



Second
Edition!



Starfall[®]
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Read Me First

a Curriculum Overview

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Kindergarten, the Starfall Way

A Reading and Language Arts curriculum that is magical, creative, sequential, integrated, and combines content area instruction in Reading, Social Studies, and Science, all supported with online stories and activities at *Starfall.com*—that’s kindergarten, the Starfall way.

Motivation

The Starfall Kindergarten Program’s cooperative classroom environment features imaginative plush characters, stimulating interactive online activities, engaging content driven instruction, and hands-on experiences.

Starfall.com creates enthusiasm for learning that pervades the classroom and provides opportunities for children to interact with Backpack Bear, and enjoy the animated stories introduced in class. For parents who have access to the Internet, it provides a window into their children’s learning.

Children are also provided with practice materials so skills may be practiced at home.

Built-In Professional Development

Our Teacher’s Guide gives educators the information and confidence they need to create a dynamic balance between teacher-directed instruction and child-directed learning. The scripted whole and small group lesson plans clearly demonstrate how to preview and formally introduce skills, then create opportunities for children to apply, integrate, and practice these skills as they move toward mastery by year’s end.

The lesson plans explicitly demonstrate how to deliver instruction in small segments, with pauses for inquiry and response to verify the children understand what they are being asked to do. Starfall teachers needn’t struggle to squeeze in Social Studies and Science, because these are often the tools for instruction. The plans illustrate how to capitalize on our companion website, *Starfall.com*, and recommend activities to parallel each day’s instruction.

The curriculum allocates time for ongoing progress monitoring and assessment. The assessments attune teachers to the skills each child has mastered and which skills to revisit. Starfall teachers become keen observers. They understand the progression of each student, and they know when and how to modify lessons or topics to meet the needs of the moment or the group.

Our Teacher’s Guide develops teachers who adeptly sequence, pace, and tailor instruction to ensure all children succeed.

Kindergarten Skills and Strategies

Phonological Awareness & Phonics

Our short, daily phonemic awareness exercises lay the foundation for effective phonics instruction.

Teachers deliver sound and spelling relationships and high frequency words systematically, sequentially, and explicitly. Their children:

- identify and discriminate speech sounds
- connect speech sounds to graphemes
- apply this knowledge daily to read and write words and sentences in print and online

Some sounds in spoken English are new or difficult to pronounce for native speakers of other languages. When these sounds are introduced in the lesson plans, you’ll find English Language Learner (ELL) tips for a variety of languages.

Observe & Modify

Vocabulary

Our explicit vocabulary instruction helps teachers broaden their students' knowledge and ensure the children become inquisitive readers and imaginative writers by:

- creating curiosity about words and their meanings
- comparing different words with the same or similar meanings
- discussing words that sound the same but have different meanings depending on context or spelling
- targeting academic language, or words used to direct or explain
- modeling how to recognize unknown words, and monitor understanding of what you read and hear

Fluency

Starfall teachers model prosody, expression, and intonation when reading aloud to their students. The lesson plans ensure teachers reread texts, demonstrating the value of revisiting selections in order to gain greater fluency and comprehension.

The practice activities encourage learners to repeat, dramatize, and retell in whole-group and peer-to-peer scenarios. With a simple click, *Starfall.com* offers audio examples of fluent reading for all of the children's practice materials.

Writing

Writing demonstrates a child's proficiency and comprehension. During writing sessions, Starfall teachers move about the room, interacting with children one-on-one, and informally assessing how well each child has integrated phonics, vocabulary, and comprehension skills and strategies.

The lesson plans ensure opportunities for children to share and discuss their own writing with their peers.

Comprehension

Ultimately, the purpose of writing and speaking and reading and listening is to communicate and to understand. Starfall teachers hone comprehension skills and strategies throughout the day via direct instruction, teacher modeling ("think aloud"), and guided practice.

Children work cooperatively to apply these strategies and skills to the texts and topics they encounter, and interpret meaning through peer-to-peer or symposium-style group discussion. The curriculum encourages teachers to facilitate, rather than lead, the conversation.



Lesson Format

Our easy-to-follow lesson plans include whole group, small group, and independent practice activities.

Days 1-4 Schedule

10 Minutes Magic Writing Moment

5 Minutes Phonemic Awareness/Phonics Warm-Up

1

30 Minutes

Session 1, Whole Group

2

60 Minutes

Session 2, Small Group

Teachers divide their classes into two groups. Group 1 attends the small group session with the teacher. Group 2 divides again; half work independently at classroom computers; the other half completes a practice activity independently or with the help of a paraprofessional or parent volunteer.

Group 2 Practice Activity and Computer Rotations are described in a green box like this one.

After 15 minutes the two halves of Group 2 switch.

At the end of the first 30 minutes, Group 1 divides and rotates between the computer or activity, and Group 2 attends the small group session.

3

30 Minutes

Session 3, Whole Group

Day 5 Review and Progress Monitoring Schedule

Day five is reserved for review and progress monitoring.

10 Minutes Magic Writing Moment

5 Minutes Phonemic Awareness/Phonics Warm-Up

1

20 Minutes

Session 1, Whole Group

2

20 Minutes

Session 2, Whole Group

90 Minutes

Teacher administers individual assessments while children work independently in six Learning Center rotations of 12-15 minutes each.

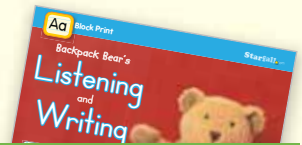
The margins contain helpful hints, reminders, and Standards and Benchmarks






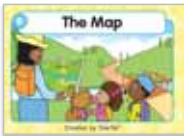





Required materials are pictured for easy reference.

These time allotments include the integration of Science and Social Studies. See pages 23-26 for a list of Science and Social Studies standards.

Scope & Sequence



| Unit 1 | W | Theme Focus | Phonics | HF Words | Pre-decodable Book | Listening & Writing |
|----------------------------|----|--------------------------------|----------|--------------------------------------|--|---|
| Unit 1 Welcome | 1 | Making Friends | Bb | me see | | |
| | 2 | Learning About Rules | Aa | a A for is |  | 1-Bb is for Ball 2-Initial/Final /b/ 3-Aa is for Apple |
| Unit 2 Things Change | 3 | Time | Tt Pp | an at the The |  | 4-Tt is for Tiger 5-Initial/Final /t/ 6-Pp is for Pizza 7-Initial/Final /p/ |
| | 4 | Seasons & Weather | Ss Mm | I am you |  | 8-Review B, A, T, P 9-Rhyming Words 10-Ss is for Snake 11-Initial/Final /s/ 12-Mm is for Moon 13-Initial/Final /m/ |
| | 5 | Colors | Oo Cc | be can he she we |  | 14-Oo is for Ostrich 15-Cc is for Cat 16-Initial /k/ spelled c 17-Review S, M, O, C |
| Unit 3 Working Together | 6 | Our Families | Rr Ll | and are like likes |  | 18-Rhyming Words 19-Rr is for Rainbow 20-Initial/Final /r/ 21-Ll is for Lips 22-Initial/Final /l/ |
| | 7 | Our Community | Uu Nn | but down not on up us |  | 23-Uu is for Umbrella 24-Nn is for Nest 25-Initial/Final /n/ 26-Review R, L, U, N 27-Rhyming Words |
| | 8 | How Our Community Works | ll Gg | big go in it little |  | 28-ll is for Igloo 29-Gg is for Goat 30-Initial/Final /g/ 31-Cumulative Review |
| | 9 | How Our Country Works | Dd Ff | come said with to |  | 32-Dd is for Dinosaur 33-Initial/Final /d/ 34-Ff is for Fish 35-Initial/Final /f/ 36-Rhyming Words |
| Unit 4 Doing Our Part! | 10 | Our Country, Our Land | Hh Ww | as has want |  | 37-Hh is for Horse 38-Initial /h/ 39-Rhyming Words 40-Ww is for Wolf 41-Initial /w/ |



Recommended Literature * **Starfall Books and Posters** **Historical Figure(s)**

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

The Kissing Hand by Audrey Penn

Backpack Bear Learns the Rules
I Am Your Flag



Chicka Chicka Boom Boom by Bill Martin Jr.

Today Is Monday by Eric Carle

Cloudy With a Chance of Meatballs by Judi Barrett

Rainbow, Rainbow
Seasons Posters

Mouse Paint by Ellen Stoll Walsh

Caps for Sale by Esphyr Slobodkina

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

Georges Seurat



Ira Sleeps Over by Bernard Waber

A House in a Tree

Goldilocks and the Three Bears by Jan Brett

Goldilocks and the Three Bears by Marc Buchanan

Me on the Map by Joan Sweeney

Caps for Sale by Esphyr Slobodkina

Little Red Hen and Other Folk Tales:
"Mr. Bunny's Carrot Soup"

A Day in the Life of a Firefighter



Ox-Cart Man by Donald Hall

Chicka Chicka Boom Boom by Bill Martin Jr.

Thomas Edison
Benjamin Franklin

George Washington and the General's Dog by Frank Murphy

Abraham Lincoln
George Washington





America the Beautiful
Precipitation



Unit 4

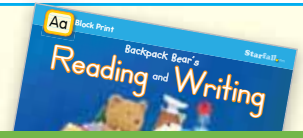
Doing Our Part!

| W | Theme Focus | Phonics | HF Words | Pre-decodable Book | Listening & Writing |
|----|-------------------------------------|----------------|--------------------------------------|--|--|
| 11 | Our Environment | Ee Vv | had have help helps here |  | 42-Review D, F, H, W 43-Ee is for Elephant 44-Vv is for Violin 45-Initial/Final /v/ 46-Rhyming Words 47-Rhyming Words |
| 12 | Citizens & Their Actions | Zz Xx Jj | away do was will |  | 48-Zz is for Zebra 49-Xx is for Box 50-Initial/Final /z/ /ks/ 51-Jj is for Jump 52-Initial/Final /j/ |

Unit 5




Living and Nonliving

| | | | | | |
|----|---|------------------------------|---------------------------|--|--|
| 13 | Plants | Qu, qu Yy Kk | her his says |  | 53-Qu, qu is for Queen 54-Yy is for Yo-yo 55-Initial /kw/ /y/ 56-Kk is for Kangaroo 57-Initial/Final /k/ |
| 14 | The Earth, The Sun, and The Moon | | my our your look | | 58-Review Initial/Final 59-Rhyming Words 60-Blending 61-Read & Write |
| 15 | Our Solar System | /sh/, /th/, /ch/, /wh/ | let's say one | | 62-Encoding 63-I Know My ABCs 64-Certificate |






Unit 6

Mammals

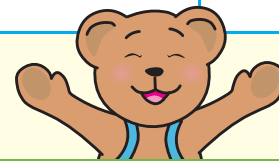
| W | Theme Focus | Phonics | HF Words | Decodable Book | Reading & Writing |
|----|---------------------------|-------------------------------|-------------------------------|--|---|
| 16 | The Animal Kingdom | /a/ _a_ | goes into off why |  | 1-Initial/Medial /a/ 2-Word Family _an _at 3-Label with /a/ words |
| 17 | Mammals | Long A Silent E /th/ th | that this there they |  | 4-see, the, is, for, has, on 5-Complete Sentence 6-Punctuation . ? ! 7-Th is for Thumb |
| 18 | More About Mammals | Short A | all some what good |  | 8-get, a, into, to, and 9-Blending Medial /a/ 10-Write with /a/ words |

Unit 7

Birds

| | | | | | |
|----|-------------------------|---|-------------------------------------|--|--|
| 19 | Birds | /e/ _e_ /k/ ck | because could should would |  | 11-Initial/Medial /e/ 12-Review Initial/Final 13-Read & Write /e/ 14-I, in, you, go, like |
| 20 | Flight | /ch/ ch /l/ ll /t/ tt /d/ dd /s/ ss | from find ask asks |  | 15-Complete Sentence 16-Word Family _ell _all 17-Ch is for Cheese 18-we, help, me, all, us, are |
| 21 | More About Birds | Short E | |  | 19-Blending Medial /e/ 20-Write with /e/ words 21-Label with /e/ words 22-Color Words |

| Recommended Literature * | Starfall Books and Posters | Historical Figure(s) |
|--|---|---------------------------------------|
| <i>Miss Rumphius</i> by Barbara Cooney | <i>It's Earth Day, Dear Dragon</i> | John Muir |
| | <i>A Young Hero</i> <i>America the Beautiful</i> | Martin Luther King, Jr. Rosa Parks |
| | <i>Backpack Bear's Plant Book</i> | |
| | <i>Reach for the Stars</i> <i>Why The Sun and The Moon Live in The Sky</i> | |



2nd Semester



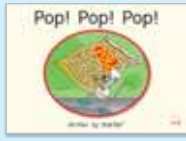
| Recommended Literature* | Starfall Books and Posters | Historical Figures |
|---|---|---|
| <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by Don Wood | <i>Backpack Bear's Mammal Book</i> <i>The Animal Kingdom Poster</i> <i>Vertebrates (Animals with Backbones) Poster</i> | |
| <i>The Giant Jam Sandwich</i> by John Vernon Lord | <i>Mammal Book</i> <i>The Animal Kingdom Poster</i> <i>Zac Camps Chapter Book</i> | Ludwig van Beethoven |
| | <i>Little Red Hen and Other Folk Tales: "The Turnip"</i> <i>Mammal Book</i> <i>The Animal Kingdom Poster</i> <i>Vertebrates Poster</i> | |
| <i>The Little Red Hen</i> by Paul Galdone | <i>Little Red Hen and Other Folk Tales: "Little Red Hen"</i> <i>Backpack Bear's Bird Book</i> <i>The Animal Kingdom Poster</i> | The Wright Brothers Vincent van Gogh |
| <i>Amazing Airplanes</i> by Tony Mitton | <i>The Animal Kingdom Poster</i> <i>Peg Goes Places Chapter Book</i> | |
| | <i>Little Red Hen and Other Folk Tales: "Chicken Little"</i> <i>Penguin, Penguin</i> <i>Bird Book</i> <i>Vertebrates Poster</i> | |

Zac the Rat

Peg the Hen

Unit 8

How Animals Live

| W | Theme Focus | Phonics | HF Words | Decodable Book | Reading & Writing |
|----|--------------------------|-------------------------------|------------------------------|--|---|
| 22 | What Animals Need | Long O Short O | give gives put puts |  | 23–Initial/Medial /o/ 24–Word family _ot _op 25–Sh is for Shell 26–says, what, good, big, it, will |
| 23 | Exercise | | work works of were |  | 27–Review Initial/Final 28–Possessive Nouns 29–he, they, little, do, with 30–Word Family _og _ock |
| 24 | The Five Senses | Long O /sh/, /th/, /ch/ | than then them |  | 31–Blending medial /o/ 32–Quotation Marks 33–Review Th, Sh, Ch 34–Label with /o/ words 35–Review Blending 36–Rhyming Words 37–Blending 38–High Frequency Words |





Unit 9


Reptiles, Fish, and Amphibians

| | | | | | |
|----|-------------------|--------------------|--|--|--|
| 25 | Reptiles | /i/ _i_ /hw/ wh | too many over under saw something |  | 39–Initial/Final /i/ 40–Rhyming pairs /i/ 41–give, she, some, want, said, up |
| 26 | Fish | | when where no so |  | 42–Wh is for Whistle 43–Word Family _ick _ing 44–Punctuation . ? ! “ ” 45–no, down, we, come 46–Label with /i/ words |
| 27 | Amphibians | | out about live very |  | 47–Blending medial /i/ 48–Quotation Marks 49–Blending medial /i/ 50–Blending |

Unit 10

Invertebrates

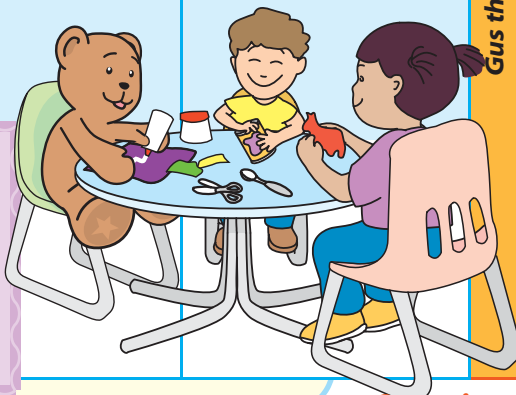
| | | | | | |
|----|-------------------------|----------------------------|--------------------------|--|--|
| 28 | Invertebrates | /u/ _u_ | went by now how |  | 51–Initial/Final /u/ 52–Rhyming Pairs /u/ 53–have, there, her, look, here, my, his |
| 29 | Insects | | eat make take |  | 54–Read & Write 55–where, were, was 56–Review Th, Sh, Ch, Wh |
| 30 | Butterflies | Silent E Vowel Teams | |  | 57–Blending medial /u/ 58–Complete Sentence 59–Write with /u/ words 60–Label with /u/ words 61–High Frequency Words 62–Blending |
| 31 | Culmination Week | | |  | 63–Writing 64–Certificate |

| Recommended Literature* | Starfall Books and Posters | Historical Figures |
|---|---|--|
| <i>The Three Little Pigs</i> by Patricia Seibert | <i>The Three Little Pigs Wolves</i> | |
| <i>One Fine Day</i> by Nonny Hogrogian | <i>Mox's Day</i> Chapter Book | |
| <i>The Popcorn Book</i> by Tomie dePaola | <i>How I Know My World: A Book About the Senses Helen Keller</i> | Helen Keller  |
| <i>The Tortoise and the Hare</i> by Janet Stevens | <i>Dinosaurs! I Can Do It! Backpack Bear's Reptiles, Amphibians & Fish Book Vertebrates Poster</i> | |
| <i>Swimmy</i> by Leo Lionni | <i>Reptiles, Amphibians & Fish Book At the Beach Vertebrates Poster</i> | |
| <i>The Salamander Room</i> by Anne Mazer | <i>Reptiles, Amphibians & Fish Book The Animal Kingdom Poster Vertebrates Poster What An Adventure! Chapter Book</i> | |
| <i>Anansi the Spider</i> by Gerald McDermott | <i>Backpack Bear's Invertebrates Book The Animal Kingdom Poster Invertebrates (Animals <u>without</u> Backbones) Poster</i> | |
| <i>Monarch Butterfly</i> by Gail Gibbons | Invertebrates Poster <i>Invertebrates Book Plant Book At Gus's Pond Chapter Book Pond Ecosystem Poster</i> | |
| <i>Monarch Butterfly</i> by Gail Gibbons | <i>Invertebrates Book All Animal Kingdom Books and Posters</i> | |

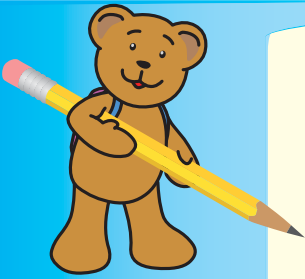
Mox the Fox

Tin Man

Gus the Duck



***Recommended Literature** The Starfall Kindergarten Program incorporates quality literature and nonfiction and includes well-loved titles that can be easily located in libraries or purchased gently used. They are not sold as part of the program. Where appropriate, and if desired, we encourage teachers to substitute their favorite books in place of our recommendations.



Assessment & Biweekly Progress Monitoring

The curriculum includes a 12 page assessment instrument to be administered to each child upon entry, mid-year, and exit. This assessment indicates expected mastery of skills by year end.

Assessment

| Entry: | Mid-Year: | Exit: |
|--|---|---|
| <p>Assess expected skills upon entry:</p> <ul style="list-style-type: none">• Print Name• Recite Alphabet• Recognize uppercase letters• Recognize lowercase letters• Identify sounds in isolation• Rhyming Words• Beginning Sounds• Phoneme Blending• High Frequency Words | <p>Reassess skills not mastered on entry and new skills encountered during the first semester:</p> <ul style="list-style-type: none">• Print Name• Rhyming Words• Beginning Sounds• Phoneme Blending• Final Sounds• Blending Onsets and Rimes• Phoneme Segmentation• Syllabication• Spelling and Punctuation• Comprehension• High Frequency Words | <p>Reassess skills not mastered on previous assessments and new skills encountered in the second semester:</p> <ul style="list-style-type: none">• Rhyming Words• Beginning Sounds• Phoneme Blending• Final Sounds• Blending Onsets and Rimes• Phoneme Substitution• Segmenting Onsets and Rimes• Spelling and Punctuation• Comprehension |

Progress Monitoring

The curriculum also includes Biweekly Progress Monitoring Assessments beginning in Week 4. Time to administer these assessments is allotted each week on Day 5. Teachers are instructed to indicate items mastered on the first attempt, to keep a record of errant responses, and to reassess items at a later time and indicate dates of mastery.



Recommended Literature


The Starfall Kindergarten Program integrates quality literature in its lesson plans. Special consideration was given in choosing books that would be easy to locate in school libraries, public libraries, or classroom libraries, or available inexpensively from local bookstores, *AbeBooks.com*, or *Amazon.com*.

Though the lesson plans were written with this particular literature in mind, these books are not available for purchase through the Starfall Store. Please feel free to substitute other books on similar themes, or books that can be readily adapted to the target comprehension skill or strategy.

| Unit | Week | Type | Title | Author | Publisher |
|------|------|------------|---|-------------------|------------------------|
| 1 | 1 | Fiction | <i>Brown Bear, Brown Bear, What Do You See?</i> | Bill Martin Jr. | Henry Holt & Co. |
| 1 | 1 | Fiction | <i>The Kissing Hand</i> | Audrey Penn | Child and Family Press |
| 2 | 3 | Fiction | <i>Chicka Chicka Boom Boom</i> | Bill Martin Jr. | Aladdin |
| 2 | 3 | Fiction | <i>Today Is Monday</i> | Eric Carle | Paperstar |
| 2 | 4 | Fiction | <i>Cloudy With a Chance of Meatballs</i> | Judi Barrett | Aladdin |
| 2 | 5 | Fiction | <i>Mouse Paint</i> | Ellen Stoll Walsh | Voyager Books |
| 2 | 5 | Fiction | <i>Caps for Sale</i> | Esphyr Slobodkina | Harper Trophy |
| 3 | 6 | Fiction | <i>Ira Sleeps Over</i> | Bernard Waber | Houghton Mifflin |
| 3 | 6 | Fiction | <i>Goldilocks and the Three Bears</i> | Jan Brett | Putnam Juvenile |
| 3 | 7 | Nonfiction | <i>Me on the Map</i> | Joan Sweeney | Dragonfly Books |
| 3 | 8 | Nonfiction | <i>Ox-Cart Man</i> | Donald Hall | Penguin |
| 3 | 9 | Nonfiction | <i>George Washington and the General's Dog</i> | Frank Murphy | Random House |
| 4 | 11 | Fiction | <i>Miss Rumphius</i> | Barbara Cooney | Puffin |
| 6 | 16 | Fiction | <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> | Don Wood | Child's Play |
| 6 | 17 | Fiction | <i>The Giant Jam Sandwich</i> | John Vernon Lord | Houghton Mifflin |
| 7 | 18 | Fiction | <i>The Little Red Hen</i> | Paul Galdone | Clarion Books |
| 7 | 20 | Fiction | <i>Amazing Airplanes</i> | Tony Mitton | Kingfisher |
| 8 | 22 | Fiction | <i>The Three Little Pigs</i> | Patricia Seibert | School Specialty |
| 8 | 23 | Fiction | <i>One Fine Day</i> | Nonny Hogrogian | Aladdin Paperbacks |
| 8 | 24 | Nonfiction | <i>The Popcorn Book</i> | Tomie dePaola | Holiday House |
| 9 | 25 | Fiction | <i>The Tortoise and the Hare</i> | Janet Stevens | Holiday House |
| 9 | 26 | Fiction | <i>Swimmy</i> | Leo Lionni | Knopf Books |
| 9 | 27 | Fiction | <i>The Salamander Room</i> | Anne Mazer | Dragonfly Books |
| 10 | 28 | Fiction | <i>Anansi the Spider</i> | Gerald McDermott | Henry Holt & Co. |
| 10 | 30 | Nonfiction | <i>Monarch Butterfly</i> | Gail Gibbons | Holiday House |

Daily Routines

I'm so glad I get to be in your kindergarten class. This will be the best year ever!

Love, BpB 

Backpack Bear's Daily Message

Backpack Bear delivers the magic of each day in a message he secretly tucks away in his backpack. We recommend that you prepare his message after school each day so it is ready the following morning. We've included suggested messages in the plans. Feel free to adjust the messages to meet the needs of your class, school events, or personality of *your* Backpack Bear. Messages can be written by hand, or generated, modified, and printed using the Message Generator on teach.Starfall.com.

You decide how and when to reveal Backpack Bear's messages. Teachers tell us they:

- write messages on large post-it notes.
- write messages on full-sized paper folded to fit inside the backpack.

We suggest signing your messages with Backpack Bear's paw-print stamp.

Some teachers display Backpack Bear's messages in a frame after they have been read. Others pin daily messages on top of each other, then place them in an album for children to enjoy at the end of each week.

The Calendar

To ensure that children learn the words for the days of the week, choose a classroom calendar with the names of the days of the week written fully, rather than abbreviated.

ASL: Days of the Week, Months of the Year, and Seasons

Teach the ASL sign for the days of the week as you introduce each word. By doing so you preview letter/sound relationships and build background knowledge to support these sound-spellings when you formally introduce them.

Each sign is made by making the letter sign and circling it clockwise once, to represent the earth's 24 hour rotation. The hand sign for Thursday, which is a quick hand sign for *Tt* followed by the hand sign for *Hh*, reinforces the phonemic/phonetic distinction between the initial sounds in "Tuesday" and "Thursday."

As you and your children become familiar with the ASL alphabet, children fingerspell the names of the months to visually and kinesthetically practice the letters and spelling patterns in the words.

See the ASL signs for each season on the display/reference poster.

Today is...

Yesterday was _____.

Today is _____.

Tomorrow will be _____.

Write the names of the days of the week on cards, and prepare sentence strips as pictured at left. Post the sentence strips near your calendar. Children supply the correct day card to complete each sentence.

Children practice these and related skills, such as months, days, seasons, and dates, online at Starfall.com: "Calendar."



Observe the Weather

By charting the daily weather, children learn to organize information, analyze trends, and make predictions based on the information in their chart. What an excellent and meaningful way to practice the comprehension strategy, prediction!

Use Backpack Bear's Weather Cards to create a classroom weather chart. These cards picture and name different weather conditions.

Choose a system for recording the weather, such as a weather graph, weather calendar, or weather tally chart. Each day your classroom's meteorologist records the weather condition for that day.

- Compare and contrast the weather from day to day, and across seasons.
- Predict the weather: If the weather has been sunny for the past few days, what do you think the weather will be tomorrow?

Classroom Responsibilities

Create a job for each child in your class. (See sample jobs below.) At the beginning of the year assign jobs to ensure that children are able to experience all of the different responsibilities. As children become adept, they can mentor their peers.

As the year progresses, children can choose their own jobs. Randomly flash each child's name card. When a child's name is revealed, he or she chooses a job.

| | | |
|-----------------------|-------------------|-------------------|
| Door Holder | Door Closer | Line Leader |
| Classroom Book Helper | Librarian | Attendance Helper |
| Snack Helper | Floor Manager | Chair Manager |
| Electrician | Duster | Meteorologist |
| Calendar Helper | Soap Manager | Zoo Keeper |
| Visitor Greeter | Equipment Manager | Area Manager |
| Cubbie Detective | Number Helper | Flag Bearer |

Progress Monitoring

The Progress Monitoring Assessment Blackline Package (provided with your supplementary materials or downloaded from teach.starfall.com) contains a Pre-Assessment, Mid-Assessment, and Post-Assessment. Please individually assess each child using our Pre-Assessment or other instrument sometime during the first three weeks of school, and the other two assessments mid-year and end-of-year respectively. This assessment time is not built into the schedule.

Biweekly Progress Monitoring assessments are built into the weekly schedule beginning with Week 4.



| Sunday | Monday | Tuesday |
|--------|--------|---------|
| | | 1 ☀️ |
| 4 ❄️ | 5 ❄️ | 6 ☁️ |
| 11 ☁️ | 12 ☀️ | 13 ☀️ |

| | | |
|--------------------|------------------|-------------|
| ☀️ Sunny /// | ☁️ Rainy / | ❄️ Snowy |
|--------------------|------------------|-------------|



Science

Observe changes in weather

Observe and describe weather changes using weather-related vocabulary

Understand prediction and probability

Social Studies

Understand that a responsibility is a duty to do something or not do something

Understand the benefits of fulfilling responsibilities

Understand that people work in jobs in which they produce services

Understand the concepts of morning and afternoon

"The Calendar," "Observe the Weather," and "Classroom Responsibilities," are suggested Daily Routines not formally addressed in the Teacher's Guide.

Classroom Materials

Our materials comprise a concise and elegant set of classroom and children's consumable products that can be used in multiple ways.

Teacher's Guide

31 weeks of instruction, plus assessment, blacklines, cards, and lesson plans for seasonal holidays



Teacher Tools



Media

Starfall.com is an interactive, visual, auditory, and kinesthetic technology that enables children to independently preview, explore, practice, and review skills. For educators, *teach.Starfall.com* is stocked with practice page generators, resources, and supplementary materials. The lesson plans are also available for download.

Music and Rhymes

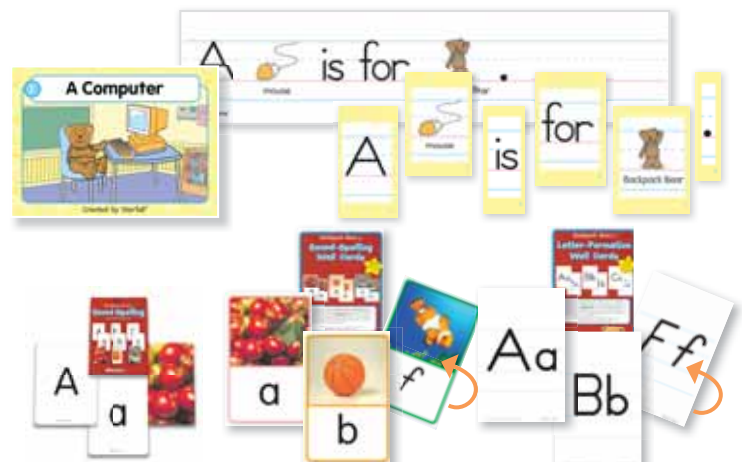


Backpack Bear's Pre-Decodable Phonics Materials

Phonemic Awareness and Phonics teaching tools, including a plush Backpack Bear



Read to Me Fiction



Zac and Friends Decodable Phonics Materials

Phonics teaching tools, including five plush short-vowel characters



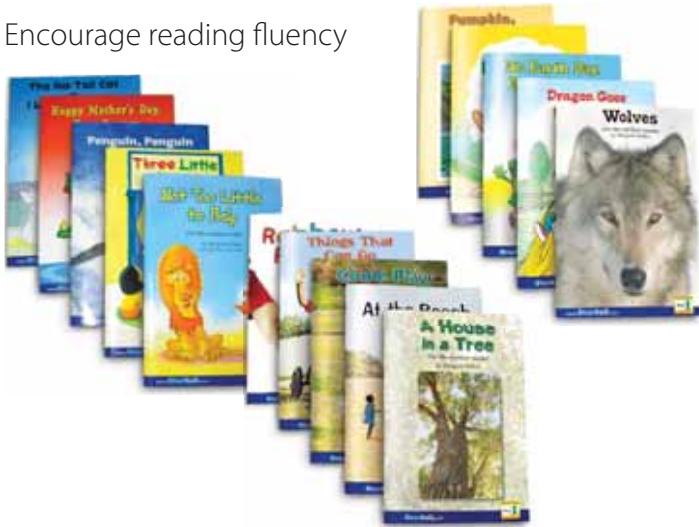
Science and Social Studies - Books and Posters

Posters, books, and cards foster real-world knowledge.



"I'm Reading!" Books

Encourage reading fluency



Phonics Puzzles & Games

Short-vowel and high frequency words



Zac & Friends Chapter Books

Higher-level reading materials for advancing students



Little Red Hen Chapter Book

Folk tales from around the world



Children's Practice Book Set

Workbooks, cut-up take home books, blank journal and blank dictionary



Preparation and Classroom Setup

For detailed descriptions of Starfall materials, see the Materials List beginning on page 16.

The Starfall Letter-Formation and Sound-Spelling Wall Card System

It is essential that you replace your existing classroom alphabet chart with the *Starfall Letter-Formation and Sound-Spelling Wall Card System*.

Before school begins, add a green, yellow, or red sticker to each *Letter-Formation Wall Card* to indicate its position in the alphabet. Place a green sticker in the upper left corner of letters *Aa-li*, a yellow sticker in the upper middle of letters *Jj-Rr*, and a red sticker in the upper right corner of letters *Ss-Zz*. Hang the *Letter-Formation Wall Cards* in a row alphabetically where you normally hang your classroom alphabet chart. Allow enough space below these cards for the *Sound-Spelling Wall Cards*, but do not hang them at this time.

You will build the *Sound-Spelling Wall Card* chart progressively, adding these cards beneath their corresponding *Letter-Formation Wall Cards* as you introduce sounds and letters. By **Week 14** the set will be complete.

Learn a Little American Sign Language

Starfall integrates American Sign Language (ASL) as a visual and kinesthetic means of teaching sound-spellings, days of the week, seasons, and colors. Learn the ASL hand signs on the ASL display/reference poster. You and your class will use them regularly.

Write Children's Names on Practice Books

Use permanent markers to write children's names on the cover of their practice books. Children will reference your example when writing their own names.

Prepare Children's Cut-Up/Take-Home Books

Tear out, fold, and staple each book for each child, or teach your children how to assemble these books!

Organize Picture and Word Cards

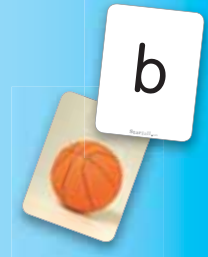
Organize the Word Cards according to the provided dividers. Familiarize yourself with the identity of each Picture Card as listed. Children must first hear the name of each picture spoken aloud by an adult. They can then focus on the sounds, and will not be distracted by guessing picture names.

For the first semester, organize the Word and Picture Cards according to the **Alphabet Dividers**, and save the Short Vowel Dividers for the second half of the year.

For the second semester, after individual letters have been introduced, rearrange your Word and Picture Cards according to medial vowel sounds using the Short Vowel Dividers.

Prepare Sentence Strips and Word Cards

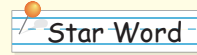
You will use Pre-Decodable Sentence Strips to introduce each story during the first semester. Organize the Pre-Decodable Cover Cards, Sentence Strips, and Word Cards by book. Cut apart the colored Sentence Strips into individual Word and Punctuation Cards. The Learn to Read Decodable Sequence Cards, Sentence Strips, and Word Cards will be used in the second semester.



Store Second Semester Plush Characters

Please keep Zac the Rat, Peg the Hen, Mox the Fox, Tin Man, and Gus the Duck well hidden. You will reveal them one at a time during the second semester.

Star Word Wall



Establish a location for your Star Word Wall. Some teachers designate a wall or bulletin board, hang their words on the inside of a door, a clothes line, or a pocket chart.

Your Star Word Wall is where you will display oral vocabulary words. These are the words children hear but do not always comprehend. Children encounter this vocabulary in the course of read-alouds, concept development, and class discussion.

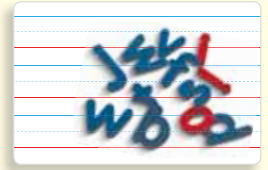
The Star Word Wall is **not** designed for high frequency words. Starfall kindergarten classrooms use their Starfall Dictionaries for this purpose.

You can easily generate each week's Vocabulary Cards using the online Practice Page Generator tool. Print out the cards, cut them apart, laminate them (if desired), and then display them on your Star Word Wall as each word is introduced.

If space is available, add words to your Star Word Wall cumulatively. Teachers with limited space tell us that changing the words by unit is more efficient. Feel free to add more words to meet the needs of your class.

Child-sized dry-erase boards and magnetic letters help reduce the use of paper. We recommend having one board per child, and 6-8 sets of magnetic letters (lowercase) per class.

A child's crew sock can serve as both an eraser and a place to store dry-erase markers!



Magnetic letters and white boards (Not included with Starfall Materials.)

Set up Starfall.com on Your Computers and Mobile Devices

Starfall.com is an interactive way for children to practice letters, sounds, words, sentences, stories, and to reinforce the day's lessons. If you are beginning a new membership, you will need to choose an email address and password for your account. (For School Memberships, choose an address and password that you can share with other teachers.) This information will be used to authorize the computers at your location.

To get started on desktop computers, go to <http://www.starfall.com>. Next, if you:

Have a membership:

- Click the "**Login/Authorize**" link at the top of the screen.
- Under "Authorize Computer," enter your administrator email address and password in the appropriate fields and click the "Authorize" button.

Have an Access Code:

- Click the "**Login/Authorize**" link at the top of the screen.
- Enter your code in the field under "Have an Access Code?" and click "Register Code."
- Follow the prompts to complete registration.
- Once your account is set up, you must authorize each computer at your location on which you intend to use Starfall.com. (See **Have a membership:**)

Wish to Purchase a Membership:

- Click the "**How to Join**" link at the top of the screen.
- To purchase a membership using a credit card, click "**Join Online Today.**" For School Purchase Orders, click "**Purchase Order.**" If you wish to use a check or money order, click "**Mail, Fax, or Phone.**"
- Follow the on-screen prompts to complete your purchase.

For mobile devices, you must first download the Starfall App. After downloading, launch the app and click the "Authorize Device" link at the top of the screen, and follow the prompts to activate your membership.

We recommend headsets and headset splitters for each computer so that several children can use a single computer at the same time. Splitters are available through electronics stores such as Radio Shack.

Standards & Benchmarks

Starfall English Language Arts Standards

| Print Concepts | | Inline Summary Form |
|------------------------------|---|--|
| PC.1 | Distinguish letters from words. Students will: | <i>Distinguish letters from words</i> |
| PC.1a | Recognize that sentences in print are made up of separate words | <i>Recognize that sentences are made up of separate words</i> |
| Phonological Awareness | | Inline Summary Form |
| PA.2 | Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections. Students will: | <i>Identify regular beat and similarities of sounds when responding to rhythm and rhyme</i> |
| PA.2a | Recognize that compound words are made up of shorter words | <i>Recognize that compound words are made up of shorter words</i> |
| PA.2b | Distinguish rhyming and non rhyming words | <i>Distinguish rhyming and non rhyming words</i> |
| Vocabulary Development | | Inline Summary Form |
| VOC.3 | The student uses multiple strategies to develop vocabulary. Students will: | <i>Use multiple strategies to develop vocabulary</i> |
| VOC.3a | Listen to and discuss both familiar and conceptually challenging text | <i>Listen to and discuss familiar and conceptually challenging text</i> |
| VOC.3b | Describe common objects and events in both general and specific language | <i>Describe objects and events in general and specific language</i> |
| Fluency | | Inline Summary Form |
| FL.6 | The student demonstrates the ability to read orally with accuracy and expression. Students will: | <i>Demonstrate ability to read with accuracy and expression</i> |
| FL.6a | Read alphabet letters in random order with automaticity | <i>Read letters in random order</i> |
| FL.6b | Use appropriate intonation and expression during unison oral reading with the teacher | <i>Use appropriate intonation and expression during oral reading</i> |
| FL.6c | Read previously taught grade-level text with appropriate expression | <i>Read grade-level text with expression</i> |
| Literary Response & Analysis | | Inline Summary Form |
| LIT.RA.7 | The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will: | <i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</i> |
| LIT.RA.7a | With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied | <i>Create or present poetry, drama, art, or personal response to text or theme</i> |
| LIT.RA.7b | Use illustrations and context to make predictions about text | <i>Make predictions based on illustrations and context</i> |
| LIT.RA.7c | Make inferences based on titles | <i>Make inferences based on titles</i> |
| LIT.RA.7d | Make text to self connections | <i>Make text to self connections</i> |
| LIT.RA.7e | Make text to text connections | <i>Make text to text connections</i> |
| LIT.RA.7f | Identify cause and effect | <i>Identify cause and effect</i> |

| Writing | | <i>Inline Summary Form</i> |
|----------------|--|---|
| W.8 | Students write and draw to communicate effectively for a variety of purposes and audiences. Students will: | <i>Write and draw for a variety of purposes and audiences</i> |
| W.8a | Create a group draft, scripted by the teacher | <i>Create a group draft scripted by the teacher</i> |
| W.8b | Produce, illustrate, and share a finished piece of writing | <i>Produce, illustrate and share writing</i> |
| W.8c | Draw and label | <i>Draw and label</i> |
| W.8d | Print their names | <i>Print name</i> |
| W.8e | Write by moving from left to right and top to bottom | <i>Write moving from left to right and top to bottom</i> |

| Listening & Speaking | | <i>Inline Summary Form</i> |
|---------------------------------|---|--|
| LS.9 | The student effectively applies listening and speaking strategies. Students will: | <i>Apply listening and speaking skills</i> |
| LS.9a | Recite short poems, rhymes and songs | <i>Recite short poems, rhymes and songs</i> |
| LS.9b | Repeat auditory sequences (e.g. letters, words, numbers, rhythmic patterns) | <i>Repeat auditory sequences</i> |
| LS.9c | Relate an experience in a logical sequence | <i>Relate an experience in sequence</i> |
| LS.9d | Understand and follow one and two-step directions | <i>Understand and follow one and two-step directions</i> |

| Media Literacy | | <i>Inline Summary Form</i> |
|-----------------------|--|---|
| ML.10 | Use technology resources to support learning | <i>Use technology resources to support learning</i> |
| ML.10a | Recognize that authors, illustrators, and composers create informational sources | <i>Recognize that authors, illustrators, and composers create informational sources</i> |
| ML.10b | State the main idea after viewing print media | <i>State the main idea after viewing print media</i> |

| Technology | | <i>Inline Summary Form</i> |
|-------------------|---|--|
| TECH.11 | The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes. Students will: | <i>Develop technology skills for using and understanding conventional and current tools, materials and processes</i> |
| TECH.11a | Learn the parts of the computer and the purpose for each part | <i>Learn parts of a computer and their purposes</i> |

Starfall Social Studies Standards

| American History | | Inline Summary Form |
|---|--|--|
| Historical Inquiry and Analysis: | | |
| SS.IA.1 | The student understands that events occur in a specific order. Students will: | <i>Understand events occur in a specific order</i> |
| SS.IA.1a | Develop an understanding of how to use and create a timeline | <i>Understand how to create and use a timeline</i> |
| Historical Knowledge: | | |
| SS.HK.2 | The student understands that history relates to events, people and places of other times. Students will: | <i>Understand history relates to events, people and places of other times</i> |
| SS.HK.2a | Compare and contrast life in the present with life in the past | <i>Compare and contrast life in the present and past</i> |
| SS.HK.2b | Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin | <i>Know triumphs in American legends and historical accounts through stories of famous Americans</i> |
| SS.HK.2c | Understand how people lived in earlier times and how their lives would be different today | <i>Understand how the lives of people from earlier times would be different today</i> |
| SS.HK.2d | Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage | <i>Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage</i> |
| SS.HK.2e | Recognize the importance of national and state symbols | <i>Recognize importance of American symbols</i> |
| SS.HK.2f | Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events | <i>Identify the purposes of and the people honored in commemorative holidays</i> |
| SS.HK.2g | Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore | <i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i> |
| SS.HK.2h | Recognize the contributions of important historical figures | <i>Recognize importance of important historical figures</i> |
| SS.HK.2i | Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions | <i>Know beliefs and behaviors of story characters from the past and understand consequences of their actions</i> |
| Chronological Thinking | | Inline Summary Form |
| SS.CT.3 | The student uses words and phrases related to chronology and time to explain how things change, and sequentially order events. Students will: | <i>Use chronology and time words and phrases to explain how things change, and sequentially order events</i> |
| SS.CT.3a | Understand the concepts of morning and afternoon | <i>Understand concepts of morning and afternoon</i> |
| SS.CT.3b | Put events in temporal order using a calendar | <i>Put events in temporal order</i> |
| SS.CT.3c | Explain that calendars represent days of the week and months of the year | <i>Understand that calendars represent days and months</i> |
| SS.CT.3d | Describe seasonal weather changes and how they affect people and the environment | <i>Describe seasonal weather changes and their effects on people and the environment</i> |

| Geography | | <i>Inline Summary Form</i> |
|--|--|--|
| The World in Spatial Terms | | |
| SS.ST.4 | The student compares and contrasts the locations of people, places and environments and describes their characteristics. Students will: | <i>Compare, contrast and describe characteristics of locations of people, places and environments</i> |
| SS.ST.4a | Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories | <i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i> |
| SS.ST.4b | Describe the relative location of people, places, and things by using positional words | <i>Use positional words to describe relative location of people, places and things</i> |
| SS.ST.4c | Identify traffic and map symbols | <i>Identify traffic and map symbols</i> |
| SS.ST.4d | Understand that maps and globes help to locate different places and that globes are a model of the Earth | <i>Understand maps and globes help locate places on Earth</i> |
| SS.ST.4e | Know one's own phone number, street address, city or town, and the state in which he or she lives | <i>Know own phone number, address, city or town and state</i> |
| Economics | | <i>Inline Summary Form</i> |
| Beginning Economics | | |
| SS.E.5 | The student will recognize that people work to earn money to buy things they need or want. Students will: | <i>Recognize people work to earn money to buy things</i> |
| SS.E.5a | Identify United States coins and their values | <i>Identify coins and their values</i> |
| SS.E.5b | Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts | <i>Match descriptions of work people do to related jobs in school, community and from historical accounts</i> |
| SS.E.5c | Understand that people work in jobs in which they produce services | <i>Understand people work in jobs that produce services</i> |
| SS.E.5d | Recognize jobs people do at their school and in their community | <i>Recognize jobs people do in their school and community</i> |
| Civics and Government | | <i>Inline Summary Form</i> |
| Foundations of Government, Law and the American Political System: | | |
| SS.CG.6 | The student understands that being a good citizen involves acting in certain ways. Students will: | <i>Understand being a good citizen involves certain behaviors</i> |
| SS.CG.6a | Follow rules, such as sharing and taking turns, and know the consequences of breaking them | <i>Follow rules and know the consequences of breaking them</i> |
| SS.CG.6b | Explain the purpose and necessity of rules and laws at home, school and community | <i>Know the purpose of rules and laws</i> |
| SS.CG.6c | Understand the characteristics of being a good citizen | <i>Know characteristics of being a good citizen</i> |
| SS.CG.6d | Know the importance of taking responsibility for one's own choices and actions | <i>Know importance of taking responsibility for choices and actions</i> |
| SS.CG.6e | Understand that a responsibility is a duty to do something or not to do something | <i>Understand responsibility</i> |
| SS.CG.6f | Recognize the benefit of fulfilling responsibilities | <i>Recognize the benefit of fulfilling responsibilities</i> |
| SS.CG.6g | Describe fair ways for groups to make decisions | <i>Describe fair ways for groups to make decisions</i> |

Starfall Science Standards

| Investigation & Experimentation | | Inline Summary Form |
|---------------------------------|--|---|
| SC.IE.1 | The student develops an understanding of science concepts by formulating questions and performing investigations. Students will: | <i>Ask and answer questions to understand science concepts</i> |
| SC.IE.1a | Communicate observations orally and through drawings | <i>Communicate observations</i> |
| SC.IE.1b | Conduct observations repeatedly over time and compare results | <i>Conduct observations over time and compare results</i> |
| SC.IE.1c | Seek information through observation, exploration, and investigation | <i>Seek information through observation, exploration, and investigation</i> |
| SC.IE.1d | Observe changes in weather | <i>Observe weather changes</i> |
| SC.IE.1e | Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (i.e. rainy, snowy, sunny, windy, etc.) | <i>Observe and describe weather changes using weather-related vocabulary</i> |
| SC.IE.1f | Make observations of the natural world and know that they are descriptors collected by using the five senses | <i>Use five senses to observe the natural world</i> |
| SC.IE.1g | Become familiar with prediction and probability | <i>Understand prediction and probability</i> |
| SC.IE.1h | Predict and explain information or events based on observation or previous experience | <i>Predict or explain information or events based on observation or previous experience</i> |
| SC.IE.1i | Notice changes that occur in one's self and the environment | <i>Notice changes in self and environment</i> |
| Life Sciences | | Inline Summary Form |
| SC.LS.2 | The student understands that different types of plants and animals inhabit the earth. Students will: | <i>Understand different types of plants and animals</i> |
| SC.LS.2a | Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects) | <i>Observe and describe similarities and differences of plants and animals</i> |
| SC.LS.2b | Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs) | <i>Identify major structures of plants and animals</i> |
| SC.LS.2c | Understand all plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce | <i>Understand plants and animals have internal and external structures that keep them alive</i> |
| SC.LS.2d | Understand that all plants and animals, including humans, are alike in some ways and different in others | <i>Understand plants and animals have similarities and differences</i> |
| SC.LS.2e | Recognize that stories sometimes give plants and animals attributes they do not really have | <i>Recognize stories sometimes give plants and animals fictional attributes</i> |
| Forces & Motion | | Inline Summary Form |
| SC.FM.3 | The students understand that the motion of objects can be changed by force. Students will: | <i>Understand motion of objects can be changed by force</i> |
| SC.FM.3a | Observe that a push or pull can change the way an object moves | <i>Observe that a push or pull can change how an object moves</i> |
| SC.FM.3b | Investigate that things move in different ways, such as fast, slow, etc. | <i>Investigate how things move (fast, slow, etc.)</i> |
| SC.FM.3c | Describe the relative position of objects using one reference | <i>Describe relative position of objects</i> |
| SC.FM.3d | Recognize that forms of energy have a source, a means of transfer (work and heat) and a receiver. Note: related to sound/vibration/pitch | <i>Recognize forms of energy have a source, a means of transfer and a receiver</i> |

| Physical Science | | Inline Summary Form |
|------------------|---|--|
| SC.PS.4 | The student understands that properties of materials can be observed. Students will: | <i>Understand properties of material can be observed</i> |
| SC.PS.4a | Understand that water can be a liquid or a solid and can be made to change back again from one form to the other | <i>Understand water can be liquid or solid and change back again</i> |
| SC.PS.4b | Know water left in an open container evaporates | <i>Know water evaporates</i> |
| SC.PS.4c | Compare and sort common objects by physical attributes (e.g. color, shape, texture, size or weight) | <i>Compare and sort objects by physical attributes</i> |
| SC.PS.4d | Know objects can be described in terms of the materials they are made of and their physical properties | <i>Know objects can be described by physical properties</i> |
| SC.PS.4e | Know that the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies | <i>Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies</i> |
| SC.PS.4f | Recognize the apparent position of the moon, as seen from earth, and its actual position relative to earth changes in observable patterns | <i>Recognize the position of the moon as seen from earth, and its actual position relative to earth changes in observable patterns</i> |

| Earth Sciences | | Inline Summary Form |
|-----------------|--|--|
| SS.ES.5 | The student understands that Earth is composed of land, air, and water. Students will: | <i>Understand Earth is composed of land, air and water</i> |
| SS.ES.5a | Recognize that changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants | <i>Recognize changes in weather occur daily and seasonally</i> |
| SS.ES.5b | Know sunlight can be blocked to create shadows | <i>Know blocked sunlight creates shadows</i> |
| SS.ES.5c | Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved | <i>Identify Earth resources that are used in everyday life and understand conservation</i> |
| SS.ES.5d | Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms | <i>Know characteristics of landforms</i> |
| SS.ES.5e | Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. | <i>Explore and investigate the Law of Gravity</i> |
| SS.ES.5f | Recognize the repeating pattern of day and night | <i>Recognize the repeating pattern of day and night</i> |
| SS.ES.5g | Recognize that the sun can only be seen in the daytime | <i>Recognize the sun can only be seen in the daytime</i> |
| SS.ES.5h | Observe that sometimes the moon can be seen at night and sometimes it can be seen during the day. | <i>Observe the moon may be seen during the day or at night</i> |

English Language Development

Starfall recognizes an English language learner as a child who comes to school with a first language other than English, and who is in the process of learning English as a second language. The Starfall Curriculum incorporates strategies that ensure all children, including English language learners, are introduced to skills in a way that results in their success. Everything in a Starfall kindergarten classroom is conducive to learning English. However, it is necessary to make accommodations to the curriculum for English language learners. Many of the following suggested activities, which are components of the Starfall Kindergarten Curriculum, should be emphasized for the English language learner.

To assist English language learners:

- Use cooperative learning strategies such as partnering children with English first language learners.
- Use movement, music, rhymes, finger plays, and visual representation.
- Allow children to point to picture symbols to express their needs.
- Provide hands-on manipulative experiences.
- Use descriptive words.
- Use flow charts with pictures.
- Have concrete objects available for children to hold and explore.
- Invite children to participate by pointing to familiar objects in shared reading texts.
- Observe children's physical movements (e.g., standing close to something they may want).
- Offer a parent workshop to teach how to use *Starfall.com* at home to create an important bridge between home and school. This also assists parents who are trying to learn English.

Phonemic Awareness

English language learners will experience some sounds that are familiar to them and others that are new and must be learned. Each sound is explicitly taught and reviewed throughout the year. ELL comment boxes in the lesson plans provide information related to sounds that are not present in other languages and therefore must be emphasized for English language learners. It is important to provide additional opportunities for repetition and time to explore these sounds. The *Starfall.com* online component provides additional independent practice which affords many opportunities for children to hear and interact with the sounds.



To assist English language learners:

- Play "Clap, Snap, Stomp." Show and identify a picture. Reinforce syllables by having children clap for the first syllable, snap for the second, stomp for the third, then say the whole word. This serves to add new vocabulary as well as to reinforce the concept that words can be broken into syllables. For shorter words use just the clap, snap, or stomp.
- Utilize the *Starfall Sing-Along* and *Nursery Rhymes* CDs to provide additional practice with rhyming words. Singing is a universal and safe way for children to interact with language.
- Partner an English speaker with an English language learner. Say a sound and instruct children to repeat it to their partners.
- Incorporate role playing / modeling.

Phonics

As children hear and practice individual sounds, they will transfer this knowledge to printed language. The Starfall Curriculum provides lesson plans, printed materials, games, and computer activities for all learners; however they are particularly helpful for the English language learner. The sequential pre-decodables and decodable books afford the English language learner numerous opportunities to review letters, sounds, blending, sentence structure, and reading.

Refer to the frequent ELL notations in the Teacher's Guide when introducing a new sound. This will provide specific information regarding English sounds that are not present in French, German, Spanish, Tagalog, Vietnamese, and Mandarin Chinese.

To assist English language learners:

- Individualize the computer activity session for English language learners by having them spend more time on the ABC section to hear/see the target letter/sound, especially when the sound differs in their native languages.
- Inform parents that www.Starfall.com is a free online tool to assist their children in practicing English.
- Label items in the classroom so the English language learner repeatedly associates the word with the object (include picture labels).
- Partner children. Distribute a Picture Card to each pair. Children take turns saying each sound, one at a time, and then blending those sounds together. Both children repeat each word to provide additional practice for the English language learner to hear the individual sounds in a word.
- Use American Sign Language hand signs to accompany letters in a word. This will provide another visual clue for letters/sounds.
- Reinforce communication in English.
- Build rapport with children for active engagement.
- Seek one-on-one work with an ESOL assistant/teacher if one is available in your school.

Vocabulary

As English language learners recognize and produce the sounds of English, they are simultaneously building vocabulary. One area of focus must be academic language, or words used by the teacher in providing directions or simple explanations. Often we assume children know the meanings of words, when in fact, they know them only in context. For English language learners this may be an additional challenge. Using hand gestures, sign language, and pictures along with verbal directions will provide beneficial clues to aid in understanding. Partnering an English language learner with an English speaker to share information provides assistance with the English language.

Literature is a critical component for developing fluency in English. Each literature lesson includes a vocabulary section. Comprehension depends on knowing ninety to ninety-five percent of the words in text. For English language learners we suggest including additional vocabulary words. Instructing children to indicate when an unfamiliar word is encountered in a selection will promote success.

To assist English language learners:

- Provide additional opportunities for English language learners to view the I'm Reading: Folk Tales and Fiction/Nonfiction sections of Starfall.com or the Starfall App. The "ear" function provides an audio version of the printed text, and pictures supply contextual information to support the story.
- Introduce new vocabulary prior to reading a selection, and discuss these words as they appear in the story.

- Record yourself reading target stories, and provide a listening center for children to hear and see the story read several times.
- Model correct pronunciation of words and usage rather than over-correcting.
- Create Word Detectives. Encourage children to indicate when they do not understand a word read in a selection or used in dialogue. Add these additional words to your Star Word Wall. If possible, provide a picture of the word, or dramatize it.
- Explain any idioms that might occur to ensure their meaning.
- If possible, have an older student who speaks the same language partner with a younger student to help translate. Provide them with guidelines for assisting each other.
- Flash the Picture Cards. Identify them and ask the class to repeat. Ask English language learners to share the word in their native languages.
- To provide a more intimate experience for the English language learner, partner him or her with an English speaker. Say a vocabulary word. Partners discuss its meaning then share with the class.
- Use concrete examples of vocabulary to make words meaningful.

Comprehension

Comprehension involves listening to and understanding verbal directions and instruction, as well as understanding stories. English language learners may struggle to comprehend what is asked of them, or miss the main content of instruction. To ensure that directions are understood, consider the use of the following techniques:

- Deliver instructions in small segments with pauses. Ask children to repeat each direction then share it with their neighbors (clustering).
- Demonstrate the instructions, or have a child perform the instruction as a model before the class is asked to follow them.
- Role play.

Quality literature provides all children with opportunities to learn and practice comprehension skills.

For the English language learner additional opportunities to interact with literature selections are necessary. Prior to reading a selection, it is preferable to informally introduce it to the English language learner. This provides opportunities to preview the story through the illustrations, and identify vocabulary that may be common to the English speaker.

To assist English language learners:

- Partner English speakers with English language learners for partner sharing, especially when reviewing or sharing the content of a story or class discussion.
- Encourage children to retell the story to one another.
- Respect the delay that some English language learners experience in the beginning. Provide some time to converse with these children, independent of classroom instruction, to maximize their comfort level for sharing.
- Ask all children to repeat answers to questions so the English language learner has several opportunities to hear and respond.



- Read the story, omitting some words, and have children chime in with the missing words.
- Dramatize selections. (Consider a drama/retelling center.) Picture walk and discuss literature before reading and questioning.
- Use all modalities to answer comprehension questions.

Writing

Writing is a social process for English language learners, just as it is for any other writer. Starfall introduces the writing process at a slow, sequential pace, in a risk-free environment. It is during a writing session that you will discover how well the English language learner has integrated phonics, vocabulary, and comprehension skills taught. A key component of Starfall writing lessons is individual interaction with each child as he or she writes. This not only provides support to the writer, but gives you the opportunity to address individual assistance in areas in which the child is struggling.

To assist English language learners:

- Provide additional teacher modeling in writing.
- Ask volunteers to share what they will be writing with the class to provide clues.
- Allow time for children to draw/sketch and label illustrations before writing to instill story sense.
- Ask the English language learner to tell you what he or she wants to write before making the attempt. This will afford an opportunity to assess sentence structure errors.
- Provide occasions for children to share their writings and praise one another. English language learners will learn much just from hearing and seeing other children's writings.
- Create a writing idea basket, with pictures that represent cultural experiences, as a writing motivator.
- Display a flow chart with pictures for children to use as inspiration for writing.