



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide

How Our Community Works

Unit 3 • Week 8

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.

How Our Community Works

Unit 3 • Week 8

Week 8

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Week 8 Overview

How Our Community Works

The children will continue their study of the community and community helpers as they compare those of long ago with those of today. They will discover how inventors like Benjamin Franklin and Thomas Edison helped make community living easier with their numerous inventions. This week we will:

- learn about homonyms.
- practice *li /i/* and *Gg /g/*.
- learn about tall, small and tail letters.

Recommended Literature

Ox-Cart Man —Donald Hall is an author who writes early in the morning. His cats and dogs join him near his favorite chair where he does his writing. In the afternoon, they follow him outside to help with all the farm and garden chores. He likes the hard farm work and writing poems and stories about how people lived long ago in rural communities. His favorite sports are walking the dogs and baseball. Originally from Connecticut, Donald Hall lives at Eagle Pond Farm in New Hampshire. The road in front of his house was used by ox carts back in 1803 when it was built.

Chicka Chicka Boom Boom —Bill Martin, Jr. and John Archambault

Bill Martin, Jr. (1916 - 2004) was also the author of *Brown Bear, Brown Bear, What Do You See?* His biography was featured in Week 1. John Archambault's bio can be found in Week 3.

Starfall Books & Other Media

ABC Rhyme Book

At the Post Office

Sing-Along Volume 1

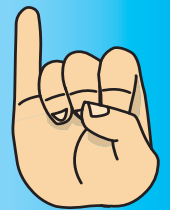
"Starfall Speedway"

Benjamin Franklin Historical Figures Poster

Thomas Edison Historical Figures Poster

Listening & Writing Books

Starfall Dictionaries



Preparation

Generate Vocabulary Cards for Week 8. You will use *shawl*, *embroidery* and *shear* on Day 1.

Prior to Day 4 create several “invention boxes” by collecting several containers, such as shoe boxes, and filling them with miscellaneous items from the classroom or a recycling bin. The boxes should include items that both float and do not float, such as pipe cleaners, paper clips, pencils, blocks, jar lids, small pieces of foam, masking tape, juice boxes, etc.

Day One

For today’s Magic Writing Moment, number two sheets of chart paper #1 and #2. On Chart Paper #1 write: *I went for a walk and I saw some flowers.* On Chart Paper #2 write: *I went for a long walk and saw some beautiful, yellow flowers.*

Day Two

Prepare a sheet of chart paper by writing the sentences: *I saw a dog. He was running.*

Place the High Frequency Word Cards *and*, *are*, *big*, *but*, *down*, *go*, *in*, *it*, *like*, *little*, *not*, *on*, *up*, and *us* in a bag or a basket.

Day Three

You will need the “dog story” from Day 2 for today’s Magic Writing Moment.

You will use the coconut tree from Unit 2, Week 3 and 10 construction paper coconuts.

For Session 1 prepare a copy of *At the Post Office* for each child.

Generate a “Color by Word” Worksheet for Week 8 for each child.

Day Four

You will need the “dog story” from Day 3 for today’s Magic Writing Moment.

Prior to Session 3, prepare several “invention boxes” and plastic containers of water or a sink filled with water for the children to test their inventions.

Generate a “Word Shape” Worksheet using the high frequency words: *big*, *little*, *it*, *in*, *go*, *you* for each child.

Write the poem “Now that I’m Five” on lined chart paper.



Now that I'm Five

When I was 4, I was very small.

I could only reach halfway up the wall!

a c e i m n o r s u v w x z

When I was 5, I grew so tall,

I could reach much higher up the wall!

b d f h k l t

Now I'm a silly five who started out small.

I thought I was growing up nice and tall.

But was I surprised the very next day,

When I'd grown a tail when I went out to play!

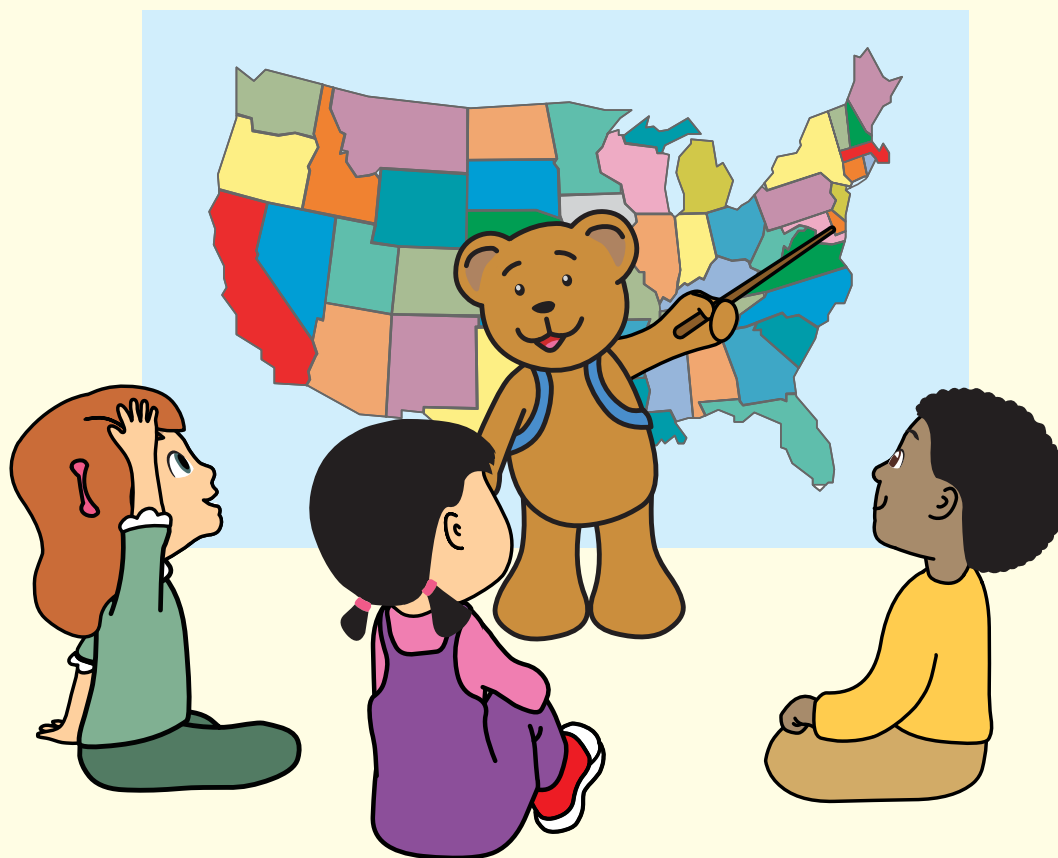
g j p q y

Day Five

Prepare a sheet of chart paper with the letters Gg at the top.

Generate a Week 8 "Word Search" worksheet for each child for today's Learning Center 4.


Optional: Generate a "Multi-Letter" Worksheet for each child for today's Learning Centers.



Day 1

Have you ever wondered what it was like to live a long time ago?

Your friend,

Backpack Bear 

Day 2

My friends and I learned a song about left and right. Want to learn it?

Love,

Backpack Bear 

Day 3

I was playing a homonym game with my friend. I thought of a great way to remember homonyms!

Love,

Backpack Bear 

Day 4

Benjamin Franklin and Thomas Edison were great scientists and inventors. I think you could be creative inventors, too!

Your friend,

Backpack Bear 

Day 5

I am excited to hear what you wrote about inventions! I love hearing your stories.

Your pal,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment

Adding Details

Descriptive Words

Reading

Phonological Awareness

Phonics

High-Frequency Words

Comprehension

Print Concepts

Listening & Writing, p. 28

Homonyms

Ii /i/



Comprehension Skills:

Compare/contrast

Draw conclusions

Inferences

Listening & Writing, p. 29

Rhyming

Gg /g/



HF Words:

big, go, little, in, it

(and, are, but, down, like, not, up, us, on)

Comprehension Skill:

Compare/contrast

Comprehension Strategy:

Make connections

Computer

ABC Rhymes: Rr, Ll, Uu, Nn

Calendar

BpB's Books: Concepts:
"U-Machine," "I-Machine"
ABCs: li, Gg

Activity

Illustrate something learned
from *Ox-Cart Man*

"Starfall Speedway" Review
beginning sounds

Listening & Speaking

Literature

Rhymes, Poems & Songs

Vocabulary

Ox-Cart Man

Caldecott Medal

Now and Long Ago

"li Igloo Rhyme"

"Letter March Song li"

Vocabulary:

Shear, shawl, embroidery

*Benjamin Franklin Historical
Figures Poster*

*Thomas Edison Historical Figures
Poster*

"Gg Goat Rhyme"

"Letter March Song Gg"

"Looby Loo"

Community helpers

Writing

Letter configuration and formation

Inventive spelling

Social Studies

Characteristics of good citizens

Long Ago

Understand how people lived
in earlier times and how their
lives would be different today

Science




Introduce Scientists and
Inventors

Inventions of Long Ago

DAY Three

DAY Four

DAY Five

Adding Details	Story Title	Review Gg
<i>Listening & Writing</i> , p. 30 Homonyms Blend Phonemes Comprehension Strategies: Predict/verify Summarize 	Beginning onsets/rimes Lowercase letter formation: (tall, small, tail) Comprehension Skill: Classify/categorize	<i>Listening & Writing</i> , p. 31 Review a, b, c, g, l, o, p, t, u Initial /i/ Comprehension Skill: Draw conclusions 
		1 Starfall Free Day
		2 Form consonant-vowel-consonant words using play dough or magnetic letters.
<i>BpB's Books</i> : Row 7, "At the Post Office"	<i>BpB's Books</i> : Concepts: "U-Machine", "I-Machine" ABCs: Uu, Nn, li, Gg	3 Letter formation on whiteboards Optional: "Multi-Letter" Worksheet
"Color by Word" Worksheet for Week 8	Sequence <i>At the Post Office</i>	4 Week 8 "Word Search"
<i>Chicka Chicka Boom Boom</i> <i>At the Post Office</i> Thomas Edison Historical Figures Poster "Gg Goat Rhyme" "Mary Had a Little Lamb" Inventions 	"Now that I'm Five" Create an Invention	5 Teacher's Choice 6 Teacher's Choice Groups share expository writing "Interview" Thomas Edison
Introduce Expository Writing	Shared Expository Writing - Add Details	Share illustrations
Benjamin Franklin and the Post Office	Inventions	Understand that history relates to events, people and places of other times
	Compare, sort common objects by one physical attribute	

Speaking & Listening

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

Vocabulary Development

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

Magic Writing Moment**Materials**

☐ Prepared Chart Paper #1 and #2

Adding Details

Say: **Something I like to do when I get home from school is go for a walk. Since I enjoy walking so much I decided to write about it.**

Indicate Chart Paper #1. Continue: **So, I wrote, I went for a walk and I saw some flowers. Then I realized that this sentence doesn't tell much about what I saw on my walk. I decided to add more detail, or information, about my walk to make my sentence more interesting. So I edited my writing.**

Indicate Chart Paper #2 and read: **I went for a long walk and saw some beautiful, yellow flowers.**

Say: **Look at these two sentences. How are they the same? How are they different?** (Volunteers respond.) **Which sentence helps you imagine a better picture of my walk? Yes, the second sentence does. Why?** (Volunteers respond.) **Right, it helps you imagine a better picture because it has more detail. The more detail or information we include in a story, the better the story becomes.**

A visual of a field with yellow flowers may be helpful to ELL children when writing details.

ELL

Phonological Awareness Warm-Up

Introduce Homonyms

Place the *baseball bat* Picture Card in a pocket chart. Say: **Listen carefully to this sentence. I use a bat to hit the ball.** The children repeat the sentence.

Ask: **What does the word *bat* mean in this sentence? Yes, this kind of bat is used to hit a ball.**

Place the Picture Card of the flying *bat* in a pocket chart. Ask: **Who can name the animal in this picture? This is a picture of a bat.** The children describe the bat. Confirm that this *bat* is an animal that flies at night.

Say: **The word *bat* sounds the same in both sentences, but it means two different kinds of bats. Words that sound the same but have different meanings are called *homonyms*.** (The children repeat, *homonyms*.)

Indicate the *baseball bat* Picture Card. Say: **I hit the ball with this bat. The word *bat* in this sentence means something you use to hit a ball.** The children pretend to swing a bat and they say *bat*.

Indicate the flying *bat* Picture Card. Say: **The bat flies at night. The word *bat* in this sentence means an animal.** The children pretend they are flying like a *bat*.

Reinforce that these words sound the same, but they have different meanings.

Discuss the difference in meaning between *see* and *sea*. Volunteers construct sentences using both word meanings. Repeat for *can/can* and *one/won*.

Materials

- ☐ Picture Cards: *baseball bat*,
bat (animal)
- ☐ Pocket chart



Language

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

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

The term "homonym" refers to both homophones, words that are pronounced the same but are spelled differently and have different meanings (to, too, two), and homographs, words that are spelled alike but have different meanings (bear, bear). Using one term rather than several is less confusing to the children.

1

Introduce *Ox-Cart Man*

Indicate *Ox-Cart Man*. The children locate the names of the author and the illustrator on the cover. Indicate the Caldecott Medal on the front cover and explain that this book won an award for its illustrations. Only one children's book each year can win this special award. Say: **When you go to the library, look for other books that have this special seal on the front cover. That's how you can tell which books have won this award for their illustrations.**

Materials

- ☐ *Ox-Cart Man* by Donald Hall
- ☐ Vocabulary Cards: *shear*, *shawl*,
embroidery (and real items,
if available)

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Vocabulary Development

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

Social Studies

SS.HK.2a Compare and contrast life in the present and past

SS.CG.6c Know characteristics of being a good citizen

Look through the book with the children and explain the following new vocabulary:

(Page 2) shawl	fabric worn over the shoulders to keep someone warm
(Page 25) embroidery	designs sewn on cloth; needlework
(Page 33) shear	to trim the fleece off sheep, like a haircut

Read *Ox-Cart Man*, pausing to discuss the characters and events and to allow the children to ask questions. When you have finished the story ask the following questions:

- Did this story take place now or a long time ago? How do you know?
- What other things in the story help you know that the story took place a long time ago?
- What is a good citizen?
- Was the man in this story a good citizen? Why or why not?
- How did the man help his community?
- How did the man show he cared for his family?
- If the man wasn't sure how to get to Portsmouth Market, what could he have used to help him find it?
- The man in this story used an ox and a cart to get his goods to the market. How do people get their goods, or wares, to different places today?

Reading:
Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Social Studies

SS.HK.2a Compare and contrast life in the present and past

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore

Social Studies

SS.HK.2h Recognize the contributions of important historical figures

Science

SC.IE.1 Ask and answer questions to understand science concepts



Formative Assessment

Partner the children. Say: **You and your partner discuss the kinds of things you heard in the story that people had long ago but we do not have now.** After the children have had sufficient time to discuss, volunteers share their answers.



Introduce Scientists and Inventors

Say: **Let's talk about scientists and inventors.** Divide the children into two groups.

Continue: **Group 1, you are the scientists. Scientists are people who study nature and ask questions. Then they observe and do experiments to try to answer those questions.**

Give the rainbow Picture Card to one child in Group 1. Ask: **How do you think scientists discovered what causes a rainbow?** (Volunteers respond.) **Right, they observed and tried different experiments until they discovered how rainbows are formed.**

Continue: **Group 2, you are inventors. Inventors are people who take what scientists have learned and use it to create new things.**

Materials

- ☐ Record player (if available)
- ☐ Benjamin Franklin Historical Figures Poster
- ☐ Picture Cards: rainbow, glasses (spectacles)
- ☐ Thomas Edison Historical Figures Poster
- ☐ Sing-Along Volume 1 Track 20, "Mary Had a Little Lamb"

Give the glasses Picture Card to one child in Group 2. Say: **One day a scientist discovered that some people couldn't see very well and he wanted to solve that problem to help people see better. What do you think an inventor created to help people see more clearly?** (Volunteers respond.) **Right, he invented eye glasses.**

Indicate the *Benjamin Franklin Historical Figures Poster*. Say: **Ben Franklin was both a scientist AND an inventor! Scientist Ben Franklin wanted to learn more about electricity. What did he use to conduct his experiment to learn more about electricity and lightning? Right, he used a kite.**

Ask: **Inventors, what did Ben Franklin create to help keep people safe from lightning? Yes, he invented the lightning rod.**

Say: **Benjamin Franklin was a scientist. Say, scientist.** (The children repeat *scientist*.) **Benjamin Franklin was also an inventor. Say, inventor.** (The children repeat, *inventor*.)

Gather the children together.

Explain: **Today we will learn about another person who was both a scientist AND an inventor.**

Turn off the classroom lights. Ask: **How did the people long ago see when it was dark?** (Volunteers respond.) **Right, they used candles and oil lamps. A man named Thomas Edison wanted to invent a way for people to be able to see in the dark without using candles or oil lamps. Someone had already invented the light bulb, but it was not very bright and it would not stay on for very long. Thomas Edison did thousands of experiments, until one day, his invention finally worked!** (Turn on the classroom lights.)

Thomas Edison was a scientist, but he was also an inventor. He took what he learned from his experiments and invented a way for the light bulb to be brighter and last for 1,500 hours.

Indicate the *Thomas Edison Historical Figures Poster*. Say: **This is Thomas Alva Edison.**

- The children describe the illustration on the poster.
- Explain the function of a phonograph.

Ask the children what song they think Thomas Edison is listening to, then play *Sing-Along Volume 1 Track 20, "Mary Had a Little Lamb"* and sing it together.

Explain that "Mary Had a Little Lamb" is probably not the song Thomas Edison is really listening to on the poster, but it is the song that helped him invent the first phonograph. Say: **"Mary Had a Little Lamb" was the song Thomas Edison experimented with when he was trying to record a voice that he could listen to again later.**

Ask: **What do we use to hear recordings of songs today?** (CDs, iPods, cell phones, computers) **Someone took Thomas Edison's invention, the phonograph, and invented new ways to make it better.**

Read and discuss the facts on the back of the poster. Inform the children that Thomas Edison was partially deaf at a very early age. Many of his inventions were created to help people with hearing problems.



If you have a record player, show it to the children and explain how it works.



Formative Assessment

Ask: **What is one thing you remember about Benjamin Franklin?**
 (Volunteers respond.) **What is one thing you learned about Thomas Edison?**
 (Volunteers respond.)

Allow ELL children to answer by matching pictures of inventions with their inventors and encourage them to repeat new vocabulary in English.

ELL

**Media Literacy/
Computer**

ML.10 Use technology resources to support learning

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

Writing

W.8.c Draw and Label

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

**Reading:
Foundational Skills**

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

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

Computer

- Calendar
- ABC Rhymes: *Rr, Ll, Uu, Nn*

Practice**Activity**

The children illustrate something they learned from *Ox-Cart Man* then use inventive spelling to each write a sentence about the story.

Materials

- ☐ *Ox-Cart Man* by Donald Hall
- ☐ Pencils, crayons
- ☐ Drawing paper

3

Introduce /i, /i/**Step One** Introduce /i/ in the initial position

Read "I Igloo" on page 21 of the *ABC Rhyme Book*.

Ask: **Which words in the poem rhyme?** (snow and blow)



Indicate the *igloo* Picture Card. Say: **This is a picture of an igloo. Say, igloo.** (The children say, *igloo*.) **The word igloo begins with /i/. Watch my mouth, /i/. Now you say /i/.** (The children say, /i/.) **The words igloo, it's and in begin with the same sound, /i/.** (The children repeat, /i/.) **I will read the rhyme again. Listen for /i/ in igloo, it's and in.**

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

Materials

- ☐ Individual whiteboards, markers
- ☐ *Listening & Writing Books*, page 28
- ☐ *ABC Rhyme Book*
- ☐ Wall Card: *Igloo /i/*
- ☐ Picture Card: *igloo*
- ☐ Letter Cards: *I, i*
- ☐ Pencils, crayons

I Igloo

*Sit inside an igloo
 Made of ice and snow.
 It's cold outside,
 But in this home,
 The wind can never blow.*

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

The children clap if they hear /i/ at the beginning of these words.

if	day	inch	it	now
----	-----	------	----	-----

Step Three *Connect /i/ to the spelling li*

Teach children the ASL sign for *li*. They sing "The Letter March" with the ASL sign for *i* and sound /i/.



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

Touch *i* several times.

Demonstrate the letter's formation as you write *i* on the board. The children mimic the formation by sky writing *i* several times.

Distribute individual whiteboards and markers. The children write *i* on their whiteboards.

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

inchworm	in	jump	Isabel	itself
----------	----	------	--------	--------



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

Demonstrate the letter's formation as you write *I* on the whiteboard. The children sky write *I* several times. A volunteer locates *li* on the Alphabet Chart.

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

Step Four *Listening & Writing, page 28***Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 28. Complete the page together as you have similar pages.

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

The sound /i/ does not exist in French, Tagalog, or Mandarin Chinese. Be sure to emphasize this sound for children who speak these languages.

ELL**The Letter March: li**

(Melody: "The Ants Go Marching")

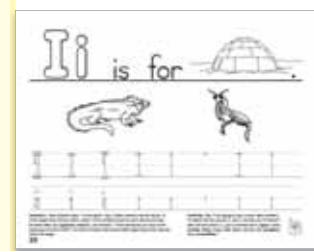
The letters go marching one by one,
Hurrah! Hurrah!

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

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



Display the Wall Card at the end of the lesson.



Writing

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

Magic Writing Moment**Descriptive Words**

Say: **Let's write a story.** Indicate the chart paper and read *I saw a dog. He was running.*

Ask: **Do these sentences tell you anything about my dog or how he looks? Close your eyes and think about this dog.** Pause, then ask: **What is a word I could add if I wanted to describe the dog I saw?** Volunteers respond.

Use the children's ideas to edit the first sentence by adding descriptive words about the dog.

Ask: **Where do you think the dog might have been running?** (Volunteers respond.) Use the children's ideas to edit the second sentence by adding words that describe where the dog was running. Reread the sentences. Lead the children to compare and contrast the original sentences with the revised ones and discuss which sentences provide more information.

Materials

- ☐ Prepared chart paper
- ☐ Backpack Bear
- ☐ Marker

Phonological Awareness Warm-Up**Rhyming**

Say: **Raise your right hand.** (The children do this.)
Now put your right hand down and raise your left hand. (The children do this.)

Explain that sometimes it is hard to remember which side is which. Stamp each child's right hand with Backpack Bear's paw stamp. Tell the children that the stamp on their hands will help them remember which side is their right side.

Say: **Backpack Bear knows a song we can use to practice left and right.** Tell Backpack Bear that you would like to learn the song. Gather the children around the computer, where they join Backpack Bear and his friends to sing and perform the motions for "Looby Loo."

Ask: **What rhyming words did you hear in the song?** (light/night, out/about)

Materials

- ☐ Computer navigated to
Motion Songs: "Looby Loo"
- ☐ Sing-Along Volume 1 Track 19,
"Looby Loo"
- ☐ Backpack Bear's paw stamp
- ☐ Backpack Bear

Looby Loo

*Here we go looby loo,
 Here we go looby light,
 Here we go looby loo,
 All on a Saturday night.*

**Reading:
Foundational Skills**

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

1

Introduce Gg /g/

Step One Introduce /g/ in the initial position

Read "Gg Goat" on page 17 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (Volunteers respond.) **Right, stone and bone rhyme.**



Indicate the *goat* Picture Card. Say: **This is a picture of a goat. Say, goat. The word goat begins with /g/. Watch my mouth, /g/. Now you say /g/. The words *Gordon, goat, and goes* begin with the same sound, /g/. (The children repeat, /g/.) **I will read the rhyme again. Listen for /g/ in the rhyme.** Read the rhyme again then repeat it in unison.**

Materials

- ☐ Listening & Writing Books, page 29
- ☐ Letter Cards: G and g
- ☐ Wall Card: Goat /g/
- ☐ Picture Card: goat
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Gg Goat

*Gordon Goat goes leaping
Over rock and stone.
Gordon Goat is graceful
And never breaks a bone!*

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

Step Two Discriminate /g/ in the initial position

Say: **If you hear /g/ at the beginning of a word I say, give a "thumbs up." Ready?**

go

good

man

watch

glue

Step Three Connect /g/ to the spelling Gg

Teach children the ASL sign for *Gg*. They sing "The Letter March" with the ASL sign for *g* and sound /g/.



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

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

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

garden

fork

green

grape

gold

The Letter March: Gg

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



G

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

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

Step Four Introduce /g/ in the final position

Ask the riddle:

egg

A hen lays me. I am a good breakfast food. What am I?

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

leg

frog

pig

wag

dog

Step Five Listening & Writing, page 29**Formative Assessment**

Distribute *Listening & Writing Books*, and the children turn to page 29. Complete the page together as you have similar pages.



Display the Wall Card at the end of the lesson.



2

Introduce High Frequency Words: *big, go, little, in, it*

Place the High Frequency Word Cards in a basket. Say:
I have just placed five mystery words in the basket with the other high frequency words you already know. Let's play a game to find the mystery words.

- A volunteer draws a card and reads it.
- If the word is new, the volunteer says "mystery word!"
- The child then reads the word with your help and places it on the right side of the pocket chart creating a column.
- If the word drawn is not new, the volunteer reads it and then places it on the left side of the pocket chart creating a column.

Draw attention to the mystery words. The children echo as you read each word.

Materials

- ☐ High Frequency Word Cards
and, are, big, but, down, go, in,
it, like, little, not, on, up, us)
- ☐ Starfall Dictionaries
- ☐ Basket or bag
- ☐ Pocket chart
- ☐ Marker
- ☐ Pencils

**Reading:
Foundational Skills**

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

Play "I Spy." Say: **I spy a word that...**

go	begins with /g/
big	ends with /g/
little	has six letters
it	ends with /t/
in	ends with /n/

Ask: **Which words have /i/?** (big, little, in, it) **Which word does not have /i/?** (go)

Write the sentences on the whiteboard. Assist the children as they read each sentence. A volunteer circles the new high frequency word with a red marker. After each sentence, pause for children to trace the new word in their dictionaries.

- The cat is *big*.
- He is *little*.
- I can see *it*.
- The cat is *in* the bag.
- She can *go*.



Formative Assessment

Place the high frequency words face down in a pocket chart. A volunteer selects a word, reads it, and chooses the next volunteer.

If time allows, partner the children to play "I Spy" with words from their dictionaries.

While the majority of the children are partnered to select high frequency words, assist ELL children to read the sentences composed during their introduction, or you read the sentences and they repeat them. Check comprehension by asking these children to use their hands to demonstrate their understanding of *big*, *little*, or *go*.

ELL

Children trace new high frequency words in their Starfall Dictionaries.



Computer

- *Backpack Bear's Books*: Concepts, "U-Machine" and "I-Machine"
- *ABCs*: li, Gg

Practice

Activity

The children identify the beginning sound of the Picture Cards to advance on the Starfall Speedway.

Materials

- ☐ Picture Cards of your choice beginning with /a/ /b/ /k/ /g/ /i/ /l/ /m/ /n/ /o/ /p/ /r/ /s/ /t/ /u/
- ☐ "Starfall Speedway"

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

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

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

3

Materials

- ☐ Benjamin Franklin Historical Figures Poster
- ☐ Thomas Edison Historical Figures Poster

Inventions of Long Ago

Say: **Imagine what it was like long ago for community helpers. There were no fire trucks, electric lights, telephones, computers, or cars. Let’s compare how people who lived in the time of the Ox-Cart Man did things with how we do the same things now.**

Divide the children into a “Long Ago” group and a “Now” group.

Say: **Listen to the questions. The “Long Ago” group will discuss how people did things in the time of the Ox-Cart Man and the “Now” group will discuss how people do the same things today.**

QUESTION	Long Ago	Now
How do you get to school?	We walk or ride in horse-drawn carriages.	We walk, ride a bike or ride in a car or bus.
How do you see at night to do your homework?	We use candles or oil lamps.	We use light bulbs.
How do you talk to someone far away?	We visit the person.	We call on the telephone or write an email.
How do you stay warm when it is cold?	We sit by the fireplace and use blankets.	We turn on the heat.
How do you get help if your house is on fire?	Neighbors use buckets of water from their wells.	We call the fire department.
How do you get a book you did not have?	We borrow one from a friend.	We check it out at a library or buy it.

Ask: **Do you think it was it easier to do these things long ago, or is it easier to do them now?**

As you discuss the answer, lead the children to understand that people long ago didn’t have many of the inventions that make our lives easier today.



Formative Assessment

Indicate the *Benjamin Franklin Historical Figures Poster*. Recall Benjamin Franklin’s invention, the lightning rod. Remind the children that Benjamin Franklin invented the lightning rod so that people’s homes might be safe in storms since they would not be struck by lightning and catch fire.

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

Social Studies

SS.HK.2 Understand history relates to events, people and places of other times

SS.HK.2a Compare and contrast life in the present and past

SS.E.5d Recognize jobs people do in their school and community

SS.HK.2g Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore



Say: **Benjamin Franklin wanted to help his community. He started the first volunteer fire department in America and worked to improve the police department so people would be safe. He helped start the first city hospital in America and the first library where people could borrow books. He was also the first Postmaster General of the United States. A postmaster is the person in charge of the post office.**

Discuss how the fire department, police department, hospital, library and post office help the community.

Indicate the *Thomas Edison Historical Figures Poster*. Recall Thomas Edison's invention, the phonograph. Say: **Thomas Edison invented the phonograph so people could listen to music. Since then others have invented new ways to listen to music. What do we use today to listen to music?** (Discuss)



Magic Writing Moment

Materials

- | | |
|--------------------------|----------------------|
| <input type="checkbox"/> | Dog story from Day 2 |
| <input type="checkbox"/> | Marker |

Adding Details

Say: **Today we will edit our “dog story.”**

When we edit a story we add details and add more information, or even change something we wrote in the story. Read the story.

Lead the children in a discussion about what they might change or add to the story to make it better. Select several volunteers to suggest details or additional sentences and add them to the story. Explain that adding details may be as simple as giving the dog a color or a name.

The children read the story with you. Say: **Tomorrow we will add a title and write an ending to our story.**

Writing

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

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

Phonological Awareness Warm-Up

Homonym Tree

Indicate *Chicka Chicka Boom Boom*. Ask:

Who remembers what was climbing up the tree in this story? (Volunteers respond.) **Right, alphabet letters were climbing up the tree.**

Backpack Bear whispers his idea for remembering homonyms. Explain to the children that Backpack Bear thinks it's a good idea to have a tree like the one in *Chicka Chicka Boom Boom*, but the tree could have homonyms climbing up instead of letters. He thinks it should be called a homonym tree.

Review the word *homonym* and remind the children that homonyms are words that sound the same but have different meanings. Sometimes homonyms are spelled differently, too.

Place all of the Picture Cards, except bat, face down in a pocket chart. Say: **Here is a picture of an animal called a bat. Who knows another kind of bat? Yes, it's a baseball bat.**

- A volunteer reveals another Picture Card, identifies it, and the class tries to think of a homonym.
- If the children have difficulty identifying homonyms, say the words in sentences, then ask their meanings.
- Display the palm tree on a wall.
- Write one pair of homonyms on each "coconut."
- A volunteer chooses the best place to attach the "coconut" to the tree.

Encourage the children to identify homonyms throughout the year and add "coconuts" to the tree. Review the homonyms regularly.

Materials

- ☐ Ten construction paper coconuts
- ☐ *Chicka Chicka Boom Boom*
by Bill Martin Jr. and John Archambault
- ☐ Picture Cards: *eight*, *bat*
(the animal), *one*, *orange*
(fruit), *red*, *ring*, *two*
- ☐ Prepared palm tree
- ☐ Backpack Bear
- ☐ Pocket chart

Language

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

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



**Reading:
Foundational Skills**

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

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification if necessary

**Introduce *At the Post Office***

Say: **Raise your hand if you have ever been to a post office.** Discuss the children's experiences.

Continue: **Benjamin Franklin was the first postmaster. What do you think the job of the postmaster is?** (Volunteers respond.) **The postmaster's job is to see that your letter gets to the right person. Last week we wrote a letter to our firefighters. How did our letter get to the firefighters? Yes, we mailed it from the post office and a postal worker delivered it to the fire station.**

Display the Picture Cards *post office, envelope, mailbox, letter, and stamp* in a pocket chart.

- Identify each Picture Card.
- The children explain how each picture relates to the post office.

Tell the children you have a book about the United States Post Office. Navigate a classroom computer to *Backpack Bear's Books*: Row 7, "At the Post Office." The children interact with and discuss the story.

Distribute *At the Post Office* to each child.

The children track the text as you read the title and the story. Say: **This story uses many of the high frequency words we have learned. Let's read this story together, slowly.** Read the story with the children.

Divide the children into two groups and instruct the groups to face each other. The groups take turns reading the story.

Materials

- ☐ *At the Post Office* for each child
- ☐ *At the Post Office* Word Cards
- with rebus pictures
- (*post office, envelope, mailbox, letter, stamp*)
- ☐ High Frequency Word Cards: *big, go, in, it, little*
- ☐ Classroom computer navigated to *Backpack Bear's Books*, Row 7, "At the Post Office"
- ☐ Pocket chart
- ☐ Crayons

**Formative Assessment**

The children use crayons to highlight each of the most recently introduced high frequency words in their books as follows:

- Place the High Frequency Word Card *big* in the pocket chart.
- The children read the word then use an orange crayon to highlight it each time it appears in the story.

Repeat with different colors for *go, in, it,* and *little* and any other introduced high frequency words that warrant review.

2

Introduce Expository Writing

Indicate the *Benjamin Franklin* and *Thomas Edison Historical Figures Posters*. Ask: **Who remembers some of the inventions of Benjamin Franklin and Thomas Edison?**

List the inventions (lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb) on the whiteboard as they are named.

Group 1 will do a shared expository writing about Benjamin Franklin.

Group 2 will do a shared expository writing about Thomas Edison.

Explain: **We will do a special shared writing called an expository writing.** (Children repeat, *expository*.)
That means we will do a writing that explains or describes something or someone.

For Group 1 display the *Benjamin Franklin Historical Figures Poster*. Discuss some of Benjamin Franklin's inventions. Group 1 then begins the process of creating a shared writing about things they know or learned about Benjamin Franklin.

For Group 2 display the *Thomas Edison Historical Figures Poster*. Discuss some of Thomas Edison's inventions. Group 2 then begins the process of creating a shared writing about things they know or learned about Thomas Edison.

Indicate and review the Writing Anchor Chart.

Process for each group:

- Provide a topic sentence introducing an invention choice and write it on the chart paper.
- The children offer information about the invention, including the name of the inventor.
- Write the information on chart paper.
- Read the writing to the children.
- Ask the children if there is anything else they would like to add to their story.
- Add any additional information.



Formative Assessment

Read the writings with the children and explain that on Day 4 they will have a chance to edit or add details to their writings.

Materials

- ☐ *Benjamin Franklin* and *Thomas Edison Historical Figures Posters*
- ☐ Classroom whiteboard, marker
- ☐ Chart paper, marker for each group
- ☐ Writing Anchor Chart
- ☐ **Optional:** Pictures of *lightning rod, fire station, police department, library, post office, hospital, phonograph, and light bulb*

Writing

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

W.K.7 Participate in shared research and writing projects

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

Social Studies

SS.HK.2h Recognize the contributions of important historical figures

The children will add to their shared writings on Day 4, Session 2.

**Media Literacy/
Computer**

ML.10 Use technology resources to support learning

**Reading:
Foundational Skills**

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

Computer**Practice**

- *Backpack Bear's Books*: Row 7, "At the Post Office"
- "Grandparents Day"

Activity

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

Materials

- ☐ "Color by Word" worksheet for Week 8
- ☐ Pencils, crayons

3**Blending Phonemes**

Indicate the *goat* Picture Card and read "Gg Goat" on page 17 of the *ABC Rhyme Book*.

Distribute *Listening & Writing Books*, and the children turn to page 30.

Activity 1:

- The children point to each picture in Set 1 and repeat its name after you (*game, rake*).
- They circle the picture that begins with /g/ and put an X on the picture that does not.

Repeat for Set 2 (*banana, gate*) and Set 3 (*goat, igloo*).

Activity 2:

Continue with pictures that end with /g/: Set 1 (*dog, web*), Set 2 (*frog, pin*) and Set 3 (*mug, horse*).

Activity 3:

- The children point to the first picture and say its name after you (*big*).
- Explain that the beginning sounds of the next three pictures stand for the sounds in the word *big*. Identify each picture (*ball, igloo, goat*).
- The children write the appropriate letter next to each picture then combine the letters to write the resulting word in the space provided.
- Repeat for pig (*pizza, igloo, goat*).

Materials

- ☐ Picture Cards: *goat, bag, gum, log, mug, rug*
- ☐ *Listening & Writing Books*, page 30
- ☐ Whiteboards, markers
- ☐ *ABC Rhyme Book*
- ☐ Pocket chart
- ☐ Pencils





Formative Assessment

Distribute individual whiteboards and markers and display the Picture Cards face down in a pocket chart. Say: **You are such great blenders! Let's play a spelling game.**

- A volunteer reveals a Picture Card and identifies it.
- Lead them to segment the sounds in the word using their "invisible rubber bands."
- The children write the letters that form the word on their whiteboards.
- They compare their words with partners.

Provide additional blending practice for ELL children in order to review letter names and sounds. Encourage the children to blend sounds orally to provide you with a chance to check pronunciation or to provide assistance when necessary.

ELL

Writing

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

W.8b Produce, illustrate and share writing

Magic Writing Moment**Materials**
☐ Dog story from Day 3
Story Title

Indicate the "dog story" from Day 3. Say: **Let's read our story.** (Do this.)

We need a title for the story. Who has a good idea for a title for our story?

(Volunteers respond.) Decide on a title for the story and write it at the top of the chart paper. Review the story.

Ask: **How should the story end?** Use the children's suggestions to write the story's ending.

Say: **The last thing we need to do is add the name of the author and the date.** Write: *The Kindergartners* and add the date.

Indicate the original chart paper from Day 2 (*I saw a dog. He was running.*) Compare and contrast this version with the final draft of the story. Discuss what makes the final draft of the story better than the original one.

Phonological Awareness Warm-Up**Materials**
☐ None
Blending Onsets and Rimes

Say: **Let's play a game. I will say the beginning sound and the ending sound of a word. You put the sounds together and say the words.**

Let's try one, /s/--/at/ sat. Now, it's your turn. The children blend the following into words.

/g/ /um/—gum	/b/ /ug/—bug	/t/ /ag/—tag	/m/ /ug/—mug
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Divide the children into two groups. Assign the beginning sound to one group and the ending to the other. Explain: **I will say a word. Group 1 will say the beginning sound and Group 2 will say the ending. We will all blend the beginning and ending together to say the word.**

/r/ /ag/—rag	/t/ /ug/—tug	/l/ /og/—log	/g/ /ap/—gap
--------------	--------------	--------------	--------------

Reading: Foundational Skills

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

1

Lowercase Letter Formation

Display all of the Lowercase Letter Cards in alphabetical order in the pocket chart. Ask: **Are all the lowercase letters the same height? No, there are three types of lowercase letters:**

tall letters	Tall letters begin at the top line and go down to the bottom line.
small letters	Small letters begin at the middle line and go down to the bottom line.
tail letters	Tail letters begin at the middle line and go below the bottom line.

Materials	
<input type="checkbox"/>	Generated "Word Shape" worksheet (<i>big, little, it, in, go, you</i>) for each child
<input type="checkbox"/>	All Lowercase Letter Cards
<input type="checkbox"/>	"Now that I'm Five" Poem
<input type="checkbox"/>	Pencils, crayons
<input type="checkbox"/>	Pocket chart

Language

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

Reading:

Foundational Skills

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

The children say *tall*, *small* and *tail*.

Indicate the poem "Now that I'm Five." Say: **Here is a poem that will help us remember which letters are tall and which are small or have tails. You may not know all the letters, but many of them are in your names.**

- Read the poem, pausing for the children to identify the letters in each category.
- Teach the children to bend low in a stooped position for small letters, stand on tiptoes reaching up for tall letters, and bend and shake their bottoms back and forth for tail letters!
- Indicate a few letters in each category. The children do the appropriate action for each.
- Repeat the poem, and the children perform the actions.

Distribute the Lowercase Letter Cards to the children (some children may have more than one letter).

Write: *Tall* *Small* *Tail* on a classroom whiteboard. **Optional:** Draw icons to help the children identify the categories.

Say: **Let's classify or sort the lowercase letters into three groups: tall letters, small letters, and tail letters.**

The children take turns to display and identify their letters. They stand in front of the *Tall*, *Small*, or *Tail* column.

Now that I'm Five

When I was 4, I was very small.

I could only reach halfway up the wall!

a c e i m n o r s u v w x z

When I was 5, I grew so tall,

I could reach much higher up the wall!

b d f h k l t

Now I'm a silly five who started out small.

I thought I was growing up nice and tall.

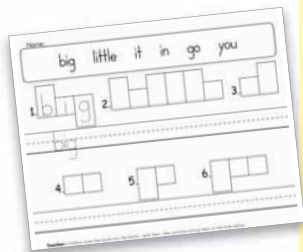
But was I surprised the very next day,

When I'd grown a tail when I went out to play!

g j p q y



Formative Assessment



Distribute the “Word Shape” worksheets. Explain that the missing words are the high frequency words the children have learned this week. Ask: **What do you notice about the worksheet? Yes, it has tall, small, and tail boxes.**

The children work cooperatively to match the high frequency words to the word shapes.

2

Add Details to Expository Writings

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

W.K.7 Participate in shared research and writing projects

Review the Magic Writing Moment stories and remind the children that adding details helps make a story better.

Say: **Today we will edit, or add details to the stories you started about Benjamin Franklin and Thomas Edison.**

Read the story written by Group 1 on Day 3. The children offer suggestions for editing or adding details to the story. Be sure the story has a title and a conclusion. Read the final draft of the story to the children.

Repeat for the story written by Group 2.

Materials

- ☐ Magic Writing Moment chart
- paper stories
- ☐ Shared Writings from Day 3
- ☐ Drawing paper, marker
- ☐ Pencils, crayons

The writings and illustrations will be shared on Day 5 (Session 2).



Formative Assessment

Distribute drawing paper, pencils and crayons. The children write their names on their papers and illustrate their stories.

Media Literacy/Computer

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1 Understand basic features and organization of print

Print Concepts

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

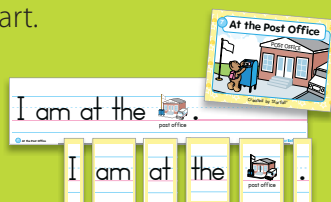
Computer

- *Backpack Bear's Books*: Concepts, “I-Machine” and “U-Machine”
- *ABCs*: Uu, Nn, Ii, Gg

Practice

Activity

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



Materials

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

3

Create an Invention

Say: **Backpack Bear told me this morning that he has a problem he needs help with. He would like to get a message to a friend who lives across the river. You can help Backpack Bear by being inventors and inventing something that can float, so Backpack Bear will be able to get a message to his friend across the river.**

- Divide the children into groups of 3 and assign an area in your classroom for each group to work.
- Distribute an invention box to each group.
- The children in each group work together to construct an object that will float. Once the objects are constructed, the groups take turns to test them in plastic containers of water.
- When groups complete their inventions they read books in their work spaces until all of the inventions are complete.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Classroom books related to inventions, inventors, and/or scientists |
| <input type="checkbox"/> | Plastic containers of water |
| <input type="checkbox"/> | Several invention boxes |
| <input type="checkbox"/> | Backpack Bear |

Speaking & Listening

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

Science

SC.IE.1g Understands prediction and probability

Science

SC.IE.1h Predict or explain information or events based on observation or previous experience

SC.IE.1 Ask and answer questions to understand science concepts



Formative Assessment

The groups take turns presenting their inventions to the class. Encourage the children to ask the groups questions about their inventions such as *How did you know that it would float?* and *Do you think Backpack Bear can get a message to his friend using your invention?*

**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

**Magic Writing Moment****Materials**

- ☐ Prepared chart paper, marker

Review Gg

The children dictate words beginning or ending with /g/ and you write the words on the chart paper. When the list is complete review it with the children.

Phonological Awareness Warm-Up**Materials**

- ☐ ABC Rhyme Book
☐ Picture Cards: *flag, in, jam*
☐ Pocket chart
☐ Pencils, crayons

Identify/Discriminate Initial /i/

Review the “li Igloo” rhyme, *ABC Rhyme Book* page 21.

Ask: **Which words from the rhyme begin with /i/?**
(inside, igloo, it’s, in)

Place the Picture Cards *flag, in, and jam* across a row in a pocket chart. Choose volunteers to identify the pictures, then indicate the picture that begins with /i/.
(in)

Say: **Listen carefully to these words. If you hear /i/ at the beginning of a word, make the ASL sign for /i/. Ready?**



if	hat	inch	inside	house	insect	dog	instant
----	-----	------	--------	-------	--------	-----	---------

1

Cumulative Review

Say: **Let's see if you can remember which letters stand for each of these sounds.**

- The children identify the Sound Spelling Cards as you place them in the top row of a pocket chart.
- Shuffle the Letter Cards and place them in the middle of the pocket chart.
- Volunteers place the Letter Cards under the corresponding Sound Spelling Cards.

Say: **Wow, that was very good! Now, let's play a blending game.**

- Indicate and identify the Picture Card *bag*.
- Segment the word /b/ /a/ /g/.
- Volunteers locate the letters needed to spell *bag* and place them next to the *bag* Picture Card.

Return the Letter Cards and repeat for *cub*, *pig*, and *pot*.

Place the Picture Cards *bag*, *cub*, *pig*, and *pot* in the pocket chart in a column.

- Indicate each Word Card.
- Volunteers match each Word Card to the corresponding Picture Card.

Materials

- ☐ Letter Cards: *a, b, c, g, i, o, p, t, u*
- ☐ Sound Spelling Instructional
- Cards: *apple, ball, cat, goat, igloo, ostrich, pizza, tiger, umbrella*
- ☐ Picture and Word Cards: *bag, cub, pig, pot*
- ☐ *Listening & Writing Books*, page 31
- ☐ Pencils, crayons
- ☐ Pocket chart

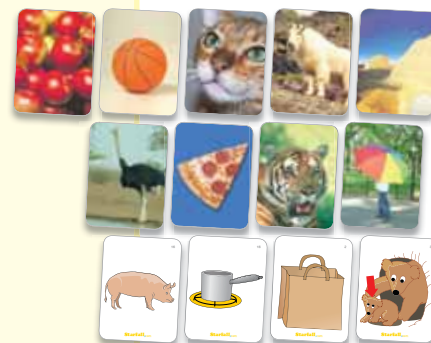
Reading: Foundational Skills

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

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

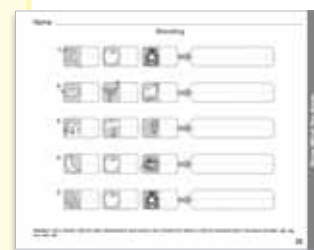
Language

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



Formative Assessment

Distribute *Listening & Writing Books*, and the children turn to page 31. They write the letter represented by each picture then combine the letters to form the resulting word in the space provided. If time permits, the children illustrate the resulting word in the space to the right of it.



Media Literacy

ML.10 Use technology resources to support learning

Technology

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

Reading: Foundational Skills

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

Language

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

Reading: Foundational Skills

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

Computer

1

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

Blending Sounds

The children work together to form words that match the Picture Cards using play dough or magnetic letters.

Materials

2

- ☐ Picture Cards: bag, cub, gum, log, mug, pig, pot, rug, lips, pin, rib
- ☐ Magnetic letters, individual whiteboards, or play dough



Letter Formation

The children practice writing selected uppercase and lowercase letters on their whiteboards.

Optional: The children complete the “Multi-Letter” worksheet.

Materials

3

- ☐ Optional: “Multi-Letter” worksheet for each child
- ☐ ABC Letter Cards (uppercase and lowercase letters of your choice)
- ☐ Individual whiteboards, markers

Word Search

The children practice high frequency words by using the word bank to complete Word Search for Week 8.

Materials

4

- ☐ Word Search for Week 8
- ☐ Crayons, pencils

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

Materials

- ☐ Shared writings from Day 4
- ☐ Children's illustrations

Share Expository Writings

The groups take turns to move to the front of the classroom and hold their illustrations as you read their shared writings from Day 4.

Gather the children in a semi-circle on a rug or the floor.

Select three children to join you in a group to model the following cooperative learning activity.

Say: **Today we will pretend to interview Thomas Edison. I will be Thomas Edison and the three children in my group will interview me. To interview means to ask questions.**

Say to your group: **What would you like to know about me?**

The three children ask questions, pretending you are Thomas Edison.

Say: **Now it's your turn.**

**Formative Assessment**

Create groups of 4 or 5 children and assign one child in each group to pretend to be Thomas Edison.

The children in each group ask their Thomas Edison questions. Circulate and assist the children pretending to be Thomas Edison. After an appropriate amount of time, gather the children back together.

Volunteers suggest two important details about Thomas Edison and the class discusses.

Divide the children in different groups of 4 or 5, assign one child to pretend to be Benjamin Franklin and repeat the activity.

Compare and contrast Thomas Edison and Benjamin Franklin.

**Reading:
Informational Text**

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Speaking & Listening

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

SL.K.3 Ask and answer questions to seek help or information, or to clarify

Literary Response & Analysis

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

Social Studies

SS.HK.2 Understand history relates to events, people and places of other times

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans