

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 Kindergarten

Teacher's Guide

Our Environment

Unit 4 • Week 11

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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Our Environment

Unit 4 • Week 11

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Week 11 Overview

Our Environment

Children will learn about caring for the environment through conservation. They will discover the Three Rs of conservation: reduce, reuse, and recycle. They will also meet environmentalists, both real and fictional, who did their part to make the world a better place. This week we will:

- discuss landforms and our environment.
- learn about Ee /e/ and Vv /v/.
- write about conservation.

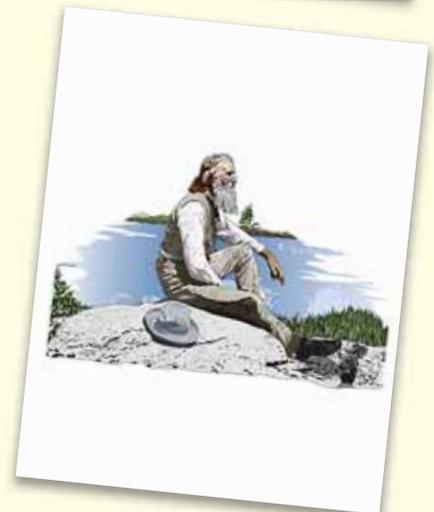
Recommended Literature

Miss Rumphius —Barbara Cooney [1917 - 2000] Author and illustrator Barbara Cooney and her twin brother were born in a hotel room in Brooklyn, New York. When she was little, she intended to become an artist. She loved colors and taught herself how to draw and paint. When she grew up, she illustrated books written by other authors. Did you know she was the illustrator for *Ox-Cart Man*? (See Week 8.)

Barbara Cooney loved drawing and painting pictures for her own books. Just like the character Miss Rumphius, she really did travel all over the world. Quite naturally, she also lived in a house by the sea in Maine with a yard full of colorful flowers. Which flower do you think was her favorite? Lupines, of course! Besides art and gardening, her hobbies included cooking and photography. She said of all the books she ever wrote and illustrated, *Miss Rumphius* was the one “closest to her heart.” She even changed her hairstyle to look just like Miss Rumphius.

Starfall Books & Other Media

ABC Rhyme Book
The Bottle in the River
Star Writer Melodies
Sing-Along Track 8
Get to Know John Muir Poster



Preparation

Generate and prepare:

- Vocabulary Word Cards for **Week 11**. You will use *conservatory, sowing, desert, satisfaction, and moist* on **Day 1**, *integrity and conserve* on **Day 2** and *reduce, reuse, and recycle* on **Day 3**.
- an “ABC Rhyme” practice page for letters *Ee* and *Vv*. Photocopy one for each child to take home and practice with his or her parents.

Day One

None

Day Two

Generate a “Picture Sound” practice page using *Ff /f/* and *Vv /v/* for each child.

Day Three

Today the children will discuss the Three Rs of conservation. You will need to have several items on hand that can be recycled and a few that can't, including newspaper, an aluminum can, a paper bag, a lunch box, a cardboard box, a magazine, an old shirt, a toy, a paper plate, a book, a ceramic plate, and a plastic grocery bag.

You will also need three or six large cardboard boxes, depending on whether you decide to make one or two sets of recycling bins during **Session 2** today.

Generate a “Color by Word” practice page for each child using high-frequency words: *had, has, have, here, help, and helps*.

You will need some used magazines to “recycle” today.

Day Four

None

Day Five

Generate a “Word Search” for each child with this week’s high-frequency words: *has, had, have, help, helps*.



Day 1

Learning about nature and environment was fun! I hope we learn more about it!

Your friend,

Backpack Bear



Day 2

I loved meeting Miss Rumphius. She went to many faraway places. Maybe one day I can go to some faraway places, too!

Love,

Backpack Bear



Day 3

It was great learning about John Muir! He helped my family by conserving our forest home!

Love,

Backpack Bear



Day 4

Thank you for using my boxes to recycle! John Muir would be proud of us.

Love,

Backpack Bear

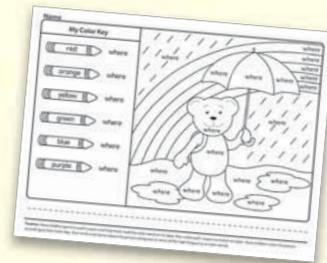
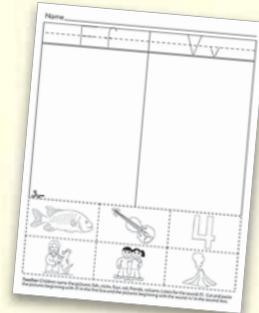


Day 5

I loved hearing your journal writings! You are really helping our environment!

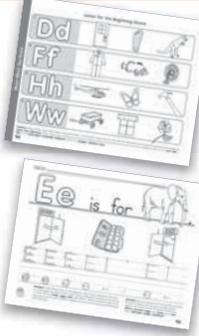
Your pal,

Backpack Bear



DAY One

DAY Two

| | | |
|---|--|--|
| <p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p> | <p>L&W, pp. 42 - 43</p> <p>Beginning sounds</p> <p>"See It! Say It! Write It!"</p> <p>Ee /e/</p> <p>HF Word: had</p> <p>Comprehension Skill: Story details (setting, main idea, main character, ending)</p> <p>Comprehension Strategy: Make connections</p>  | <p>L&W, p. 44</p> <p>Syllabication</p> <p>Vv /v/</p> <p>HF Words: have, here, help, helps</p> <p>Comprehension Skills: Inference Story details (main idea)</p> <p>Comprehension Strategy: Predict/verify</p>  |
| <p>Computer</p> | <p>"Calendar"</p> <p><i>I'm Reading:</i> <u>Folk Tales:</u> "Mr. Bunny's Carrot Soup"</p> <p><u>Fiction/Nonfiction:</u> "A House in a Tree"</p> | <p><i>BpB's Books:</i> Row 8, "Come Vote with Me"; Row 9, "At the Library"; Concepts, "E-Machine," "I-Machine"</p> |
| <p>Activity</p> | <p>"Starfall Avenue"</p> | <p>"Picture Sound" Vv /v/ and Ff /f/ practice page</p> |
| <p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p> | <p><i>Miss Rumphius</i></p> <p>"Letter March Song Ee"</p> <p>"Ee Elephant Rhyme"</p> <p>Being a good citizen</p> <p>Vocabulary: Conservatory, sowing, desert, satisfaction, moist</p> | <p><i>Miss Rumphius</i></p> <p><i>Get to Know John Muir Poster</i></p> <p>"Vv Violin Rhyme"</p> <p>"Letter March Song Vv"</p> <p>Environment</p> <p>Vocabulary: Integrity, conserve</p> |
| <p>Writing</p> | | |
| <p>Social Studies</p> | | <p>Understand that being a good citizen involves acting in certain ways</p> |
| <p>Science</p> | <p>Know characteristics of rivers, oceans, valleys, deserts, and local landforms</p> | <p>Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved</p> |

DAY Three

L&W, p. 45
Beginning/
ending sounds

*The Bottle in
the River*

Comprehen- sion Skill:

Classify/
categorize

Comprehension Strategies:

Open discussion
Make connections
Quotation marks



DAY Four

L&W, p. 46
Rhyming



DAY Five

L&W, p. 47
Rhyming
*The Bottle in the
River*



Comprehension Skills:

Sequence
Story details
(problem/solution)

Comprehension Strategy:

Make connections

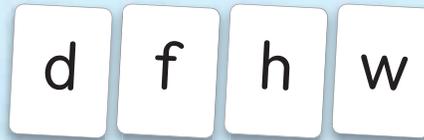
| | | |
|--|--|--|
| | | Starfall Free Day 1 |
| | | "Word Search": HF words 2 |
| "Earth Day" ABCs: Vv, Ee, Ff, Ll | BpB's Books: Row 10 "Earth Day" | Make recycling signs to reduce, reuse, and recycle 3 |
| "Color by Word" practice page: HF words | Play dough letter formation | Sequence <i>The Bottle in the River</i> 4 |
| Vocabulary: Reduce, reuse, recycle Dramatization (reading story dialogue) | "Five Little Bears" Author's chair | Practice page of your choice 5 |
| | | "Starfall Speedway" 6 |
| | | Vocabulary riddle |
| | Write about ways to help save our environment | |
| | | |
| Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved | | Know how to identify resources from Earth used in everyday life and understand that many resources can be conserved |

Phonemic Awareness / Phonics Warm-Up

Listening and Writing, Page 42

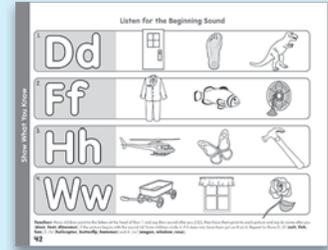
Display lowercase Letter Card *d*. Children name the letter and suggest words that begin with the sound /d/. Repeat for *f*, *h*, *w*.

Complete *L&W*, p. 42 as with similar pages.



Materials

- Lowercase Letter Cards, *d, f, h, w*
- L&W*, p. 42
- Pencils/crayons



Reading

Distinguish initial phonemes in words

1

Introduce *Miss Rumphius*

Say: **This story is about a woman who did something very special to better the environment.** Display *Miss Rumphius*. Discuss the title, author and illustrator.

Explain: **This is Miss Rumphius. She is pointing to a special flower called a lupine.** (LOOP-en) **Lupines are special because they only grow in dry, sandy soil. They can be blue, purple, or pink. They stand straight and tall.** Children repeat, *lupine*. **Lupines also grow in deserts. A desert is a type of landform.** Children repeat, *desert*. **Who can tell us something about a desert?** Accept responses. Children should understand:

- a desert is dry land with few plants and little rainfall.
- the desert is the perfect place for lupines to grow.
- lupines love the dry land and bright sun. They also grow near the ocean and sea because the land there is sandy and rocky.

Say: **Miss Rumphius was very interested in the environment and she worked to make things more beautiful. Let's read this book to find out how she did it.**

Picture-walk through the book, then read the story. Pause to highlight new vocabulary words.

Materials

- Miss Rumphius* by Barbara Cooney
- Vocabulary Word Cards: *conservatory, desert, moist, satisfaction, sowing*
- Pocket chart
- Story Element Cards: *What is the setting for this story? Why is it important? Who are the main characters? What happened at the end? What is the main idea of this story? Make a text-to-world connection.*

Reading

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Listen to and discuss both familiar and conceptually challenging text

Science

Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms

| | |
|---------------------|---|
| conservatory | a greenhouse for growing or displaying plants |
| sowing | planting (Discuss <i>sewing</i> and <i>sowing</i> as homonyms.) |
| moist | damp, slightly wet, as when we sweat |
| satisfaction | happiness with the outcome of something |

Ask: **What did Miss Rumphius do to make the environment better?** (She planted lupines.) **How did that make the environment better?** (It added more beauty.) **Did you notice that the story began when Miss Rumphius was a little girl living by the ocean? As we read the story, it explained how she grew up and became older.**

Place each Story Element Card in the pocket chart as you introduce it. Read the card and discuss the following:



Review *setting*. In this story, there is more than one setting. Look through the book to find examples. (city by the sea, grandpa's art studio, the conservatory, the tropical island, the home by the ocean, and the garden)



Recall that main characters are people or animals the author writes most about. Two main characters in this story are Miss Rumphius and Grandfather. Several different names for Miss Rumphius are used (Lupine Lady, Alice, Miss Great-Aunt Alice), but they all refer to the same person.



Alice said she wanted to go to faraway places when she grew up and when she grew old, she wanted to live beside the sea.

Her grandfather gave her a third thing to do. What was it? (Make the world more beautiful.)

Did Miss Rumphius do as her grandfather asked?

What happened at the end of the story that showed she listened to her grandfather? (She planted seeds so the world would be filled with beautiful lupines.)



The main idea of a story is what the story is about. Was this story about a farm animal finding a flower? Was it about a girl who wanted to be a ballerina? Partner children to discuss the main idea of this story. Volunteers share responses.



Miss Rumphius wanted to make her environment more beautiful. Why should we care about our environment? This week we will think about what we can do to take good care of our world.

Materials

- Lowercase Letter Cards: *a, b, c, d, g, h, i, n, o, p, t, u*
- Whiteboards/markers
- Starfall Dictionaries
- Pencils

“See It! Say It! Write It!”**Introduce High-Frequency Word: *had***

Distribute Letter Cards. Say: **I will say a word. If you have a letter that stands for any of the sounds in the word, come to the front and face the group. Place yourselves in the correct order to form the word. Ready? It**

- Children holding the letters *i* and *t* come to the front, face the class, and form the word *it*.
- Children repeat, *it*.
- Letter holders then turn their backs to the group to hide the word.

Say: **Write it!**

- The group writes the word from memory on its whiteboards.
- Letter holders turn to face the group.
- Children check and make corrections on their whiteboards.

Continue for *can, up, big, and, not, in*.

Say: **Here’s another one. It is a new high-frequency word. Listen to the sounds, *had*. Come to the front if you have the letters that stand for the sounds in *had*.**

Continue as above.

Distribute Starfall Dictionaries. Children enter *had* in their dictionaries.

Say: **Now we will make the game harder! I will say a high-frequency word. Look it up in your dictionaries and write it on your whiteboards! Ready?** Suggested words: *has, want, come, are, with, said*

Computer**Practice**

- “Calendar”
- *I’m Reading*: Folk Tales: “Mr. Bunny’s Carrot Soup”; Fiction/Nonfiction: “A House in a Tree”

Activity

Children identify the letter, then furnish a word that begins with that sound. If a child lands on *e, v, z, x, j, q, y, or k*, he or she gets a free spin because these letters have not yet been formally introduced.

Materials

- “Starfall Avenue”

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

Write consonant-vowel-consonant words

**Technology**

Use technology resources to support learning

Reading

Recognize and name uppercase and lowercase letters of the alphabet

Match consonant and vowel sounds to appropriate letters

3

Introduce Ee /e/

Step One Introduce /e/ in the initial position

Read the rhyme “Ee Elephant” on page 13 of the ABC Rhyme Book. Ask: **What words in the poem rhyme?** (knows, toes, nose) **Which words are homonyms?** (knows, nose) Discuss the difference in their meanings.



Display the Picture Card *elephant*. Say: **This is a picture of an elephant.** (Children repeat, *elephant*.) **The word elephant begins with the sound /e/. Watch my mouth: /e/. Now you say /e/. The words Ed and elephant begin with the same sound, /e/.** (Children repeat, /e/.) **I will read the rhyme again. Listen for the sound /e/ in the rhyme.** Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *elephant*
- Letter Cards: *E* and *e*
- Wall Card: *Elephant /e/*
- ABC Rhyme Book*
- L&W*, p. 43
- Pencils/crayons

Ed the Elephant

*Ed the elephant walks so slow.
Where is he going? No one knows.
He hasn't any fingers,
But he has twenty toes—
Look at his ears and his very long nose!*

Reading

Recognize and produce words that rhyme

Understand the meaning of words and that some words have multiple meanings

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /e/ in the initial position

Children stand. Say: **I will say some words. If you hear /e/ at the beginning of a word, pretend you are an elephant and raise your trunk! If not, stand very still! Ready?**

| | | | | | |
|-------|------|-------------|-----|------|----------|
| elbow | door | environment | egg | foot | envelope |
|-------|------|-------------|-----|------|----------|

Step Three Connect /e/ to the spelling Ee

Teach children the ASL sign for *Ee*. Children sing “The Letter March” with the ASL sign for *e* and sound /e/.

e

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

Touch *e* several times.

Demonstrate the letter’s formation as you write *e* on the board. Children skywrite *e* several times.

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

| | | | | | |
|-------|-------|------|-----|------|-------|
| enter | grape | exit | end | wall | igloo |
|-------|-------|------|-----|------|-------|

E

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

Demonstrate the letter’s formation as you write *E* on the board. Children skywrite *E* several times.

The Letter March: Ee

(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,
“E” stands for the sound, /e/ /e/ /e/ /e/
And they all go marching,
In- to a word, to use, their sound*



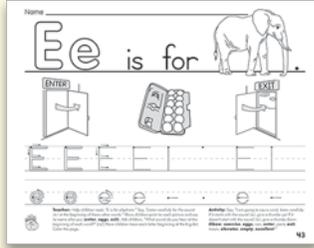
Step Four

Listening & Writing, Page 43

Complete L&W, p. 43 as with similar pages.



Display the Wall Card at the end of the lesson.



Children need extra practice hearing the difference between the short vowel sounds /i/ and /e/. During transition times, play games where children discriminate words beginning with /i/ and /e/. Children indicate by making the ASL sign that represents each letter.

Observe & Modify

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

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

ELD

Phonemic Awareness Warm-Up

Materials

 None

Syllabication

Say: Think about some of the vocabulary words we learned. I will say one of the words in syllables. Listen carefully and blend the syllables together to make the vocabulary word. Ready? *na—ture*. What is the word? Yes, *nature*. There are two syllables in *nature*. Let's clap once for each syllable. *na* (clap) *ture* (clap)

How many syllables are in this long word: *en—vi—ron—ment*? Say it with me and let's count the number of syllables. Say the word and clap for each syllable.

Continue for:

| | | | | |
|---------|-------|---------|-------|-----------------|
| Des—ert | stoop | Sow—ing | moist | Sat—is—fac—tion |
|---------|-------|---------|-------|-----------------|

Choose volunteers to use each vocabulary word in a sentence.

Reading

Blend syllables into words

Count the number of syllables in words

Use new vocabulary that is introduced and taught directly

1

Introduce Vv /v/

Step One Introduce /v/ in the initial position

Read the rhyme "Vv Violin" on page 47. Ask: **What words in the poem rhyme?** (sing/string, song/along)



Display the Picture Card *violin*. Say: **This is a picture of a violin. Say, violin. The word violin begins with the sound /v/. Watch my mouth: /v/. Now you say /v/. The words violin, vibrates, and vote begin with the same sound, /v/. (Children repeat, /v/.) I will read the rhyme again. Listen for the sound /v/ in the rhyme.** Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *violin*
- Letter Cards: V and v
- Wall Card: *Violin /v/*
- ABC Rhyme Book*
- L&W*, p. 44
- Pencils/crayons

Violin

*Violin, violin, what makes you sing?
I sing as a bow vibrates my string.
Violin, violin, who picks the song?
Vote for your favorite and I'll play along.*

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /v/ in the initial position

Say: **I will say some words. If you hear /v/ at the beginning of a word, pretend to play your violin. If not, shake your head no! Ready?**

| | | | | | |
|-----|--------|------------|-------|------|-----|
| van | desert | vegetables | swoop | vase | vet |
|-----|--------|------------|-------|------|-----|

Step Three Connect /v/ to the spelling Vv

Teach children the ASL sign for Vv. Children sing "The Letter March" with the ASL sign for v and sound /v/.





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

Demonstrate the letter's formation as you write v on the board. Children skywrite v several times.

Say: **The sound /v/ is very much like another sound we learned. Listen to this sound, /f/. What letter stands for the sound /f/? Place your hand on your throat. Say, /f/. Do you feel a vibration like a running motor? (No) Now, make the sound /v/. Do you feel your throat vibrating? When you need to know the difference between the /f/ and /v/, just place your fingers on your throat and see if your motor is running! If it is, you are making the sound /v/!**

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

| | | | | | |
|-----------|--------|------|------|------|--------|
| Valentine | sowing | farm | vote | tent | vacuum |
|-----------|--------|------|------|------|--------|



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

Demonstrate the letter's formation as you write V on the board. Children skywrite V several times.

Step Four Introduce /v/ in the final position

Ask the riddle:

| | |
|-------------|---|
| cave | I am a bear's winter home. Bears sleep in me all winter. What am I? |
|-------------|---|

Children stand. Emphasize the final sound as you say the following words. Children repeat each word after you. If they hear /v/ at the end, they step backward.

| | | | | | |
|------|------|------|--------|-------|------|
| have | save | kite | twelve | cliff | wave |
|------|------|------|--------|-------|------|

Step Five Listening & Writing, page 44

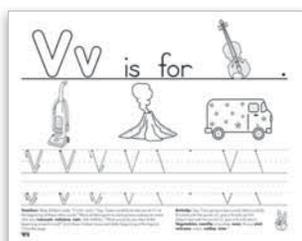
Complete L&W, p. 44 as with similar pages.

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

The sound /v/ does not exist in Tagalog or Mandarin Chinese. Be sure to emphasize this sound with children who speak these languages. **ELD**



Display the Wall Card at the end of the lesson.



2

Introduce High-Frequency Words: *have, here, help, helps*

Write *had* on the classroom whiteboard. Children identify the word, then watch carefully as you change *had* to *have*.

Say: **Had, have. Do *had* and *have* end with the same sound? No! What sound do you hear at the end of *have*? (v) To make this new word, we need to change the /d/ to /v/. (Children watch as you change the *d* to *v*.) I need to add another letter to finish the word *have*. What letter should I add? (e) Let's spell this word together, *h-a-v-e*. Sometimes you see a letter, but you do not hear its sound. It is silent. The *e* in *have* is silent.**

- Children write *have* on their whiteboards.
- On the board write: *We have fun at school.*
- Children help read the sentence.
- A volunteer circles *have* in the sentence.

Say: **I'm thinking of another high-frequency word that begins with /h/. (Write here.) This word is *here*.** (Children repeat, *here*.) **Let's make up sentences using this word. I have one, *Here is a new word*. Now it's your turn.** Children respond.

Ask children to recall homonyms, words that sound the same but have different meanings.

Say: **I want to hear the music.** Children define *hear*. (to listen) Say: **Please come here.**

Ask: **Does the word *here* used in this sentence mean 'to listen'? No, it means 'where I want you to come!'**

- Children write *here* on their whiteboards.

Write *help* on the board. Say: **This word is *help*.** (Children repeat, *help*.) **We know all the letters to spell this word. Let's try it on our whiteboards. I'll say a sound and you write the letter that stands for that sound: /h/ /e/ /l/ /p/.**

- On the board write: *I can help you.*
- Read the sentence together. It uses words the children already know.
- A volunteer circles *help* in the sentence.

Say: **Now, add *s* to *help* on your whiteboards. What new word do you have?** (helps)

- Children repeat after you, *I can help you.*
- Then they repeat, *He helps me.*

Say: **Listen to this sentence, *He help me*. Does that make sense? Now listen, *He helps me*. Do you hear the difference the *s* makes?**

To review, write each word on the board: *have, here, help, and helps*. Say: **We just learned four new high-frequency words that all begin with /h/!**

Materials

- Classroom whiteboard/marker
- Whiteboards/markers
- Starfall Dictionaries
- Pencils

Reading

Read simple one-syllable and high-frequency words

Understand that as letters of words change, so do the sounds

Understand the meaning of words, and that some words have multiple meanings

Children enter new high-frequency words into their Starfall Dictionaries.



Computer

- *Backpack Bear's Books*: Concepts, "E-Machine," "I-Machine"
- *Backpack Bear's Books*: Rows 8 and 9 Books, "Come Vote with Me" and "At the Library"

Activity

Children trace over the letters *Vv* and *Ff*, then cut apart the pictures and glue them into the appropriate boxes.



Materials

- "Picture Sound" practice pages *Vv, Ff* for each child
- Pencils/crayons
- Glue stick

Technology

Use technology resources to support learning

Reading

Distinguish initial phonemes in words

Writing

Write uppercase and lowercase letters of the alphabet

3

Get to Know John Muir

Display *Miss Rumphius*. Children partner and discuss one thing they remember about the story. Volunteers share with the class.

Say: **The main idea of this story is Miss Rumphius made a choice to improve the environment by planting lupine seeds. She knew the right thing to do and she did it. When someone knows and does what is right, we say they have integrity. Say, integrity. You show integrity when you make good choices. Listen to these situations. If you think they show integrity, say integrity. If not, shake your head no.**

- You find something that isn't yours and you give it back to the person it belongs to.
- You bump into someone and say you are sorry.
- You are angry and you hit someone.
- You have a toy that someone else wants. You decide to share it.
- You are outside and have a piece of candy. You throw the wrapper on the ground instead of in the trash can.

Say: **I'd like to introduce you to a man who lived long ago. He had integrity and he had a love for the environment.** Display the *Get to Know John Muir Poster*. Say: **This is John Muir. What do you notice in the picture?** (Discuss the environment.) **What do you think John Muir is thinking about?**

Materials

- Miss Rumphius*
- Get to Know John Muir Poster*
- Vocabulary Word Cards: *integrity, conserve*

Reading

Use new vocabulary that is introduced and taught directly

Social Studies

Understand that being a good citizen involves acting in certain ways

Science

Know how to identify resources from Earth that are used in everyday life

Understand that many resources can be conserved

Read and discuss the narrative on the back of the poster.

Say: **John Muir was particularly interested in wild plants, animals, and the environment they lived in. He always carried a journal with him to record his observations. At each place he visited, he drew pictures and took notes about the plants and animals that lived there. He was sad when he saw that people did not always show respect for the environment. He wanted to conserve, or save, trees, plants, mountains and lakes in nature so they would last a long time for animals and people to enjoy.** Children repeat, *conserve*.

Explain that there are ways we can conserve at home and at school. Challenge the children to observe your actions and determine what is being wasted, then think of ways to conserve that item:

| | Waste | Conserve |
|--------------------|--|--|
| water | Turn on the water in the sink (or pretend to) and walk away. | Turn off the water when you aren't using it, when brushing your teeth, and take shorter showers. |
| electricity | Flick the lights on and off. | Turn off lights and other electrical appliances when they aren't in use. |
| paper | Hold up a piece of paper. Write one thing on it and throw it away. | Use both sides of the paper, and use the paper to make something else, such as a paper airplane. |

Say: **Paper is made from trees. By conserving paper, you are saving trees. When you save trees, you protect the homes of forest animals. Isn't it interesting how conservation affects people, trees, and animals?** Discuss.



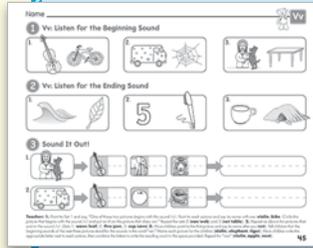
Phonemic Awareness / Phonics Warm-Up

Materials

- L&W, p. 45
- Pencils/crayons

Listening and Writing, Page 45

Complete L&W, p. 45 as with similar pages.



Reading

Distinguish initial and final phonemes in words

Reading

Describe common objects and events in both general and specific language

Science

Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

1

Introduce Reduce, Reuse, and Recycle

Say: **There are three great ways to conserve and keep the environment clean. They all start with the sound /r/. We call them the Three Rs.** Place each Vocabulary Word Card into the pocket chart as you name it:

- **Reduce** — The first and best way to conserve is to *reduce*. (Children repeat, *reduce*.) To reduce is to make less garbage in the first place! An example of reducing is when we take cloth bags to the grocery store instead of using plastic bags. We can use the cloth bags over and over again. Another way to reduce is to not waste food by taking more on our plates than we can eat.
- **Reuse** — Another way to conserve is to *reuse*. (Children repeat, *reuse*.) We can reuse instead of throwing away. Have you ever used a shoebox to hold your toys? How about using old socks or T-shirts for cleaning cloths rather than paper towels? These are examples of reusing.
- **Recycle** — You conserve when you *recycle*. (Children repeat, *recycle*.) Some things that are usually thrown away can be made into something else. This is recycling. Aluminum cans, plastic, cardboard, paper, and glass are smashed up, melted, and then made into other things. We can sort these items and take them to a recycling center, rather than throw them in the garbage.

Indicate the word, *reduce*. Say: **The most important way to help our environment is to reduce waste, or make less garbage. For example, if you draw a picture on a piece of paper and then get another piece of paper for another drawing, you are using two pieces of paper. Instead, you can reduce waste by using both sides of one sheet of paper.** Display a lunch box, ceramic plate, mug, and toy.

Ask: **How do we reduce waste when we:**

- use a reusable lunch box rather than lunch bags every day?
- use dishes instead of paper plates?

Materials

- Recyclable Items: newspaper, aluminum can, paper bag, lunch box, cardboard box, magazine, old shirt, toy, paper plate, book, ceramic plate, plastic grocery bag
- Vocabulary Word Cards: *recycle, reuse, reduce*
- Pocket chart

- use a reusable mug instead of paper or plastic cups?
- repair a toy that breaks instead of getting a new one?

Say: **Think about the word *reuse*.** (indicate) **Rather than throw something away, we might be able to find a different way to use it.** Display the following items; children think of ways each item could be reused:

- Paper bag—make a hat out of it or use it again
- Can and jar—hold pencils, markers, paintbrushes, etc.
- Cardboard box—store toys or make a fort
- Clothing, toys, books—give to younger brother/sister/ friend, donate to a local charity, or sell at a yard sale
- Newspaper—use under art projects, for washing windows and mirrors, searching for high-frequency words, and even wrapping gifts

Point to *recycle*. Say: **One way to help conserve what we have is to recycle. Rather than throw something away, we can give it to a company that will use it to make something new.** Display a newspaper, cardboard box, magazine, aluminum can, and plastic bag. Explain that all these items can be recycled into new items rather than creating more waste and using up new materials.

Divide the class into three groups. Each group is responsible for one of the Three Rs: *Reduce*, *Reuse*, and *Recycle*. Say: **I will hold up an item. Discuss the item with your group, decide how you would conserve, then report back to the class. Let's try one.** Hold up the plastic bag.

- Recyclers take it to a recycling center so the plastic could be used to make something else.
- Reusers would use it again and put different things in it, like toys, or wrap a package with it.
- Reducers would use a cloth grocery bag instead.

2

Recycling in the Classroom

Say: **Backpack Bear thinks it would be a good idea for us to recycle! He brought in these boxes to help us create recycling bins for our classroom.**

- On the board, write the words: *Cans, Paper, Plastic*
- Children repeat the words after you.

Divide the group into three smaller groups and assign each group a recycling category and a box. Children:

- copy their assigned words on scrap paper in pencil, then trace over the words with crayons.
- locate pictures of items in their categories in magazines and cut them out.
- draw pictures of items in their categories and cut them out.
- glue all of these items onto their assigned box.

Materials

- Pocket chart
- Three large "recycled" cardboard boxes
- "Recycled" (discarded) magazines
- Scrap paper
- Pencils/crayons
- Scissors/glue sticks

Reading

Describe common objects and events in both general and specific language

Science

Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

The second group adds to the boxes, or creates another set.

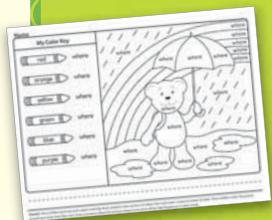
Computer

- “Earth Day”
- ABCs: Vv, Ee, Ff, Ii

Practice

Activity

Children read high-frequency words and color words to color the picture.



Materials

- Generate a “Color by Word” practice page for each child using high-frequency words: *had, has, have, here, help, and helps*
- Pencils/crayons

3

Introduce *The Bottle in the River*

Say: **Backpack Bear has a story he wants you to read. He is one of the characters in the story!**

Navigate to *Backpack Bear’s Books*: Row 9, “The Bottle in the River.” Children interact with and discuss the story.

Distribute *The Bottle in the River* to each child. Say: **There are three speaking characters in this story.** (a teacher, a girl, Backpack Bear) **How can we tell by looking at the story that the characters are speaking?** (quotation marks) **Let’s read the story together.**

After reading, explain: **We can read this story another way. Three people can take the parts of the characters and read the dialogue spoken by those characters. I will take the parts that are not in the quotation marks.** Choose volunteers to demonstrate. Divide the class into groups of three children. The groups partner-read the story, each child reading one of the character’s dialogues.

Display *had, have, here, and help* in the pocket chart. Review each word and assign a color to each.

Say: **Let’s go on a high-frequency word hunt!** Indicate the word *had* in the pocket chart. Children read *had* and circle or highlight *had* according to the color key each time it appears in the story. Repeat for *have, here, and help*.

Materials

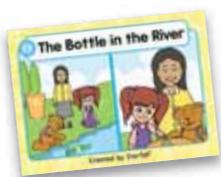
- Backpack Bear
- The Bottle in the River* for each child
- High Frequency Word Cards: *had, have, help, here*
- Crayons
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Technology

Use technology resources to support learning



Phonemic Awareness Warm-Up

Materials

- Sing-Along Track 8

Rhyming Words

Play *Sing-Along* Track 8. Ask: **Did you hear some rhyming words in that song? Let's sing it again. This time, be sure to listen for words that rhyme.** Play Track 8 again.

Read the words to the song one verse at a time. Pause after the first word in each rhyming pair for children to supply the rhyming words.

| | | | |
|--------|-----------|-----------|-----------|
| do/two | tree/tree | core/four | hive/five |
|--------|-----------|-----------|-----------|

Children supply other words that rhyme with *do*, *tree*, *core*, and *hive*.

Five Little Bears

One little bear
 Wondering what to do
 Along came another
 Then there were two!
 Two little bears
 Climbing up a tree
 Along came another
 Then there were three!
 Three little bears
 Ate an apple core
 Along came another
 Then there were four!
 Four little honey bears
 Found honey in a hive
 Along came another
 And then there were five!

Reading

Recognize and produce words that rhyme

1

Listening and Writing, Page 46

Materials

- L&W, p. 46
- Pencils/crayons

Say: **I will say a word. Listen to the sound at the end of the word. When you know the letter that stands for that sound, raise your hand.**

| | | | |
|-----|-----|-----|-----|
| can | fig | ten | pet |
|-----|-----|-----|-----|

Complete *L&W*, p. 46 as with similar pages.

Reading

Recognize and produce words that rhyme



2

Writing

Say: **Let's make an entry in our journals to explain how we might conserve and protect our environment. What are some things we might write?** Volunteers share responses.

Additional suggestions for discussion include:

- Turn off the computer, television, and radio when you're not using them.
- Help wash and dry the dishes rather than use the dishwasher.
- Take shorter showers.
- Turn off the water when brushing your teeth.
- Use a lunch box rather than a paper bag.
- Eat more fruits and vegetables rather than animal foods such as hamburgers or bacon.
- Use the sun to make iced tea rather than heating water on a stove, or use the sun to dry your laundry, rather than using a clothes dryer.

Distribute journals. Play *Star Writer Melodies* while children write about and then illustrate ways they can conserve. Children will share their writings during **Session 3**.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Star Writer Melodies*

Writing

Use letters and phonetically spelled words to write about experiences

Participate in creating a variety of informational/expository forms through drawing or writing

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet

Computer

Practice

- "Earth Day"
- *Backpack Bear's Books*: Concepts, Row 10

Activity

Children reference Letter Cards to form lowercase letters using play dough. Encourage them to put letters together to form words.

Materials

- Lowercase Letter Cards of your choice
- Play dough

3

Author's Chair

Children complete their writings from **Session 2** and share.

Materials

- Starfall Writing Journals
- Author's Chair

Listening & Speaking

Communicate effectively when sharing ideas

Relate an experience or creative story

Writing

Produce, illustrate, and share a finished piece of writing

Phonemic Awareness Warm-Up

Listening and Writing, Page 47

Complete *L&W*, p. 47 as with similar pages.



Materials

- L&W*, p. 47
- Pencils/crayons

Reading

Recognize and produce words that rhyme

1

The Bottle in the River

Distribute *The Bottle in the River* to each child. Read it together.

Display the Cover Card. Children describe what they see.

Choose volunteers to hold the eight Sentence Strips. Say:

Let's read this story again. If you are holding the sentence we just read, place it in the pocket chart. Continue until all sentences are ordered.

- Children cover their eyes.
- Mix up the Sentence Strips.
- Ask children to open their eyes and tell you what is different about the sentences.
- Read the story in the mixed-up order.

Ask: **Do you think it is important for the sentences in a story to be in the right order?** Discuss, then ask volunteers to order the story correctly.

Say: **Let's pretend we want to add to this story. What else might the teacher, the girl, and Backpack Bear find that they could recycle?** Discuss.

Materials

- The Bottle in the River* for each child
- The Bottle in the River* Cover Card and Sentence Strips
- Pocket chart

Reading

Connect to life experiences the information and events in texts

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Science

Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved



Technology

Use technology resources to support learning

Computer

1

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

Reading

Read simple one-syllable and high-frequency words

Word Search

Children find this week's high-frequency words *has*, *had*, *have*, *help*, and *helps* hidden in the puzzle, and then write the words on the back of the paper.

Materials

2

- Pencils
- "Word Search" for each child

Reading

Identify types of everyday print materials (e.g., newspapers, signs, labels)

Participate in creating a variety of informational/expository forms through drawing or writing

Sign Making

Children use scrap paper or drawing paper and copy from Word Cards to make signs reminding people to reduce, reuse and recycle. Signs may include pictures, words, and/or sentences. Display them in appropriate places in the classroom and around the school.

Materials

3

- Scrap paper
- Pencils/crayons/markers
- Vocabulary Word Cards: *recycle, reuse, reduce*
- Word cards: *cans, plastic, paper*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

Sequence *The Bottle in the River*

Children sequence *The Bottle in the River* by placing the Sentence Strips and individual Word Cards in story order.



Materials

4

- The Bottle in the River* for each child
- The Bottle in the River* Cover Card, Sentence Strips, Word Cards
- Pocket chart

Generator Practice Page

Choose the skill your children most need to review and generate a practice page.

Materials

5

- Generated practice page of your choice

Reading

Read simple one-syllable and high-frequency words

"Starfall Speedway"

Children play "Starfall Speedway" by reading the high-frequency words.

Materials

6

- "Starfall Speedway"
- High-Frequency Word Cards: Choose words children need to review

2

Materials

 None

Vocabulary Riddles

Say: **We're going to play a game. I'll read a riddle, then you will partner to discuss the answer. We will take turns answering the riddles.**

| | |
|---------------------|---|
| aluminum can | I am the container soft drinks come in. Sometimes I'm in a soda machine. You can recycle me. What am I? |
| desert | I am a landform that is dry and sandy. I am often found where it is very hot. What am I? |
| plastic | I am the container that a gallon of milk comes in. What am I made of? |
| reuse | When you use something over again instead of throwing it away, you do this. What is it? |
| moist | I am a word that means damp and slightly wet. What word am I? |
| satisfaction | You feel this when you have done something really well and are proud of yourself. What is it? |
| sowing | I am a homonym. One of my meanings is to use thread to attach material together. My other meaning is to plant seeds. What am I doing? |
| John Muir | I loved the environment and worked hard to help others understand how important it is to conserve so people and animals can enjoy our earth for a very long time. Who am I? |
| environment | I am the world around you. What am I? |
| recycle | I am very important for the environment. I am what you do after you use something and you sort it into a special container to be made into something new. What am I? |
| reduce | I am what you do when you use less paper and plastic products and make less garbage or waste. What word am I? |
| conservatory | I am a greenhouse for growing or displaying plants. You read about me in the story <i>Miss Rumphius</i> . What am I? |
| integrity | You have this if you make good choices and do the right thing. Miss Rumphius and John Muir had it. What is it? |
| conserve | When you save something or try to use less of something, you do this. What is it? |

Reading

Connect to life experiences the information and events in texts

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly