

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall 
Kindergarten
Teacher's Guide
Our Community
Unit 3 • Week 7

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

Starfall Education P.O. Box 359, Boulder, CO 80306 U.S.A.
Phone: 1-888-857-8990 or 303-417-6414

Authors and Credits

Senior Authors

Joan Elliott: 18 years teaching kindergarten in North Carolina and Texas public schools, 12 years teaching in Department of Education, University of North Carolina at Asheville and University of Texas at Brownsville; recipient of Christa McAuliffe Teaching Award, recipient of Fulbright fellowship to Korea

Pam Ferguson: 34 year veteran kindergarten teacher, Holy Family Catholic School, St. Petersburg, FL; serves on the Florida Catholic Conference Accreditation team for past 10 years

Consultants

Dr. Karen Cole, Associate Professor of Education, K-6 Program Coordinator, University of NC - Asheville

Dr. Greta Freeman, School of Education, University of South Carolina

Educators

Myrna Estes, 35 years, NYC; Chester, MA; Pittsfield, MA Public Schools

Judy Goetze, 35 years, Pittsfield, MA Public Schools

Stephanie Riess 15 years Pinellas County, FL Public Schools; 17 years, Diocese of St. Petersburg, FL

Heidi Suburu, 25 years, Fruitvale Public School District, Bakersfield, CA, and Elk Hills Public School District, Tupman, CA

Additional Contributors to this project:

We gratefully acknowledge the contributions of our project team of over 150 kindergarten teachers. This project would not be possible without their help.

Senior Editor and Designer

Brandi Chase

Layout Design

Marc Buchannan

Senior Artist and Print Designer

Faith Gowan

Contributing Artists and Designers

Matthew Baca, Ric Beemer, Dale Beisel, Kimberly Cooper, Craig Deeley, Catherine George, Stefan Gruber, Heather Hogan, David Lebow, Debby Lee, Frank Lee, Claire Lenth, Gina and Art Morgan of AMGG, Julie Ann Quinsay, Michael Ramirez, Jared Ramos, Scott Stebbins, and Triska Wasser

Musicians/Composers

Randy Graves, Keith Heldman and Richard James

Engineers and Quality Assurance

Kerry Dezell, Adam Griff, Tom Meyer, Larry Moiola, Steve Patschke, Troy Tazbaz, and Roger Wilson

Starfall gratefully acknowledges the following school districts where the Starfall Kindergarten Program was piloted:

Andre Agassi College Preparatory Academy, Las Vegas, NV

Boulder Valley School District, Boulder, CO

Buncombe County School District, Asheville, NC

Catholic Archdiocese of Los Angeles, Thousand Oaks, CA

Currituck County School District, Knotts Island, NC

Fruitvale School District, Bakersfield, CA

Kent City Community Schools, Kent City, MI

Los Fresnos Consolidated Independent School District, Los Fresnos, TX

Matanuska-Susitna Borough School District, Wasilla, AK

Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

Screven County School District, Screven, GA

South Sarpy School District 46, Springfield, NE

Wayne County School District, Jesup, GA

Waynesville R-VI School District, Ft. Leonard Wood, MO

Appling County School District, Surrency, GA

Briarcliff Manor School District, Briarcliff Manor, NY

Buckner-Fanning Christian School, San Antonio, TX

Catholic Diocese of St. Petersburg, St. Petersburg, FL

Episcopal Diocese of Northwest Texas, All Saints Episcopal School, Lubbock, TX

Fullerton School District, Fullerton, CA

Livermore Valley Charter School, Livermore, CA

Italy Independent School District, Italy, TX

Ogden City School District, Ogden, UT

Port Jervis City School District, Cuddebackville, NY

Rhea County School District, Spring City, TN

Saugus Union School District, Valencia, CA

Sierra Sands Unified School District, Ridgecrest, CA

Vinita Public Schools, Vinita, OK

Special thanks to the Alliance for Catholic Education's English as a New Language Program (ACE-ENL) at the University of Notre Dame for their help with the ELD component of this program.

Starfall also wishes to thank:

Stephen Schutz, Karen Bidgood, Tad Elliott, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

Our Community

Unit 3 • Week 7

Week 7 Overview	4
Preparation	5
Identify/Discriminate Initial/Final Sounds	8
Introduce Family, Home, Community, Country	8
Introduce Community Helpers	9
Introduce <i>Uu</i> /u/	9
Rhyming Words	12
Introduce High-Frequency Words: <i>but, us, up</i>	12
Introduce <i>Mr. Bunny's Carrot Soup</i>	13
Introduce <i>Nn</i> /n/	14
<i>Listening and Writing</i> , Page 25	16
Introduce High-Frequency Words: <i>not, on, down</i>	16
Introduce <i>Me on the Map</i>	17
Introduce <i>The Map</i>	18
<i>Listening and Writing</i> , Page 26	19
<i>The Map</i>	19
Write About Community Helpers	20
Introduce the Author's Chair	20
<i>Listening and Writing</i> , Page 27	21
"Wheel of Reading"	21
Our Community	23

Week 7 Overview

Our Community

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

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

Recommended Literature

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

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

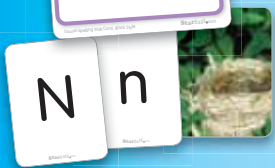
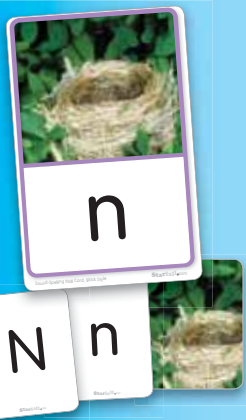
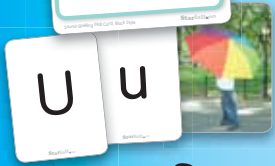
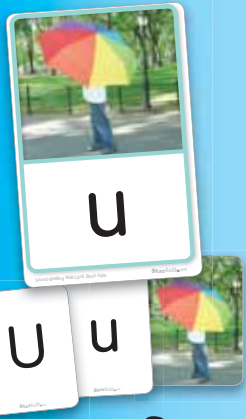
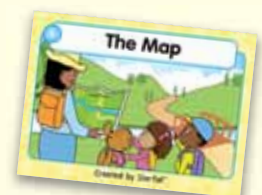
Starfall Books & Other Media

ABC Rhyme Book

Sing-Along

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

The Map



Preparation

Generate an "ABC Rhyme" practice page for each letter introduced this week. Photocopy one for each child to take home and practice with his or her parents.

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

Day One

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

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

Familiarize yourself with "Go Fish." Download the "Game Rules" resource in the Teacher's Lounge. Introduce the children to the game before breaking for Session 2.

Day Two

Familiarize yourself with *Sing-Along* Track 35, "Teddy Bear Says, Thank You" and choose actions to accompany the song.

Generate "Blend Practice 2" using: *rat, cot, bus* and *tub*. Photocopy one for each child.

Day Three

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

Generate a "Picture Sound" practice page for each child using *Uu* and *Nn*.

Day Four

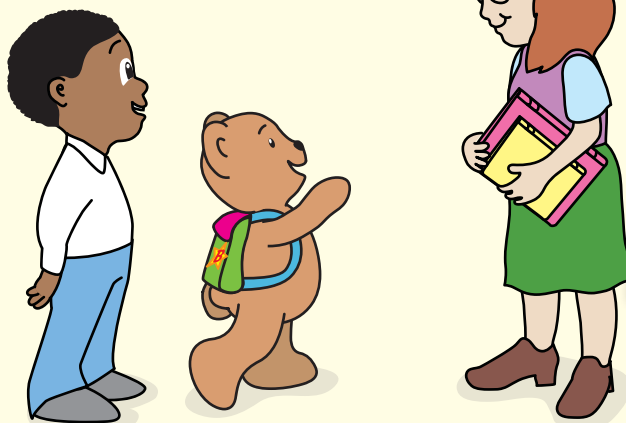
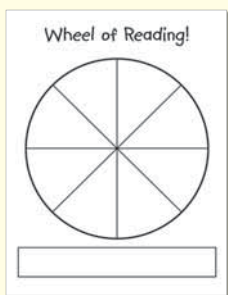
Establish a chair to be used as a special "Author's Chair" for the year.

Day Five

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

Generate a "Color by Word" practice page for **Week 7**.

We recommend that you duplicate and laminate a classroom set of the "Wheel of Reading" blackline for ongoing use.



Day 1

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

Your friend,

Backpack Bear 

Day 2

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

Love,

Backpack Bear 

Day 3

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

Love,

Backpack Bear 

Day 4

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

Love,

Backpack Bear 

Day 5

I like helping in our
community. Do you?

Your pal,

Backpack Bear 

DAY One

DAY TWO

<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. 23</p> <p>Initial and final Aa /a/, Bb /b/, Tt /t/, Pp /p/, Ss /s/, Mm /m/, Oo /o/, Cc /c/</p> <p>Uu /u/</p> <p>Comprehension Skills: Classify / Categorize</p> 	<p>L&W, p. 24</p> <p>Rhyming words Phoneme substitution</p> <p>Nn /n/</p> <p>HF Words: but, us, up</p> <p>Comprehension Skills: Identify Genre: Folk Tale Identify characters and setting</p> <p>Comprehension Strategy: Predict / Verify Open Discussion</p> 
<p>Computer</p>	<p><i>I'm Reading:</i> Nonfiction, "A House in a Tree" ABCs: Pp, Oo, Rr, Ll</p>	<p><i>BpB's Concepts:</i> "A-Machine," "O-Machine," "U-Machine"</p>
<p>Activity</p>	<p>"Go Fish": uppercase and lowercase letters</p>	<p>"Blend Practice 2" practice page</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Caps for Sale</i></p> <p>"Uu Umbrella Rhyme"</p> <p>"Letter March Song Rr"</p> <p>Relate experience in sequence</p> <p>Vocabulary: Family, home, community, state, country, community helpers, citizen</p>	<p><i>The Little Red Hen and other Folk Tales:</i> "Mr. Bunny's Carrot Soup"</p> <p>"Teddy Bear Says, Thank You"</p> <p>"Nn Nest Rhyme"</p> <p>"Letter March Song Nn"</p> <p>Manners</p>
<p>Writing</p>		
<p>Social Studies</p>	<p>Compare, contrast locations of people, places. Describe their characters. Understand how good citizens act. Match descriptions of work and names of jobs in school, community and from historical accounts.</p>	
<p>Science</p>	<p>Describe relative position of objects using one reference</p>	

DAY Three

L&W, p. 25

Beginning/ending/rhyming

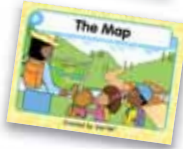
Predecodable
Book 6: *The Map*

HF Words:

not, on, down

Comprehension Skill:

Make Connections



DAY Four

L&W, p. 26

Beginning sounds

Comprehension Skill:

Classify / Categorize
Cause / Effect
Story Details: setting, problem / solution
Draw Conclusions



DAY Five

L&W, p. 27

Rhyming words

"Wheel of Reading"

Review HF words

Comprehension Skills:

Connect text to self
Discuss



<p><i>BpB's Books</i>: Row 4, "At the Park" Row 5, "At the House" <i>I'm Reading</i>: Folk Tales: "Mr. Bunny's Carrot Soup"</p>	<p><i>BpB's Books</i>: Row 6, "The Map" <i>ABC's</i>: Uu, Nn, Rr, Ll</p>	<p>"Go Fish": Letter Recognition</p>	3
<p>"Picture Sound" practice page: Uu, Nn</p>	<p>Sequence <i>The Map</i></p>	<p>Sequence <i>The Map</i></p>	4
<p><i>Me on the Map</i> <i>The Map</i> Maps</p> <p>Vocabulary: Trail</p>	<p><i>The Map</i> Compliments Presentation voices: Author's Chair</p>	<p>"Color by Word" practice page: Week 7</p> <p>Design a Map of the Classroom</p> <p>Citizens Maps Community Helpers</p>	5
	<p>Write about community helpers</p>	<p>Illustrate/label a classroom map</p>	6
<p>Distinguish between land and water on maps and globes. Determine relative location of objects.</p>	<p>Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts.</p>	<p>Compare, contrast locations of people, places. Describe their characters. Understand how good citizens act. Match descriptions of work and names of jobs in school, community and from historical accounts.</p>	
		<p>Describe relative position of objects using one reference</p>	

Reading

Identify initial and final phonemes in words

Phonemic Awareness Warm-Up**Identify/Discriminate Initial/Final Sounds**

Review the ASL signs *a, b, t, p, s, m, o, c*

- Say a word from the list of initial sounds below.
- Children make the ASL sign for the beginning sound.
- Repeat for final sounds.

Step One Initial

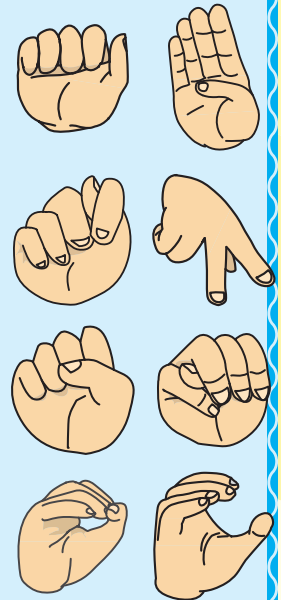
/b/ bed, baby; /a/ ant, alphabet; /t/ two, teeth; /p/ puzzle, puppet; /s/ six, sing; /m/ man, milk; /o/ ox, olive; /k/ (c) cap, carrot.

Step Two Final

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

Materials

- ASL Poster



1

Introduce Family, Home, Community, Country

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

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

Display and name the Word Card, *family*.

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

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

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

Turn the medium bowl to reveal its label, *State*. Say: **This bowl says State.** (Children repeat, *state*.) **Our families live in homes in the community of**

Materials

- Four labeled bowls, graduated in size
- Vocabulary Word Cards: *country, state, community, home, family*

Listening & Speaking

Use new vocabulary that is introduced and taught directly

Listening & Speaking

Relate an experience in a logical sequence

Science

Describe the relative position of objects by using one reference

Social Studies

Compare and contrast the locations of people, places, and environments and describe their characteristics

(your city or town). Our community, (your city or town), is part of a state. **What is the name of our state?** Children name their state, then complete the sentence stem, We live in the state of (your state). Explain: **Our state is much, much bigger than our community.**

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

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

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

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

2

Introduce Community Helpers

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

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

Display examples of hats worn by community helpers. Say: **Some people have special jobs in our community.** (review *community*) We call them **community helpers**. Children repeat, *community helpers*.

Say: **A police officer helps our community. Turn to your neighbor and discuss ways a police officer helps us, then you can share your ideas with the class.** Repeat for firefighter, construction worker, chef, librarian, etc.

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

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

Materials

- Caps for Sale*
- Vocabulary Word Cards: *community helpers, citizen*
- Chart paper/markers
- A variety of community helper hats

Starword

Display the new vocabulary on your Starword Wall.

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

Reading

Describe common objects and events in both general and specific language

Social Studies

Understand that good citizens act in certain ways

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Save this list. You will use it again on Day 4.

Computer

Practice

Technology

Use technology resources to support learning

Reading

Recognize and name uppercase and lowercase letters of the alphabet

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

Activity

Children play "Go Fish" to match uppercase 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

Objective: The object of the game is to form pairs (e.g., uppercase *B* and lowercase *b*). The game concludes when all pairs have been matched. The winner is the player with the most pairs.

The Deal: Cards are dealt clockwise one at a time until each player has three cards. The remaining cards are placed face-down in a deck on the table.

The Play: The player to the left of the dealer asks another player for a card to match one of those in his/her hand (e.g., "Please give me a *lowercase m*"). If the player addressed has the card, he or she must hand it over. Otherwise, he or she replies, "Go fish" and the asker draws the top card from the deck.

If a match is made, the cards are placed face-up on the table and the child gets another turn. If no match is made, play passes to the left. Players left without cards draw from the deck and try to make a match. Once the deck is gone, these players are out of the game.

3

Reading

Identify and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Introduce Uu /u/

Step One Introduce /u/ in the initial position

Read the rhyme "Uu Umbrella" on page 45 of the ABC Rhyme Book.



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *umbrella*
- Letter Cards: *U* and *u*
- Wall Card: *Umbrella /u/*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 23
- Pencils/crayons

Uu Umbrella

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

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

Ask the children to stand. Say: **I will say some words. If you hear the sound /u/ at the beginning of a word, put your hand up in the air. Ready?**

up	down	cow	under	until
----	------	-----	-------	-------

Step Three *Connect /u/ to the spelling Uu*

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



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

Touch *u* several times.

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

Distribute whiteboards and markers. Children write *u* on their whiteboards.

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

us	toe	upper	lock	uncle
----	-----	-------	------	-------



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

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

Step Four *Listening & Writing, page 23*

Distribute *L&W*, p. 23. 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	u										

The Letter March: Uu

(Melody: "The Ants Go Marching")

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

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

The letters go marching one by one,
"U" stands for the sound, /u/ /u/ /u/ /u/

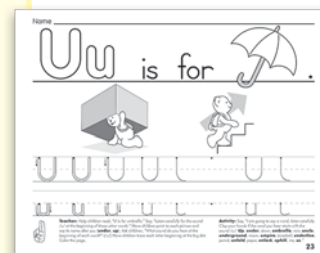
And they all go marching,

In- to a word, to use, their sound

As you make the Uu ASL sign, move the sign up to give children an additional visual cue.



Display the Wall Card at the end of the lesson.



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

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 34

Reading

Identify and produce words that rhyme

Rhyming Words

Tell the children to listen closely to Backpack Bear's song about good manners so they will be able to help you remember it. Play *Sing-Along Track 34*, then discuss the importance of using good manners. Make a list of those the children remember (say *thank you* and *please*, share, be nice, raise your hand, stand quietly, walk, don't run).

Play the song again. Children sing along and add actions.

Say: **I heard some rhyming words in the song. See if you know what they are.** Say the words to the song. Pause before each rhyming word so the children can provide it.

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

Teddy Bear Says, "Thank You"

*Teddy Bear, Teddy Bear,
Say "Thank you."*

*Teddy Bear, Teddy Bear,
Say "Please", too.*

*Teddy Bear, Teddy Bear,
Share your ball.*

*Teddy Bear, Teddy Bear,
Be nice to all.*

*Teddy Bear, Teddy Bear,
Raise your hand.*

*Teddy Bear, Teddy Bear,
Quietly stand.*

*Teddy Bear, Teddy Bear,
Walk, don't run.*

*Teddy Bear, Teddy Bear,
Have some fun!*

1

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

Distribute whiteboards and markers.

Place the Picture Card *cup* in the pocket chart and name it. Children use their "invisible rubber bands" to segment (pull apart) the sounds in *cup*: /k/ /u/ /p/ *cup*.

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

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

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

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

Materials

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

Reading

Recognize high-frequency words

Understand that as letters of words change, so do the sounds

Segment individual phonemes in simple one-syllable words

Writing

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



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

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

- Children erase the *b* on their whiteboards.
- Explain that *us* is also a high-frequency word!
- Children generate sentences using *us*.

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

- Volunteers locate letters needed to spell *cut* and place them under the Picture Card.
- Children write *cut* on their whiteboards.

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

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

Write the words *us*, *up*, and *but* on the board. Children read each new high-frequency word. Model writing *us*, *up*, and *but* in your dictionary. Children follow your example.

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



2

Introduce *Mr. Bunny's Carrot Soup*

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

- Children make predictions based on the title picture.
- Read the story and check predictions.

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

Partner children to discuss the following:

- Kn** Who are the characters in the story?
- Kn** Where does this story take place or what is the setting?
- Un** What happened over and over again in this story?

Materials

- The Little Red Hen and other Folk Tales*: "Mr. Bunny's Carrot Soup"
- Four carrots

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts



Un How did Mr. Bunny's friends show they cared and appreciated what he had done?

Sy How does this story show people in a community helping each other?

Ap How can we use what we learned from this story in our classroom?

Dramatize the folk tale.

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

Computer

Practice

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

Activity

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

Materials

- "Blend Practice 2" for each child
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in simple one-syllable words

3

Introduce Nn /n/

Step One Introduce /n/ in the initial position

Read the rhyme "Nn Nest" on page 31.



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

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

Materials

- Picture Card: *nest*
- Letter Cards: *N* and *n*
- Wall Card: *Nest /n/*
- ABC Rhyme Book*
- L&W*, p. 24
- Pencils/crayons

Nn Nest

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

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

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

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

neck	hand	bat	neighbor	nail
------	------	-----	----------	------

Step Three *Connect /n/ to the spelling Nn*

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

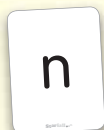
The Letter March: Nn

(Melody: "The Ants Go Marching")

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

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

The letters go marching one by one,
"N" stands for the sound, /n/ /n/ /n/ /n/
And they all go marching,
In- to a word, to use, their sound



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

Touch n several times.

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

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



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

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

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

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

Ask the riddle:

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

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

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

can	fun	down	hen	gone
-----	-----	------	-----	------

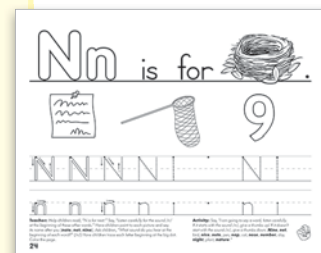
Step Five *Listening & Writing, page 24*

Distribute L&W, p. 24. 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	n	o	p		r	s	t	u					



Display the Wall Card at the end of the lesson.



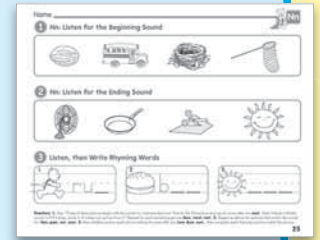
Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 25

Complete as directed at the bottom of the page.

Materials

- L&W, p. 25
- Pencils/crayons



Reading

Identify initial and final phonemes in CVC words
Recognize and produce words that rhyme

1

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

Name and write the lowercase letters *u* and *n* on the board. Children copy them on their whiteboards. Compare and contrast their shapes and sounds. Children erase *u*.

Say: **Let's look at some pictures that have the sound /n/. The sound /n/ can be at the beginning or the end of a word. Stand up if the /n/ sound is at the beginning of the word and stay seated if the /n/ sound is at the end of the word. Ready?**

- Show and name a Picture Card. Observe children as they stand or sit.
- Place the card in the pocket chart. Put pictures that begin with /n/ on the left and pictures that end with /n/ on the right.
- Ask children to determine why you've grouped the pictures in this way.

Say: **Let's learn three new high-frequency words that use the sound /n/. (Display the Word Card *not*.) This is the word *not*. Say, *not*. Where is /n/ in *not*?** (beginning)

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

Repeat for *on* and *down*. Children erase their whiteboards.

Divide the class into three groups. Assign each group one of the new high-frequency words. Children write their assigned words on their whiteboards.

Say: **I will use these new high-frequency words in sentences. If you hear your word, hold up your whiteboards! Listen carefully because there may be more than one of the words in the same sentence! Ready?**

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

Materials

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



Children exchange their whiteboards with others who have different words. Continue:

- I can *not* get *down* from the tree.
- The star is *on* your paper.
- I *do not* want to go *down* the stairs.
- The state is *on* the map.
- Model writing *on*, *not*, and *down* in your dictionary. Children follow your example.

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



2

Introduce *Me on the Map*

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

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

Gather the children. Display *Me on the Map*. Children discuss the cover. Introduce the title and the names of the author and illustrator. (Annette Cable) Then read and discuss the story.

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

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

Read the book again. Ask: **What if I wanted to visit your home? Each of you lives in a different house on a different street. How could I find your houses? Yes, I could look at a map of our city/town. I could follow the map to your house. But I would need to know which street and which house on the street is yours.**

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

Materials

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

Reading

Connect to life experiences the information and events in texts

Identify the title, author and illustrator

Social Studies

Distinguish between land and water on maps and globes

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

Computer

Practice

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

Activity

Children write their names on the practice page. First they trace over the *Uu* and *Nn*, next they locate words beginning with /u/ and /n/, then cut and glue words in the appropriate boxes.

Materials

- "Picture Sound" practice page: *Uu, Nn*
- Pencils/crayons
- Scissors/glue

3

Introduce *The Map*

Ask: **Why do we need maps?**

Children discuss why maps are important. (They help us find where we want to go.)

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

Ask: **What if you wanted to take a hike in the park or the woods with your parents? What should you take with you so you don't get lost?** (map)

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

Navigate to *Backpack Bear's Library*, Row 6, "The Map." Children interact with and discuss the story.

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

- Distribute the Sentence Strips.
- As you read the story, the child holding the corresponding Sentence Strip places it in the pocket chart.

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

Materials

- Me on the Map*
- Predecodable book 6, *The Map*, teacher edition
- Vocabulary Word Card: *trail*
- Cover Card and Sentence Strips, *The Map*
- Pocket chart

Technology

Use technology resources to support learning

Reading

Identify initial and final phonemes in words

Reading

Recognize high-frequency words

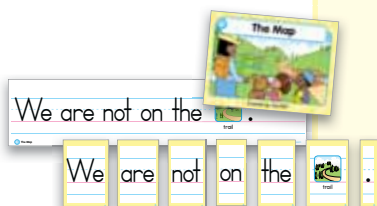
Use pictures and context to make predictions about story content

Social Studies

Determine the relative locations of objects

Technology

Use technology resources to support learning



Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 26

Complete as directed at the bottom of the page.



Materials

- L&W, p. 26
- Pencils/crayons

Reading

Identify initial phonemes in words

1

The Map

Distribute *The Map* to each child. Read it together.

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

- Place the Word Card *on* in the pocket chart on the left side.
- Children read the word.
- Place the Picture Card *red* next to the word.

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

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

Once all words have been highlighted, challenge children to look through their books to find the word most frequently highlighted. (*on*)

Partner children. Say: **Listen to each question about the story. Discuss it with your partner and work together to come up with an answer. I will ask volunteers to share their answers. Use your books to help you.**

Materials

- Each child's copy of Predecodable Book 6, *The Map*
- Pocket chart
- High-Frequency Word Cards: *a, are, can, down, for, is, like, not, on, see, the, up, us, we*
- Backpack Bear
- Picture Cards: *blue, brown, green, red, yellow*
- Blue, brown, green, red and yellow crayons for each child

Reading

Match consonant and short-vowel sounds to appropriate letters

Recognize high-frequency words

Answer questions about the text using creative and critical thinking strategies

**hiking outdoors**

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

off the trail

What was the problem at the beginning of the story?

used a map

What did they do to solve the problem?

found the trail

How did the map help Backpack Bear and his friends?

Answers will vary.

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

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

2

Reading

Connect to life experiences the information and events in texts

Social Studies

Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts

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

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Listening & Speaking

Communicate effectively when sharing ideas

Write About Community Helpers

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

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

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

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

Materials

- Community Helpers list from **Day 1**
- Starfall Writing Journals
- Starfall Dictionaries
- Index cards
- Pencil/crayons

Computer

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

Practice

Activity

Children reference *The Map* to sequence the Sentence Strips and then construct the story's sentences using Word Cards.



Materials

- Copy of *The Map* for each child
- The Map* Sentence Strips and Word Cards
- Pocket chart

3

Introduce Author's Chair

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

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

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

Materials

- Starfall Writing Journals
- Author's Chair

Phonemic Awareness Warm-Up

Listening and Writing, Page 27

Complete as directed at the bottom of the page.



Materials

- L&W, p. 27
- Pencils/crayons

Reading

Recognize and produce words that rhyme

1

"Wheel of Reading"

Place High-Frequency Word Cards face-down in the pocket chart. A volunteer reveals a Word Card, reads it, then chooses the next volunteer.

Distribute whiteboards. Say: **We will use these words to play the "Wheel of Reading." This time you will play along with me on your own whiteboards! Watch what I do and you do the same.** Describe your actions as you complete each step below:

- Draw a large circle.
- Divide the circle in half by drawing a line from the top to the bottom.
- Divide the circle in half again by drawing a line from left to right.
- Draw a slanted or diagonal line from the top left to the bottom right.
- Draw another slanted or diagonal line from the top right to the bottom left.
- Count how many sections you have! (8)

Children make lines for the number of letters in each selected word as you play the game together.

Tell children that now they can play the "Wheel of Reading" on their own during Independent Activity time!

Materials

- Whiteboards/markers
- High-Frequency Word Cards: *but, down, not, on, up, us*
- Pocket chart

Reading

Distinguish letters from words

Recognize and name upper and lowercase letters of the alphabet

If children have difficulty making the "Wheel of Reading" on their whiteboards, photocopy the "Wheel of Reading" blackline (one for each child) and laminate them. Children play the game using dry erase markers on the reusable, laminated page.

**Observe
& Modify**

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

Recognize uppercase and lowercase letters of the alphabet

Play Dough or Magnetic Letters

2

Children reproduce high-frequency words from the story using play dough or magnetic letters, then use the words to form sentences.

Materials

- Play dough or magnetic letters
- Copies of *The Map*

Reading

Recognize uppercase and lowercase letters of the alphabet

“Go Fish”

3

Children make pairs of uppercase and lowercase letters.

Materials

- ABC Letter Cards uppercase and lowercase letters
- See directions on **Day 1**

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *The Map*

4

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

Materials

- Predecodable Book 6, *The Map*, for each child
- Cover Card, Sentence Strips, Word Cards, *The Map*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

“Color by Word”

5

Children practice high-frequency words by completing the “Color by Word” for **Week 7**.

Materials

- “Color by Word” practice page for **Week 7**

Reading

Read simple one-syllable and high-frequency words

Writing

Draw and label a simple map of the classroom

Design a Map

6

Children design maps of the classroom, and label items on their maps using kidwriting, or copy printed words found in the classroom. Children add illustrations of themselves to the maps.

Materials

- Me on the Map*
- Drawing paper
- Pencils/crayons

2

Our Community

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

After children respond, continue: **When you grow up, you may decide to become one of those community helpers. Right now you can help our community in many ways.** Partner children to share some of the ways they can help their community. Responses might include being nice to your friends, listening to your parents, doing your best work in school, and trying to make good choices.

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

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

Review this week's Starword Wall Vocabulary Words: *family, home, community, state, country, trail, community helper, citizen.*

- Name each vocabulary word.
- Children work in groups of three to discuss and then define the words.
- Challenge them to use the words correctly in sentences.

Materials

- Maps of various types from **Day 3**
- Me on the Map*

Social Studies

Compare and contrast the locations of people, places, and environments and describe their characteristics

Understand that good citizens act in certain ways

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Science

Describe the relative position of objects by using one reference

Reading

Use new vocabulary that is introduced and taught directly