



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with **SCIENCE** and **SOCIAL STUDIES**

Teacher's Guide

Time

Unit 2 • Week 3

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

If you have questions or comments, please contact us.

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

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Time

Unit 2 • Week 3

Week 3

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Week 3 Overview

Time

The children will learn about the calendar and days of the week through books, songs, and rhymes. They will become familiar with the signs for the days of the week using American Sign Language.

This week we will:

- learn about *Tt* /t/ and *Pp* /p/.
- use our *Starfall Writing Journals*.
- learn high frequency words *the*, *The*, *an*, *at*.

Starfall Books & Other Media

Sing-Along Volume 1

Backpack Bear's ABC Rhyme Book

Listening & Writing Books

ASL Poster: Days of the Week

Starfall Writing Journals

Starfall Dictionaries

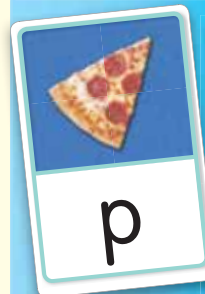
Take-Home Book 2, *At School*



Literature Selections

Today Is Monday—Author Eric Carle is also an artist. Sometimes he draws hundreds of pictures for just one book. He keeps drawing pictures until they feel just right. Then he paints tissue paper with different colors using brushes or his fingers. When the paper is dry, he cuts out strips to make a picture and glues them on a board. Making pictures in this way is fun but messy. It's how he illustrates all of his books. Eric Carle likes cats. He was born in New York but went to school in Germany. He moved to Massachusetts but retired to a winter home in Florida and a summer home in North Carolina.

Chicka Chicka Boom Boom—Author John Archambault is also a singer, songwriter, storyteller and musician. He likes to mingle the jingle with the rhythm and the rhyme. He learned to love the sound of words from his Montana grandmother, Rose, who read stories to him when he was young. In the third grade, he wrote original endings for several books. His teacher, Mrs. Williams, nurtured his dream of becoming an author. She showed him the row of books in the library where all the "A" authors were and said his name should be there, too. He grew up and lives in California near Los Angeles. He once taught first grade in the Bronx, N.Y.





Vocabulary Cards



Preparation

Post the Essential Questions Cards for Unit 2. Refer to them often as you and the children discuss related information throughout the unit.

Each day, prepare Backpack Bear's message and place it in his backpack.

Use the Vocabulary Card generator on teach.Starfall.com to generate Vocabulary Cards for Week 3. You will use *collage* on Day 1, *tangled* on Day 2 and *journal* on Day 4. Generate Word Cards for the days of the week for Day 1.

Day One

Create seven headbands to fit the children, and label them with the names of the days of the week for Session 1.

For Session 2, prepare the "Spacing" Anchor Chart by taping Card 1 to the top middle of a sheet of chart paper. Have Cards 2, 3, and 4 available to add during the lesson. You will also need one classroom book for each pair of children.

The children will use the cut out "magnifying glasses" from Week 1 in Session 2.

Prior to today's Activity place the Days of the Week Cards in the top row of a pocket chart and the corresponding food Picture Cards from "Today is Monday" in the next row.

Learn the ASL Sign for *Tt* (pictured).



Day Two

During calendar time, teach the ASL signs for the days of the week as suggested in the "Curriculum Overview" document. These signs can be found on the back of the ASL poster. The children will begin to discriminate between the initial sounds in /t/ (Tuesday) and /th/ (Thursday).

For Session 2 you will need one classroom book for each pair of children. Prior to today's Activity place the High Frequency Word Cards *See, me, is, for, a, A,* and *the* in a pocket chart.

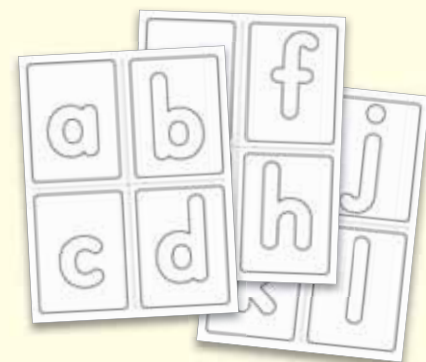
Prior to Session 3 bury plastic, wooden, or magnetic letters (1 of each) in a beach pail or bucket filled with sand. You will also need a blanket.

Day Three

Learn the ASL sign for *Pp* (pictured).

Consider bringing a coconut for the children to taste during your discussion of coconut palm trees.

For today's Activity, duplicate and cut apart the "Alphabet Letter" worksheet (found in your supplements package or downloaded from teach.Starfall.com) so that each child can decorate a letter. The letters will be used in Session 3. You will also use an index card for each child.



Prepare two sentence strips for Session 3 that read *Chicka Chicka Boom Boom* and *Look who is in our room!*

Use construction paper to prepare a large coconut tree and several large leaves of green to attach to a wall, door or bulletin board.

You can use double-sided tape or reusable adhesive to attach the decorated alphabet letters and name cards to the coconut tree.

Day Four

The children will encounter their *Starfall Writing Journals* for the first time. If you have not already done so, write their names on the front cover using a permanent marker and prepare a writing journal to use as an example by printing the sentence *This is me.* in it.

Consider using a date stamp for dating the children's journal entries.

You will need Take-Home Book 2, *At School*, for each child.

Prepare the "Punctuation" Anchor Chart for Session 3 by taping Card 1 to the top middle of a sheet of chart paper. You will add Cards 2-4 during the lesson.

Day Five

Beginning in Week 3, the Magic Writing Moment on Day 5 will be a shared writing list which will review the target letters (consonants only).

For Session 2 you will use the "Schema," "Spacing," "Punctuation," and "Capital Letters" Anchor Charts. You will also need Capital Letter Card 8, "Names of Places."

Cut apart the Learning Center Cards found in your supplements package (or downloaded from teach.Starfall.com). Cut them apart for use in Learning Centers on Day 5. Center suggestions are described in the Day 5 lesson plans. You may also substitute activities of your own. The Learning Center Cards include Activity Icons. If a corresponding icon is not available for your activity, create your own by taking a photo or drawing a picture of it.

Generate a "Color by Word" worksheet for Week 3 and photocopy one for each child for today's Learning Centers.



Day 1

Today we get to read a new book and learn a new song. The title of both the book and the song is "Today is Monday!"

Love,

Backpack Bear 

Day 2

I brought in a new alphabet book. I hope we get to read it later today!

Love,

Backpack Bear 

Day 3

I made up a song for you about the alphabet! I hope you like it.

Love,

Backpack Bear 

Day 4

You have been such good friends to me. I want to draw a picture so I can always remember you!

Your pal,

Backpack Bear 

Day 5

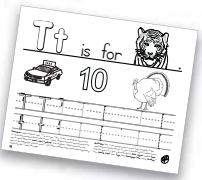
I love learning about the days of the week. School days are my favorite.

Your pal,

Backpack Bear 

DAY One

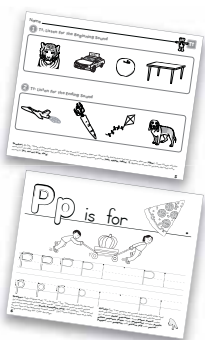

DAY Two

Magic Writing Moment	Favorite Kind of Weather	Favorite Kind of Weather
<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High Frequency (HF) Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>Rhyming Words</p> <p>Tt /t/</p> <p>Initial and Final Sounds</p> <p>Comprehension Skill: Sequence</p> <p>Segment Compound Words</p> <p>Syllables</p> <p>Introduce "Spacing" Anchor Chart</p>	<p><i>Listening & Writing</i> p. 4</p> <p>Initial Sounds</p> <p>High Frequency Words:</p> <p>The, the</p> <p>Rhyming</p> 
Computer	<p>Calendar</p> <p>ABCs: A, B</p> <p><i>Sing Along</i> Track 36, "Today Is Monday"</p>	<p>Calendar</p> <p><i>BpB's Books</i>: Row 1, "A Computer" ABC: ABC Song</p>
Activity	<p>Label food items with corresponding days of the week</p>	<p>High Frequency Words (See, me, Is, for, a A, the)</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p><i>Today Is Monday</i></p> <p>"Twinkle, Twinkle, Little Star"</p> <p>"Today Is Monday"</p> <p>"Tt Tiger Rhyme"</p> <p>"Letter March Song Tt"</p> <p>Days of the week</p> <p>Following Directions</p> <p>Vocabulary: collage</p>	<p><i>Chicka Chicka Boom Boom</i></p> <p>Vocabulary: tangled</p> <p>"Twinkle, Twinkle, Little Star"</p>
Writing		
Science	<p>Describe the relative position of objects by using one reference</p>	

DAY Three

DAY Four

DAY Five

<p>Favorite Kind of Weather</p>	<p>Favorite Kind of Weather</p>	<p>Review <i>Bb, Tt, Pp</i></p>
<p><i>Listening & Writing</i> p. 5 & 6</p> <p>Left to right</p> <p>Beginning and Ending sounds</p> <p>Pp /p/</p> <p>High Frequency Words:</p> <p>an, at</p> <p>Comprehension Skill: Retell stories</p> 	<p>Beginning and Ending sounds</p> <p>Left to right</p> <p>Top to bottom</p> <p>Take-Home Book 2: <i>At School</i></p> <p>Blending</p> <p>Introduce "Punctuation" Anchor Chart</p> 	<p><i>Listening & Writing</i> p. 7</p> <p>Sequence</p> <p>HF Words: is, for, see, me, the, The, a, A, at, an</p> <p>Beginning and Ending sounds</p> <p>Introduce Nouns (Names of Places)</p> <p>Starfall Free Day 1</p> <p>Name Formation with Play Dough 2</p>
<p>ABCs: <i>P, T, M, S, B, A</i></p> <p>ABC Rhymes: <i>Pp, Tt</i></p>	<p><i>BpB's Books</i>: Row 2, "At School"</p> <p><i>BpB's Books</i>: Row 1, "A Computer"</p> <p><i>Sing Along</i> Volume 1 Track 6, "Down by the A-B-Sea"</p>	<p><i>At School</i>: Sequencing Activity 3</p>
<p>Alphabet Letter Worksheet</p>	<p>Arrange ABC's left to right, top to bottom; match upper and lowercase letters</p>	<p>"Color by Word" Worksheet for Week 3 4</p>
<p><i>Chicka Chicka Boom Boom</i></p> <p>"Pp Pizza Rhyme"</p> <p>"Down by the A-B-Sea"</p>	<p>Vocabulary: journal</p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>At School</i></p> <p><i>Today Is Monday</i></p> <p>"Today Is Monday"</p> <p>"Pp Pizza Rhyme"</p>
	<p><i>Starfall Writing Journals</i></p> <p>Spaces between words</p>	
<p>Identify major structures of common plants</p>		<p>Describe the relative position of objects by using one reference</p>

**Reading:
Foundational Skills**

RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words

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

Magic Writing Moment**Favorite Kind of Weather**

Draw a child's name card from the basket. Say: **Let's clap to count how many syllables, or parts, (child's name) has.** Say the child's name and clap the syllables.

Ask: **What is your favorite kind of weather?**

Review the classroom weather chart and identify the weather icons. On the chart paper write _____ likes when it is _____.

Continue: **Can you find your name in the sentence? Use your favorite color to circle your name.** (The child does this.) **Can you find a high frequency word in this sentence?** The child circles *is*. Reread the sentence with the children.

If time permits, play *Sing-Along* Volume 1 Track 40, "What's the Weather."

Note: You will continue to use today's chart paper, adding one child's sentence each day. When the chart paper is filled, post it in your classroom and begin a new one.

Materials

- Basket of children's name cards
- Box of crayons
- Chart paper
- Optional: *Sing-Along* Volume 1, Track 40, "What's the Weather"

Clapping the syllables of the names of English language learners will help them engage in this lesson.

ELL**Phonological Awareness Warm-Up****Compound Word Segmentation**

Say: **During the Magic Writing Moment we counted the parts or syllables in (child's name)'s name. Now let's listen for how many words we hear in a compound word.**

Display the Picture Card blueberries in a pocket chart. Choose two volunteers to come forward and face the class standing shoulder-to-shoulder. Touch both of the volunteers' heads and say, *blueberries*.

Explain: **Blueberries is one big word that is made up of two smaller words put together. Say, blueberries.** Separate the two children. Continue: **Now listen. Blue** (Tap one child's head.), **berries** (Tap the other child's head.).

Ask: **What two words make up the word blueberries? Right, the word blueberries is made by putting the words blue and berries together. Let's put them together again.** Move the children together and say, *blueberries*.

Repeat, displaying the Picture Cards and choosing different volunteers for *bookshelf, cupcake, doorbell, and toothbrush*.

Materials

- Picture Cards: *blueberries, bookshelf, cupcake, doorbell, toothbrush*
- Pocket chart

**Phonological
Awareness**

PA.2a Recognize that compound words are made up of shorter words

Encourage English Language Learners to repeat the compound word parts after they are introduced, and indicate the pictures as the words are repeated.

ELL

1

Introduce *Today Is Monday* by Eric Carle and Days of the Week

Indicate the classroom calendar. Explain: **There are seven days in one week. A week begins on Sunday and ends on Saturday. The days of the week create a pattern that repeats.**

Gather the children in a circle. Say: **Let's name the days of the week. We'll pass Backpack Bear around as we name them. When he gets to you, say the next day in the pattern. Ready? I'll start, Sunday.** Pass Backpack Bear to the next child who says, "Monday." Continue passing Backpack Bear until everyone has a turn. The children may seek assistance from their classmates if necessary.

Indicate the "Capital Letters" Anchor Chart. Say: **Days of the week are on the "Capital Letters" Anchor Chart, so they all begin with capital letters.**

Display *Today Is Monday*. Indicate the cover and title and say: **Eric Carle is the illustrator of this story. He is famous for his illustrations. You can recognize them because he doesn't draw pictures. Instead he paints tissue paper using different colors, then he cuts the paper into small pieces and lays them on top of each other to create a picture called a collage.** The children repeat, *collage*.

Continue: **No author is listed because the words in this story are words to a song written long ago. Who can predict what this story might be about by looking at the cover and listening to the title, *Today is Monday*?**

Volunteers respond.

Say: **Listen to hear what foods the animals are eating.** Read *Today is Monday*. When you get to Wednesday, pause and ask: **What do you think zoop is?** (Volunteers respond.) **Zoop is a nonsense, or make-believe word. What word does zoop sound like? Right, soup!**

Read *Today is Monday* again. Encourage the children to chime in on repetitive phrases, and ask them to describe the final illustration.

Show the children the music notations on the last page, and remind them that the words to this book are a song. Review each page as you sing the song again.

Say: **I will play a song. Listen to hear how this song is different from the book. When we look at how things are different, we contrast them.** The children repeat, *contrast*. Play *Sing-Along* Volume 1 Track 36, "Today Is Monday." Contrast *Starfall's* version of the song with that in the book. (Thursday differs.)

Materials

- Picture Cards: *string beans, spaghetti, soup, pizza, roast beef, chicken, fish, ice-cream*
- Vocabulary Word Card: *collage*
- Today Is Monday* by Eric Carle
- "Capital Letters" Anchor Chart
- Sing-Along* Volume 1 Track 36, "Today is Monday"
- Seven prepared headbands with the days of the week
- Backpack Bear
- Seven chairs

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

LS.9c Relate an experience in sequence

Social Studies

SS.CT.3b Put events in temporal order



Formative Assessment

Distribute the days of the week headbands to 7 children, and arrange them seated in chairs, side-by-side, in order from Monday to Sunday.

Distribute the Picture Cards (*string beans, spaghetti, soup, pizza, fish, chicken, ice-cream*) to seven additional children.

Say: **Let's act out the song "Today is Monday." What did the children eat on Monday?** The child with the *string beans* Picture Card sits crisscross in front of the child wearing the *Monday* headband.

Ask: **What did the children eat on Tuesday? Right, spaghetti.** The child with the *spaghetti* Picture Card sits crisscross in front of the child wearing the *Tuesday* headband.

Continue until all the cards are matched. If the children forget the order in which the food was eaten, ask: **Where could we find the answer? Right, we could check the book.**

Explain: **The children wearing the days of the week headbands and the matching food Picture Cards stand when they hear their days and foods sung during the song. Then they will sit until the next verse.**

Play *Sing-Along* Volume 1 Track 36, "Today Is Monday."

If you have more than 14 children in your class, repeat this activity so everyone has a chance to participate.

If your English language learners are primarily Latino, say the Spanish words for the days of the week (*domingo, lunes, martes, miércoles, jueves, viernes, sábado*) as you place the headbands on the children. Note that Spanish words for days and months are not capitalized.

ELL

2

Introduce "Spacing" Anchor Chart

Indicate the "Capital Letters" Anchor Chart and ask: **Who remembers the "Capital Letters" Anchor Chart? What does this anchor chart help us remember?** (Volunteers respond.) **Yes, it helps us to remember when to use capital letters.**

Continue: **Backpack Bear was a Capital Letter Detective. Today we will meet a "Space Detective!" He will help us learn something else that is very important about writing words.**

Display the "Spacing" Anchor Chart with Card 1 (Meet the "Space Detective") attached.

Say: **Let's all stand close together in a little group.**

After the children huddle together, ask: **Are you squished?**

Materials

- "Spacing" Anchor Chart with Card 1 (Meet the "Space Detective") attached
- Space Detective Card 2 (Kids need space)
- Space Detective Card 3 (Words need space, too)
- One classroom book for each pair of children
- Prepared magnifying glasses
- Marker

Reading: Foundational Skills

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



Indicate and read “Space Detective” Card 2 (Kids need space.). Ask: **What do you notice about the children in this group? Right, they are saying, “We’re squished.” How can the “Space Detective” help? Use the picture for clues.** (Volunteers respond.)

Indicate the “Space Detective” and read: **“That’s better! There are spaces between you.”**

Ask: **What did the “Space Detective” do?** (Volunteers respond.) **Right, he helped the children by putting spaces between them. Let’s put space between us!** Assist the children to line up side-by-side with spaces between them. **That’s much better. Kids do need space!**

The children return to their places. Indicate “Space Detective” Card 3 (Words need space too.).

Say: **We saw that kids need space, but guess what. Words need space, too! Let’s look at the chart from today’s Magic Writing Moment.** Do this.

Say: **Now you can be a “Space Detective.” When you find a space put your finger in it like this.** (Demonstrate)

Volunteers look closely at the chart, two at a time, using magnifying glass cutouts to “detect” spaces between words.

Write a simple sentence on the whiteboard without leaving spaces between the words. Say: **Use your magnifying glasses to see what is wrong with this sentence. Who knows? Right, there are no spaces between the words!** Rewrite the sentence correctly under the first sentence.

Say: **Put your thumb up when I point to the sentence the “Space Detective” can read.** Indicate each sentence and the children respond. Repeat with additional sentences as time allows.

Say: **Good for you! You are all space detectives! Let’s hang the “Spacing” Anchor Chart in our classroom to help us remember to put spaces between words when we write.**



Formative Assessment

Ask: **Why is it important to leave a space between words when you write?** (Discuss)

Partner the children and distribute a classroom book to each pair of children.

Say: **“Space Detectives,” work with your partners to find spaces between the words in your book. When you find a space, put your finger in it.** Circulate and interact with the children as they discover spaces between words.



Technology

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

Reading:

Foundational Skills

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

Writing

W.8c Draw and label

Computer

Practice

- "Calendar"
- ABCs: A, B
- Sing Along Track 36, "Today Is Monday"

Activity

Place the "Days of the Week" Cards in the top row of a pocket chart and the corresponding food Picture Cards in the next row. The children draw and color their favorite food items. They label each item with the corresponding days of the week and circle the capital letters. If time allows, they can draw the funniest food, the one they think their brother or sister would like, etc.

Materials

- Picture Cards: string beans, spaghetti, soup, pizza, fish, chicken, ice-cream
- Days of the Week Cards
- Pencils, crayons
- Drawing paper
- Pocket chart

If time allows, children from different ethnic groups may illustrate favorite foods eaten regularly in their homes. Accept these illustrations and have the children choose the days they are eaten, add the words next to the foods, and circle the capital letters.

ELL

3

Introduce Tt /t/

Reading:

Foundational Skills

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

Step One

Introduce /t/ in the initial position

Read "Tt Tiger" on page 43 of the *ABC Rhyme Book*.



Indicate the *tiger* Picture Card. Say: **This is a picture of a tiger.** (The children repeat, *tiger*.) **The word *tiger* begins with /t/. Watch my mouth, /t/. Now you say /t/. The words *terrific* and *tiger* begin with the same sound, /t/.**

(The children repeat, /t./) **I will read the rhyme again. Listen for /t/ in *terrific* and *tiger*.**

Read the rhyme again, then repeat it in unison.

Materials

- Whiteboards, markers
- Letter Cards: T and t
- Wall Card: Tiger /t/
- Picture Card: tiger
- ABC Rhyme Book
- Optional: Blankets, towels

Tt Tiger

*Terrific tiger, what a sight,
Black and gold with eyes so bright
Your bold roar gives me a fright,
Terrific tiger, please don't bite!!*

Step Two

Discriminate /t/ in the initial position

The children stand. Say: **If you hear /t/ at the beginning of a word I say, touch the top of your head. Ready?**

ten	ball	toy	tail	doll	twinkle
-----	------	-----	------	------	---------



Step Three Connect /t/ to the spelling Tt

Teach children the ASL sign for Tt. They then sing "The Letter March" with the ASL sign for t and /t/.



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

Demonstrate the letter's formation as you write t on the whiteboard. The children mimic the formation by sky writing t several times.

Distribute individual whiteboards and markers. The children write t on their whiteboards.

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

tub	ban	television	top	toe	pig
-----	-----	------------	-----	-----	-----

Indicate the T Letter Card. Say: **This is the uppercase letter T. The uppercase letter T and the lowercase letter t stand for /t/. Each letter of the alphabet has an uppercase and a lowercase letter.**



Demonstrate the letter's formation as you write T on the board. The children mimic the formation by sky writing T several times. A volunteer locates Tt on the Alphabet Chart. Ask: **Are the letters T and t near the beginning, middle, or end of the alphabet?** (end)

Step Four Introduce /t/ in the final position

Ask the riddle:

cat	I have whiskers and say 'meow.' Who am I?
-----	---

Explain: **The word cat ends with the letter t. The letter t stands for /t/.**

Emphasize the final /t/ as you say the following words. The children repeat each word after you.

hat	carrot	heart	night	pot
-----	--------	-------	-------	-----



Gather the children around a classroom computer and navigate to ABCs: Indicate the *interpreter* button. Say: **This button will show you the American Sign Language sign for each letter of the alphabet. People who are deaf cannot hear spoken words. They use their hands to talk with one another. Deaf and hard-of-hearing children learn the American Sign Language alphabet.** Click on the interpreter button. Volunteers click on the letter t. Review the ASL signs for t, a, and b.

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

The Letter March: Tt

(Melody: "The Ants Go Marching")

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

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

The letters go marching one by one,
"T" stands for the sound, /t/ /t/ /t/ /t/

And they all go marching,
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Formative Assessment

Say: **Listen to these words. Some of them begin AND end with /t/. Give a thumbs up when you hear a word begins AND ends with /t/.** Say the following words slowly to allow the children to respond, and emphasize the /t/: *fort, table, toast, it, truck, twist, tent.*

If time allows, the children work in groups to build tents using blankets, towels and classroom furniture.

Magic Writing Moment**Favorite Kind of Weather**

Draw a child's name card from the basket and repeat the lesson from Day 1.

Materials

- Basket of children's name cards
- Box of crayons
- Chart paper

**Reading:
Foundational Skills**

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

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

**Reading:
Foundational Skills**

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Phonological Awareness Warm-Up**Rhyming**

Recite "Twinkle, Twinkle, Little Star."

- Emphasize the rhythm by patting your hands on your thighs.
- Pause after each couplet and ask which two words rhyme (star/are; high/sky).
- Recite the verse again as the children supply the rhyming words in each couplet (star, are, high, sky).

Play *Sing-Along* Volume 1 Track 38, "Twinkle, Twinkle, Little Star." The children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

Materials

- Sing-Along* Volume 1 Track 38, "Twinkle, Twinkle, Little Star"

"Twinkle, Twinkle Little Star"

*Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are*

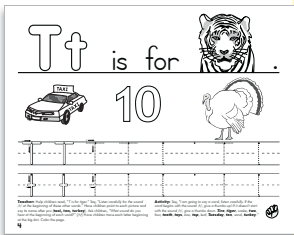
Rhyming words are often difficult for children, who may confuse rhymes with beginning sounds. Rhyming words will be practiced often throughout the curriculum. Mastery is not expected at this time.

1

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



Review Tt /t/

Say: **Let's play the "Picture Card Game."** Indicate and identify each of the Picture Cards in Set One displayed in a pocket chart.

- The children repeat each picture name and identify the initial sounds.
- They find the picture that does not begin with /t/. (bell)
- Repeat for Set Two, finding the picture that does not end with /t/. (cub)
- Display the Picture Card for *tent*. The children identify the initial and final sounds.

Materials	
<input type="checkbox"/>	Individual whiteboards/markers
<input type="checkbox"/>	<i>Listening & Writing Books</i> , page 4
<input type="checkbox"/>	Picture Cards (Set One): <i>turtle, ten, tub, bell</i>
<input type="checkbox"/>	Picture Cards (Set Two): <i>hat, cub, jet, net</i>
<input type="checkbox"/>	Pencils, crayons
<input type="checkbox"/>	Pocket chart

Distribute *Listening & Writing Books*, and the children turn to page 4. Say: **Locate and trace T and t with your fingers.** (The children do this.)

Read the sentence *Tt is for tiger*. The children:

- repeat the sentence.
- locate and circle the high frequency words *is* and *for*.

Identify the pictures: *taxi, ten, turkey*. Explain: **These words begin with /t/.**

The children repeat each picture name, emphasizing the initial /t/.

Write uppercase *T* on the whiteboard and say *T*. The children use pencils to trace the uppercase *T*s. Repeat for lowercase *t*. The children color the pictures.



Formative Assessment

Distribute individual whiteboards and markers. Say: **Listen to these words. If you hear /t/ at the beginning, write t on your whiteboard. If you don't hear /t/, put your head down on your whiteboard! Ready?** Say the following words and allow time for the children to respond:

pizza	fish	tank	toe
brush	tooth	monkey	farmer

Continue: **We have been learning when to use lowercase letters and when to use capital letters. Listen to these words that begin with /t/. If you think the words should begin with a capital or uppercase letter, write capital T. If the word doesn't need a capital letter, write lowercase t.**

Say the following words. The children write capital or lowercase *Tt* on their whiteboards. At your signal they hold up their whiteboards for you to see.

Tuesday	ten	Tommy	twinkle	Trisha	toast
---------	-----	-------	---------	--------	-------

Move about the room and observe as children trace letters and color pictures. Note their progress and assist those who need support. Focus on enhancing what is good about their efforts.

Observe & Modify

2

Introduce High Frequency Words: *The, the*

Say: **We have learned five high frequency words. What is a high frequency word? Right, a high frequency word is a word that we see often, or frequently, when we read.**

Indicate the High Frequency Word Card *is* and the children read the word.

Ask: **Who can count the number of letters in this word?** (A volunteer does this and places the Word Card *is* in the pocket chart.) Write *is* on a whiteboard and the children copy it onto their whiteboards. Repeat for *me, see, for,* and *a*.

Indicate the High Frequency Word Card *the*. Say: **This word is a new high frequency word, *the*.** The children repeat *the* and count the number of letters in the word. A volunteer uses the word *the* in a sentence and places the Word Card in the pocket chart.

Write the words *Tuesday* and *Thursday* on the whiteboard. Indicate each and say: ***Tuesday, Thursday.*** (The children repeat *Tuesday, Thursday.*) **What letter do you see at the beginning of Tuesday?** Make the ASL sign for *t*.

Continue: **Now look at the word *Thursday*.** (The children repeat, *Thursday.*) **You see a T but you hear /th/.** Make the sound /th/, and demonstrate the ASL sign for *th* (*t+h*).

Explain: **The *t* and *h* work together to stand for /th/.** (The children repeat, /th/.) **Tuesday begins with /t/ and Thursday begins with /th/.**

Say: **Listen to the new high frequency word *the*.** (The children repeat, *the*.) **Do you hear a /t/ or /th/ at the beginning of *the*?**

Write *the* on the whiteboard and the children copy it onto their whiteboards. Distribute *Starfall Dictionaries*. The children locate *Tt* then turn the page to discover *th*. Ask: **Do you think the word *the* belongs with the words that begin with the /t/ or /th/?** (Volunteers respond.) **Yes, we will find and trace the word *the* on the *th* page. Watch me.** Demonstrate by opening your dictionary, locating the *th* page, then tracing *the*.

Indicate the "Capital Letters" Anchor Chart. Ask: **What did we learn about a word that is the first word in a sentence?** A volunteer finds Card 3 on the anchor chart.

Continue: **Listen to this sentence and tell me the first word. *The boy jumped into the pool.* What's the first word? Right, the first word in the sentence is *the*. Since this sentence starts with "the" it should start with a capital T.**

Print *The* on the whiteboard. Say: **When we use the word *The* at the beginning of a sentence, we use an uppercase T. Today you will write the word *The* yourself!**

Demonstrate writing *The* in your dictionary. The children write *The* under *the* in their dictionaries.

Note: Print *The* using a highlighter on the next line for children who have difficulty writing it independently.

Materials

- "Capital Letters" Anchor Chart
- One classroom book for each pair of children
- High Frequency Word Cards: *a, for, me, see, the, is*
- Whiteboards, markers
- Starfall Dictionaries*
- Pocket chart

Reading: Foundational Skills

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

Language

L.K.2.A Capitalize the first word in a sentence and the pronoun *I*



Formative Assessment

Partner the children and distribute a classroom book to each pair. Say: **Look through your book together and try to find the words *the* and *The*. Raise your hand when you find one.** Circulate, pausing to observe the children.

Enlarge the high frequency words and permanently display them above the alphabet letters they begin with on the Alphabet Chart as a visual reminder. English language learners especially may find this helpful when trying to locate these words in their dictionaries.

ELL

Consider sending a set of high frequency words home with ELL children as the words are introduced, and encourage families to review the words. This will help parents to assist their children when they are looking for these words in their take-home books. If possible, have written directions translated into the parents' native languages.

Computer

Practice

- *Calendar*
- *ABCs: T, B, ABC Song*
- *Sing-Along Volume 1 Track 36, "Today is Monday"*

Activity

Display the High Frequency Word Cards in a pocket chart. The children copy them onto their whiteboards then try to locate the words in classroom books.

Materials

- High Frequency Word Cards:
A, a, for, is, me, see, the
- Whiteboards, markers
- Classroom books
- Pocket chart

Technology

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

Reading: Foundational Skills

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

3

Introduce *Chicka Chicka Boom Boom*

Gather the children in a circle on a rug or the floor. Spread a blanket in the center and place the beach pail or bucket filled with sand and letters in the center of the blanket.

Say: **Let's pretend we are at the beach. Instead of looking for shells, we can look for letters.**

Each child draws a letter from the pail or bucket, shows it to the class, and together they identify the letter. Once all of the letters have been drawn say: **Let's count how many letters you found.**

Materials

- Plastic, wooden, or magnetic letters (1 of each letter)
- Beach pail or bucket
- Sand or rice
- Blanket

Count the letters with the children to discover there are 26. Say:

We found all of the letters of the alphabet. Good job!

Indicate *Chicka Chicka Boom Boom* and introduce the title, author, and illustrator. Instruct the children to look at the cover and the visual text.

Ask:

- **What do you think this book might be about?**
- **Do you think this book has anything to do with the letters of the alphabet? Why?**
- **Have you ever seen a tree like this before?**
- **What is growing on this tree?**

Say: **This must be the book Backpack Bear told us about in his message. It is a book about letters. Listen to this story to find out what happens to the letters.**

Read *Chicka Chicka Boom Boom* and ask the following questions.

What happened when all the letters reached the top of the tree?	They all fell down from the tree.
What part of <i>Dd</i> got hurt when he fell from the tree?	his knee
Who can think of another way to describe a skinned knee?	(Answers will vary.)
How did the author describe what happened to <i>Ee</i> ?	stubbed-toe Ee
What happened to <i>Hh</i> and <i>li</i> ?	They got tangled up.
<i>Tangled</i> means twisted or mixed together. Sometimes your hair gets <i>tangled</i> or messy. What else could get <i>tangled</i> ?	shoe laces, jump rope, ribbons



Formative Assessment

Ask: **Did you notice this story rhymes? Let's read it again and this time we will listen for rhyming words.** Reread *Chicka Chicka Boom Boom* and pause before reading each of the rhyming pairs. Encourage children to supply them.

Demonstrate the meaning of the word "tangled" using yarn, string, or shoelaces.

ELL

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

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

Reading: Literature

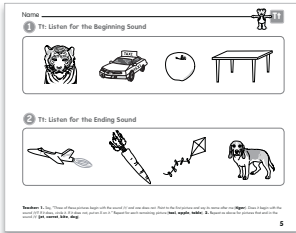
RL.K.1 Ask and answer questions about key details in a text

Language

L.K.5 Explore word relationships and nuances in word meanings

Reading: Foundational Skills

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



Reading: Foundational Skills

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

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

Magic Writing Moment

Favorite Kind of Weather

Draw a child's name from the basket and repeat the lesson from Day 1.

Ask: **What do you notice between each word?**

Indicate the "Spacing" Anchor Chart. Say: **Remember that words need their space!** The child points to each space between the words in the sentence.

Materials

- Basket of children's name cards
- "Spacing" Anchor Chart
- Box of crayons
- Chart paper

Phonics Warm-Up

Initial and Final /t/

Distribute *Listening & Writing Books* and instruct the children to turn to page 5. Say: **You will listen for the /t/ at the beginning and end of these words.** Complete the page together with the children, observing to check their understanding.

Materials

- Listening & Writing Books*, page 5
- Pencils, crayons

1

Introduce Pp /p/

Step One Introduce /p/ in the initial position

Read "Pp Pizza" on page 35 of the *ABC Rhyme Book*.



Indicate the *pizza* Picture Card. Say: **This is a picture of pizza. Say, pizza. What kind of pizza is it?** (pepperoni pizza) **The word pizza begins with /p/. Watch my mouth, /p/. Now you say /p/. The words pepperoni and pizza begin with the same sound, /p/.** (The children repeat, /p/.) **I will read the rhyme again. Listen for /p/ in pizza.**

Read the rhyme again then the children repeat it in unison.

Materials

- Listening & Writing Books*, p. 6
- Whiteboards, markers
- Letter Cards: P and p
- Wall Card: *Pizza /p/*
- Picture Card: *pizza*
- ABC Rhyme Book*
- Pencils, crayons

Pp Pizza

*Pizza in the morning
Pizza at night
Pizza hot, Pizza cold--
My tummy's delight!*

Step Two Discriminate /p/ in the initial position

The children stand. Say: **If you hear /p/ at the beginning of a word I say, rub your tummy! Ready?** Say the following words pausing after each for the children to respond.

purse	paper	tiger	pan	pink
-------	-------	-------	-----	------

Step Three Connect /p/ to the spelling Pp

Teach the children the ASL sign for Pp. They sing "The Letter March" with the ASL sign for p and /p/.



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

Demonstrate the letter's formation as you write p on the whiteboard. The children mimic the formation by sky writing p several times. A volunteer locates Pp on the Alphabet Chart. Ask: **Are the letters P and p near the beginning, middle, or end of the alphabet?** (middle)

Distribute individual whiteboards and markers. The children write p on their whiteboards.

Say: **Let's play a game. If the word I say begins with /p/, hold up your board and say, /p/. If it does not, do nothing! Ready?** Say the following words, pausing after each word for the children to respond and to discuss the correct responses.

pet	table	blue	park	nurse	paint
-----	-------	------	------	-------	-------



Indicate the P Letter Card. Say: **This is the uppercase letter P. The uppercase letter P and the lowercase letter p stand for /p/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write P on the board. The children mimic the formation by sky writing P.

Step Four Introduce /p/ in the final position

Ask the riddle:

soap	You use me when you are really dirty and take a bath. I make you nice and clean. What am I?
-------------	---

Explain: **The word soap ends with p. The letter p stands for /p/.**

Emphasize the final /p/ as you say the following words. The children repeat each word.

stop	ship	soup	hop	cup
------	------	------	-----	-----

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														p				t						



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 6. Complete this page together as you have similar pages.

The Letter March: Pp

(Melody: "The Ants Go Marching")

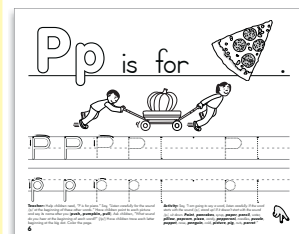
The letters go marching one by one,
Hurrah! Hurrah!

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

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



Display the Wall Card at the end of the lesson.



The initial sound /p/ does not exist in Vietnamese. Be sure to emphasize this sound for Vietnamese speaking children.

ELL

2

**Reading:
Foundational Skills**

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

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

Introduce High Frequency Words: *an, at*

Place all of the High Frequency Word Cards in a pocket chart face down.

Say: **Backpack Bear would like us to learn two new high frequency words. He has them hidden. Let's see if we can find them!**

Choose a volunteer to reveal a High Frequency Word Card and read the word. The class determines if the word is one they already know, or if it is one of the new high frequency words. Continue with volunteers taking turns until all of the high frequency words are revealed.

Write *at* on the whiteboard. Say: **When we blend /a/ with /t/, we have a new high frequency word, at. Say, at. Write the word at on your whiteboard.** (The children do this.)

On the whiteboard, write, *I go to bed at night*. Track the words as you and the children read the sentence together. A volunteer circles *at*.

Repeat for *I am at school*.

Ask: **What if we keep /a/ and change /t/ to /n/?**

Erase *t* and write *n*. Ask: **Is the word the same? Let's blend the sounds together to find out. /a/, /n/, an. When we changed /t/ to /n/, we created a new word, an. Erase "t" and change it to "n."** The children do this.

On the whiteboard write, *I can eat an apple*. Track the words as you and the children read the sentence together. A volunteer circles *an*.

Repeat with *I can see an orange book*.



Formative Assessment

Distribute *Starfall Dictionaries*.

Direct the children to find, circle, then trace the words *an* and *at* in their dictionaries.

Materials

- High Frequency Word Cards:
A, a, is, for, see, me,
the, The, at, an
- Whiteboards, markers
- Starfall Dictionaries*
- Pocket chart
- Pencils

Computer

- Calendar
- ABCs: P, T, S
- ABC Rhymes: Pp, Tt

Practice

Activity

The children use crayons and markers to decorate alphabet letters. They use pencils to write their names in large letters on index cards and trace the letters with crayons. They may further decorate their name cards as time allows.

Collect the name cards for use in Session 3.

Materials

- Alphabet letter for each child
- Crayons, pencils, markers
- Index card for each child



Technology

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

Listening & Speaking

LS.9d Understand and follow one and two-step directions

3

Review *Chicka Chicka Boom Boom*

Say: **Raise your hand if you like trees.** (The children do this.) **Do trees change or do they stay the same?**

Briefly discuss that trees were once seeds that grew until they produced leaves. Many trees have leaves that change color in the fall and fall off in winter. The children name and discuss trees that grow in your community.

Indicate *Chicka Chicka Boom Boom*. Say: **There is a special kind of tree in this story. It produces coconuts, so it is called a coconut tree.** The children repeat, *coconut tree*.

On the whiteboard draw a palm tree with coconuts hanging under the top leaves. Explain: **Coconuts are large, heavy fruit that grow near the top of coconut trees, just under the big leaves. Coconut trees only grow in warm places where the weather doesn't change very much. People learn to climb coconut trees barefoot and pick the coconuts. Have you ever tasted coconut?**

Materials

- Prepared coconut tree and leaves
- Sing-Along* Volume 1 Track 6, "Down By the A-B-Sea"
- Double-sided tape or reusable adhesive
- Chicka Chicka Boom Boom*
- Decorated alphabet letters and name cards
- Prepared sentence strips
- Optional: coconut

Literary Response & Analysis

LIT.RA.7d Make text to self connections

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Science

SC.LS.2 Understand different types of plants and animals

If you have a coconut, show it to the children and pass it around for them to see and touch.

Gather the children near a pocket chart. Say: **Let's read *Chicka Chicka Boom Boom*. This book is about the alphabet letters trying to climb a coconut tree.** Read the book and allow the children to ask questions about vocabulary words they don't understand.

Say: **Let's learn a new song called "Down by the A-B-Sea." It is similar to *Chicka Chicka Boom Boom*.** The children listen to *Sing-Along* Volume 1 Track 6. Play the song again and the children sing along.

Ask: **Did you notice any rhyming words in the song?** Repeat phrases from the song and encourage the children to provide the rhyming words.

Down by the A-B-Sea

*Down by the A-B-Sea where the coconuts grow,
There is a place I want to go,
But if I do, my teacher might say:*

Did you see A & B or C & D up in the tree?

Did you see E, F, G or H & I up near the sky?

Did you see J & K or L & M joining them?

Did you see N & O or P & Q following you?

Did you see R & S or T & U in front of you?

Did you see V & W, X, Y or Z up in the tree?



Formative Assessment

Indicate the prepared coconut tree displayed on a bulletin board or classroom wall.

Say: **Let's make this our own classroom *Chicka Chicka Boom Boom* tree.**

Add the prepared sentence strips *Chicka Chicka Boom Boom* and *Look who is in our room!* to the board above the tree.

Distribute the name cards and letters the children decorated earlier. The children take turns deciding where they would like their letters placed on the coconut tree and where on the side of the tree they would like to place their name cards.

Magic Writing Moment

Favorite Kind of Weather

Draw a child's name from the basket and repeat the lesson from Day 1. Ask: **What do you notice between each word?**

Indicate the "Spacing" Anchor Chart. Say: **Remember that words need their space!** Ask the volunteer to point to each space between the words in the sentence.

Materials

- Basket of children's name cards
- "Spacing" Anchor Chart
- Box of crayons
- Chart paper

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Blending

Say: **Here's an easy way to blend sounds into words. Watch!** Turn away from the children and hold up a rubber band in your left hand so the children can see. Say: **tab**.

- Use your right hand to stretch the rubber band in increments and say each sound in the word, /t/, /a/, /b/.
- At the final sound, release one end of the rubber band and allow it to snap into place as you blend the word: **tab**.
- The children repeat the word.

Repeat for **tap**.

Put the rubber band away. Say: **Let's use our invisible rubber bands to sound out the high frequency word at. Stretch your invisible rubber band and say the sounds in at, /a/ /t/. Now, release your invisible rubber band and blend the word, at.** Repeat for **bat**.

Say: **Learning how to blend sounds together will help you become good readers and spellers.**

Materials

- Large rubber band

Reading:
Foundational Skills

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

RF.K.3 Apply phonics/word analysis skills in decoding words

Demonstrating the invisible rubber band backwards allows the children to view it from left to right.

1

Introduce *At School*

On a classroom computer, navigate to *Backpack Bear's Books*: Row 2, "At School." The children interact with and discuss the online story and "High Frequency Word Game." Display the Cover Card and Sentence Strips in the pocket chart.

Model fluency by reading the story with expression and inflection as cued by the punctuation marks. Briefly discuss the period, question mark, and exclamation mark.

Distribute Take-Home Book 2 to each child. The children read their books aloud as you read the sentence strip story.

Mix up the sentence strips. The children refer to their books to reorder the sentence strips.

Materials	
<input type="checkbox"/>	Take-Home Book 2, <i>At School</i> , for each child
<input type="checkbox"/>	Cover Card, Sentence Strips, Word Cards: At School
<input type="checkbox"/>	Pocket chart

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Reading:

Foundational Skills

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



Formative Assessment

Write *see* on the whiteboard. Say: **Count how many times *see* is used in the story.** (Choose a volunteer to respond.) **Right, it is used four times. Who can draw four tally marks next to *see* on the whiteboard?** A volunteer does this.

Repeat for *at* (3 times), *the* (4 times), *me* (2 times), *an* (1 time), *a* (1 time), *is* (2 times), and *for* (2 times).

Say: **Now that you can read so many words, you can read the story together!** The children do this.



Allow English language learners to draw pictures of their favorite parts of the story and/or pair them with assistants or other children who are able to read the story, in order to observe them sequence the sentence strips.

ELL

2

Introduce the Writing Journal

Indicate a *Starfall Writing Journal*. Say: **This is a writing journal. A journal is a book with blank pages where you write about and illustrate things you want to remember.** (The children repeat, *journal*.) **We keep journals to remember things, such as special days, trips, ideas, and stories.**

Distribute writing journals. Say: **This is your special *Starfall Writing Journal*.**

Materials	
<input type="checkbox"/>	Vocabulary Card: <i>journal</i>
<input type="checkbox"/>	"Capital Letters" Anchor Chart
<input type="checkbox"/>	<i>Starfall Writing Journals</i>
<input type="checkbox"/>	"Spacing" Anchor Chart
<input type="checkbox"/>	Prepared journal
<input type="checkbox"/>	Pencils, crayons



Open your journal to the first page and indicate the lines and the blank space above them.

Ask: **What is the purpose of the lines** (writing) **and blank spaces** (illustrations)?

Say: **You will be the authors and illustrators of your journals. You will write your thoughts and ideas inside these pages. Today we will make our first entry. An entry is something you write or draw in your journal.**

Write *This is me*. on the whiteboard. Draw attention to the spaces between the words. Say: **The spaces are important because they help us tell where one word ends and the next one begins. The spaces between words make reading much easier.**

Read *This is me* and the children echo you.

Say: **Find the star at the beginning of the first line of the journal and put your finger on it.** (The children do this.) **This star tells you where to begin writing.**

Continue: **When we write we start on the left and move to our right.**

Demonstrate by writing *This* on the writing line next to the star in your own journal. The children follow your example.

Ask: **Why did we use a capital T?** (Refer to the "Capital Letters" Anchor Chart.) **Yes, this is the first word in the sentence so the T must be a capital.**

Indicate the "Spacing" Anchor Chart. Review the information.

Explain: **Remember, before we can write the next word, is, we must leave a space after the word This. A good way to make a space is to place your index finger (indicate) after the word. You will begin to write the word is after your finger.** Demonstrate by writing *is* in your own journal.

Repeat for *me*.

Ask: **Have we written all the words in the sentence? Yes, now we need to finish the sentence by adding a symbol that means "the end of our sentence." Add a period** (Demonstrate in your journal.) **on the line after the word me. Let's read our sentence together.** Do this.

Ask: **What do you see at the top of your page?** (Volunteers respond.) **This space is for your picture, or illustration. Illustrate yourself in the blank space at the top of your page.**



Formative Assessment

Gather the children in small groups to share their first journal entries.

Writing

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

Reading:

Foundational Skills

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

RF.K.1.D Name all upper- and lowercase letters

Language

L.K.2.A Capitalize the first word in a sentence and the pronoun I

L.K.2.B Recognize and name end punctuation

Collect the journals. Use a date stamp on the children's entries until they are able to write the date on their own.

When reinforcing writing from left to right, consider words in the students' native languages. For example, in Spanish left is "izquierda" and right is "derecho." Exaggerate the actions by raising your arms and waving them from left to right (while facing the same direction as the children). Repeat this action as you say left to right in English and other languages spoken in your class.

ELL

If children are unable to copy from the board, provide index cards with the sentence printed on them, or dot the words in their journals to trace. If children have difficulty creating spaces between words, give them craft sticks to use as space markers.

Observe & Modify

Computer

Practice

- *Backpack Bear's Books*: Row 2, "At School"
- *Backpack Bear's Books*: Row 1, "The Computer"
- *Sing Along Volume 1*: Track 6 "Down by the A-B-Sea"

Activity

The children arrange uppercase letters A-Z in the pocket chart from left to right, top to bottom. After all upper-case letters are ordered, the children reference the Classroom Alphabet Chart to place corresponding lowercase letters on top of them.

Materials

- Uppercase and lower-case Letters: Aa-Zz
- Classroom Alphabet Chart
- Pocket chart

Technology

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

Reading: Foundational Skills

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

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

3

Introduce the "Punctuation" Anchor Chart

Step One *What is a sentence?*

Indicate the "Capital Letters" Anchor Chart. Reference "The beginning of a sentence" and read each sentence.

Explain: **A sentence is a group of words that express a complete thought. It tells who or what did something and explains what they did. If the words do not make up a complete thought, they are not a sentence. They are just a group of words.**

Say: **Let's play a game. You decide if the words I say express a complete thought, or if they are just a group of words. If the words are a sentence, jump up! If they are just a group of words, sit down. Listen and think, ready?**

Materials

- "Capital Letters" Anchor Chart
- "Punctuation" Anchor Chart and Cards 2, 3, and 4
- Backpack Bear
- Whiteboards, markers

Language

L.K.2.B Recognize and name end punctuation

Read sentences and phrases such as:

- The sun is shining today.
- Jumps high
- We can run fast.
- I like tiny soft kittens.
- In the oven
- Backpack Bear is my pal.

Step Two Introduce Punctuation Marks

Backpack Bear whispers that he has a new Anchor Chart.

Indicate the "Punctuation" Anchor Chart. Read Card 1 (Punctuation).

Say: **Punctuation is a big word. Say, punctuation.** (The children repeat, *punctuation*.)
Punctuation marks are symbols we use in writing and reading to show expression.

Backpack Bear whispers that he recognizes a sign on the chart. Ask: **Do you recognize this sign?** (Indicate) **That's right, this is a stop sign. Today we will learn three different ways to STOP at the end of a sentence.**

Step Three Introduce the Period

Read Card 2 (Period) and add it to the anchor chart.

Say: **This is a period. When you finish writing a sentence you add a period at the end. It means stop.**

Ask: **Do you remember making a period in your journal? You wrote, This is me.**
 Show children your journal and write the sentence under Card 2.

Ask: **Who can think of a sentence about Backpack Bear?** (A volunteer responds.)
 Write the sentence under Card 2 and emphasize the period.

Step Four Introduce the Question Mark

Read Card 3 (Question Mark) and add it to the anchor chart.

Ask: **Do you see the question mark above the stop sign? It shows another way to stop the sentence.**

Say: **This child is asking if you like dogs. When we ask a question, we end the sentence with a question mark.**

Ask: **Does anyone have a question to ask Backpack Bear?** Volunteers ask questions. Add a question to the Anchor Chart under Card 3.



Step Five

Introduce the Exclamation Mark

Read Card 4 (Exclamation) and add it to the anchor chart.

Backpack Bear whispers that he sees a different symbol above the stop sign.

Say: **This is an exclamation mark. When we are excited or angry about something, we end the sentence with this mark. Listen: It is my birthday today! We are excited on our birthdays so we would say that with excitement. That's why we put an exclamation mark at the end. Can you think of other times you are excited or angry?** Volunteers respond.

Say: **Listen to these sentences. If you think the sentence shows excitement or anger, put your hands in the air. Ready?**

- **Stop that!**
- **I like how you are sitting so quietly.**
- **Wow! What a great job!**
- **The girl has brown hair.**

Ask: **Who can think of a sentence that shows excitement?** (Add sentences to the chart.) **Who can think of a sentence that shows anger?** (Add sentences to the chart.)

**Formative Assessment**

Distribute individual whiteboards and markers.

Divide the children into three groups. Assign period to the first group, question mark to the second group, and exclamation mark to the third group. The children write their assigned punctuation marks on their whiteboards.

Say: **Let's play "Stop the Sentence!" I will read a sentence. If you think it should end with a period, children in Group 1 will hold up their whiteboards. If you think the sentence is a question and should end with a question mark, children in Group 2 will hold up their whiteboards. If you think your sentence shows anger or excitement and should end with an exclamation mark, children in Group 3 will hold up their whiteboards.**

Read several different types of sentences (see examples below) and check for understanding as children raise their whiteboards. You may personalize the sentences for your class.

- **Will it rain today?**
- **I brought a sandwich for lunch.**
- **What is your favorite game at recess?**
- **I got a brand new puppy!**
- **I can draw an apple tree.**

When dividing the class into punctuation groups, consider partnering English language learners with helpful or patient partners who will assist them in identifying the proper "stop signs."

ELL

Magic Writing Moment

Review Bb, Tt, Pp

Attach the chart paper to a bulletin board or use magnets to display it on a whiteboard.

Divide the children into 3 groups and assign one of the letters on the chart paper to each group. The children discuss words that begin with their assigned letters. The groups share the words and the class confirms (or corrects) them before you write them in the correct columns, using a different color for each column. The groups may assist each other to think of additional words as time permits. Review the lists emphasizing the beginning sounds.

Materials

- Markers (3 different colors)
- Prepared chart paper

Reading:
Foundational Skills

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

Phonemic Awareness / Phonics Warm-Up

Review Initial and Final /p/

Read "Pp Pizza" on page 35 of the *ABC Rhyme Book*.

Say: **The word pizza begins with /p/. Say pizza.**

Listen for the /p/ at the beginning.

Say: **Listen to these words. If you hear /p/ at the beginning of the word, put your hands on top of your head. If you hear /p/ at the end of the word, put your hands behind your back.**

Pause after each word to allow the children to respond and discuss the correct response.

pond	snap	pencil	party
cup	pretty	stop	popcorn

Distribute *Listening & Writing Books* and the children turn to page 7. Indicate and identify the first picture (pizza).

Ask: **Does pizza begin with /p/? If it does, circle it. If it does not, put an X on it.** The children do this.

Continue for *ants, tent, pencil, pig, and ball*. Repeat for the pictures that end with /p/ (*map, cat, soap, bib, foot, mop*).

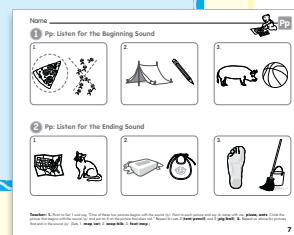
The children color the pictures that begin or end with /p/.

Materials

- ABC Rhyme Book*
- Listening & Writing Books*,
page 7

Reading:
Foundational Skills

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



1

Language

L.K.1.B Use frequently occurring nouns and verbs

L.K.5.C Identify real-life connections between, words and their use

Review Anchor Charts/ Introduce Nouns: Names of Places

Say: **We have created several anchor charts to help us remember important information.**

Review each anchor chart by asking the children questions such as:

- **Where can we find the rules about when to use a capital letter?**
- **What is one of the rules for using a capital letter?**
- **Which anchor chart helps us remember what punctuation mark to use?**
- **Where can we find how to add information to our schema?**
- **Which anchor chart helps us remember to use spaces between words?**
- **How can we use anchor charts when we write?**

Materials	
<input type="checkbox"/>	"Capital Letters" Anchor Chart
<input type="checkbox"/>	"Capital Letters" Anchor Chart
	Card 8: Names of Places
<input type="checkbox"/>	"Punctuation" Anchor Chart
<input type="checkbox"/>	"Schema" Anchor Chart
<input type="checkbox"/>	"Spacing" Anchor Chart
<input type="checkbox"/>	Backpack Bear
<input type="checkbox"/>	A hat
<input type="checkbox"/>	Two pointers

Explain: **Today let's learn a new vocabulary word. The word is *noun*. Say, *noun*.** (The children repeat, *noun*.) **A noun is any word that names a person, a place, or a thing. Listen to these words. If you think the word names a person/pet, place, or thing, stand up and turn around. Ready? Table, is that a person, place, or thing? Yes, a table is a thing. Jump, is jump a person, place or thing? No! Who knows a word that names a person, place, or thing?** Volunteers respond.

Draw a T-chart on the whiteboard. Write "Nouns" on the left and leave the right side blank.

Indicate the T-chart and say: **These words are nouns. Say, nouns.** (The children repeat, *nouns*.) **Let's list nouns that name places. I'll start.** Write *school* in the first column of the T-chart. A *school* is a name of a place. Backpack Bear whispers, *store*. Write and say *store*. **A store is a name of a place. Who can think of another place we could add?** (Discuss responses and add nouns that name places.)

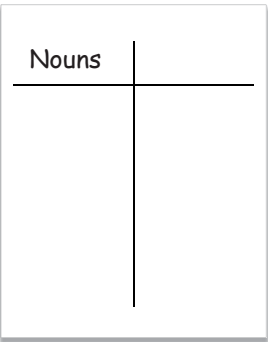
Note: If children name "Target" or another proper noun, help them identify what it is, such as a store.

Write Proper Nouns on the right side of the T-chart. Say: **Now we will learn about special kinds of nouns called proper nouns. Say, proper nouns.** (The children repeat, proper nouns.) **A proper noun still names a person/pet, place, or thing, but it is very special, because it means a certain person/pet, place, or thing.**

Give one volunteer a pointer and a hat to wear, and direct that child to stand on the Proper Noun side of the T-chart. Give another child a pointer and direct that child to stand on the Noun side of the T-chart.

Say: (Child's name) **will be in charge of pointing to the proper nouns, and (child's name) will be in charge of pointing to the other, or common nouns.**

Instruct the volunteer to point to the word *school*. Say: **School is a noun. It is a common noun because the word school can mean any school.**



Ask: **What is the name of our school?** (Volunteers respond.) Write your school's name under Proper Nouns. The volunteer indicates your school's name. **Our school's name is a proper noun because it isn't the name of just any school, it is the name of only our school.**

Child #1 points to the word *store*. Say: **Store is a noun. It is a common noun because it can mean any store. Who can think of the name of a store?** (Volunteers respond.) Write (name of store) under Proper Nouns. Child #2 points to it. Say: **(name of store) is a proper noun because it names a certain store.** Continue identifying proper nouns for each common noun you have on the list.

Ask: **What do you notice about all of the proper nouns? Right, they all begin with capital letters!**

Say: **Let's add our last rule for capital letters.** Display and attach "Capital Letters" Anchor Card 8, Names of Places. Read the examples. Ask: **What do you notice about all of the examples? They all begin with a capital letter because they name specific stores. Now we can add common and proper nouns to our schema.**



Formative Assessment

The children add examples of places to the "Capital Letters" Anchor Chart.

Allow English language learners to listen and observe. The concept of common and proper nouns may be difficult for them at first. If possible, when listing proper nouns to name stores use those that are familiar to them (Target, Walmart, Toys R Us).

ELL

2

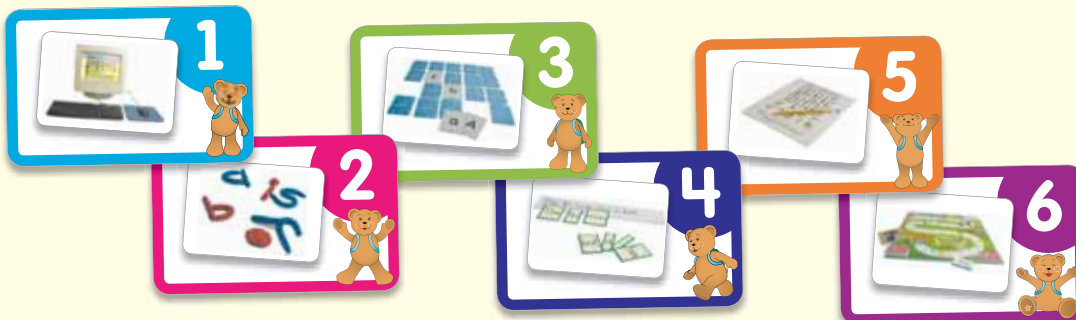
Six Center Rotations

To introduce the new learning center rotations display and explain each Center Card.

Explain the objective for each center before you begin.

Materials

- Pocket chart or classroom magnetic whiteboard
- Six Learning Center Cards
- Six Blank Group Cards
- Learning Center Icons



Technology

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

Computer**1**

Starfall Free Day — The children may navigate to any activity on *Starfall.com*. As they do, they preview skills and build background knowledge. There is no need to limit their exploration.

Reading:**Foundational Skills**

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

Word Formation with Play Dough**2**

The children form high frequency words using play dough.

Materials

- Play dough
- High Frequency Word Cards:
the, The, an, at, is, for, see, me

Print Concepts

PC.1a Recognize that sentences are made up of separate words

At School Sequencing Activity**3**

The children sequence the book *At School* by placing the Sentence Strips and individual Word Cards in story order.

Materials

- Pocket chart
- Take-Home Book 2: *At School*
- Cover Card, Sentence Strips, Word Cards for *At School*

Reading:**Foundational Skills**

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

At School "Color by Word"**4**

The children complete the "Color by Word" Week 3 high frequency word worksheet.

Materials

- Pencils, crayons
- "Color by Word" worksheet 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.

3

Today Is Monday

Say: **Let's read *Today Is Monday*.** (Do this.)

Ask: **Did you notice that on each day of the week the animals ate different foods? Does that make you think of the different things we do at school each day? Here's an idea. Let's make up our own song about the days of the week.**

The following is a sample scenario. Tailor each day to your own schedule. On days when there are no special activities, the children may substitute a classroom activity they enjoy.

Place the *Monday* Word Card in a pocket chart. Say: **On Mondays we have art. So we could say *Monday, art*.**

- On an index card, write the word art.
- Draw a symbol, such as a paintbrush, next to the word.
- Place the index card next to the word Monday in the pocket chart.

Place the *Tuesday* Word Card in the pocket chart. Ask: **Who remembers what we do on Tuesday?** (Music) **Let's show music for Tuesday.** Repeat as above. Once you have placed the index card in the pocket chart, say: ***Monday, art, Tuesday, music.***

Continue until each day of the week is represented. Activities during the school week might include art, music, PE, computer, library, free play, and centers. For the weekend, you could suggest swimming, reading, baseball, and playing games.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Word Cards: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> |
| <input type="checkbox"/> | Seven blank index cards |
| <input type="checkbox"/> | <i>Today Is Monday</i> |
| <input type="checkbox"/> | Pocket chart |

Literary Response & Analysis

LIT.RA.7d Make text to self connections

Listening & Speaking

LS.9c Relate an experience in sequence

Social Studies

SS.IA.1 Understands events occur in a specific order

SS.IA.1a Understand how to create and use a timeline



Formative Assessment

Sing "Today Is Monday," substituting your new words.

