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

Teacher's Guide

Colors

Unit 2 • Week 5

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

Colors

Unit 2 • Week 5

Week 5

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Week 5 Overview

Colors

The children will explore the world of color as they learn color words, listen to stories about color, meet Georges Seurat and learn about his unique painting technique, pointillism, and experiment with mixing colors of their own. This week we will:

- learn about *Oo /o/* and *Cc /k/*.
- learn about syllables and how to count them in words.
- discuss primary and secondary colors.
- discover what happens when colors are mixed together.

Starfall Books & Other Media

ABC Rhyme Book

Take-Home Book 4, *At the Park* and *Georges Seurat*

Star Writer Melodies

Starfall Dictionaries

Starfall's Selected Nursery Rhymes Book and CD

Starfall Writing Journals

"Starfall Speedway"

Story Elements Cards



Literature Selections

Mouse Paint —Ellen Stoll Walsh is an author who loves shapes such as circles, squares, ovals and triangles. She also likes colors and numbers, but her favorite things are books. It all started when her mother would read to the children snuggled in bed. Before long, there were 10 children in all. Ellen was the second-oldest. She loved reading and visiting the public library. That's when she started helping her mother by telling stories to all the younger children. Later, when she was reading to her three-year-old son Ben, she decided to invent characters of her own and write books. You will find some very clever characters in her books. She was born in Baltimore, Md., and lives near Rochester, N.Y., with her son Ben.

Caps for Sale —Esphyr Slobodkina (pronounced ess-FEER sloh-BOD-kee-nah, 1908-2002) was an author and artist who liked to "paint" with scissors and cut-out papers. She began her career by painting lamp shades and giant murals. Later, she illustrated books for other authors and eventually wrote and illustrated her own books. As a child, her favorite activities were making handmade dolls and designing dresses for herself and her sister. As an adult, she had an unusual talent for creating jewelry from tiny parts she found in old typewriters and computers. Many of her art works are more like sculptures. They are frequently collages or constructions of wood, wire, paper cutouts and paint. Her books are famous for their lighthearted verbal and visual patterns of behavior. She was born in Siberia, Russia, and also lived with her family in Manchuria, China. At the age of 29, she moved to New York City to fulfill her dream of becoming an artist.



Preparation

Inform parents that the children will each need to bring a cap or hat to school for “Cap Day” on Day 4. Be sure to have a cap for Backpack Bear and a few extras in case any of the children forget.

Generate Vocabulary Cards for Week 5. You will use *primary, secondary, mix* and *stir* on Day 2, *cap, imitate, peddler, and wares* on Day 3 and *artist, gallery, pointillism* and *technique* on Day 4.

Day One

For today’s Activity place the Color Picture Cards vertically in a pocket chart in rainbow order (red, orange, yellow, green, blue, (indigo), purple (violet).

Day Two

Use the “Picture Sound” generator on teach.Starfall.com to generate a “Picture Sound” Oo and Cc worksheet for each child.

For Session 3 you will need three clear plastic cups with red, yellow and blue food coloring, a container of water, and three additional clear plastic cups.

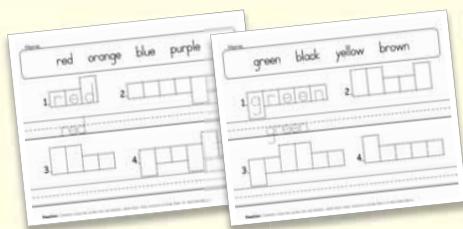
You will also need a table for demonstration, a purple, green, and orange construction paper, and two each of red, blue, and yellow.

Day Three

For Session 1 you will need five types of hats or caps.

Before breaking into small groups and practice groups, show the children how to navigate to *It’s fun to Read: All About Me*, “Who Am I?” and “My Body.” The children may need to complete “Who Am I?” before the “My Body” activity will appear on the index.

Use the “Word Shape” generator on teach.Starfall.com to create a two-page Color Words “Word Shape” worksheet with the following words: *red, orange, blue, purple* (page 1) *green, black, yellow, brown* (page 2) for each child and staple the pages together.



Remind parents that the children should bring a hat or cap for “Hat Day” tomorrow.

Day Four

The children will wear their hats and march in a "Hat Day Parade" during Session 1.

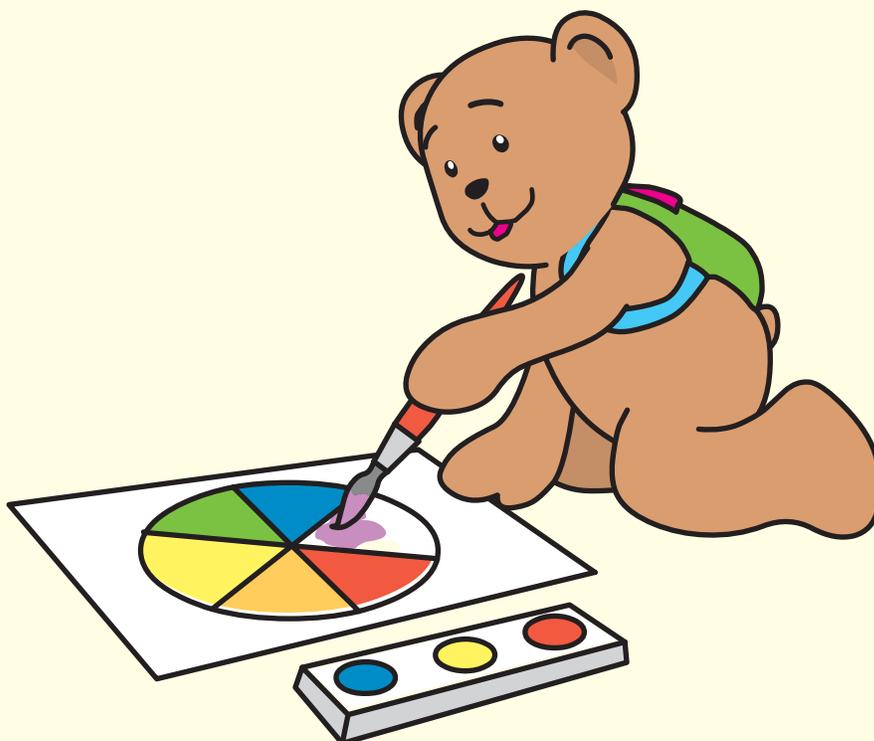
You will need a world map for Session 3.

Day Five

In Session 1 you will demonstrate how to play "Starfall Speedway." You will need the game board and playing pieces.

Prepare the Learning Center Cards and Center Activity Icons as described for Day 5. You may create icons to represent other activities of your choice by taking photos, or drawing pictures of those activities.

Use the "Color by Word" generator on teach.Starfall.com to generate the "Color by Word" worksheet for Week 5 for each child.



Day 1

I got a new box of
crayons. Did you get
new crayons for school?

Love,

Backpack Bear



Day 2

I can clap my name:
Back-pack-Bear! Can
you clap it with me?

Love,

Backpack Bear



Day 3

I played rhyming
games last night! Do
you know a word that
rhymes with bear?

Love,

Backpack Bear



Day 4

Today is Cap Day! I
can't wait to see what
caps or hats you will
wear today!

Your friend,

Backpack Bear



Day 5

Caps for Sale is one
of my favorite books.
I loved the monkeys!

Your pal,

Backpack Bear



DAY One

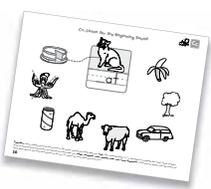
DAY Two

Magic Writing Moment	Favorite colors/Capital letters	Favorite colors/Capital letters
Reading Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	Listening & Writing p. 14 Beginning, Middle, End: Oo /o/ Aa /a/ Bb /b/ Mm /m/ Tt /t/ Pp /p/  Comprehension Skills: Characters, Main Characters	Listening & Writing p. 15 Syllables Cc /k/ HF Words: can (a, am, at, an, is, for, see, me, l, you, the)  Comprehension Skills: Determine, Solve
Computer	Colors	Colors ABCs: Cc, Oo
Activity	Creating a Rainbow	"Picture Sound" Worksheet: Oo and Cc
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	<i>Brown Bear, Brown Bear, What Do You See?</i> "Oo Ostrich Rhyme" "Letter March Song Oo" Colors	<i>Mouse Paint</i> "Cc Cat Rhyme" "Letter March Song Cc" Vocabulary: Primary, secondary, mix, stir
Writing	Draw and color rainbows in rainbow order	
Social Studies		
Science		

DAY Three

DAY Four

DAY Five

<p>Favorite colors/Capital letters</p>	<p>Favorite colors/Capital letters</p>	<p>Write <i>Cc</i> and <i>Tt</i> words</p>
<p>Rhyming Words</p> <p>Take-Home Book 4: <i>At the Park</i></p> <p>HF Words: be, he, she, we</p> <p>Comprehension Skills: Describe, Recall, Share, Relate, Associate, Discuss, Sequence</p>	<p><i>Listening & Writing</i> p. 16</p> <p>Initial <i>Cc</i> /<i>k/</i></p>  <p>Comprehension Skill: Illustrate</p> <p><i>Starfall Dictionary</i> <i>Starfall Writing Journal</i></p>	<p>Recite Poem</p> <p>Review Initial Sounds</p> <p>Introduce "Starfall Speedway"</p> <p>Rhyming Words</p> <p>"Wheel of Reading"</p>
<p><i>It's Fun to Read: All About Me,</i> "Who Am I?," "My Body"</p> <p>Learn to Read: "Lonely Vowels" Video</p>	<p><i>Backpack Bear's Books: Row 4,</i> "At the Park" <i>Colors</i></p> <p><i>ABCs, Calendar</i></p>	<p>Starfall Free Day</p> <p>Pointillism pictures</p> <p>"Color by Word" worksheet for Week 5</p>
<p>"Word Shape" Practice pages 1, 2</p>	<p>Sequence <i>At the Park</i></p>	<p>"Starfall Speedway"</p>
<p><i>Caps for Sale</i></p> <p><i>At the Park</i></p>  <p>Vocabulary: Peddler, cap, wares, imitate</p>	<p><i>Caps for Sale</i></p> <p>Descriptive words</p>  <p><i>Georges Seurat</i></p> <p><i>Star Writer Melodies</i></p> <p>Vocabulary: Artist, technique, pointillism, gallery</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p><i>Georges Seurat</i></p> <p>"Five Little Monkeys"</p> <p>Colors</p>
	<p>Spacing, Kid Writing, Adult Writing, Illustrating</p>	
<p>Understand how people lived in earlier times</p>	<p>Understand that history relates to events, people, and places of other times</p>	

1

2

3

4

5

6

**Reading:
Foundational Skills**

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

Magic Writing Moment**Favorite Color**

Note: The children who didn't have an opportunity to create sentences about their favorite colors will do so this week. The sentence stem will change slightly.

Indicate the chart paper from Weeks 1 and 2. Say: **Let's look at the Magic Writing Moment sentences about colors.** Each child comes to the chart as you read his or her sentence.

Continue: **This week we will add more sentences about your favorite colors.** Write: *The color ____ likes is ____.* Choose a child who has not had an opportunity to create a sentence.

Ask:

- **Can you find your name in this sentence? Use your favorite color to circle it.** (The child does this.)
- **What do you notice about the word at the beginning of the sentence? Right, it begins with a capital letter. Use a different color to circle the capital letter.**
- **What high frequency words do you see in the sentence?** The child identifies the words *is* and *The* (with assistance if needed). **Use a different color to circle the high frequency words *is* and *The*.**

Materials

- Chart paper from Weeks 1 and 2
- Box of crayons

Phonological Awareness Warm-Up**Beginning, Middle, and Ending Sounds**

Place three chairs at the front of the room and identify them as beginning, middle and ending chairs.

Display and identify the Picture Card *bat*.

The children repeat, *bat*, then use their invisible rubber bands to segment the sounds in the word, /b/-/a/-/t/, *bat*.

Ask: **How many sounds are in /b/ /a/ /t/?** (3)

Place the Letter Cards: *a, b, t* into the pocket chart in random order. A volunteer chooses the letter that stands for the first sound in *bat* and sits in the beginning chair. Continue for the middle and ending letters and sounds.

- The volunteers in the chairs hold up the Letter Cards.
- The class affirms the order or makes suggestions for changing it.
- They read *bat*.
- Repeat for *map, tap* and *pat*.

Materials

- Letter Cards: *a, b, m, p, t*
- Picture Cards: *bat, map*
- Pocket chart
- Three chairs

**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.D Spell simple words phonetically



1

Introduce Colors

Display the Color Picture Cards in a pocket chart.

Say: **Let's see how much you know about colors. I will read a riddle. Raise your hand if you know which color is the answer to the riddle. Then I will choose one of you to name the color, remove the color card and take it back to your place. Ready?**

Materials

- Word Cards: *black, blue, brown, green, orange, purple, red, yellow, white*
- Picture Cards: *black, blue, brown, green, orange, purple, red, yellow, white*
- Pocket chart

Language

L.K.5.A Sort common objects into categories

green	I am the color of grass. I can also be the color of summer leaves and frogs.
blue	I am the color of the sky. My name begins with /b/.
red	I am the color of strawberries. My name begins with /r/.
yellow	I am the color of the sun. I am also the color of bananas.
orange	I am the color of pumpkins. Sometimes leaves are this color in fall.
purple	I begin with /p/ and end with /l/. I am the color of some grapes. Sometimes people call me violet.
brown	I am the color of most chocolate. I am the color of Backpack Bear too.
black	I am the color of when it is very dark outside. My name begins with /b/ and ends with /k/.
white	I am the opposite of black. I am the color of lambs' fleece. What color am I?



Say: **Let's classify, or sort, objects in our classroom by color. If you are holding a color Picture Card come to the front of the classroom.**

Assign the remaining children to those holding the Picture Cards so they may work as partners or small groups depending on the size of your class.

Designate a specific space in the classroom for each set of partners or groups to place their color Picture Cards.

Continue: **Search the classroom with your group or partner for THREE objects that match your color, and bring them back to your color card.**

Display the Color Word Cards placed vertically down the left side of a pocket chart.

The children leave their collections in place, but bring their color cards and gather around the pocket chart.

Say: **Here are the words that go with the colors.** Indicate and read each color word. **The letters and their order give clues as to which color each word names.**

Instruct the “red” group to stand. Say: **Listen to the sounds in red, /r/ /e/ /d/. Who can find the word red?** (A volunteer does this.) **Place the red color card next to the word red.**

Continue until all of the color cards have been matched to the corresponding color word in the pocket chart.



Formative Assessment

Say: **Now let’s take a trip around the classroom. Each group classified objects by color and placed them in groups. Let’s see if we can identify each group’s color group.** If time allows, the children in each group share the items with the class. The class gives a ‘thumbs up’ if they agree with the group’s collection.

Allow English language learners to say the color words in their native languages while holding the color cards.

ELL

2

Introduce Characters

Read the Story Element Card, *Who are the main characters?* and place it in a pocket chart. Explain that a character is a person or animal in a story. The children repeat, *character*.

Display the animal Picture Cards in random order horizontally in the pocket under the Story Element Card.

Indicate *Brown Bear, Brown Bear, What Do You See?* Ask:

Who is the first main character in this story? (bear)

Remind the children that sometimes a character is

not a person but an animal, and that an author might

have animals do things in stories that they cannot do in real life. Who can find the picture of the bear? A volunteer identifies the bear Picture Card and places it in the first position.

Explain that stories often have more than one character. Say: **As you listen to the story, raise your hand when a new character is introduced.**

Volunteers continue to find Picture Cards of the new characters and place them in order under the bear.

Materials

- Story Element Card: *Who are the main characters?*
- Picture Cards: bear, bird, cat, dog, duck, frog, goldfish, horse, sheep
- Brown Bear, Brown Bear, What Do You See?*
- Color Picture Cards
- Color Word Cards
- Bag or basket

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

LS.9c Relate an experience in sequence

Reading: Informational Text

RL.K.3 Identify characters, settings and major events



Formative Assessment

Explain that the author Bill Martin, Jr., decided what color each of his characters would be. Indicate and identify each animal in the pocket chart.

Distribute the Color Picture and Word Cards. If you have more children than cards, assign partners to work together.

Say: **Let's play a game. We will match the animal, color, and color word.**

Using the book, chant: **Brown Bear, Brown Bear, What Do You See? I see a (animal color) (animal name) looking at me!** Then stop. Identify the first animal name in the pocket chart (bear).

- The child holding the Color Picture Card that matches that animal, places it next to the animal card (bear, brown Color Picture Card).
- The child holding the Color Word Card places it next to the Color Picture Card (bear, brown Color Picture Card, brown Color Word Card).
- Repeat for each animal.

As volunteers match characters with colors and color words, repeat the sentence and your ELL children repeat it with you.

ELL

For example, after "I see a brown bear looking at me" has been repeated for several animals, repeat the beginning of the sentence and encourage your ELL children to finish the sentence for you.

Technology

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

Listening & Speaking

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

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



Computer

- Colors

Practice

Activity

The children draw and color rainbows in rainbow order.

Materials

- Pencils, crayons
- Drawing paper

3

Introduce Oo /o/

Step One Introduce /o/ in the initial position

Read "Oo Ostrich," from the *ABC Rhyme Book*, page 33.



Indicate the *ostrich* Picture Card. Say: **This is a picture of an ostrich.** (The children say, *ostrich*.)

The word ostrich begins with /o/. Watch my mouth, /o/. Now you say /o/. The words ostrich and Olive begin with the same sound, /o/. (The children repeat, /o/.) **I will read the rhyme again. Listen for /o/ in ostrich and Olive.** Read the rhyme again, then repeat it in unison.

Step Two Discriminate /o/ in the initial position

The children stand. Say: **If you hear /o/ at the beginning of a word I say, give a thumbs up! Ready?**

ox	pizza	man	octopus	cow
----	-------	-----	---------	-----

Step Three Connect /o/ to the spelling Oo

Teach children the ASL sign for Oo. The children sing "The Letter March" with the ASL sign for o, and sound /o/.



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

Touch o several times.

Demonstrate the letter's formation as you write o on the board. The children sky write o several times. Distribute whiteboards and markers. The children write o on their boards.

Materials

- Listening & Writing Books*, page 14
- Wall Card: *Ostrich Oo*
- Picture Card: *ostrich*
- Letter Cards: O, o
- Whiteboards, markers
- ABC Rhyme Book*
- Pencils, crayons

Oo Ostrich

*Olive Ostrich went out one day,
Stuck her head in the sand
And stayed that way!*

The Letter March: Oo

(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,
"O" stands for the sound, /o/ /o/ /o/ /o/
And they all go marching,
In- to a word, to use, their sound*

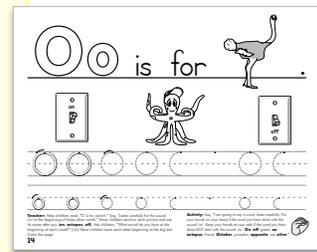
Say: **Let's play a game. I'll say a word. If it begins with /o/, touch the o on your whiteboard and say /o/. If it doesn't, shake your head 'no.' Ready?**

otter	ostrich	bike	operation	banana
-------	---------	------	-----------	--------



Indicate the O Letter Card. Say: **This is the uppercase letter O. The uppercase letter O and the lowercase letter o stand for /o/.**

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



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 14. Complete as with similar pages.

The sound /o/ does not exist in Mandarin. Be sure to emphasize this sound for children who speak Mandarin.

ELL



Display the Wall Card at the end of the lesson.

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

Materials

- Chart paper from Weeks 1 & 2
- Box of crayons

Phonological Awareness Warm-Up**Review Syllables**

Say: **We have learned that words are made up of letters that stand for different sounds. Backpack Bear has several letters in his name. Words also have parts. Let's clap Backpack Bear's first name and count the parts, Back (clap), pack (clap).**

Continue: **We clapped two times because Backpack has two parts. Let's try his last name, Bear. (clap) How many parts or syllables does Bear have? Right, it has one. All words have one or more syllables or parts. Let's count how many syllables, or parts, there are in your names.**

- A volunteer says his or her name and the class claps and counts the syllables.
- The children repeat and tell how many syllables are in the name.
- The child chooses the next volunteer.
- Repeat for each child.

Materials

- None

1

Introduce Cc /k/**Step One Introduce /k/ in the initial position**

Read "Cc Cat," page 9 of the *ABC Rhyme Book*.



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

repeat, /k/.) **I will read the rhyme again. Listen for /k/ in *cat*, *cozy* and *come*.**

Read the rhyme again. The children repeat in unison.

Materials

- Listening & Writing Books*, page 15
- Whiteboards, markers
- ABC Rhyme Book*
- Wall Card: *Cat Cc*
- Picture Card: *cat*
- Letter Cards: *C, c*
- Pencils, crayons

Cc Cat

*Cozy cat, cozy cat,
Come and play with me.
We'll have lots of fun,
Just you wait and see!*

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

The children stand. Say: **If you hear /k/ at the beginning of a word I say, give a thumbs up! Ready?**

cup	bowl	cage	color	apple	couch
-----	------	------	-------	-------	-------

Step Three *Connect /k/ to the spelling Cc*

Teach children the ASL sign for Cc. Sing "The Letter March" with the ASL sign for c, and sound /k/.

The Letter March: Cc

(Melody: "The Ants Go Marching")

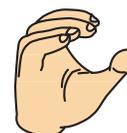
The letters go marching one by one,
Hurrah! Hurrah!

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

The letters go marching one by one,
"C" stands for the sound, /k/ /k/ /k/ /k/

And they all go marching ,

In- to a word, to use, their sound



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

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

The children write c on their whiteboards.

Say: **Let's play a game. I'll say a word. If it begins with /k/, hold up your whiteboard and say /k/. If it doesn't, do nothing. Ready?**

car	pencil	blue	cut	green	coat
-----	--------	------	-----	-------	------



Indicate the C Letter Card. Say: **This is the uppercase letter C. The uppercase letter C and the lowercase letter c stand for /k/.**

Demonstrate the letter's formation as you write C on the board. The children sky write C several times. A volunteer locates Cc on the Alphabet Chart.

Ask: **Are the letters C and c near the beginning, middle, or end of the alphabet?** (beginning)

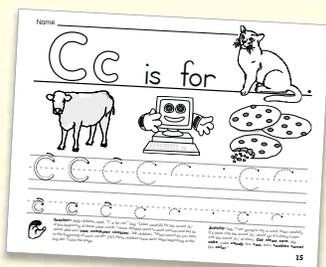
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
a	b	c									m		o	p				s	t						



Display the Wall Card at the end of the lesson.

Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 15. Complete as with similar pages.



The lesson focus is on the sound-spelling /k/ Cc. The children will soon discover /k/ can be represented by Cc, Kk or ck and that the letter c, when followed by e, represents /s/ as in "race" and "cent."

When children ask about this, it is important that they understand that a sound can be represented by several spellings, and that a letter or group of letters can represent several sounds. It is paramount not to tell children that a letter has "borrowed" a sound from another letter. In this way, children will begin to recognize predictable spelling patterns and not be confused by exceptions.

**Reading:
Foundational Skills**

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

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

Introduce High Frequency Word: *can*

Arrange the High Frequency Word Cards face down in the pocket chart. Explain that a new High Frequency Word Card is hidden in the “Concentration Game.” A volunteer tries to find a match. If successful, he or she leaves the cards exposed and chooses the next volunteer. Say:

When we find our new high frequency word, (can) Backpack Bear will hold it for us until we finish matching all the words.

Explain that the new high frequency word *can* is also decodable, which means it can be sounded out. The children decode the word using their invisible rubber bands (/k/ /a/ /n/ *can*).

Explain: **The word *can* has two meanings. When you say, *I can run and jump*, *can* means something you are able to do. When you say, *I have a can of soup*, *can* means something you put things in.**

Distribute *Starfall Dictionaries* and pencils. Say: **Listen for the word *can* in these sentences. *I can jump. What can you do?*** Volunteers make up other sentences using the word *can*.

Model writing *can* in your own dictionary before children trace the word in their dictionaries.

**Formative Assessment**

Distribute whiteboards and markers. Say: **I will say a sentence using our new high frequency word *can*. You will write a sentence on your whiteboard. Use your dictionaries to help you.**

- Say the sentence, *I can see you*. Remind children that *see* is in their dictionaries.
- The children hold up their whiteboards when they finish.
- Repeat for, *Can you see me? I can see the cat. The cat can see me.*

Show your ELL children a picture of a can or have a can of soda or soup available. Demonstrate *can* as something you can do (act it out).

ELL**Materials**

- Two of each High Frequency Word Card: *a, am, at, an, is, for, see, me, I, you, the, can*
- Whiteboards, markers
- Starfall Dictionaries*
- Backpack Bear
- Pocket chart
- Pencils

Computer

Practice

The children explore: *Colors* and *ABCs: Cc, Oo*

Activity

The children will:

- trace the upper and lowercase *Oo* and *Cc*.
- cut apart the pictures at the bottom of the page and glue them in the correct boxes according to their beginning sounds.

Materials

- "Picture Sound" worksheet with *Oo* and *Cc* for each child
- Scissors, glue stick
- Pencils, crayons

3

Introduce *Mouse Paint*

Indicate *Mouse Paint*. Review print concepts such as the title, author, and illustrator. The children predict what the story is about based on the title and front cover.

Say: **Look at the illustrations in this book. Ellen Stoll Walsh created them the same way Eric Carle and Lois Ehlert created theirs, by cutting or tearing and then pasting papers. Do you remember what this type of illustration is called?** (collage)

Page through the book. Say: **Let's read to find out what happens when mice use paint!**

Pause after the first two pages, and ask: **Why can't the cat find the mice? How does the illustration help us know what is happening on this page?** (The mice are white and the paper is white.) Introduce vocabulary words *stir* (page 10) and *mix* (page 12) as you encounter them.

Materials

- Mouse Paint* by Ellen Stoll Walsh
- Three clear plastic cups with red, yellow, and blue food coloring
- Vocabulary Cards: *mix*, *primary*, *secondary*, *stir*
- Construction paper (purple, green, and orange, plus two each of red, blue, and yellow)
- Three extra clear plastic cups
- Demonstration table
- Container of water

Science

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

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

stir

When you stir something, you swirl it around. The children pretend they are stirring something. The children repeat, *stir*.

mix

To mix something is to combine or put things together, usually by stirring them. The children pretend to mix colors together in a bowl.

Say: **Red, yellow, and blue are called *primary colors*. When you mix primary colors in a certain way you make the colors orange, green, and purple. These colors are called *secondary colors*. Let's try an experiment.**

When mixing colors, remember to always pour the darker color into the lighter color.

- Pour some water into the clear plastic cups with food coloring in them.
- The children identify the type of colors. (primary colors)
- Pour some yellow water into an empty cup.
- The children predict what color the water will become when the yellow water is mixed with red. (orange)
- Demonstrate.

Repeat for blue and yellow (green), and blue and red (purple). As you mix each new color, say: **This is a secondary color because we mixed two primary colors together to create it.**



Formative Assessment

Review primary colors red, blue, and yellow, and secondary colors green, orange, and purple.

Select volunteers to be red, blue, and yellow, and give each a sheet of construction paper representing his or her color. (You hold the purple, green and orange sheets of construction paper.)

- Call red forward. Ask: **What color should stand next to red to make purple?** (blue) Take the red and blue papers away and have the partners together, hold the purple paper.
- Call blue forward. Ask: **What color should stand next to blue to make green?** (yellow) Take the blue and yellow papers away and have the partners together, hold the green paper.
- Call yellow forward. Ask: **What color should stand next to yellow to make orange?** (red) Take the yellow and red papers away and have the partners together, hold the orange paper.

When assessing your English language learners, ask them to name the primary (important) colors. If they are unable to do so, they may point and name the colors in their native languages. You repeat them in English and they repeat after you.

ELL

Allow these children to listen and watch as the secondary colors are identified by English speaking students. At this point in the school year it is okay for there to be more listening than speaking.

Magic Writing Moment**Favorite Color**

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

Materials

- Chart paper from Weeks 1 & 2
- Box of crayons

Reading: Foundational Skills

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Reading: Foundational Skills

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

Reading: Literature

RL.K.9 Compare and contrast experiences of story characters

Phonological Awareness Warm-Up**Rhyming Words**

Indicate *Nursery Rhymes*, page 12.

Read "Two Little Blackbirds." The children repeat the rhyme with you.

Ask: **Who heard a word that rhymes with hill? Right, Jill and hill rhyme. Say Jill, hill.** (The children repeat *Jill, hill*.)

Turn to page 22, "Jack and Jill." Say: **We just read a nursery rhyme about birds named Jack and Jill. Let's listen to a different rhyme about another Jack and Jill.** Recite "Jack and Jill." The children repeat the nursery rhyme with you.

Ask: **How are these nursery rhymes the same? How are they different?** (Volunteers respond.)

If time allows, play the *Nursery Rhymes* CD, Tracks 8 and 18, "Two Little Blackbirds" and "Jack and Jill".

Materials

- Nursery Rhymes CD, Tracks 8 and 18, "Two Little Blackbirds" and "Jack and Jill"
- Nursery Rhymes pages 12 and 22

1

Introduce Caps for Sale

The children sit in a semicircle on a rug or the floor. Place five hats or caps in a straight line in front of them. Say: **Today we will read a story about caps. Caps are special kinds of hats.**

- The children discuss how each hat is used and who might wear it. Encourage them to use complete sentences when sharing.
- The children compare and contrast the hats.

Introduce *Caps for Sale*. Locate and discuss the title, author, and illustrator. After reading the subtitle, say: **peddler.** (The children repeat, *peddler*.) **Long ago, peddlers walked from town to town, carrying items to sell. Part of the word, ped, actually means 'foot'! The items peddlers sold were called wares.** (The children repeat, *wares*.) **Look at the cover. What kind of wares is this peddler selling?** (hats) **Yes, he is selling specific kinds of hats called caps.**

Materials

- Vocabulary Cards: *cap, imitate, peddler, wares*
- Five types of hats or caps
- Caps for Sale* by Esphyr Slobodkina

Literary Response & Analysis

LIT.RA.7d Make text to self connections

Reading: Literature

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

RL.K.4 Ask and answer questions about unknown words

RL.K.10 Engage in group reading activities

Read the story, pausing to allow children to ask questions, then discuss the following:

- **How would you describe the peddler's caps?**
- **Where do you think the peddler is going? What is he doing?**
- **Why did the peddler decide to go to the country?**
- **How would you walk if you had many caps on your head?**
- **Is anything different about the peddler when he wakes up?**
- **How many monkeys do you see?**
- **What else might the peddler have done to get his hats back?**

What are the monkeys doing at the end of the story? Say: **The monkeys imitated the peddler's action.** (The children repeat, *imitate*.) **When we imitate others, we copy what they do. Did the monkeys understand what the peddler was saying?** (No) **What did the peddler do first to try to get his caps back?** (He shook his finger at the monkeys.) **What else did the peddler do?**

The children imitate each of the peddler's actions in sequence. He shook two hands, stomped one foot, stomped both feet, and threw his hat down on the ground.

Ask: **What finally caused the peddler to get his caps back?** (The monkeys imitated him throwing his cap on the ground.) **How did the story end?** (The peddler continued to try to sell his caps.)

Read the story again. This time, encourage the children to interact by leaving out key words for them to supply. Partner the children to discuss the part of the story that surprised them most, or that they found the funniest. Volunteers share their responses with the class.

Review the new vocabulary words *cap*, *peddler*, *wares*, and *imitate*. Then children close their eyes and imagine the following story:

One day long ago, you were a peddler. You had a cap to keep the sun out of your eyes during your long day of walking. You placed the cap on your head as you prepared to sell your wares. You gathered some apples in a basket and started walking to town shouting, "Apples, apples for sale, ten cents an apple!" People on the street stopped to buy your apples. After a long day you walked back home, took off your cap, and read a good book. The next day, you peddled your wares again.



Formative Assessment

The children discuss the following:

- **What wares did you sell?**
- **How much did your apples cost?**
- **What did you do when you got home?**
- **What are some examples of other wares you might sell?** (candy, toys, clothes, books)

In order to test ELL children for comprehension, ask questions that allow them to offer one or two word answers depending on their English skills. You might also provide visual clues with the story such as apples or caps.

ELL

2

Introduce High Frequency Words: *be, he, she, we*

Navigate to *Learn to Read*: Row 10, "Lonely Vowel" video, and the children watch.

Say: **We will learn four new high frequency words today. All of these words have a lonely vowel sound and rhyme with the word me.**

- Write *me* on the board and identify the word.
- The children repeat, *me*.
- Distribute individual whiteboards.
- The children copy *me* on their whiteboards.

Say: **Let's change the /m/ to /b/ and see what happens.** (Do this.) **I just changed this word from *me* to /b/-/e/, *be*.**

- The children repeat *be*, then change *me* to *be* on their whiteboards.
- Use *be* in a sentence, such as: *I want to be a peddler.*
- Volunteers create other sentences using the word *be*.

Say: **Let's make another word by changing the *b* to an *h*.** (Do this.) **We just made another word that rhymes with *me* and *be*, /h/-/e/, *he*.** The children repeat *he*, then change *b* to *h* on their whiteboards.

Say: **What if I change the *h* to *sh*?** (Do this.) **When *s* and *h* are together, they stand for /sh/.** (The children repeat, /sh/.) **We've made another word that rhymes with *me*, *be* and *he*: /sh/-/e/, *she*.** The children repeat, *she*, then change *h* to *sh* on their whiteboards.

Say: **Let's change the *sh* to *w*. This word rhymes with *me*, *be*, *he*, and *she*, /w/-/e/, *we*.** The children repeat, *we*, then change *she* to *we* on their whiteboards.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | High Frequency Word Cards:
<i>be, he, she, we</i> |
| <input type="checkbox"/> | Whiteboards, markers |
| <input type="checkbox"/> | <i>Starfall Dictionaries</i> |
| <input type="checkbox"/> | Pocket chart |
| <input type="checkbox"/> | Pencils |

Reading:
Foundational Skills
RF.K.3.C Read common high frequency words by sight words

Place the high frequency words face down in a pocket chart. A volunteer reveals one word. The children:

- read the word.
- identify the letter at the beginning.
- determine if that letter is at the beginning, middle, or end of the alphabet.
- locate the letter in their *Starfall Dictionaries* and trace the word.

Repeat until *be*, *he*, *she*, and *we* have all been traced in the children’s dictionaries.



Formative Assessment

Partner the children to play “I Spy” using words traced in their dictionaries.

Technology

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

Language

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

Computer

Practice

- *It’s Fun to Read: All About Me, “Who Am I?” and “My Body”*
- *Learn to Read: Row 10, “Lonely Vowel” video*

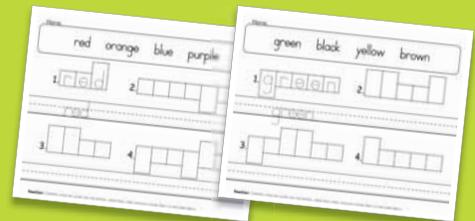
Activity

Distribute the “Word Shape” worksheets. Read the words in the word bank with the children. They:

- copy the words in the appropriate configuration boxes.
- write the words on the handwriting line.
- trace the words with appropriate crayons.

Materials

- Box of 8 crayons for each child
- “Word Shape” worksheets
1 and 2 for each child
- Color words
- Pencils



To help children recognize and read the color words, suggest that they match the labels on their crayons to the words in the Word Bank.

Observe & Modify

3

Introduce *At the Park*

Backpack Bear whispers that he needs to speak to you privately. After he has done this, say: **Backpack Bear says he has trouble remembering all the high frequency words. He wants to know if we can review them. They are in his backpack.**

- A volunteer selects a card from Backpack Bear's backpack.
- The child shows the word and the class reads it together.
- The child places the card in the pocket chart and chooses the next volunteer.
- Continue until all the cards have been removed from the backpack.

Say: **Here's a story you and Backpack Bear will enjoy. It uses many of these words and it will remind us of summer!** Navigate to *Backpack Bear's Books*: Row 4, "At the Park." The children interact with and discuss the online story and "High Frequency Word Game." Volunteers take turns navigating through the story and games.

Distribute copies of *At the Park*.

- The children follow along as you read the story in a flat monotone fashion.
- Repeat the reading with expression.

Ask: **Which reading did you enjoy more? Why?** (Volunteers respond.)

Explain: **When we read with expression or excitement it helps us to better understand the story. Let's read this story together with expression.**

Indicate and discuss the Cover Card, then the children work together to order the Sentence Strips according to the story.



Formative Assessment

Say: **You are such good readers that you are ready to read this story with partners. One person will listen while the other reads, then you will switch.**

Materials

- High Frequency Word Cards: *a, an, at, can, for, he, I, is, see, she, the, you, we*
- Take-Home Book 4: *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- Classroom computer navigated to Backpack Bear's Books: Row 4, "At the Park"
- Backpack Bear
- Pocket chart

Fluency

FL.6c Read grade-level text with expression

Reading: Foundational Skills

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

Place the High Frequency Word Cards in Backpack Bear's backpack when he "requests" to speak with you privately.



Collect the books. You will use them again on Days 4 and 5.

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

Magic Writing Moment**Favorite Color**

Choose a child who has not had an opportunity to create a sentence and repeat the lesson from Day 1.

Materials

- Chart paper from Weeks 1 & 2
- Box of crayons

Phonological Awareness Warm-Up**Identify and Discriminate Initial Cc /k/**

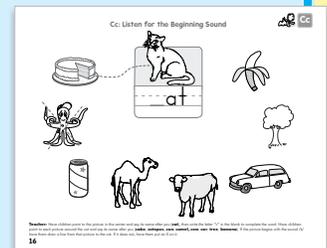
Distribute *Listening & Writing Books*, and the children turn to page 16. They point to the picture in the center and repeat its name after you (*cat*). They write *c* in the blank to complete the word.

The children point to the pictures around the cat and identify each item after you (*cake, octopus, can, camel, cow, car, tree, banana*). If the picture begins with /k/, they draw a line from that picture to the cat. If it does not, they make an X on the picture.

Review the pictures beginning with /k/ (*cake, can, camel, cow, car*).

Materials

- Listening & Writing Books*, page 16
- Pencils



1

Celebrate “Hat Day”

Backpack Bear whispers, “I am so excited about Hat Day! I want to hear all about your hats.” If Backpack Bear wore a hat, have him “tell” about his hat first. The children and Backpack Bear put on their hats and sit together on the floor. They:

- describe Backpack Bear’s hat.
- stand in turn and describe their own hats.
- explain their choices for “Hat Day.”

The children march in a “Hat Day Parade” around the classroom and/or the school.



Formative Assessment

When the parade is over, say: **Because you’re all wearing hats, you remind me of the monkeys in the story *Caps for Sale*! Let’s read that story again.** The children throw down their hats during the story. Designate one child to be the peddler, and the other children will be the monkeys.

Materials

- Backpack Bear and his hat
- Children’s hats
- Caps for Sale*

2

Write about “Hat Day”

Say: **Let’s write about Hat Day in our journals to help us remember the fun we had.**

Step One

- Distribute the writing journals and dictionaries.
- The children open their journals to the next available page.
- They remove their caps in order to observe them for this activity.

Step Two

Gather the children in front of the classroom whiteboard.

Draw handwriting lines on the whiteboard (or project the writing journal page) and include a star at the beginning.

Say: **We will start our writing together and then you will finish it.**

Write: *I like my hat because* on the whiteboard. Indicate each word and read the sentence. Ask: **Did I finish the sentence?** (Volunteers respond.) **Notice that I used a capital I because when I is a word it is always a capital. What do you notice between the words? Right, there are spaces.**

Materials

- Starfall Writing Journals and Dictionaries
- Star Writer Melodies
- Children’s hats
- Pencils

Consider having the "Capital Letter," "Space Between Words," "Punctuation," and "Writing Strategies" Anchor Charts visible for the children to reference.

Literary Response & Analysis

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

Speaking & Listening

SL.K.4 Provide detail to describe familiar people, places, things, and events

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Writing

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

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

Language

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

L.K.2.D Spell simple words phonetically

Step Three

Say: **Now you're ready to write in your journals.**

The children return to their places.

Continue: **Place your finger on the star at the beginning of the first line.** (The children do this.) Remind them that the star indicates where they will begin writing.

Indicate the sentence on the whiteboard and say: **Copy I like my hat because (blank).** Circulate and assist. If necessary, help the children by highlighting the word *because* for them to trace.

When children are finished, they return to the floor in front of the whiteboard.

Reread the sentence, *I like my hat because _____*. Ask: **Who would like to make a suggestion about how to finish this sentence?** (*I like my hat because it is colorful.* Or *I like my hat because I made it.*)



Formative Assessment

Say: **Now you will finish the sentence all by yourself. You can use your dictionaries and kid writing. As you are writing I will come around and do adult writing.** The children return to their places.

Play *Star Writer Melodies* softly as children write. (This should not interfere with the Activity Center.) As you circulate, ask the children to read what they have written and describe what they are drawing. Provide adult writing for children who have written additional sentences.

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer

- "Calendar"
- *Backpack Bear's Books*: Row 4, "At the Park"
- ABCs: (Choose letters children to practice most)
- Colors

Practice

Activity

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



Materials

- Take-Home Book 4, *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- Pocket chart

3

Introduce *Georges Seurat*

Say: ***Georges Seurat* was an artist whose paintings are well known. He lived long ago, but his paintings are still displayed in art galleries and museums around the world.** (The children repeat, *Georges Seurat*.) Discuss *artist* and *gallery*. The children repeat these words after you.

artist	someone who draws or paints pictures (Explain that children are artists when they take time to draw or color pictures.)
gallery	place where artists' paintings and drawings are displayed (People visit galleries to look at the artwork.)

Materials

- Vocabulary Cards: *artist*, *gallery*, *pointillism*, *technique*
- Georges Seurat* Cut-Up/Take-Home book for each child
- Classroom computer navigated to *It's Fun to Read: Art Gallery*, "Georges Seurat"
- World map

Social Studies

SS.HK.2h Recognize importance of important historical figures

SS.ST.4d Understand maps and globes help locate places on Earth

Reading: Informational Text

RI.K.4 Ask and answer questions about unknown words

RI.K.9 Identify similarities and differences between texts on the same topic

Explain that like many well-known artists, Seurat lived in Europe. Say: **Let's find Europe on a map. Maps show us many places.** Indicate Europe on the map. **This is a group of countries called Europe. Georges Seurat lived in Europe in a country called France.** Indicate France and its proximity to the United States.

Ask: **Can you guess what Seurat's three favorite colors were?** (yellow, blue, red) **Seurat knew that he could create new colors by mixing his three favorite colors together. We call these three colors, yellow, blue, and red, primary colors.** Recall that children learned about primary colors in the story *Mouse Paint*.

Explain that Seurat had a special *technique*, or way of drawing. The children repeat, *technique*.

Navigate a classroom computer to *It's Fun to Read: Art Gallery*, "Georges Seurat." The children describe Seurat's special technique, *pointillism* (painting with little dots of color). Say: **Pointillism is a good name for Seurat's technique because he used the point, or tip, of his brush to make the dots.** The children repeat, *pointillism*.

Ask: **How are the story, *Mouse Paint* and the *George Seurat* book the same?** (Volunteers respond.) **How are they different?**



Formative Assessment

Distribute copies of *Georges Seurat*. The children follow along as you read. They determine whether the book is fiction or nonfiction and explain the reasons for their choices.

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

Magic Writing Moment

Materials

- Two markers (different colors)
- Chart paper

Review Cc, Tt

Create two columns on a sheet of chart paper by writing the headings *Cc* and *Tt* in different colors.

Divide the children into 2 groups and assign one letter to each group. The children discuss words that begin with their assigned letters. The groups share their words with the class, and you write them in the correct columns. Review the list.

Reading: Foundational Skills

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Reading: Foundational Skills

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

Phonics Warm-Up

Materials

- Listening & Writing Books* p. 17
- Pencils

Initial Sounds

Distribute *Listening & Writing Books* and the children turn to page 17. Complete the page together with the children as directed at the bottom.



1

Listening & Speaking

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

Reading: Foundational Skills

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

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

Review Initial Sounds and Introduce "Starfall Speedway"

Read the words on page 17 of the *Listening & Writing Books*. The children listen for beginning sounds, then point to the pictures and repeat their names after you (*sat, mop, cot, top, pot, bat*). They write the missing letter to complete each word and trace the remaining letters.

Play "I Spy" with rhyming words:

mop / top	pot / cot	sat / bat
-----------	-----------	-----------

Materials

- Listening & Writing Books* p. 17
- "Starfall Speedway" game board and playing pieces
- Picture Cards: *apple, ball, bus, can, cap, cat, map, moon, mop, ostrich, pig, pop, pot, purple, sad, sock, sun, ten, top, tub*
- Pencils, crayons

Gather the children in a semicircle.

- Indicate "Starfall Speedway."
- Demonstrate how to play the game using the Picture Cards.
- The children name the Picture Cards and identify the beginning sounds to advance on the game board.

Computer

1

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

Technology

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

Pointillism Pictures

2

The children sketch pictures of a park then they apply the pointillism technique to add color. They reference Georges Seurat books to generate ideas.

Materials

- Colored pencils, crayons
- Georges Seurat books from Day 4
- Drawing paper

Writing

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

"Color by Word"

3

The children practice high frequency words by completing the "Color by Word" worksheet.

Materials

- Week 5 "Color by Word" worksheet for each child
- Pencils, crayons

Reading: Foundational Skills

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

"Starfall Speedway"

4

The children name the Picture Cards and identify the beginning sounds to advance on the game board.



Materials

- Picture Cards: *apple, ball, bus, can, cap, cat, map, moon, mop, ostrich, pig, pop, pot, purple, sad, sock, sun, ten, top, tub*
- "Starfall Speedway"



Reading: Foundational Skills

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

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Materials

- Classroom whiteboard
- Color Word Cards
- Pocket chart

Introduce “Wheel of Reading”

“Wheel of Reading” is a variation of “Hangman.” Play this game to reinforce the concept that individual letters form words, and to preview letter recognition. “Wheel of Reading” is an excellent transition game that can be played throughout the day. Before playing, display and review the Color Word Cards.

To play:

- Draw a large circle on the whiteboard and divide it into eight sections.
- Select a color word for today’s game.
- Draw blank lines to represent the number of letters in the word.
- A volunteer guesses a letter. If the letter is in the word, write it in the appropriate blank. The child then has one opportunity to guess the word. If the child does not identify the word, another child guesses a letter. The children may partner to make their letter/word guesses.
- If the letter guessed is not in the word, print it in one of the sections of the wheel and choose the next child. If a letter is guessed that is already in the wheel, place a check mark in an empty section of the wheel. (Using a turn in this way helps children focus on the game and not repeat letters previously guessed.)

The object of the game is for the children to identify the word before all of the sections of the wheel contain letters or check-marks. It may be played as a contest between the class and the teacher. If the children succeed in guessing the word, the class wins a point. If the word is not identified before all the sections have letters in them, the teacher wins a point. The teacher fills in the remaining letter(s) and the class reads the word.

Designate a space on the board and write: Teacher and Class. Each time you play the game, place a tally mark under the name of the winner so that the game is ongoing.

If necessary, initiate the rule that if children call out the word when it is not their turn, the teacher automatically wins.

