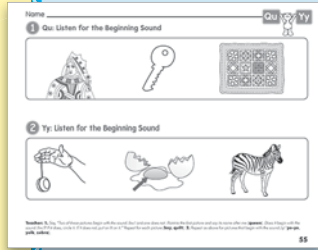
Phonemic Awareness Warm-Up

Listening and Writing, Page 55

Complete L&W, p. 55 as with similar pages.

Materials

- L&W, p. 55
- Pencils/crayons



Reading

Distinguish initial phonemes in words

1

Introduce Backpack Bear's Plant Book

Use the following riddles to review information learned on Day 2. Children partner to discuss the answers.

Materials

- Backpack Bear's Plant Book by Chase Tunbridge
- Chart paper/marker

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Identify the author's purpose as stated in the text

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals

spoon	I am nonliving. I ran away with the dish in "Hey Diddle Diddle." What am I?
roots	I am the part of the plant that holds it in place in the ground. Which part am I?
stem	My job is to carry water and food from the roots to the rest of the plant. What am I?
sun	I shine brightly in the sky and help plants grow. They even move towards me. What am I?
flower	I produce seeds for new plants. What part of the plant am I?
leaves	I have veins that carry food to other parts of the plant. I breathe in carbon dioxide. What am I?
living	I need food and water. I grow, move and breathe. What am I?
cooperate	I am a word that means to work together to get something done. What word am I?

Say: Backpack Bear has a book about plants he would like us to read. As I read it, he wants you to listen for information you already know about plants.

Read the book through without pausing to define terms.

Save the list. You will use it again during **Session 2**.

Say: **Listen carefully. I will read the book again. This time, raise your hand when you hear something new that you would like to learn more about. We will make a list of those things on our chart paper.**

- As you read, stop to list new information the children would like to learn more about as it is given. Items might include seed coats, pollination, evergreen and deciduous trees, oxygen cycle, and how we use plants.
- When the list is complete, tell children they will learn more about these concepts as the week goes on.

2

Plant Seeds

Review the list generated during **Session 1**. Display *Backpack Bear's Plant Book*. Begin to read the book. Stop at page 4 and ask children what is happening on this page. (They are learning about seeds.) Children listen carefully as you read pages 4 - 7.

Display a lima bean. Say: **This is a seed. Inside this seed is a baby plant. If you want the baby plant to grow you have to plant it. Let's think about how a seed becomes a plant. I am holding a seed from a lima bean plant. It is just like the seeds in Backpack Bear's book. Backpack Bear told us in order for a seed to become a plant, it must get wet. Seeds absorb water.** (Children repeat, *absorb*.) **To absorb means to take something in, to soak it up. Seeds take in water. This causes the seeds to become bigger and softer, like a sponge. When a seed changes like this, the young plant inside begins to grow.**

Display two plastic cups. Ask: **Why don't we start an experiment? We will fill one cup with water and leave the other cup empty. We'll place some seeds in each cup. We'll watch the seeds in these two cups and compare and contrast them in a few days. Who would like to make a prediction about what will happen?**

Place the two cups where they are easily observable. Remind children to observe the seeds in the two containers over the next several days to check their predictions.

Say: **We can start another experiment. We'll plant seeds and follow what we learned in *Backpack Bear's Plant Book* and see what happens!** Give each child:

- a transparent plastic cup labeled with his or her name.
- three lima beans.
- a damp paper towel.

Children follow your example as you "bunch up" the paper towel to fill the cup, and then place the seeds between the paper towel and the cup so they are visible when the cup is viewed from the side.

Children predict what will happen to their seeds. (The roots will grow, then the stem will form.) Place the cups out of direct sunlight. Over the next several days, children observe the lima beans sprouting roots and stems. Spray the paper towels daily to keep them moist.

Materials

- Chart paper list from **Session 1**
- Backpack Bear's Plant Book*
- Two clear plastic cups
- Bag of lima beans
- Water
- Pocket chart
- Vocabulary Word Cards: *seed, absorb*
- Pencils
- Spray bottle, or small container of water (to dampen paper towels)
- A paper towel, three lima beans, and a transparent plastic cup labeled with the child's name for each child

Reading

Describe common objects and events in both general and specific language

Science

Identify major structures of common plants and animals

Computer

- ABCs: Qq, Yy, Kk, Ww
- Backpack Bear's Books: Rows 10 & 11

Practice

Activity

Children locate high-frequency words in the Word Search word bank and circle the words.

Materials

- "Word Search" practice page for each child
- Pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce Kk /k/

Step One Introduce /k/ in the initial position

Read the rhyme "Kk Kangaroo" on page 25. Ask: **What words in the poem rhyme?** (*to, do*) **Which words are homonyms?** (*to, do*) Discuss the difference in meaning for *to, too,* and *two,* and *do, due,* and *dew.*



Display the Picture Card *kangaroo*. Say: **This is a picture of a kangaroo. Say, kangaroo. The word kangaroo begins with the sound /k/. Watch my mouth: /k/. Now you say /k/. The words Kenny, kickball, class, and karate**

begin with the same sound: /k/. (Children repeat: /k/.) **I will read the rhyme again. Listen for the sound /k/ in the rhyme.** Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: kangaroo
- Letter Cards: K and k
- Wall Card: kangaroo /k/
- ABC Rhyme Book
- L&W, p. 56
- Pencils/crayons

Kk Kangaroo

Kenny, Kenny Kangaroo
Tell me, where are you hopping to?
A kickball class,
Or karate perhaps,
Or is hopping all that you do?

Reading

Recognize and produce words that rhyme

Understand that some words have multiple meanings

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /k/ in the initial position

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

key

wig

egg

keep

kite

Step Three Connect /k/ to the spelling Kk

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

k

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

Touch *k* several times.

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

The Letter March: Kk

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



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

keep	moon	king	koala	ladder
------	------	------	-------	--------



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

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

Step Four Introduce /k/ in the final position

Ask the riddle:

book I have many words in me. People love to read me. What am I?

Explain: **The word book ends with the letter k. The letter k stands for the sound /k/.**

Emphasize the final /k/ as you say the following words. Children repeat each word after you. If they hear /k/ at the end of the word, children hop on one foot. Otherwise, they do nothing.

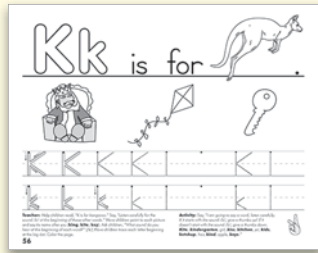
fork	top	night	lock	tick	fun
------	-----	-------	------	------	-----

Step Five Listening & Writing, page 56

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	j	k	l	m	n	o	p	qu	r	s	t	u	v	w	x	y	z

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 18

Rhyming Words

Say: **Listen to these words. Touch your finger to your nose if you think the words rhyme.**

deep/ asleep	seed/ plant	sun/rain	earth/ birth	flower/ flat	sigh/sky
-----------------	----------------	----------	-----------------	-----------------	----------

Tell children Backpack Bear has a song about a little plant that uses rhyming words.

- Play Track 18. Children listen to the song.
- Read the song line by line and teach the actions.
- Play the song again. Children sing as they perform the actions.

A Little Plant

<i>In the heart of a seed,</i>	<i>(both hands over your heart)</i>
<i>Buried down so deep,</i>	<i>(squat down, both hands touch floor)</i>
<i>A little plant</i>	<i>(cup hands like holding something small, slowly stand)</i>
<i>Lay fast asleep.</i>	<i>(palms together, rest head like sleeping)</i>
<i>"Awake," said the sun,</i>	<i>(big arm circle over head)</i>
<i>"Come up through the earth,"</i>	<i>(spread hands out in front of you)</i>
<i>"Awake," said the rain,</i>	<i>(big arm circle over head, hands come down like rain)</i>
<i>"We are giving you birth."</i>	<i>(spread hands out in front of you and down to side)</i>
<i>The little plant heard</i>	<i>(cup hands as if holding something small/cup hand over ear)</i>
<i>With a happy sigh,</i>	<i>(both hands over heart, deep sigh)</i>
<i>And pointed his petals</i>	<i>(squat down and slowly rise up with arms up)</i>
<i>Up to the sky.</i>	<i>(reach both arms up high, high, high!)</i>

Reading

Distinguish rhyming and non-rhyming words

1

Introduce We Can See!

Stand far away from the class and hold up a small book. Ask if the children can tell you what is on the cover of the book. (Children should have difficulty seeing the picture on the cover.) Ask: **Why can't you tell me about the picture?** (You are too far away.) **What needs to be done so you can see the picture clearly?** (They need to be closer to the book.)

Explain that some people have difficulty seeing things clearly even when they aren't really far away. These people need glasses to help them see clearly. Recall that Benjamin Franklin's invention of bifocals from a long time ago still helps people to do this. Ask: **Have you ever wondered what it is like for people who have trouble seeing?**

Materials

-
- We Can See!*
-
- Predecodable Book 12
-
- for each child
-
-
- Any small classroom
-
- book
-
-
- High-Frequency Word
-
- Cards:
- help, her, here,*
-
- his, see, says, she, the,*
-
- to, with*

Reading

Read simple one-syllable and high-frequency words

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

Technology

Use technology resources to support learning

Hold the High-Frequency Word Cards listed above in a deck and display the first card to the children. Take a step back and show children the next word. Continue to move backwards and show words until the children can no longer read the words.

Say: **We have a story about a little girl who needed help to see.** Introduce *We Can See!* by navigating to *Backpack Bear's Books: "We Can See!"* Children interact with and discuss the story.

Ask: **What did the girl have trouble seeing?** (plant) **What helped her see it?** (glasses) **Why can Backpack Bear see the plant?** (He doesn't need glasses.) **What might happen if glasses had never been invented?** Discuss.

Distribute *We Can See!* to the children. Divide the class into groups of three. Children work together to read the story. Choose several groups to read the story to the class.

2

Write Predictions

Distribute the individual seed cups. Review the procedure used to "plant" the seeds. Ask: **What do you think will happen to the seeds?**

Say: **Let's write about what we did and what we think will happen to our seeds.**

Children write about their seed planting experience and their predictions regarding what might happen next.

Materials

- Individual seed cups from **Day 3**
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Star Writer Melodies*

Writing

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

Write by moving from left to right and from top to bottom

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

- *ABCs*: ABC Song (located on the vowel bar)
- *Backpack Bear's Books*: Concepts: "We Can See!" and Row 12

Practice

Activity

Children read high-frequency words and color words to color the picture.

Materials

- "Color by Word" practice page for **Week 13**
- Pencils/crayons

3

Plant Facts

Say: **Curl up into a ball and pretend you are a little seed. The rain is coming down and the baby plant inside is getting ready to grow. Here come the roots. (Children unfold their legs.) The roots are growing down into the ground! Here comes the stem! (Children reach up.) You're growing!**

Read pages 1-9 of *Backpack Bear's Plant Book*. Explain that Backpack Bear used some words you want to review. Display the Word Cards *plant*, *seed*, *roots*, *stem*, *leaves*, and *flower* in the pocket chart. Develop strategies with the children to help them read these words (e.g., look at the beginning and ending sounds). Touch each word as the class says it.

Distribute "Plant Facts" to each child.

- Indicate the Word Card *plant* in your pocket chart and read it.
- Ask children if they see this word in the title of the page you've just given them.
- Read the page title.
- Children write their names on the page.

Ask: **What is missing on this page?** (illustrations of plants)

Place the Word Cards *seed*, *roots*, *stem*, *leaves*, and *flower* in the pocket chart. Review these words. Say: **This page uses these words and high-frequency words you already know.**

Do the following for each fact:

- Children follow along as you read the fact.
- Children identify the vocabulary words used in the fact.
- Read the fact in unison.

Children draw illustrations in pencil to match the text. They will add color and details during **Day 5** Learning Centers.

Materials

- Backpack Bear's Plant Book*
- "Plant Facts!" blackline for each child
- Word Cards: *plant*, *seed*, *roots*, *stem*, *leaves*, *flower*
- Pocket chart
- Pencils

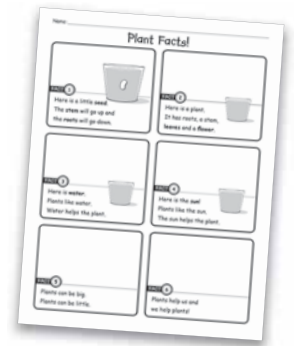
Reading

Describe common objects and events in both general and specific language

Read simple one-syllable and high-frequency words

Science

Identify major structures of common plants and animals



Collect the blacklines. Children will use them again on Day 5.

Phonemic Awareness / Phonics Warm-Up

Materials

- L&W, p. 57
- Pencils/crayons

Listening and Writing, Page 57

Complete L&W, p. 57 as with similar pages.



Reading

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

1

The Oxygen Cycle and Pollination

Materials

- Backpack Bear's Plant Book
- Vocabulary Word Cards: *pollination, evergreen, deciduous*

Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Science

Identify major structures of common plants and animals

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Read and review *Backpack Bear's Plant Book*, pages 1-9. Detail the remaining pages as described below:

Pages 10 - 13	So far, we have learned that plants need water and sunlight to grow. Backpack Bear told us they also need something else. Who remembers what it is? (Air)
Pages 12 - 13	(the oxygen cycle) Take a deep breath in! Now breathe out. We breathe in oxygen. We need oxygen to live. We breathe out a special kind of air or gas, called carbon dioxide. That special air is just what plants need to make food! When a plant makes food from carbon dioxide, it gives off oxygen. That is just what we need to breathe! You and the plant help each other. The plants need you and you need the plants.
Pages 14 - 15	Children compare and contrast the parts of a plant with the parts of a tree. Draw attention to the similarity between the stem of the plant and the trunk of the tree. Ask: Do you think trees can have flowers? Yes, they can. Some trees even make fruit! First a flower appears, and then the flower grows into a fruit. Children name some fruit-bearing trees (apple, pear, peach, cherry, orange, etc.).
Pages 16 - 17	Introduce the vocabulary words <i>evergreen</i> (having green leaves that stay on a plant throughout the year) and <i>deciduous</i> (having leaves that drop off each year). Children repeat, <i>evergreen, deciduous</i> .

Say: **I wonder how new plants are made. Let's find out!**

Pages 18 - 21

Tell children they just learned a new, big word, *pollination* (to move or carry pollen to a plant to make new seeds). Children repeat, *pollination*. Children partner to discuss ways seeds travel. They share their responses with the group.

Explain that sometimes we even EAT seeds! Backpack Bear whispers to you that we use plants in many ways and that he wrote about those ways in his book.

Pages 22 - 29

Stop to discuss each page. Children volunteer examples of ways we use plants. They look around the classroom to find items that were made from plants. Take a moment to review the need to recycle to save plants and trees.

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"

2

Children identify high-frequency words to advance on the game board.

Materials

- "Starfall Speedway"
- High-Frequency Word Cards of your choice

Writing

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

Write Uppercase and Lowercase Letters

3

Children write all uppercase and lowercase letters on lined paper in alphabetical order.

Materials

- Lined handwriting paper
- Pencils

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *We Can See!*

4

Children sequence *We Can See!* by placing the Sentence Strips and individual Word Cards in story order.

Materials

- We Can See!* Predecodable Book 12 for each child
- We Can See!* Cover Card, Sentence Strips, Word Cards
- Pocket chart

Generator Practice Page

5

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

Materials

- Generated practice page of your choice

Reading

Connect to life experiences the information and events in texts

Draw pictures about ideas generated from stories read aloud or class discussion

Plant Facts

6

Children add color and details to their pictures. They draw pictures of different plants on the back of their papers.

Materials

- "Plant Facts" blackline from **Day 4**
- Pencils/crayons

2

Celebrate the Letters and Sounds of the Alphabet

Congratulate the children on learning all the letters of the alphabet!

Play *Sing-Along* Track 2 “The Alphabet Song.” Children sing along. Say: **Let’s play ‘Name the Letter’ to celebrate learning all the letters of the alphabet and their sounds!**

Gather children in a semicircle.

Shuffle the Lowercase Letter Cards and place them in a basket.

- A volunteer stands facing the class.
- Choose a letter from the basket. Hold it above the volunteer’s head so he or she is unable to see the letter.
- Instruct the children to raise their hands if they can think of a word that begins (or, in the case of Xx, ends) with that sound. Choose volunteers to respond.
- The volunteer standing tries to identify the letter that stands for the sound at the beginning of the words.
- Once the letter is identified, the volunteer chooses the next child.

Continue until all letters have been named.

Materials

- Sing-Along* Track 2
- All Lowercase Letter Cards
- A basket

Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Distinguish initial or final phonemes in words