



Second  
Edition!

**Starfall**<sup>®</sup>  
**Kindergarten**  
ENGLISH LANGUAGE ARTS  
with SCIENCE and SOCIAL STUDIES

# Read Me First

## for Homeschool

### A Curriculum Overview

Kindergarten, the Starfall Way.....	3
Lesson Format.....	5
Scope and Sequence .....	6
Progress Monitoring .....	12
Recommended Literature.....	13
Daily Routines.....	14
Materials .....	16
Preparation and Setup .....	19
Starfall Standards and Benchmarks.....	21

This booklet is an introduction to the Starfall Kindergarten Teacher's Guide. The complete Teacher's Guide is available for download on [teach.Starfall.com](http://teach.Starfall.com). There you can find each week of lesson plans, along with supplementary materials, worksheet generators, and teacher tools.



The Starfall English Language Arts curriculum was designed with a classroom in mind. However, each lesson can be modified or adapted to your unique homeschool setting. For group activities, consider recruiting family members to help, inviting other homeschool parents and children to participate, or modifying the lesson to address target concepts. You may also participate directly with your child during “Partner Share” activities.

**Starfall Education Foundation** P.O. Box 359, Boulder, CO 80306 U.S.A.

**Email:** [helpdesk@starfall.com](mailto:helpdesk@starfall.com)

**Phone:** 1-888-857-8990 or 303-417-6414

**Fax:** 1-800-943-6666 or 303-417-6434

Copyright © 2018 by Starfall Education. All rights reserved. Starfall® and Starfall.com® are registered trademarks in the US, the European Union, and various other countries.

# 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 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 your learning space and provides opportunities for children to interact with Backpack Bear and enjoy the animated stories introduced.

Practice materials help to reinforce skills taught during your lessons.

## Built-In Professional Development

Our downloadable Teacher’s Guide (found on *teach.Starfall.com*) provides the information and confidence needed to create a dynamic balance between parent-directed instruction and child-directed learning. The scripted lesson plans clearly demonstrate how to preview and formally introduce skills, then create opportunities for your child 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 children understand what they are being asked to do. There is no need 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 parents to the skills your child has mastered and which skills to revisit. Starfall parents become keen observers. They understand the progression of their children, and they know when and how to modify lessons or topics to meet their needs.

Our Teacher’s Guide develops parent educators who adeptly sequence, pace, and tailor instruction to ensure the success of their children.

## Kindergarten Skills and Strategies

### Phonological Awareness & Phonics

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

You will deliver sound and spelling relationships and high frequency words systematically, sequentially, and explicitly. 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

**Observe & Modify**  
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.

## Vocabulary

Our explicit vocabulary instruction helps broaden your child's knowledge and ensure the he or she becomes an inquisitive reader and an imaginative writer 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 parents model prosody, expression, and intonation when reading aloud to their children. The lesson plans ensure parents 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 varied scenarios. With a simple click, *Starfall.com* offers audio examples of fluent reading for most of the children's practice materials.

## Writing

Writing demonstrates a child's proficiency and comprehension. During writing sessions, Starfall parents interact with their children one-on-one, and informally assess how well their children have integrated phonics, vocabulary, and comprehension skills and strategies.

The lesson plans ensure opportunities for your child to share and discuss their own writing with family members and friends.

## Comprehension

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

Children work 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 when available. The curriculum encourages parents to facilitate, rather than lead, the conversation.



# Lesson Format

Our easy-to-follow lesson plans include whole group, small group, and independent practice activities. In a homeschool environment, modify these activities to parent instruction, child participation, and independent practice.

## Days 1-4 Schedule

**10 Minutes** Magic Writing Moment

**5 Minutes** Phonemic Awareness/Phonics Warm-Up

1

**30 Minutes**

Session 1, Teacher/Child

2

**60 Minutes**

Session 2, Teacher/Child

Modify the independent practice activities and computer time appropriately to fit your situation.

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

3

**30 Minutes**

Session 3, Teacher/Child

## 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**

Administer assessments, then your child may work independently in six Learning Center rotations of 12-15 minutes each.

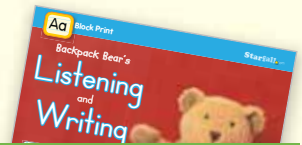
The margins contain helpful hints, reminders, and Standards and Benchmarks






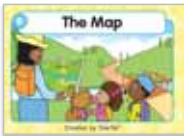





Required materials are pictured for easy reference.

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	<b>Making Friends</b>	Bb	me see		
	2	<b>Learning About Rules</b>	Aa	a A for is		1-Bb is for Ball 2-Initial/Final /b/ 3-Aa is for Apple
Unit 2 Things Change	3	<b>Time</b>	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	<b>Seasons &amp; Weather</b>	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	<b>Colors</b>	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	<b>Our Families</b>	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	<b>Our Community</b>	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	<b>How Our Community Works</b>	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	<b>How Our Country Works</b>	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	<b>Our Country, Our Land</b>	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**

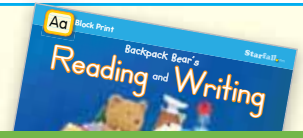
**Doing Our Part!**

W	Theme Focus	Phonics	HF Words	Pre-decodable Book	Listening & Writing
11	<b>Our Environment</b>	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	<b>Citizens &amp; Their Actions</b>	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	<b>Plants</b>	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	<b>The Earth, The Sun, and The Moon</b>		my our your look		58-Review Initial/Final 59-Rhyming Words 60-Blending 61-Read & Write
15	<b>Our Solar System</b>	/sh/, /th/, /ch/, /wh/	let's say one		62-Encoding 63-I Know My ABCs 64-Certificate






**Unit 6**

**Mammals**


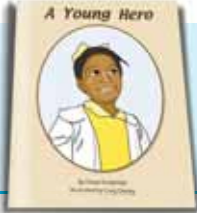


W	Theme Focus	Phonics	HF Words	Decodable Book	Reading & Writing
16	<b>The Animal Kingdom</b>	/a/ _a_	goes into off why		1-Initial/Medial /a/ 2-Word Family _an _at 3-Label with /a/ words
17	<b>Mammals</b>	Long A Silent E /th/ th	that this there they		4-see, the, is, for, has, on 5-Complete Sentence 6-Punctuation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

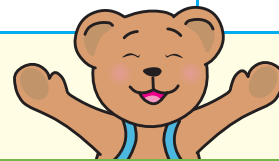
**Unit 7**

**Birds**

19	<b>Birds</b>	/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	<b>Flight</b>	/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	<b>More About Birds</b>	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)
Miss Rumphius by Barbara Cooney	It's Earth Day, Dear Dragon	John Muir 
	A Young Hero America the Beautiful 	Martin Luther King, Jr. Rosa Parks 
	Backpack Bear's Plant Book 	
	Why The Sun and The Moon Live in The Sky	



2nd Semester



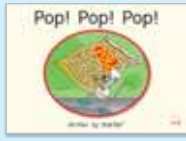
Recommended Literature*	Starfall Books and Posters	Historical Figures
The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don Wood	Backpack Bear's Mammal Book The Animal Kingdom Poster Vertebrates (Animals <u>with</u> Backbones) Poster 	
The Giant Jam Sandwich by John Vernon Lord	Mammal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

Zac the Rat

Peg the Hen

**Unit 8**

**How Animals Live**

W	Theme Focus	Phonics	HF Words	Decodable Book	Reading & Writing
22	<b>What Animals Need</b>	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	<b>Exercise</b>		work works of were		27–Review Initial/Final 28–Possessive Nouns 29–he, they, little, do, with 30–Word Family _og _ock
24	<b>The Five Senses</b>	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	<b>Reptiles</b>	/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	<b>Fish</b>		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	<b>Amphibians</b>		out about live very		47–Blending medial /i/ 48–Quotation Marks 49–Blending medial /i/ 50–Blending

**Unit 10**

**Invertebrates**

28	<b>Invertebrates</b>	/u/ _u_	went by now how		51–Initial/Final /u/ 52–Rhyming Pairs /u/ 53–have, there, her, look, here, my, his
29	<b>Insects</b>		eat make take		54–Read & Write 55–where, were, was 56–Review Th, Sh, Ch, Wh
30	<b>Butterflies</b>	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	<b>Culmination Week</b>				63–Writing 64–Certificate

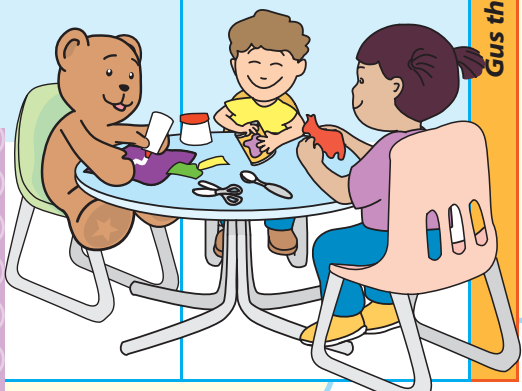
Recommended Literature*	Starfall Books and Posters	Historical Figures
<i>The Three Little Pigs</i> by Patricia Seibert	Wolves	
<i>One Fine Day</i> by Nonny Hogrogian	<i>Mox's Day</i> Chapter Book	
<i>The Popcorn Book</i> by Tomie dePaola	<i>How I Know My World: A Book About the Senses</i> <i>Helen Keller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

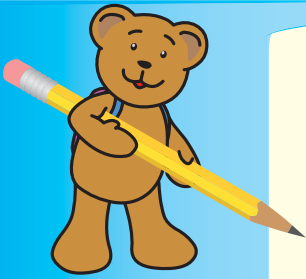
Mox the Fox

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 you to substitute your favorite books in place of our recommendations.





# Assessment & Biweekly Progress Monitoring

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

## Assessment

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

## 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. Indicate items mastered on the first attempt, keep a record of errant responses, 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 public libraries, or available inexpensively online or from local bookstores.

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 at the end of 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 child, 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](http://teach.Starfall.com).

You decide how and when to reveal Backpack Bear's messages. Parents 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 parents 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 their 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 child become familiar with the ASL alphabet, fingerspell the names of the months together 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. Your child will supply the correct day card to complete each sentence.

Practice these and related skills, such as months, days, seasons, and dates, online at [Starfall.com](http://Starfall.com): "Calendar."



## Observe the Weather

By charting the daily weather, a child learns to organize information, analyze trends, and make predictions based on the information in his or her 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 child becomes a meteorologist and 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?

**Note:** If you are also using the Starfall Kindergarten Math Curriculum, this procedure is outlined there as well.



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

## Progress Monitoring

The Progress Monitoring Assessment Blackline Package, which can be downloaded from the Kindergarten ELA section of *teach.Starfall.com*, contains a Pre-Assessment, Mid-Assessment, and Post-Assessment. Please assess your 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.



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

# Materials

Our materials comprise a concise and elegant set of instructional and consumable products that can be used in multiple ways.

## Downloadable Teacher's Guide

31 weeks of instruction, plus assessment, blacklines, cards, and lesson plans for seasonal holidays. View and/or print the Teacher's Guide from [teach.Starfall.com](http://teach.Starfall.com)! Printed copies are also available for purchase on [store.Starfall.com](http://store.Starfall.com).



## Media

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

## Teacher Tools



## 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



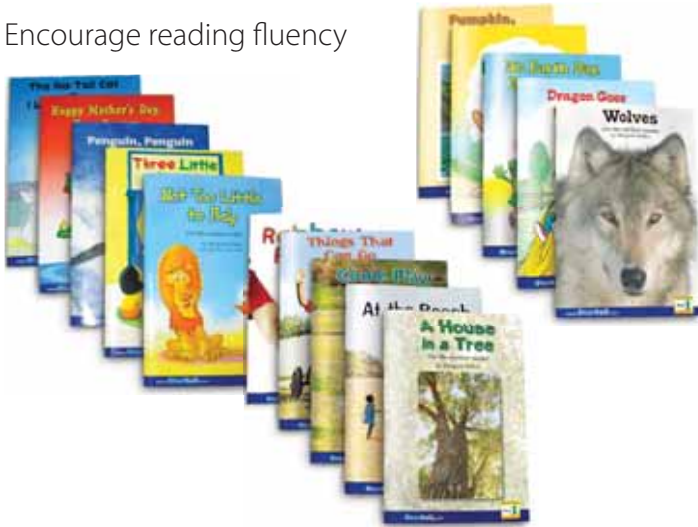
## Science and Social Studies - Books and Posters

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



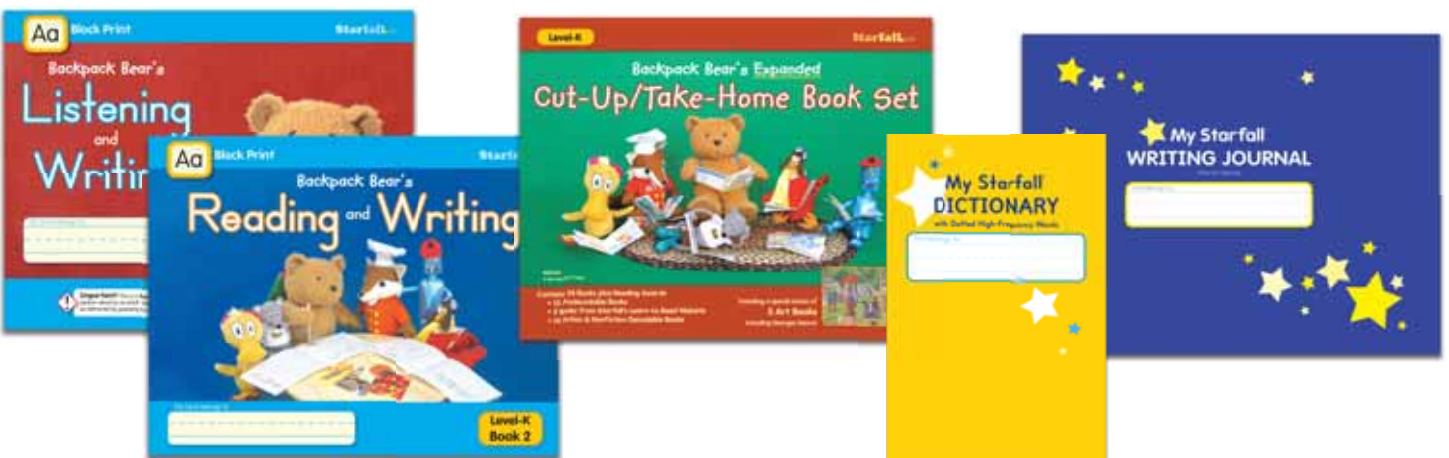
## Little Red Hen Chapter Book

Folk tales from around the world



## Children's Practice Book Set

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



# Preparation and Setup

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

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

Before you begin, 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. 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 will use them regularly.

## **Write Your Child's Name on Practice Books**

Use a permanent marker to write your child's name on the cover the practice books. He or she will reference your example when writing his or her own name.

## **Prepare the Cut-Up/Take-Home Books**

Tear out, fold, and staple each book, or teach your child how to assemble them.

## **Organize Picture and Word Cards**

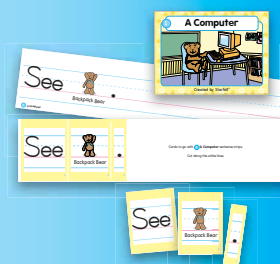
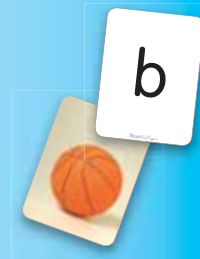
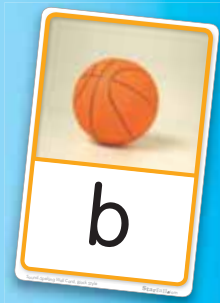
Organize the Word Cards according to the provided dividers. Familiarize yourself with the identity of each Picture Card as listed. Children must first hear the name of each picture spoken aloud by an adult. They can then focus on the sounds, and will not be distracted by guessing picture names.

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**

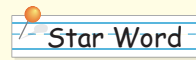
You will use Pre-Decodable Sentence Strips to introduce each story during the first semester. Organize the Pre-Decodable Cover Cards, Sentence Strips, and Word Cards by book. Cut apart the colored Sentence Strips into individual Word and Punctuation Cards. The Learn to Read Decodable Sequence Cards, 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 parents 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. You will use the Starfall Dictionary for this purpose.

You can easily generate each week's Vocabulary Cards using the Generator tool on *teach.Starfall.com*. 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. Homeschool parents 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 children.

## 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. This information will be used to authorize your computers or mobile devices.

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

### Have a membership:

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

### Have an Access Code:

- Click the "**Login**" 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:**)

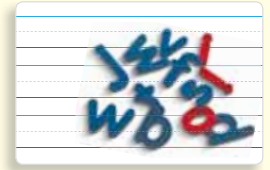
### Wish to Purchase a Membership:

- 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.

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

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.)

# Standards & Benchmarks

## Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
<b>PC.1</b>	Distinguish letters from words. Students will:	<i>Distinguish letters from words</i>
<b>PC.1a</b>	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
<b>PA.2</b>	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>
<b>PA.2a</b>	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
<b>PA.2b</b>	Distinguish rhyming and non rhyming words	<i>Distinguish rhyming and non rhyming words</i>
Vocabulary Development		Inline Summary Form
<b>VOC.3</b>	The student uses multiple strategies to develop vocabulary. Students will:	<i>Use multiple strategies to develop vocabulary</i>
<b>VOC.3a</b>	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
<b>VOC.3b</b>	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
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression. Students will:	<i>Demonstrate ability to read with accuracy and expression</i>
<b>FL.6a</b>	Read alphabet letters in random order with automaticity	<i>Read letters in random order</i>
<b>FL.6b</b>	Use appropriate intonation and expression during unison oral reading with the teacher	<i>Use appropriate intonation and expression during oral reading</i>
<b>FL.6c</b>	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
Literary Response & Analysis		Inline Summary Form
<b>LIT.RA.7</b>	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>
<b>LIT.RA.7a</b>	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>
<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
<b>LIT.RA.7c</b>	Make inferences based on titles	<i>Make inferences based on titles</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>LIT.RA.7e</b>	Make text to text connections	<i>Make text to text connections</i>
<b>LIT.RA.7f</b>	Identify cause and effect	<i>Identify cause and effect</i>

<b>Writing</b>		<i>Inline Summary Form</i>
<b>W.8</b>	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>
<b>W.8a</b>	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
<b>W.8b</b>	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>W.8d</b>	Print their names	<i>Print name</i>
<b>W.8e</b>	Write by moving from left to right and top to bottom	<i>Write moving from left to right and top to bottom</i>

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

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

<b>Technology</b>		<i>Inline Summary Form</i>
<b>TECH.11</b>	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>
<b>TECH.11a</b>	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
<b>Historical Inquiry and Analysis:</b>		
<b>SS.IA.1</b>	The student understands that events occur in a specific order. Students will:	<i>Understand events occur in a specific order</i>
<b>SS.IA.1a</b>	Develop an understanding of how to use and create a timeline	<i>Understand how to create and use a timeline</i>
<b>Historical Knowledge:</b>		
<b>SS.HK.2</b>	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>
<b>SS.HK.2a</b>	Compare and contrast life in the present with life in the past	<i>Compare and contrast life in the present and past</i>
<b>SS.HK.2b</b>	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>
<b>SS.HK.2c</b>	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>
<b>SS.HK.2d</b>	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>
<b>SS.HK.2e</b>	Recognize the importance of national and state symbols	<i>Recognize importance of American symbols</i>
<b>SS.HK.2f</b>	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>
<b>SS.HK.2g</b>	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>
<b>SS.HK.2h</b>	Recognize the contributions of important historical figures	<i>Recognize importance of important historical figures</i>
<b>SS.HK.2i</b>	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
<b>SS.CT.3</b>	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>
<b>SS.CT.3a</b>	Understand the concepts of morning and afternoon	<i>Understand concepts of morning and afternoon</i>
<b>SS.CT.3b</b>	Put events in temporal order using a calendar	<i>Put events in temporal order</i>
<b>SS.CT.3c</b>	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>
<b>SS.CT.3d</b>	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>

<b>Geography</b>		<i>Inline Summary Form</i>
<b>The World in Spatial Terms</b>		
<b>SS.ST.4</b>	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>
<b>SS.ST.4a</b>	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>
<b>SS.ST.4b</b>	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>
<b>SS.ST.4c</b>	Identify traffic and map symbols	<i>Identify traffic and map symbols</i>
<b>SS.ST.4d</b>	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>
<b>SS.ST.4e</b>	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>
<b>Economics</b>		<i>Inline Summary Form</i>
<b>Beginning Economics</b>		
<b>SS.E.5</b>	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>
<b>SS.E.5a</b>	Identify United States coins and their values	<i>Identify coins and their values</i>
<b>SS.E.5b</b>	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>
<b>SS.E.5c</b>	Understand that people work in jobs in which they produce services	<i>Understand people work in jobs that produce services</i>
<b>SS.E.5d</b>	Recognize jobs people do at their school and in their community	<i>Recognize jobs people do in their school and community</i>
<b>Civics and Government</b>		<i>Inline Summary Form</i>
<b>Foundations of Government, Law and the American Political System:</b>		
<b>SS.CG.6</b>	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>
<b>SS.CG.6a</b>	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>
<b>SS.CG.6b</b>	Explain the purpose and necessity of rules and laws at home, school and community	<i>Know the purpose of rules and laws</i>
<b>SS.CG.6c</b>	Understand the characteristics of being a good citizen	<i>Know characteristics of being a good citizen</i>
<b>SS.CG.6d</b>	Know the importance of taking responsibility for one's own choices and actions	<i>Know importance of taking responsibility for choices and actions</i>
<b>SS.CG.6e</b>	Understand that a responsibility is a duty to do something or not to do something	<i>Understand responsibility</i>
<b>SS.CG.6f</b>	Recognize the benefit of fulfilling responsibilities	<i>Recognize the benefit of fulfilling responsibilities</i>
<b>SS.CG.6g</b>	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
<b>SC.IE.1</b>	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>
<b>SC.IE.1a</b>	Communicate observations orally and through drawings	<i>Communicate observations</i>
<b>SC.IE.1b</b>	Conduct observations repeatedly over time and compare results	<i>Conduct observations over time and compare results</i>
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
<b>SC.IE.1d</b>	Observe changes in weather	<i>Observe weather changes</i>
<b>SC.IE.1e</b>	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>
<b>SC.IE.1f</b>	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>
<b>SC.IE.1g</b>	Become familiar with prediction and probability	<i>Understand prediction and probability</i>
<b>SC.IE.1h</b>	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>
<b>SC.IE.1i</b>	Notice changes that occur in one's self and the environment	<i>Notice changes in self and environment</i>
Life Sciences		Inline Summary Form
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
<b>SC.LS.2a</b>	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>
<b>SC.LS.2b</b>	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>
<b>SC.LS.2c</b>	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>
<b>SC.LS.2d</b>	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>
<b>SC.LS.2e</b>	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
<b>SC.FM.3</b>	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>
<b>SC.FM.3a</b>	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>
<b>SC.FM.3b</b>	Investigate that things move in different ways, such as fast, slow, etc.	<i>Investigate how things move (fast, slow, etc.)</i>
<b>SC.FM.3c</b>	Describe the relative position of objects using one reference	<i>Describe relative position of objects</i>
<b>SC.FM.3d</b>	Recognize that forms of energy have a source, a means of transfer (work and heat) and a receiver. <b>Note:</b> 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
<b>SC.PS.4</b>	The student understands that properties of materials can be observed. Students will:	<i>Understand properties of material can be observed</i>
<b>SC.PS.4a</b>	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>
<b>SC.PS.4b</b>	Know water left in an open container evaporates	<i>Know water evaporates</i>
<b>SC.PS.4c</b>	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>
<b>SC.PS.4d</b>	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>
<b>SC.PS.4e</b>	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>
<b>SC.PS.4f</b>	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
<b>SS.ES.5</b>	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>
<b>SS.ES.5a</b>	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>
<b>SS.ES.5b</b>	Know sunlight can be blocked to create shadows	<i>Know blocked sunlight creates shadows</i>
<b>SS.ES.5c</b>	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>
<b>SS.ES.5d</b>	Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms	<i>Know characteristics of landforms</i>
<b>SS.ES.5e</b>	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>
<b>SS.ES.5f</b>	Recognize the repeating pattern of day and night	<i>Recognize the repeating pattern of day and night</i>
<b>SS.ES.5g</b>	Recognize that the sun can only be seen in the daytime	<i>Recognize the sun can only be seen in the daytime</i>
<b>SS.ES.5h</b>	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>

