



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
**Our Country,
Our Land**
Unit 4 • Week 10

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

If you have questions or comments, please contact us.

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Our Country, Our Land

Unit 4 • Week 10

Week 10

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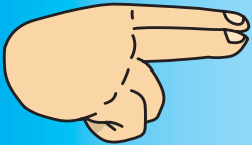
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Week 10 Overview

Our Country, Our Land

This week the children will learn about some of our national symbols through story and song. They will also discover some of our country's landforms and view them through the eyes of water droplets, in a fictional class story which they help write. This week we will:

- be introduced to the water cycle and conduct several experiments.
- learn about Hh /h/ and Ww /w/.
- discover the environment.

Starfall Books & Other Media

ABC Rhyme Book

America the Beautiful

At the Library

Precipitation by Stephen Allen

Star Writer Melodies

Sing-Along Volume 1

Water Cycle Poster

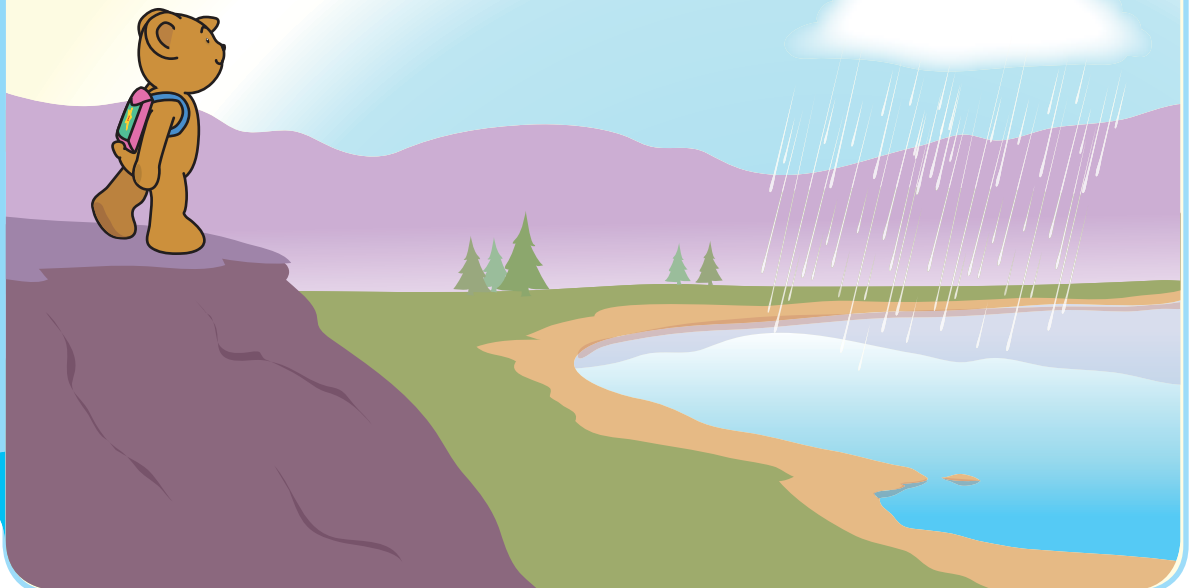
I Am Your Flag

Where Oh Where is Backpack Bear?

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

Post the Essential Questions Cards for Unit 4. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 10. You will use *grain, mountain, plain, everglades, beach, sea, evaporation, condensation, and precipitation* on Day 1, and *environment* and *nature* on Day 4.

Day One

Prior to today's Phonological Awareness session, hide Backpack Bear from the children's view.

You will need a glass of water to introduce the water cycle in Session 2. For today's Activity, gather several classroom books related to landforms.

Day Two

You will conduct water cycle experiments today. These experiments require:

- Evaporation—two clear plastic cups of the same size, one filled with hot water
- Condensation—an empty cup, ice cubes, and a newspaper

Day Three

Generate a "Word Search" worksheet for each child for today's Activity, using high frequency words from Weeks 1 through 9. (Select "Across Only.") The children will also each need a copy of *At the Library* (Take-Home Book 9).



Day Four

For Session 2, generate a "Word Graph" worksheet titled *At the Library* using the words *and, come, said, the, to, with, has, and want* for each child. Each child will also need a "Picture-Sound" worksheet for *Hh* and *Ww* for today's Activity.

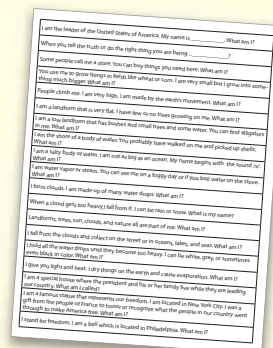
For Session 3 you will need the illustrations from Session 1, a globe or world map, a towel and non-menthol shaving cream.

Day Five

For today's Magic Writing Moment prepare a sheet of chart paper by creating column headings *Hh* and *Ww*.

Prepare a copy of the "Vocabulary Riddles" blackline (found in your supplements package or downloaded from teach.Starfall.com). Cut the riddles apart and place them in a basket or container for Session 2.

Generate a "Color by Word" worksheet for Week 10 for each child.



Day 1

I love my country,
the United States
of America. It is so
beautiful.

Your pal,
Backpack Bear

Day 2

I always wondered how
the water got up in the
clouds! I loved learning
about the water cycle.

Your friend,
Backpack Bear

Day 3

You are such great
writers! I'm so glad I
am part of this class!

Love,
Backpack Bear

Day 4

I took a walk outside
last night. I love nature.
What do you like best
about the outdoors?

Love,
Backpack Bear


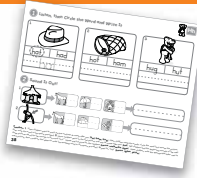
Day 5

We have an amazing
earth! Learning about
nature was so much
fun!

Your pal,
Backpack Bear

DAY One

DAY Two

Magic Writing Moment	Punctuation Anchor Chart	Count words in sentences
Reading Phonological Awareness Phonics High-Frequency Words Comprehension Print Concepts	L&W, p. 37 Position Words Hh /h/  Comprehension Skills: Cause/Effect Identify Genre (poetry) Opposites	L&W p. 38 Blend sounds Beginning, Ending sounds  Comprehension Skills: Cause/Effect Comprehension Strategy: Predict/Verify
Computer	"Calendar" "Colors"	ABCs: Hh, Nn, Ww, Ii BpB's Books: Concepts, "Weather"
Activity	Draw and Label Landforms	Use magnetic letters or play dough to form high frequency words
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>America the Beautiful,</i> <i>Precipitation, I Am your Flag</i> "Open Them, Shut Them" "Hh Horse Rhyme" "Letter March Song Hh" Vocabulary: grain, mountain, plain, everglades, beach, sea, evaporation, condensation, precipitation Water Cycle	<i>Precipitation</i> Sharing in complete sentences Review: evaporation, condensation, precipitation Water Cycle experiments
Writing		Write about a water cycle experiment performed in class
Social Studies	Recognize national symbols and types of landforms	
Science	Know water changes state and open water evaporates	Know water changes state and open water evaporates. Sort objects by one attribute

DAY Three

Find "Inside Words"

L&W, pp. 39, 40

Ww /w/

HF Words:

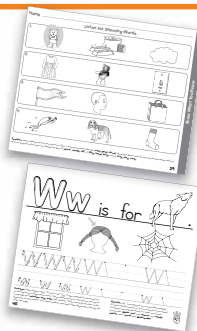
as, has, want

Rhyming

At the Library

Comprehension Skill:

Story Details (characters), Inference



DAY Four

Find What's Wrong
(Capital Letters/Punctuation)

L&W, p. 41

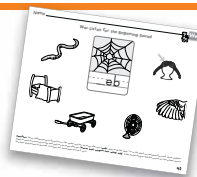
Beginning sounds

HF Words: a, and, come, go, I, in, it, me, said, see, the, to, we, with, has, want

Comprehension Strategy:

Visualize

At the Library



DAY Five

Review Hh, Ww

Beginning, Ending sounds

Comprehension Skills:

Story Details (setting)

Starfall Free Day

Copy water cycle diagram and draw one phase of water cycle

Sequence *At the Library*

"Color by Word" worksheet for Week 10

Teacher's Choice

Teacher's Choice

America the Beautiful
Precipitation

"Looby Loo"
"What's the Weather?"
"America the Beautiful"

Vocabulary Riddles

Write a shared story about the cyclical journey of a water drop

Know characteristics of landforms

Communicate observations orally and pictorially

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

RL.K.10 Engage in group reading activities

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Social Studies

SS.ST.4b Use positional words to describe relative location of people, places and things

Reading: Informational Text

RI.K.7 Describe the relationship between illustrations and text

Reading: Literature

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Social Studies

SS.HK.2e Recognize importance of American symbols

Science

SS.ES.5d Know characteristics of landforms

Magic Writing Moment**Materials**

- ☐ Individual whiteboards, markers
- ☐ Punctuation Anchor Chart

Punctuation: "What's Missing?"

Distribute individual whiteboards and markers. Indicate the Punctuation Anchor Chart and volunteers take turns to identify each punctuation mark (period, exclamation point, question mark, comma, quotation mark).

Say: **Watch as I write a sentence and notice what is missing.**

Write a sentence on the whiteboard and do not include punctuation.

Continue: **Write the missing punctuation mark on your whiteboard then hold it up.** The children do this. A volunteer identifies the missing punctuation and adds it to the sentence on the whiteboard. Repeat with additional sentences as time allows.

Phonological Awareness Warm-Up**Materials**

- ☐ Backpack Bear (hidden from children's view)

Position Words/Opposites

Ask: **Has anyone seen Backpack Bear? He must be hiding. Let's see if we can find him.**

The children search until they find Backpack Bear.

Gather the children together and say: **Backpack Bear likes to hide. Let's learn Backpack Bear's favorite hiding places. Let's think of words that describe where he is hiding.**

Place Backpack Bear in a variety of locations and assist the children to describe where he is hiding in relation to classroom objects. For example, Backpack Bear hides *under* a desk, *on* a bookshelf, *in* a drawer, *behind* the teacher, *next* to a computer, etc.

Engage the children in discussion to recall words that described where Backpack Bear was hiding.

Challenge the children to think of other positional words and allow them to "hide" Backpack Bear accordingly. The class describes his hiding locations.

1

Introduce *America the Beautiful*

Indicate the cover of *America the Beautiful*, and read the title.

Ask: **What symbol represents, or reminds us, of the United States of America? Yes, it's our flag.** Discuss the children's observations of the people on the cover. (They have different facial features, skin colors, and ways of dressing.)

Materials

- ☐ Vocabulary Cards: *grain, mountain, plain, everglades, beach, sea*
- ☐ Sing-Along Volume 1 Track 3, "America the Beautiful"
- ☐ *America the Beautiful*

Explain that many people from other countries have come to live in the United States.

Say: **The words in this book are a poem written by Katherine Lee Bates. People loved her poem so much that it was set to music and it became a national song called *America the Beautiful*.**

Read the book. Say: **Let's talk about the symbols in this book that remind us of our country.** Open to pages 12–13, and discuss the following:

- **White House** — where the president of the United States lives
- **Liberty Bell** — stands for freedom and is located in Philadelphia. It is not used now, but people used to ring the Liberty Bell to announce important events in early American history, including when a president was elected or died.
- **Independence Hall, Capitol Building, Mount Rushmore, Marine Corps Iwo Jima Memorial** — important symbols of our country that the children will learn more about as they grow older
- **Statue of Liberty** (page 19) — famous statue that represents freedom. It is located in New York Harbor. The statue was a gift from the people of France to recognize what the people in our country went through to make America free.

Say: **Our country has many different landforms. Landforms are the shapes of land, such as hills, fields, mountains, and beaches. Let's look through the book for landforms.**

Introduce these vocabulary words as landforms are identified.

mountain	land that is much higher than a hill (p. 2-3, 8-9)
grain	seeds that grow into plants (p. 6-7)
plain	flat land often used by farmers (p. 11)
everglades	swamp land that has bushes, trees, and water (p. 16)
beach	a sandy or gravelly part of the shore (p. 22)
sea	large body of salty water that is part of an ocean (p. 22-23)



Formative Assessment

Divide the children into two groups. Assign “landforms” to Group One and “symbols” to Group Two. Identify an illustration in the book. If it is a landform, Group One stands. If it is a symbol, Group Two stands.

Play *Sing-Along* Volume 1 Track 3, “America the Beautiful.” Display the related pages of the book as children sing the song.

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

Introduce the Water Cycle

Indicate a glass of water. Ask: **Can you guess how old this water is? The water in the glass, and all water, is as old as the earth. There is no new water. It is the same water moving all over the planet. The water in this glass might have been in the ocean last week. It could have fallen as rain 200 years ago. It might have even fallen over a waterfall!**

Ask: **What causes water to get around to all of these places?**

- **When water heats up, it becomes water vapor (steam) and moves up into the air. You can see this happen when water boils in a pot on the stove. The steam that rises is water vapor. What causes the water to move up into the air?** (heating)
- **When the water vapor cools down, it collects into water droplets. You see this when you look at a cloud or fog. What causes the water to collect together?** (cooling)
- **When many water droplets collect together in a cloud, the cloud becomes heavy and the water droplets fall to the ground as rain or snow, where it collects in lakes, oceans, and puddles. What causes the water to fall to the ground?** (The cloud becomes too heavy.)

Refer to the Water Cycle Poster as you explain:

When water heats up, we call it *evaporation*.

When water cools down, we call it *condensation*.

When water falls from the sky, we call it *precipitation*.

These three events make up the *Water Cycle*.

Repeat and omit the vocabulary word at the end of each statement for the children to supply.

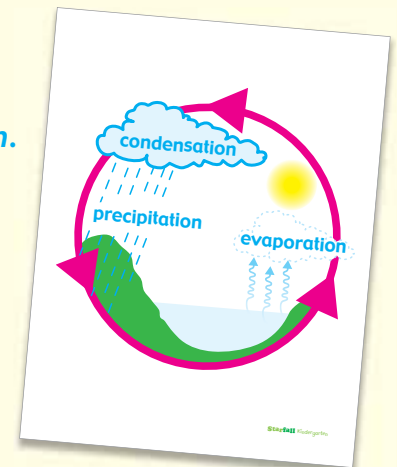
Indicate *Precipitation*. Say: **The author of this book is Stephen Allen. This book will help us learn about *precipitation*.**

Read the book including the enrichment on page 23.

Pause for children to discuss each page and ask questions.

Materials

- ☐ Vocabulary Cards: *evaporation*, *condensation*, *precipitation*
- ☐ *Precipitation* by Stephen Allen
- ☐ Water Cycle Poster
- ☐ Glass of water



Formative Assessment

Divide the children into three groups and distribute one Vocabulary Card *evaporation*, *condensation*, and *precipitation* to each group. All three groups sit on the floor.

The groups identify themselves by their Vocabulary Cards. Say: **Listen to the riddle. If your group is the answer to the riddle, stand. Ready?**

The clouds are dark and the wind is blowing. It's raining all over town. Which vocabulary word is it? (*precipitation*)

Spaghetti is boiling in a pot on the stove and steam is rising from the pot.
Which vocabulary word is it? (*evaporation*)

I'm thirsty and get a glass of cold water. The glass has been sitting out for a
little while. When I grab it, the glass feels wet. Which vocabulary word is it?
(*condensation*)

Computer

Practice

- "Calendar"
- "Colors"
- *Selected Nursery Rhymes*: Track 33, "Rain, Rain Go Away"

Activity

The children use ideas from books to illustrate and label a variety of landforms.

Materials

- ☐ Classroom books related to landforms
- ☐ *America the Beautiful*
- ☐ Large drawing paper
- ☐ Pencils, crayons

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Social Studies

SS.CT.3c Understand that calendars represent days and months

Writing

W.8c Draw and label

Science

SS.ES.5d Know characteristics of landforms

3

Introduce Hh /h/

Step One Introduce /h/ in the initial position

Read "Hh Horse" on page 19 of the *ABC Rhyme Book*.
Ask: **Which words in this poem rhyme? Yes, hay and day rhyme.** Volunteers identify other words that rhyme with *hay* and *day* (*say, play, way, stay, tray*, etc.).



Indicate the *horse* Picture Card. Say: **This is a picture of a horse. Say, horse. The word horse begins with /h/. Watch my mouth, /h/. Now you say /h/. The words *Hector, horse, hungry, hay, and hurried* begin with the same sound, /h/.**

(The children repeat, /h/.) **I will read the rhyme again. Listen for /h/ in the rhyme.** Read the rhyme again then repeat it in unison.

Step Two Discriminate /h/ in the initial position

The children stand. Say: **If you hear /h/ at the beginning of a word I say, hop up and down. If not, stand very still. Ready?**

fingers

hot

jump

hat

dig

hide

Materials

- ☐ *Listening & Writing Books*, p. 37
- ☐ Letter Cards: *H* and *h*
- ☐ Wall Card: *Horse /h/*
- ☐ Picture Card: *horse*
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Hector Horse

*Hector Horse was hungry
But hadn't any hay.
He hurried to the meadow
And nibbled grass all day.*

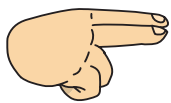
Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.2.A Recognize and produce rhyming words

Language

L.K.1.A Print upper- and lowercase letters



Display the Wall Card at the end of the lesson.

Step Three Connect /h/ to the spelling Hh

Teach the children the ASL sign for Hh. They sing "The Letter March" with the ASL sign for h and sound /h/.



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

Demonstrate the letter's formation as you write h on the board. The children sky write h several times.

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

hug	pop	puzzle	horn	house
-----	-----	--------	------	-------



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

Demonstrate the letter's formation as you write H on the whiteboard. The children sky write H several times.

Step Four Listening & Writing, page 37



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 37.

Complete the page together as you have similar pages.

Children often confuse lowercase n and h. Provide frequent opportunities for them to discriminate between these letters.

**Observe
& Modify**



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

ELL

Magic Writing Moment

Materials

- ☐ Whiteboards, markers
- ☐ Spacing Anchor Chart

Counting Words in Sentences

Indicate and review the Spacing Anchor Chart. Ask:

Why is it important to leave spaces between words?

On the whiteboard write: *I am on the log.* Ask the following questions and volunteers indicate the answers on the whiteboard.

- **Where do we start reading?**
- **Which way do we go next?**
- **Point to the first word in the sentence.**
- **Point to the last word in the sentence.**

Say: **Let's read the sentence together. How many words are in the sentence? Let's check by clapping for each word.**

Write and read: *I can see the fox.* Distribute individual whiteboards and markers.

Say: **Write the number that tells how many words are in the sentence.**
(The children do this.) **Let's clap and count to check your answers.**

Continue: **Let's try one more.** Repeat for *I can see the fox run on the log.*

Reading:
Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page by page

RF.K.1.C Understand that words are separated by spaces

Phonics Warm-Up

Blending

Distribute *Listening & Writing Books*, and the children turn to page 38.

Complete the page together as directed at the bottom.

Materials

- ☐ *Listening & Writing Books*, p. 38
- ☐ Pencils, crayons

Reading:
Foundational Skills

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Vocabulary Development

VOC.3a Listen to and discuss familiar and conceptually challenging text

VOC.3b Describe objects and events in general and specific language

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

SC.IE.1c Seek information through observation, exploration, and investigation



Water Cycle Experiments

Review *Precipitation*, page 23 and display Vocabulary Card *evaporation* in the pocket chart.

Say: **Let's try an evaporation experiment. Evaporation happens when the sun heats water from oceans, lakes and puddles. This heating causes the water to rise into the air in the form of steam. We call the steam water vapor.**

- Pass the empty cup so children can feel the dryness inside.
- Indicate the cup of hot water.

Say: **This cup has hot water in it. If we continued to heat the water in this cup, eventually all of the water would turn into water vapor and rise into the air, leaving the cup empty. This process is called evaporation. If I place this dry cup on top of the cup holding hot water, I can catch some of the water vapor.**

- Place the empty cup upside down on top of the cup filled with hot water and hold it there.
- The children observe the water vapor rising up to the top cup.
- Pass around the top cup and the children feel the steam inside it.

Explain: **As the water vapor rises into the air, it begins to cool and collect together into water droplets to form clouds. This is called condensation. Let's try a condensation experiment.** Display the Vocabulary Card *condensation* in the pocket chart.

- Pass the empty cup so children can feel it is dry on the outside.
- Place ice cubes in the empty cup, and set it on the newspaper.
- Observe the water droplets as they form on the outside of the cup, as well as the puddle that forms under the cup.
- Pass the cup so children can feel the condensation.

Say: **The ice cubes in this cup create cold air like the cold air high up in the sky. When the warm air in our room mixes with the cold air in the cup, beads of water form on the outside of the cup. This is called condensation. Did the water leak through the cup? No, the water we see on the cup is the water from the warm air in our room. It has collected on the outside of the cold cup!**

Ask: **Who noticed that the water dripped down the cup and formed a puddle? When condensation in a cloud becomes too heavy, the water falls back to earth as precipitation in the form of snow, hail, or rain.**

Materials

- | | |
|--------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> | <i>Precipitation</i> by Stephen Allen |
| <input type="checkbox"/> | Vocabulary Cards: <i>evaporation</i> , <i>condensation</i> , <i>precipitation</i> |
| <input type="checkbox"/> | Two clear plastic cups of the same size, one filled with hot water |
| <input type="checkbox"/> | An empty cup, ice cubes, and a newspaper |
| <input type="checkbox"/> | Pocket chart |



Formative Assessment

Indicate the *precipitation* Vocabulary Card.

Ask: **Who remembers the experiment with the cotton balls?** Review the experiment, reminding the children that when their cotton balls were very wet, they dripped.

Say: **When so much water collects that the cloud can't hold it anymore, it rains. If the air outside is very, very cold, the water droplets freeze on the way down and they become hailstones, sleet, or snow. We call rain, hail, sleet and snow precipitation.**

Explain that some water soaks into the ground for plants and some collects in oceans, lakes and puddles where animals like us can drink it. Water is always moving around as it changes through *evaporation*, *condensation*, and *precipitation*. We call this movement the *water cycle*.

2

Write About Experiments



Formative Assessment

Display the Vocabulary Cards and review the meanings of the *evaporation*, *condensation*, and *precipitation*. Use the cards to assist the children as they write about and illustrate one of the experiments conducted during Session 1. They will share them in Session 3.

Materials

- ☐ Vocabulary Cards: *evaporation*, *condensation*, *precipitation*
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons

Computer

- *Backpack Bear's Books: Concepts, "Weather"*
- *ABCs: H, N, W, I*

Practice

Activity

The children create high frequency words using magnetic letters or play dough.

Materials

- ☐ Magnetic letters or play dough
- ☐ High Frequency Word Cards:
come, said, to, with, like, the, you, we, am

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

W.8b Produce, illustrate and share writing

Science

SC.PS.4a Understand water can be liquid or solid and change back again

SC.PS.4b Know water evaporates

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.3.C Read common high frequency words by sight

Language

L.K.1.A Print upper- and lowercase letters

Science

SC.IE.1e Observe and describe weather changes using weather-related vocabulary

Materials

- ☐ Starfall Writing Journals
- ☐ Author's Chair

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts

SL.K.1.A Follow agreed-upon rules for discussions

SL.K.1.B Continue a conversation through multiple exchanges

Writing

W.8b Produce, illustrate and share writing

Author's Chair

The children take turns to share their water cycle experiment writings. After the first child shares, model how to compliment his or her writing, illustration, or presentation.

After each child shares, three volunteers may either ask the child a question or pay a compliment.

**No Formative Assessment**

Magic Writing Moment

Materials

☐ Whiteboard, markers

Finding "Inside Words"

Say: **Let's see if we can find "inside words."**

Write *can* on the whiteboard. Say: **This word is *can*. I see a word hidden inside the word *can*. Can you find it? Right, it is *an*. Let's try another one.** Write *little*. Ask: **Who can find the hidden inside word?** (it).

Say: **That was easy! Let's make this harder. I will write some letters without spaces between them. Try to find the words. Ready?** Write *mspdlikeopsze*. A volunteer circles the word "like."

Say: **Now let's make this super hard!** Write the following sequences of letters and volunteers circle the "inside" words.

j h p l k e n s e e
(see)

c a q s p o c a n b n e
(can)

y o u c m a v d f n c w
(you)

Reading:
Foundational Skills

RF.K.3.C Read common high frequency words by sight

Phonological Awareness Warm-Up

Materials

☐ Listening & Writing Books, p. 39

☐ Pencils, crayons

Listen for Rhyming Words

Distribute *Listening & Writing Books*, and the children turn to page 39.

Complete the page together as directed at the bottom.

Reading:
Foundational Skills

RF.K.2.A Recognize and produce rhyming words



1

Introduce Ww /w/

Step One Introduce /w/ in the initial position

Read "Ww Wolf" on page 49 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*free, me*) Volunteers identify other words that rhyme with *free* and *me* (*she, he, tree, three, etc.*).



Indicate the *wolf* Picture Card. Say: **This is a picture of a wolf. Say, wolf. The word wolf begins with /w/. Watch my mouth, /w/. Now you say /w/. I will read the rhyme again. Listen for words that begin with /w/.** Read the rhyme again. Ask: **Which words begin with /w/?** (*wild, wolf, will*)

Materials

☐ Listening & Writing Books, p. 40

☐ Letter Cards: W and w

☐ Wall Card: Wolf /w/

☐ Picture Card: wolf

☐ ABC Rhyme Book

☐ Pencils, crayons

Wolf

Wild wolf, wild wolf
Noble and free
You are so majestic
Will you howl for me?

Reading:
Foundational Skills

RF.K.2.A Recognize and produce rhyming words

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Step Two Discriminate /w/ in the initial position

The children stand. Say: **If you hear /w/ at the beginning of a word I say, give a “thumbs up.” If not, do nothing. Ready?**

we	ice	water	wish	queen	wait
----	-----	-------	------	-------	------

Step Three Connect /w/ to the spelling Ww

Teach the children the ASL sign for Ww. They sing “The Letter March” with the ASL sign for w and sound /w/.



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

Demonstrate the letter’s formation as you write w on the whiteboard. The children sky write w several times.

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

women	zebra	wig	violin	winter
-------	-------	-----	--------	--------

Say: **Here’s a way to help you remember /w/. Say, “wobble-u-dobble-u!”**
The children repeat.

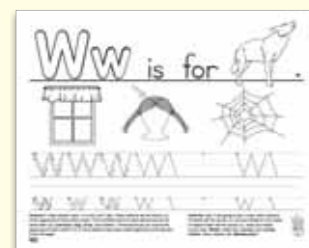


Indicate the W Letter Card. Say: **This is the uppercase letter W. The uppercase letter W and the lowercase letter w stand for /w/.** A volunteer locates Ww on the Alphabet Chart. Ask: **Are the letters W and w near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter’s formation as you write W on the whiteboard. The children sky write W several times.

Step Four Listening & Writing, page 40**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 40. Complete the page together as you have similar pages.



Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
a	b	c	d		f	g	h	i			l	m	n	o	p		r	s	t	u		w			

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

ELL

Display the Wall Card at the end of the lesson.

Introduce High Frequency Words: *as, has, want*

Indicate the High Frequency Word Card *want*. Say: **This high frequency word is *want*. Say, *want*. What sound do you hear at the beginning of *want*? (/w/) Let's name the other letters in *want*. Write *want* on your whiteboards.**

Say: **Listen to these sentences. If you hear the word *want*, raise your whiteboards.**

- I *want* to play in the rain.
- Do you *want* to swim or ride bikes?
- I like to climb mountains.

The children erase *want* from their whiteboards. Say: **Here are two more high frequency words.**

- Indicate and say the word *as*. Explain that the *s* in the word *as* stands for the sound /z/.
- The children say /z/ and then blend /a/ /z/ and say *as*.
- They write *as* on their whiteboards.

Say: **Close your eyes. I will add a letter to *as* to form a new word. When you open your eyes, raise your hand if you know the new word.** Indicate the Word Card, *has*. A volunteer identifies the new word.

Ask: **What should you add to the beginning of *as* to form the word, *has*? (h)**
The children add *h* to *as* on their whiteboards.

Say: **Let's change *has* back to *as*.** (The children erase *h*.) Remind them that both *as* and *has* have the sound /z/ at the end represented by the letter *s*.

Materials

- ☐ Individual whiteboards, markers
- ☐ High Frequency Word Cards
(two of each): *as, has, want*
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

Star Word

Display the new vocabulary on your Star Word Wall.

Formative Assessment

Distribute *Starfall Dictionaries*. Model writing the new high frequency words in your dictionary. The children trace *as, has, and want* in theirs.

Partner the children. The partners create sentences using *has*, and share their sentences with the class. Repeat for *as* and *want*. To review, play "Concentration" using pairs of Word Cards in a pocket chart.

Computer

- *Backpack Bear's Books*: Any previously introduced books
- *ABC Rhymes*: Hh, Ww

Activity

The children write their names on the word search, then find and circle the high frequency words. If there is additional time, they write high frequency words on the back.

Practice

Materials

- ☐ Generated Week 10 "Word Search" worksheet for each child
- ☐ Pencils

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page by page

RF.K.3.C Read common high frequency words by sight

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

**Reading:
Foundational Skills**

RF.K.1.A Follow words from left to right, top to bottom, and page by page

Fluency

FL.6b Use appropriate intonation and expression during oral reading

Media Literacy

ML.10 Use technology resources to support learning

Social Studies

SS.E.5b Match descriptions of work people do to related jobs in school, community and from historical accounts

**Introduce *At the Library***

Gather the children together and explain that you are going on a field trip. Say: **Guess where we are going.** (Volunteers guess.)

Say: **Backpack Bear has a riddle that will help you.**

library

I am thinking of a place you can go to find books about landforms. This place is in your town/city. You even have one in your school. It's a place where you can research information to learn about anything you want to know. You might go there to learn more about mountains and oceans. What place is it?

Materials

- ☐ Classroom computer
navigated to *Backpack Bear's Books: Row 9, "At the Library"*
- ☐ *At the Library* Take-Home Book
9 for each child
- ☐ Backpack Bear

Take the children to your school library or media center. Say: **We just took a trip to our library/media center.** Briefly discuss what they see and the purpose of the library/media center. Explain that a media center is another term for library.

Return to the classroom.

Introduce the story by navigating to *Starfall.com*, *Backpack Bear's Books: Row 9 Book, "At the Library."* Allow children to interact with and discuss the story.

Distribute *At the Library* to each child. The children discuss who the woman on the cover might be. Discuss the responsibilities of a librarian.

Before reading ask: **Why do you think Backpack Bear and his friend went to the library? Try to discover the answer to that question as we read the book.** (Answer: They went to find a book with mountains and rivers in it.)

Read the story and the children follow along in their books. Remind them that we call mountains, rivers, and oceans, landforms. Briefly discuss why Backpack Bear and his friend may have wanted a book about mountains and rivers.

The children read *At the Library* chorally. Say: **There are two characters in this story that talk to each other. When two people have a conversation, it is called a dialogue. Say, dialogue.**

- Divide the children into two groups. Group One reads the boy's dialogue and Group Two reads Backpack Bear's dialogue. Narrate as the children read only the dialogue. All of the children read the line, "We want to see a book with a mountain and a river in it."
- The children partner read *At the Library*. Suggest that each child take a character's part while reading.

**Formative Assessment**

Discuss the reasons people go to the library. The children share their library experiences.

Magic Writing Moment

Materials

☐ None

"What's Wrong?"

Say: **Let's play "What's Wrong?" Today we will switch. I will do kid writing and YOU do adult writing. Your job is to find what is wrong with my sentence.**

Write a sentence on the whiteboard that demonstrates:

- no spaces between words
- no capital letters at the beginning
- capital letters in the middle of words

Volunteers take turns to correct the sentence. Continue with additional sentences as time allows.

Reading:
Foundational Skills

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Phonological Awareness Warm-Up

Materials

- ☐ Listening & Writing Books, p. 41
- ☐ Sing-Along Volume 1 Track 39, "Wee Willie Winkie"
- ☐ Pencils, crayons

Beginning Sounds

Play *Sing-Along Volume 1* Track 39, "Wee Willie Winkie." Ask: **What sound do you hear at the beginning of Wee, Willie, and Winkie?** (/w/) **Let's listen for other words that begin with the same sound as Wee, Willie, and Winkie.**

Repeat the rhyme and children identify *windows* as another word that begins with /w/.

Distribute *Listening & Writing Books*, and the children turn to page 41. Complete the page together as directed at the bottom.

Wee Willie Winkie

Wee Willie Winkie runs through the town
Upstairs, downstairs, in his night gown
Rapping at the windows
Crying through the lock
Are the children all in bed?
I'll have you know it's eight o'clock!



Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Science

SC.IE.1c Seek information through observation, exploration, and investigation

SC.IE.1a Communicate observations

Vocabulary Development

VOC.3b Describe objects and events in general and specific language

1

Introduce the Environment

Indicate *America the Beautiful*. Ask: **Who remembers the landforms we saw in this book?** Volunteers list and discuss those they remember. Continue: **Landforms are part of our environment. What is environment?** (Volunteers respond.) **Environment means the world around us.**

Say: **Backpack Bear loves to go outside to observe nature. Nature means what is outside in our environment, such as clouds, trees, the sun, and animals. What other things could we observe in our environment, or in nature?** Discuss.

Materials

- ☐ Vocabulary Cards: *environment*, *nature*
- ☐ Drawing paper for each child
- ☐ *America the Beautiful*
- ☐ Pencils, crayons

Say: **Let's go outside and observe our environment.** Demonstrate as you say: **Remember to look up, down, left, right, and all around to observe as many things as possible in the outside environment. We will take paper with us so after you observe, you can illustrate what you saw.**



Formative Assessment

The children may illustrate while they are outside, or they may observe first and illustrate indoors. They will share their illustrations in Session 3.

2

At the Library

Reading: Foundational Skills

RF.K.1.C Understand that words are separated by spaces

RF.K.3.C Read common high frequency words by sight

Explain: **At the Library uses many high frequency words. I wonder which high frequency words are used most often. How can we find out?** Discuss.

Distribute *At the Library* and a word graph to each child:

Say: **One way to tell how many times a word was used is to create a graph. Look at the graph. What do you notice next to each word? (boxes) Each time we find the word in the story, we will color a box. Let's try one together.**

Say: **Look through your book and count how many times you see the word (first word on your graph). The children should include the title and the My High Frequency Word list at the end. How many times did you find ____? Put your finger on the word ____ on your graph. Color ____ boxes. That tells us that we found the word ____ times.**

Continue this process for each word until all of the words are graphed.

Materials

- ☐ *At the Library* Take-Home Book 9
- ☐ Generated "Word Graph" worksheet for each child
- ☐ Pencils, crayons



Formative Assessment

Analyze the graph, discussing the number of times each word is used. Compare numbers to determine which words were used the most, least, or same number of times.

Reading: Literature

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Language

L.K.1.A Print upper- and lowercase letters

Science

SC.IE.1e Observe and describe weather changes using weather-related vocabulary

Computer

- *Backpack Bear's Books*: Row 9
- *Talking Library*: Nonfiction, "America the Beautiful"

Practice

Activity

The children trace the letters, cut apart the pictures at the bottom of the page, and paste them under the appropriate letters. They may color the pictures.

Materials

- ☐ "Picture-Sound" worksheet
- "Hh," "Ww" for each child
- ☐ Pencil, crayons
- ☐ Scissors
- ☐ Glue sticks

3

Land and Water

Attach the chart paper to the whiteboard, and gather the children in front of it.

- The children share outside observation illustrations.
- As items in nature are identified, list them on chart paper.
- Number the responses as they are given. If responses are repeated, use tally marks.

Read the completed list. Encourage the children to add landforms or objects found in nature that weren't observed.

Indicate a globe or world map. Say: **When we look at a globe or a map, we can tell which parts of the earth are land and which parts are water by the colors. Blue represents water and other colors, mainly brown, green and yellow, represent the land.** Indicate several places on the globe or map and the children determine whether they are land or water.

Explain: **The earth is constantly changing. Most of the time, we don't notice the changes because they happen very slowly. It can take millions of years for changes to occur. There are seven big areas of land in the world called continents.**

Indicate Africa, Antarctica, Asia, Australia, Europe, North America, and South America on the globe or world map. Say: **At one time, many of the continents were joined together. The earth's surface has moved and shifted and when that happened, the land separated and water filled in between the land.**

Indicate Australia. Ask: **What do you notice about the continent of Australia?** (It is surrounded by water.) **When land is surrounded by water, we call it an island.** The children repeat, *island*.

Say: **One landform we saw in America the Beautiful was a mountain.**

To demonstrate how one kind of mountain is formed as a result of the earth shifting and moving, do the following.

- Spread a towel on a table or the floor.
- Place your hands flat on the two outer edges of the towel.
- Slowly move your hands together to demonstrate how the towel folds and lifts in places.

Explain: **There are different kinds of mountains, but all mountains are formed by movement of the earth's surface.**

Materials

- ☐ Non-menthol shaving cream
- ☐ Illustrations from Session 1
- ☐ Globe or world map
- ☐ Chart paper
- ☐ Towel

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Social Studies

SS.ST.4a Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes

Science

SS.ES.5d Know characteristics of landforms

SC.IE.1c Seek information through observation, exploration, and investigation

As children work with the shaving cream, it may begin to dissolve. Provide wet wipes to clean hands when the activity is complete.

Save the chart paper list. It will be used again on Day 5.

Formative Assessment

Say: **Let's create landforms and objects in nature using shaving cream.** Distribute shaving cream to each child to do this.

**Reading:
Foundational Skills**

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

**Reading:
Foundational Skills**

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

Magic Writing Moment**Materials**

- ☐ Prepared chart paper, marker

Review Hh and Ww

Review the sounds /h/ and /w/. Say: **Think of words that begin or end with /h/ and /w/ and I will write them on the chart paper.**

The children dictate words that begin or end with /h/ or /w/. Write the words on the chart paper then review the list with the children.

Phonological Awareness Warm-Up**Materials**

- ☐ Sing-Along Volume 1 Track 19, "Looby Loo"
☐ Backpack Bear

Identify Initial and Final Sounds

The children stand in a circle. Play and sing Sing-Along Volume 1 Track 19, "Looby Loo" and perform the described actions.

The children sit in a circle. Say: **Let's play a sound game. I will say a word. Then I'll say "beginning" or "ending" and you say the name of the letter that stands for the beginning or ending sound. Let's practice, mountain—beginning (m) ocean—ending (n).**

- A volunteer holds Backpack Bear.
- Play "Looby Loo" and children pass Backpack Bear around the circle in time with the music.
- Pause the recording and say a word from the list below and either "beginning" or "ending."
- The child holding Backpack Bear identifies the letter accordingly.

Beginning:

river	sea	plain	water	lake	field
precipitation	condensation	rain	sun	nature	beach

Ending:

grain	land	swamp	environment	water	mountain
-------	------	-------	-------------	-------	----------

1

Shared Oral Story

Read *Precipitation* indicating the different forms of water in the photographs, such as rain, steam, hail, and snow, and the environments in which water appears, city streets, field, backyard, mountain, and sky.

The children recall what happens to water in the water cycle.

Say: **Let's write a pretend story about the journey of a water droplet. We will work together to write it. First, let's decide if the water droplet is a boy or a girl, then we will name it. When we finish, we'll choose a title.**

Play *Star Writer Melodies* softly as you read the following story starter. Turn the music off when discussing ideas to complete the story.

Title (to be determined)

Once there was a water droplet named (Name). She and many other water droplets were part of a puddle in front of (your school's name). One bright, hot, sunny day (Name) felt something unusual happening. She was moving up and into the sky as steam. It was a strange feeling!

As (Name) rose higher and higher, the air around her became colder and colder. Suddenly, she and all of the other water droplets around her began to join together. (Name) had become part of a very large, white fluffy cloud! The wind carried the cloud with (Name) inside it farther and farther away from the school. She looked down and could see large oceans and beautiful plains filled with grain. She didn't recognize where she was.

It was very, very cold when (Name) felt herself drop out of the cloud. She fell quickly at first, but slowed down and floated gently toward the ground. She had become beautiful, fluffy, and white. "This must be how it feels to be a snowflake!" she thought. Just then (Name) landed on top of a mountain with many other snowflakes. She stayed there and rested for a long time.

Weeks later, on a very sunny, warm day, she got that steamy feeling again. (Name) moved up into the sky and joined other water droplets in a cloud. The wind blew the cloud to (another state or country). The next thing she knew...

The children continue the story from this point. They should provide the water droplet with many adventures in which she sees different landforms, lands in different states and countries, and experiences life as hail or rain. Note ideas as they are given. The children decide on a title for their story. Read the finished story aloud.

Materials

- ☐ *Precipitation* by Stephen Allen
- ☐ *Star Writer Melodies*
- ☐ Paper, pencil

Reading: Informational Text

RI.K.7 Describe the relationship between illustrations and text

Language

L.K.1.F Produce and expand sentences

Literary Response & Analysis

LIT.RA.7a Create or present poetry, drama, art, or personal response to text or theme

Writing

W.8a Create a group draft scripted by the teacher

Science

SC.PS.4a Understand water can be liquid or solid and change back again



Formative Assessment

The children dramatize the story, pretending to be the water droplets. They crouch low as the water droplet, pretend to rise up, move in the breeze or wind, become cold, look down, and float down, etc.

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

Writing

W.8 Write and draw for a variety of purposes and audiences

Science

SC.PS.4a Understand water can be liquid or solid and change back again

Reading:**Foundational Skills**

RF.K.3.C Read common high frequency words by sight

RF.K.1.C Understand that words are separated by spaces

Listening & Speaking

LS.9c Relate an experience in sequence

Reading:**Foundational Skills**

RF.K.3.C Read common high frequency words by sight

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

Water Cycle

2

The children use the Water Cycle Poster as a model to reproduce part of the water cycle diagram by illustrating a cloud, rain, snow, or steam rising from a lake or puddle, on the lined portion of a writing journal page.

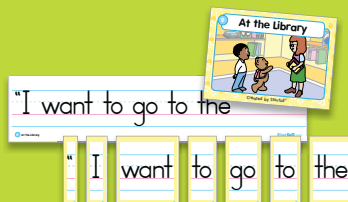
Materials

- ☐ Pencils, crayons
- ☐ Water Cycle Poster
- ☐ *Starfall Writing Journals*

Sequence “At the Library”

3

The children sequence *At the Library* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.

**Materials**

- ☐ Pocket chart
- ☐ *At the Library* Cover Card, Sentence Strips, Word Cards
- ☐ *At the Library* for each child

“Color by Word”

4

The children practice high frequency words by completing the “Color by Word” worksheet for Week 10.

Materials

- ☐ Pencils, crayons
- ☐ “Color by Word” worksheet for Week 10 for each child

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Vocabulary Challenge

Play *Sing-Along Volume 1 Track 3* and the children sing "America the Beautiful" as you display the pages of *America the Beautiful*.

Divide the children into five teams and designate a leader for each team. Say: **Let's play a vocabulary riddle game. Listen carefully to how this game is played. Your team leader will draw a riddle from this basket, and I will read it. Your team will discuss its answer, and the team leader will give a response. All teams should listen to the riddle and discuss the answer because if a team gives the wrong answer, your team may have a chance to give the right one.**

- Team 1 has the first chance to answer a riddle. If the team's answer is incorrect, the team leader chooses another team to answer.
- Team 2 gets the next riddle and the game continues.
- Once all of the teams have drawn and responded, designate a new team leader for each team.

Materials

- ☐ *Sing-Along Volume 1 Track 3*, "America the Beautiful"
- ☐ *America the Beautiful*
- ☐ Vocabulary "Riddles"
- ☐ Basket or container

If you have an extra child, he or she could act as the scorekeeper or as your assistant.

Observe & Modify

I am the leader of the United States of America. My name is (Current president's name). What am I?

president

When you tell the truth or do the right thing you are being ____.

honest

Some people call me a store. I am where you can buy things you need. What am I?

market

You use me to grow things in fields like wheat or corn. I am very small but I grow into something much bigger. What am I?

grain

I am very tall but some people climb me. I was created because of the earth's movement. What am I?

mountain

I am a landform that is very flat. I have few or no trees growing on me. What am I?

plain

I am a low landform that has bushes and small trees and some water. You can find alligators in me. What am I?

everglades

I am the shore of a body of water. You probably have walked on me and picked up shells. What am I?

beach

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts

SL.K.1.A Follow agreed-upon rules for discussions

SL.K.1.B Continue a conversation through multiple exchanges

Language

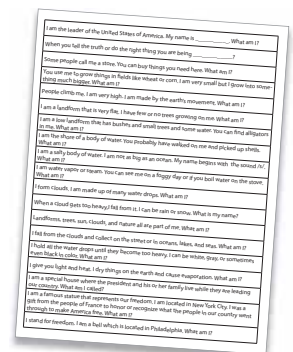
L.K.6 Use acquired words and phrases

Social Studies

SS.HK.2e Recognize importance of American symbols

Science

SS.ES.5d Know characteristics of landforms



I am a salty body of water. I am not as big as an ocean. My name begins with the sound /s/. What am I?	sea
I am water vapor or steam. You can see me on a foggy day or if you boil water on the stove. What am I?	evaporation
I form clouds. I am made up of many water drops. What am I?	condensation
When a cloud gets too heavy, I fall from it. I can be rain, hail or snow. What is my name?	precipitation
Landforms, trees, the sun, clouds, and nature all are part of me. What am I?	environment/ nature
I fall in liquid drops from the clouds and collect on the street or in oceans, lakes, and seas. What am I?	rain
I hold the water drops until they become too heavy. I can be white, gray, or sometimes even black in color. What am I?	cloud
I give you light and heat. I dry things on the earth and cause evaporation. What am I?	sun
I am a special house where the president and his or her family live while they are leading our country. What am I called?	White House
I am a famous statue that represents our freedom. I am located in New York Harbor. I was a gift from the people of France to honor, or recognize, what the people in our country went through to make America free. What am I?	Statue of Liberty
I stand for freedom. I am a bell that is located in Philadelphia. What am I?	Liberty Bell



No Formative Assessment