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# **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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# **Learning About Rules**

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# Week 2 Overview

#### **Learning About Rules**

Children learn about various types of rules that keep them safe and happy: classroom rules, computer rules, traffic rules. Backpack Bear shares his story of how he learned the rules! This week we will:

- learn about Aa/a/.
- discuss how rules keep us safe.
- use our Starfall Dictionaries.
- learn about the computer.

#### Starfall Books & Other Media

I Am Your Flag—Chase Tunbridge was born at the foot of Mt. Nebo in Nephi, Utah. Her mother was a rodeo queen and her father was a milkman. Even though she loved her parents, and was very proud of them, she didn't want to grow up to be either of these

she didn't want to grow up to be either of these things so she packed her bags and began to travel. Today, she lives most of her life in airports around the world. She loves to stand on her head and eat crunchy green salads, but not at the same time.













Star Writer Melodies



Starfall Dictionary

# **Preparation**

Introduce Small Group, Independent Practice Activity and Computer Practice rotations this week. We recommend that your Small Group Sessions be 20 minutes in duration with the two independent practice rotations of 10 minutes each. Beginning in **Week 3**, the Small Group Sessions will be 30 minutes with 15 minute practice rotations for Practice Activity and Computer Practice.

Generate and prepare Vocabulary Word Cards for **Week 2.** You will use *nervous, notice, mistake,* and *shout* on **Day 2** and *courage, liberty, states* and *symbol* on **Day 3**.

You will begin using *More.Starfall.com* this week. Laminate the Computer Center Cards and use a marker to indicate which activity within the link children are to visit on the computer. You will use the Computer Center Cards each day.







#### Day One

Navigate to Backpack Bear's Books and familiarize yourself with this section of the website. You will demonstrate "Backpack Is a Little Bear" and "A Computer."

You will indicate the appropriate parts of the computer as they are described, and demonstrate how to open More.Starfall.com in a browser and navigate to the ABCs.

Prepare a copy of classroom rules to review with the children.

Generate Word Cards: Beginning, Ending.

#### Day Two

Learn the ASL sign Aa.

Generate an "Aa Apple" practice page and photocopy one for each child to take home and practice with his or her parents.

## **Day Three**

Navigate to ABC Rhymes: Aa.

Children will play "Concentration" using high-frequency words and a pocket chart during the Independent Practice Activity. Introduce the game in advance.

Cut out and assemble Predecodable Book 1: A Computer for each child.

#### Day Four

Generate a Week 2 "High-Frequency Word" practice page and photocopy one for each child.

Navigate to Backpack Bear's Books: Row 1, "A Computer."

Children will encounter their Starfall Dictionaries for the first time. If you have not already done so, write children's names on the front cover in permanent marker. They will reference your example when writing their own names.

Navigate to Learn to Read: Row 1 Skills, "Alphabet."

#### Day Five

Fridays are Starfall Free Days. Children are free to navigate anywhere on more.Starfall.com. Explain this before beginning Small Group Session 2, Computer, and Practice Activities.







# 0 0 0

Vocabulary Word Cards

monitor

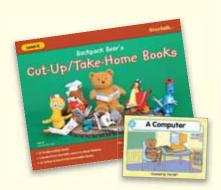
keyboard

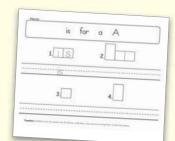
\* computer

mouse

nervous notice

ABC Rhyme Practice Page







#### Day 1

I love the letter Bb in my name. I have been learning to write my name! Can you write yours?

Backpack Bear



#### Day 2

I am so happy to be in kindergarten. I'm going to follow the rules because they are important! Your friend.

Backpack Bear



#### Day 3

I liked the part in my story where we went to the computer lab. Computers are so much fun!

Backpack Bear



#### Day 4

I have a surprise for you later today! You will need to go to Starfall.com to see my surprisel

Backpack Bear



#### Day 5

I made up a sentence with our new words! "A computer is for Backpack Bear."

Your new pal,

Backpack Bear



# DAY One

# DAY TWO

Reading
Phonemic Awareness
Phonics
High-Frequency (HF) Words
Print Concepts

Strategies

Comprehension Skills &

Initial and final /b/

*L&W* p. 2



Beginning, Middle, and End

Aa /a/

HF Words:

is and for

Retelling Stories

*L&W* p. 3



Computer	BpB's Books: Concepts, "A Computer" and "Backpack Is a Little Bear" ABC Rhymes: Bb	ABCs: Aa, Bb, ABC Rhymes: Aa, Bb
Activity	Forming uppercase and lowercase B	Children draw a portrait of Backpack Bear and self
Listening & Speaking  Literature  Rhymes, Poems, & Songs  Concept Development  Vocabulary	"Traffic Lights"	"Letter March Song Aa"  "Aa Apple Rhyme"  Backpack Bear Learns the Rules  Vocabulary nervous, notice, mistake, shout
Writing		Children draw portraits of themselves with Backpack Bear
Social Studies	Follow rules such as share, and take turns, and know consequences of breaking them	
Science	Describe relative position of objects by using one reference	

DAY Three	DAY Four	DAY Five
Initial /a/ and /b/ Predecodable Book 1: A Computer  HF Words:  A and C	Rhyming Words  A Computer  Starfall Dictionary  HF Words: A, a, is, for, me, see	Initial /b/ Compare and contrast Retelling stories Characters, important events
BpB's Books: Concepts, "A Computer" and "Backpack Is a Little Bear"  ABC Rhymes: Aa, Bb	<i>BpB's Books</i> : Row 1, "A Computer" <i>ABCs</i> : Aa, Bb	Starfall Free Day
Play "Concentration" with HF Words: <i>A, a, is, for, me, see</i>	Sequence A Computer	HF words: A, a, is, for, me, see
I Am Your Flag <b>Vocabulary</b> courage, liberty, states, symbol		Backpack Bear Learns the Rules I Am Your Flag The Kissing Hand Review vocabulary words on your Starword Wall
Recognize national flag		Follow rules such as share, and take turns, and know consequences of breaking them

#### Reading

Identify initial, final, and/or medial phonemes in CVC words

#### Phonemic Awareness Warm-Up

## Initial and Final /b/

Recite the "Bb Ball" rhyme, p. 7 in the ABC Rhyme Book. Read the rhyme again. This time children raise their hands when they hear words that begin with the sound /b/.

Materials

☐ Two chairs

Beginning, Ending labels

ABC Rhyme Book

**Materials** 

☐ Backpack Bear's

Computer"

Books: Concepts, "The

Say: Some words end with the sound /b/ such as cab and tub. Listen: /c/ /a/ /b/, cab. (Children repeat.) Was the sound /b/ at the beginning or the end of the word? Repeat for /t/ /u/ /b/, tub.

Children stand. Say: If you hear the sound /b/ at the beginning, pretend you are bouncing a ball. If you hear /b/ at the end, rub your tummy. Ready?

bottle	crab	basket	sub

Place two chairs at the front of the room and attach the Beginning and Ending labels. Choose a volunteer. Say: I'll say a word and you will repeat it. Listen for the sound /b/. If you hear it at the beginning of the word, sit in the beginning chair. If you hear it at the end of the word, sit in the ending chair.

ball	bear	bed	web
cab	boat	lab	

# **Introduce the Computer**



Gather children around a classroom computer navigated to Backpack Bear's Books: Concepts, "The Computer."

Explain: Not long ago, there were no computers or DVDs. People only watched movies on television or went to a theater. Games came in boxes and didn't

need batteries. People wrote letters by hand or used typewriters. You always needed stamps to mail letters.

Today, we can watch movies, play games, learn about things, and send e-mail all on a computer! Backpack Bear wants us to learn how to use the computers in our classroom. Let's watch the movie he made for us.



In the Backpack Bear's Books section of More. Starfall.com, click on the "Computer" icon under the "Concepts" column and watch the movie. After watching discuss the parts of the computer the children just learned about. Indicate each part as you describe it. Children repeat the names.

• This is a monitor. It is like a television screen. On the monitor, you see pictures and information.

# **Listening & Speaking**

Relate an experience in a logical sequence

#### Science

Describe the relative position of objects by using one reference

#### Technology

Learn parts of a computer and the purpose of each part

Use technology resources to support learning

- This is the *computer*, or CPU (Central Processing Unit). It is the thinking part, or brains, of the machine.
- This is the *keyboard*. We type on the *keyboard* to send information to the *computer* or CPU.
- This is a *mouse*. It's not like the *mouse* that's an animal. This *mouse* helps us tell the *computer* what we want it to do.



Demonstrate how to open *more.Starfall.com* in a browser and how to navigate to the ABCs.

As you navigate, indicate the cursor and say: Look closely at this little arrow on the monitor. It is the cursor. (Children repeat.) The cursor tells us where we are on the computer. To get information, we use the mouse to move the cursor. Watch me. I want more information

about the letter *Bb* so I move the *mouse*, which moves the cursor.

Look what happens when I put the *cursor* on *Bb*. It turns into a hand. That means I can click on it for more information. To click, I push this button on the *mouse*. Let's see what happens when I click on *Bb*. Listen for the clicking sound.

More.Starfall.com is a website. Moving about and exploring a website is called navigation. Say, navigation. What would you do if I ask you to navigate to the letter Bb?

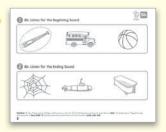
Choose several volunteers to navigate to other letters. Tell children they will explore the website during computer time today.

2

# Listening and Writing, Page 2

Display the Picture Cards face-down in the pocket chart.

- A volunteer chooses a Picture Card.
- The class names the picture.
- The volunteer selects a child to tell if the word begins or ends with the sound /b/.
- The chosen child reveals the next Picture Card.



Children open their Practice Book 1: *Listening & Writing*, to page 2. As a group, identify, indicate, and name each picture: *bat*, *bus*, *ball*.

Children listen for the sound /b/ in these words. Ask children what they notice about all of these words. (They all begin with /b/.)

- Display and identify the Picture Card blue.
- Children use their blue crayons to color the pictures with initial /b/.

#### Materials

- ☐ Pocket chart
- Picture Cards: bag, baseball bat, bed, black, blue, cub, rib, sub
- Pencils/blue and black crayons for each child
- ☐ *L&W*, p. 2

#### Reading

Blend and/or segment individual phonemes in simple, one-syllable words

Recognize and produce words that rhyme

Identify initial, final, and/or medial phonemes in CVC words

#### **WEEK 2** • **DAY 1**

Display the Picture Cards: cub, rib, sub.

Point to the *cub* Picture Card. Say: A *cub* is a baby bear. When Backpack Bear was little, he was a cub. (Children repeat, cub.) Look at the other pictures. Can you find any pictures that end with the same sound as cub? (rib, sub) Children name and circle the pictures that end with /b/ using a black crayon. (web, sub, tub)

#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

#### Reading

Comprehend the wide array of informational text that is part of our day-to-day experiences

Recite rhymes and songs

#### **Social Studies**

Follow rules, such as sharing, and taking turns, and know the consequences of breaking them

# **Computer**

- Backpack Bear's Books: Concepts, "The Computer"
- "Backpack is a Little Bear"
- ABCs: Letter B

# **Activity**

Children use play dough to form the letters in their names and make several uppercase and lowercase letters, B and b.

#### **Materials**

- ☐ Play dough
- Children's name cards

**Practice** 

Letter Cards: B, b

# Introduce Rules, Signs, and Middle

Review your classroom rules. Emphasize that rules keep everyone safe.

Ask: Remember "The Wheels on the Bus" song? The bus driver has to follow rules, too—special rules for drivers. These rules keep traffic flowing smoothly and people safe. What might happen if we didn't have traffic rules? Volunteers respond.

#### **Materials**

- Three circles of construction paper (red, yellow, green)
- ☐ Pocket chart
- Pointer
- Picture Cards: stop sign, traffic signal
- Sing-Along Track 37



Say: Signs tell drivers the traffic rules. This is a stop sign. (Display Picture Card.) Stop signs are always red with 8 sides. The word stop is in the middle. When we see a stop sign, we stop. That is a traffic rule; it keeps cars from crashing. We can use a stop sign in our classroom, too. It tells us when to stop moving, talking, or working. Let's practice using a stop sign.

Children walk around the room slowly. They stop when you hold up the stop sign Picture Card. Repeat several times.



Display the Picture Card traffic signal. Say: This object is a traffic signal. It tells us to stop, slow down, or go in traffic. What is it called? (Children respond.) A traffic signal is another driving rule that everyone must obey.

Ask: Which color means stop? Yes, the red light at the top. Indicate each color as you describe its function:

- Green means go. The green light is at the bottom.
- Yellow means slow down. The yellow light is in the middle. It is between the red light and the green light.

Display the construction paper circles. Say: Let's review these colors. To review is to think of something again. As I hold up each color, say, This color is Repeat for all.

Place the red circle in the top pocket and the green circle in bottom pocket of the pocket chart. Say: Red is at the top. Green is at the bottom. (reverse) Now, green is at the top. Red is at the bottom. (Place the yellow circle between the red and green.) Green is at the top, yellow is in the middle and red is at the bottom. Middle means halfway between.

Children echo you as you continue to rearrange the circles, "\_\_\_\_\_ is at the top, \_\_\_\_\_ is in the *middle* and \_\_\_\_\_is at the bottom."

Play Sing-Along Track 37. Children sing as a volunteer uses a pointer to touch the traffic signal colors as they are named in the song. Review traffic signs and reiterate that rules keep people safe.

> Save the construction paper circles. You will use them again on Day 2.

#### **Traffic Lights**

"Stop" says the red light, (Hand out to indicate stop) "Go" says the green, (Motion to come) "Wait" says the yellow light, (Hands on hips) Blinking in between.

That's what they say and (Shake finger with right hand) That's what they mean, (Shake finger with left hand) We all must obey them (Shake head, "yes") Even the Queen. (Pretend to put on a crown.)

#### WEEK 2

# Day TWO

#### Reading

Identify initial, final and/ or medial phonemes in CVC words



#### **Phonemic Awareness Warm-Up**

# Beginning, Middle, End

Place the green, yellow, and red circles horizontally in the pocket chart. Children tell you which color is at the beginning of the row (green), the middle (yellow) and the end (red).

Call attention to the classroom Alphabet Chart and say:

The alphabet has a beginning, middle and end.

Who can point to the letter at the beginning of the alphabet? Who can point to the letter at the end of the alphabet? Who can point to a letter in the middle of the alphabet?

Draw attention to the colored dots on each alphabet card. Ask children why they think the dots are there.

Explain: The letters at the beginning of the alphabet have a green dot. The letters in the middle of the alphabet have a yellow dot, and the letters at the end of the alphabet have a red dot. We can look at the dots to help us remember if a letter is at the beginning, middle, or end of the alphabet.

Partner children and distribute a green, yellow, or red piece of paper to each pair. Choose partners to come forward and:

- name their color.
- tell if it is the beginning, middle, or end color.
- use a pointer to indicate a letter on the Alphabet Chart that has the same color dot as their paper.
- ask the class to help name the letter they've indicated.

Continue until all partners have a turn.



## Introduce: Aa/a/

Display Backpack Bear's ABC Rhyme Book. Review the "Bb Ball" rhyme on page 7. Explain: Today you will learn the letter/sound that begins the alphabet! What is the first letter of the alphabet?

ΛЛ	0	tο	PI	1	Ic
IVI	и	ιc	,,,	ш	IJ

**Materials** 

Chart

☐ Pocket chart
☐ Green, yellow, red

Session 3

Green, yellow, red

☐ Classroom Alphabet

circles from Day 1

pieces of paper, one of each color for every

- Picture Card: apple
- Letter Cards: A, a
- ☐ Wall Card: Apple /a/☐ Whiteboards/markers
- ☐ ABC Rhyme Book

#### Reading

Match short-vowel sounds to appropriate letters

#### Writing

Write lowercase letters of the alphabet independently

#### Step One Introduce /a/ in the initial position

Read the rhyme "Aa Apple", p. 5.



Display the Picture Card apple. Say: This is a picture of an apple. Say, apple. The word apple begins with the sound /a/. Watch my mouth: /a/. Now you say /a/. The words apple and as begin with the same sound: /a/.

(Children repeat: /a/.) I will read the rhyme again. Listen

for the sound /a/ in apple and as. Read the rhyme again, then repeat it in unison.

## Step **Two Discriminate /a/ in the initial position**

Ask the children to stand. Say: I will say some words. If you hear the sound /a/ at the beginning of a word, give a thumbs-up! Ready?

## Step Three Connect /a/ to the spelling "Aa"

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



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

Demonstrate the letter's formation as you write a on the board. Children mimic the formation by skywriting a several times.

Distribute whiteboards and markers. Children write a on their boards.

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

ambulance	ant	circle	puppy
bone	after	at	

Display the Letter Card A. Say: This is the uppercase letter A. The uppercase letter A and the lowercase letter a stand for the sound /a/.



Demonstrate the letter's formation as you write A on the board. Children mimic the formation by skywriting A several times.

The sound /a/ exists in Mandarin Chinese with a slight difference. Be sure to emphasize this sound for children who speak Mandarin.

**ELD** 

Display the Wall Card at the end of the lesson.

Aa Apple

The Letter March: Aa

Hurrah! Hurrah!

Hurrah! Hurrah!

/a//a//a//a/

(Melody: "The Ants Go Marching")

The letters go marching one by one,

The letters go marching one by one,

The letters go marching one by one,

"A" stands for the sound, /a//a//a//a/

And they all go marching,

In- to a word, to use, their sound

Apple, apple As red as can be, Apples for you And apples for me.

> The ASL signs for Aa and Ss are similar. When forming the Aa sign, the thumb should be alongside the fist. When forming the Ss sign, the thumb is in front of the fingers.





**Listening & Speaking** 

Communicate effectively when sharing ideas 2

# Introduce High-Frequency Words: *is* and *for* — *Listening and Writing,* Page 3

Materials

- Pencils/orange and green crayons
- Pocket chart
- ☐ *L&W,* p.3

Say: We have learned two words we called high-frequency words. A high-frequency word is one that we see often when we are reading.

- Write the word see on the board, naming each letter as you write it, s-e-e.
- Repeat for me.
- Children volunteer sentences using the words see and me. (e.g., I can see the bear.)

Say: Let's learn two new high-frequency words. The first word is is. (Print is on the board.) The letters i and s together make the word is. Children repeat the word.

Print for on the board. Say: When we put the letters f, o, r, together, they make the word for. Children repeat the word.

Distribute L&W books. Children open their books to page 3 and write their names at the top of the page.

# is for ...

#### letters **Writing**

Reading

Read simple onesyllable and high-

frequency words

Match short vowel

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

sounds to appropriate

#### Step One Name the letters

On the board, print: Aa. Say: **The letters A and a stand for the sound /a/**. Children name the letters, then:

- point to Aa on the page.
- use their fingers to trace inside the large outlined Aa.

#### Step Two Read the sentence

On the board, write: Aa is for Apple.

- Point to each word as you read the sentence.
- Reread with children in unison.
- Select a volunteer to circle is and for on the board.

Ask: Can you find the high-frequency words is and for in the sentence on your page? Circle is using your orange crayon. Circle for using your green crayon.

## Step Three Identify and discuss the pictures

Say: Each picture on this page begins with the sound /a/. Repeat after me:

apple apples alligator astronaut

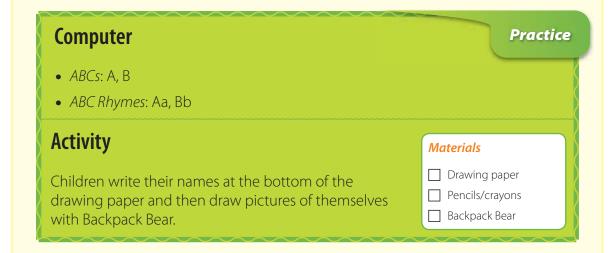
- Point to the word *apple* in the sentence written on the board.
- Children first locate the pictured apple on their pages.
- Next, children locate the pictured basket of apples.

Explain: In our sentence on the board there is one apple. In the basket there is more than one apple. When there is more than one of something, we often add an s to the end of the word.

Do this, then read the new sentence together: Aa is for apples.

#### Step Four Write the word

Demonstrate the letters' formations, then children practice writing uppercase and lowercase Aa by tracing over the letters at the bottom of the page.



#### Technology

Use technology resources to support learning

#### Writing

Draw a picture about ideas from stories read aloud or generated through class discussion



#### Reading

Identify the front cover, title, author, and/or illustrator

Use new vocabulary that is introduced and taught directly



# Starword

Display the new vocabulary on your Starword Wall.

# Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge

Display Backpack Bear Learns the Rules. Discuss the title and cover illustration. Say: The writer, or author, of this story is Chase Tunbridge. The illustrator draws or paints the pictures for the story. The illustrator of this story is Dale Beisel.

Picture-walk through the story. Ask: **Do these pictures remind you of our classroom? As we picture-walk through the book, look for ways this classroom is the same or different from our classroom.** (Children discuss their observations.)

**Materials** 

the Rules

Vocabulary Word
Cards: nervous, notice,
mistake, shout

☐ Backpack Bear Learns

Say: Let's read the story to see what rules Backpack learned. Read the story aloud.

Explain that the author used some interesting vocabulary words in this book. As you discuss each vocabulary word, display the Vocabulary Word Card. Children repeat each word after you.

nervous	Backpack Bear was nervous because he wasn't sure what was going to happen at his new school. When you are nervous, you are a little afraid or scared. Were you nervous on the first day of school?
notice	Mrs. Elliott noticed that Backpack Bear was missing. When you notice something that means you see or hear it. Did you notice this story reminded you of our classroom?
mistake	Sometimes we try very hard but just can't get it right. Backpack Bear was trying to make good choices but sometimes he forgot and made mistakes. The good thing about making mistakes is we learn something new. What did Backpack Bear learn when he made a mistake? (Making mistakes is part of learning.)
shout	to call out loudly, to yell or cry out

Partner the children. Read the story again. Pause several times as you read. Partners discuss what happened on the page where you've paused. Volunteers share with the class.

Continue in this manner until you complete the story. Congratulate the children and Backpack Bear for practicing the classroom rules!

Day Three

#### Phonemic Awareness Warm-Up

# Identify and Discriminate Initial /a/ and /b/

Gather children around a classroom computer. Navigate to *ABC Rhymes*: Aa. Children:

- say the /a/ rhyme with Backpack Bear.
- listen for the sound /a/ at the beginning of these words: *apple, alligator, astronaut*.

Review the ASL sign for Aa. Say: I will say a word. If you hear the sound /a/ at the beginning of the word, make the ASL sign for a.

apple	dog	adventure	fish	pig
ant	tree	antelope	boy	ax

Repeat as above for *ABC Rhymes:* Bb, the ASL sign *Bb* and words beginning with /b/.

tail	button	computer	balloon	bath
------	--------	----------	---------	------

Children stand. Say: If you hear the sound /b/ at the end of the word, sit on the floor. (Children stand again before you say each word.)

cubo	cat	lah	tah	havo
cube	Cal	Iab	เลย	nave

# Introduce High-Frequency Words: A and a

Distribute whiteboards. Write A and a on the board. Children copy A and a on their whiteboards.

Say: We have learned four high-frequency words: for, is, me and see.

Our new high-frequency word today is A. (Indicate A.) It's important to know that A is a letter, but when it is used alone in a sentence, it is a word. Sometimes when you see the word a, you will see an uppercase A and sometimes you will see a lowercase a.

Hold up the High-Frequency Word Card *for*. Children read the word, then copy it onto their whiteboards. Repeat for *is*, *me*, and *see*.

#### **Materials**

☐ ABC Rhyme Book

Materials

☐ Whiteboards/markers

High-Frequency Word Cards: see, me, is, for

Pocket chart

Navigate to ABC Rhymes

#### Reading

Identify initial and final phonemes in words

Recognize and produce words that rhyme

#### **Technology**

Use technology resources to support learning

#### Reading

Read simple highfrequency words

#### Science

Describe the relative position of objects by using one reference

#### WEEK 2 • DAY 3

Partner the children. Place all high-frequency words face-down in a pocket chart.

- Choose pairs to turn over a word and work together to read it to the class.
- The class gives a "thumbs-up" if they are correct.
- These children choose the next pair.
- Continue until all the words are revealed and all pairs have had a turn.

**Materials** 

☐ Pocket chart

Cover Card and Sentence Strips: A Computer

Predecodable book 1,

A Computer, for each

A pack of 8 crayons for

each child

2

# Introduce A Computer

Recall Backpack Bear's excitement about going to the computer lab in the story, *Backpack Bear Learns the Rules*.

Say: I have a special story about a computer. It uses pictures and the high-frequency words you have learned. Stories that use words and pictures for words are called *rebus stories*. The pictures in a rebus story stand for words you have not learned to read yet.

Place the Cover Card A Computer in a pocket chart.

- Children describe the illustration on the Cover Card.
- Place and read each Sentence Strip as you "build" the story.
- Children reread each sentence.

Give children their copies of *A Computer*. Tell children that this book belongs to them and they can take it home at the end of the week. Children write their names in the space provided.

Say: **The title of this story is A Computer.** Picture-walk through the story to identify the rebus pictures: *Backpack Bear, mouse, keyboard, monitor* and *computer*. Read the story aloud as the children track each word with their fingers.

Children open their books to page one. Say: Look at the first sentence. Do you see any high-frequency words?

- Write see on the board.
- Children locate and circle (or highlight) the word *See* on page one using a red crayon.
- Reread the first sentence together.

Repeat as above for *is* (green), *for* (orange), *A* (purple) and *me* (green). Children partner read the story.

#### **Listening & Speaking**

Communicate effectively when sharing ideas

#### Reading

Describe people, places, things (e.g., size, color, shape), locations, and actions

Read high-frequency words

Follow words from left to right and top to bottom on the printed page





Collect the books.
You will use them
again on Day 4.

# **Computer**

- Backpack Bear's Books: Books, "A Computer"
- Concepts, "Backpack Is a Little Bear"
- ABCs: Letters A and B

# **Activity**

Children display the High-Frequency Word Cards face-down in a pocket chart, then take turns finding matches. Repeat the game as often as time allows.

#### **Materials**

☐ Pocket chart

Materials

☐ I Am Your Flag

Classroom flag

states, symbol

Cards: courage, liberty,

Two each High-Frequency Word Cards: me, see, is, for, a, A

**Practice** 

#### Technology

Use technology resources to support learning

#### Reading

Read high-frequency words



# Introduce I Am Your Flag by Chase Tunbridge

☐ Vocabulary Word Say: Each morning we look at the American flag and make a promise to honor our country. This is called the Pledge of Allegiance. Look closely at our flag. Who would like to tell me something they notice about the flag? Discuss.

Say: There are many kinds of books. Some books like Brown Bear, Brown Bear, What Do You See? tell make-believe stories. We call these books fiction. (Children repeat, fiction.) Other kinds of books teach us true facts. These are called *nonfiction*. (Children repeat, *nonfiction*.) The book we will read today is a nonfiction or true story that teaches us about the American flag.

Display I Am Your Flag. Say: The title of this book is I Am Your Flag. The author is Chase Tunbridge. There is no illustrator for this book because the pictures are photographs.

Children describe the picture on the cover. As you read the story, pause and discuss the following vocabulary words:

courage	the ability to do something hard without letting fear stop you; to be brave is to have courage
liberty	freedom to choose
state	a piece of land within a nation that has borders, people and a government; (your state's name) is one of the 50 states in the United States of America
symbol	a picture that stands for an idea; a heart is a symbol of love

#### Reading

Identify the front cover, title, author and illustrator of a book

*Identify the purpose of* nonfictional text

Relate new vocabulary to prior knowledge

#### Social Studies

Recognize national flag



# Day Four

#### Reading

Recognize and produce words that rhyme

#### **Phonemic Awareness Warm-Up**

# **Rhyming Words**

Children listen to the word pairs. If the words rhyme, children give a thumbs-up. If they do not, they give a thumbs-down.

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IVI	и	ιe	ш	ш	IJ

Picture Cards: ants, box, bus, flag, jar, kite, log, pants, rock, rug, shop, star, sub, top, tub, white

cat/rat	fish/cab	rap/cap
hat/bus	lab/nab	map/lap

Place two Picture Cards in the pocket chart.

- A volunteer decides if the two words rhyme.
- That child then chooses the next volunteer.

Suggested combinations:





#### Reading

Relate an experience in a logical sequence

Read simple onesyllable and highfrequency words

Use end punctuation, including periods, question marks, and exclamation points

#### Technology

Use technology resources to support learning



# A Computer

Backpack Bear whispers that it is time to show you his surprise on more.starfall.com!

Navigate to *Backpack Bear's Books*: Row 1, "A Computer." Children interact with and discuss the online story and high-frequency word game.



- Predecodable Book 1: *A Computer*
- Cover Card, Sentence Strips, Word Cards: A Computer
- Pocket chart
- Backpack Bear

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

Distribute Word Cards. Designate six stations. Say: **If you have the word** *A,* **stand at Station 1.** Continue as follows: *is*-Station 2; *for*-Station 3; *see*-Station 4; *me*-Station 5; Picture Cards-Station 6.

Children place their Word Cards in the pocket chart next to the Sentence Strip as it is read. When all Sentence Strips have been matched with Word Cards, say: There is something missing at the end of each of these sentences. Does anyone know what is it is? (punctuation marks) Every sentence needs a "stop sign" to tell us that it is the end of a sentence. We call these "stop signs" punctuation marks. Children repeat.

- Name each punctuation mark and discuss its meaning as you display it to the side of the pocket chart.
- Volunteers take turns selecting the appropriate punctuation mark and placing it at the end of the sentence.

Distribute Predecodable Book 1 to each child. Children read their books aloud as you read the Sentence Strip story.

# **Introduce: Starfall Dictionary**

Say: The alphabet is an example of something that has a beginning, middle and end.

- Indicate the Alphabet Chart.
- Point to each letter as you say the alphabet in unison.

Explain: The letters in the alphabet are always in the same order. That means every time we write the alphabet, each letter is in its own special place, which is the same every time. We rearrange them when we make words, but when we write the alphabet, we always put them in this order.



Navigate to Learn to Read: Row 1 Skills, "Alphabet." Show the movie "How the Alphabet Got Its Order".

Hold up Uppercase Letter Cards A, M, and Z. Ask: Which letter, A, M, or Z, is at the first or beginning of the **alphabet?** (Place A on the left side of the pocket chart.) Which letter is at the *end* of the alphabet? (Place Z on the right side of the pocket chart.) Look at the Alphabet

**Chart.** *M* is in the middle. Place *M* between *A*, and *Z*.

Explain that all letters between A and Z are in the middle of the alphabet, but emphasize that some are closer to the beginning, and some are closer to the end.

Display your classroom dictionary. Say: This is a dictionary. A dictionary contains many of the words we use in speaking, reading and writing. The words are organized just like *The Alphabet Song* and our Alphabet Chart. They are in alphabetical order. Words beginning with the letter Aa are at the beginning of the dictionary. Where do you think the words beginning with Zz can be found? Discuss.

Give children their Starfall Dictionaries. Ask them to tell you how their Starfall Dictionaries differ from your classroom dictionary. (There are no words inside yet.)

#### Materials

- Starfall Dictionary for yourself and each child
- Pencils
- Classroom Alphabet Chart
- Letter Cards: A, M, Z

#### Writing

information

Reading

Write uppercase and lowercase letters independently, attending to the form and proper spacing of the letters

Recognize and name

Understand that printed materials provide

uppercase and

lowercase letters

Print names

#### Technology

Use technology resources to support learning



#### WEEK 2 • DAY 4

Explain: Each time you learn to read a new word, you will print it in your dictionary.

Invite children to page through their dictionaries. Ask: Do you see the letters in the top left and top right corners? Did you notice they are in alphabetical order? These letters tell us where to write the new words we learn. Where do you think you should write words beginning with the letter Aa? What about words beginning with the letters *Mm* or *Zz*? Page through the dictionary and name each letter.

Children locate the pages with the letters that begin their names in their Starfall Dictionaries. Say: The first word you will write in your dictionary is your name. Watch me. Clearly demonstrate by locating the appropriate page and printing your name in your own dictionary.

If children have difficulty writing their names, give them their name cards to reference or assist them by dotting their names to trace.

Observe & Modify

**Practice** 

#### Technology

Use technology resources to support learning

#### Reading

Read high-frequency words



# **Computer**

- Backpack Bear's Books: A Computer
- ABCs: Letter A, B

# **Activity**

Children reference A Computer to:

- order the Sentence Strips in the pocket chart according to the story.
- use Word Cards to construct matching sentences next to the Sentence Strips.
- read the completed story.

#### **Materials**

- ☐ Pocket chart
- ☐ A Computer
- ☐ A Computer Cover Card, Sentence Strips, Word Cards

# **Introduce Practice Page "High-Frequency Words"**

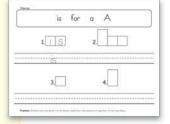
Say: Some letters are tall and some letters are small. (Write A, a on the board.) Both of these letters are Aa. One is uppercase and one is lowercase. One letter is taller than the other. Is it the uppercase or lowercase Aa?

#### **Materials**

- "High-Frequency Word Shape" practice page for each child
- ☐ High-Frequency Word Cards: is, A, a, me, for, see
- ☐ Pencils



Reading



Draw a "tall" box like the one found on the "High-Frequency Word" practice page on the board and write an A in the box.

Indicate the letters A, a and ask: Which of these letters is smaller, the uppercase or lowercase Aa? Draw a "small" box on the board and write a in the box.

On the board, print: for. Children tell which letters are tall and which are small in the word.

Distribute the "High-Frequency Word Shape" practice page. Children:

- write their names at the top.
- read and review words in the word bank: is, A, a, me, for, see.

Explain: Placing the words in the shape is like doing a puzzle; each piece needs to fit in a special place. Children:

- trace over is in the first word shape box.
- copy is on the handwriting line below.

Demonstrate each word on the board before children complete it on the practice page.

# Day FIVE

#### Reading

Identify initial, final, and/or medial phonemes in CVC words

#### **Phonemic Awareness Warm-Up**

## Initial /b/

Play *Sing-Along* Track 5, "Backpack Is a Little Bear." Children listen for words that begin with the sound /b/. (*Backpack*, *bear*, *brown*, and *be* occur 11 times.) Play the song again. This time, children sing along and stand each time they hear a word that begins with /b/.

# 1

# **Compare and Contrast**

Backpack Bear Learns

**Materials** 

**Materials** 

☐ Sing-Along Track 5

#### Reading

Relate an experience in a logical sequence

Connect to life experiences the information and events in texts

#### **Social Studies**

Follow rules, such as sharing and taking turns, and know the consequences of breaking them Say: Sometimes we look at two things to see how they are the same and how they are different. When we do this we compare and contrast the two things. Compare means to tell how things are the same; contrast means to tell how things are different. Children repeat, compare and contrast.

Display Backpack Bear Learns the Rules. Ask: What was the main idea of this story or what was this story about? (school, rules) Let's compare and contrast the story Backpack Bear Learns the Rules with our own classroom.

Read the story. Pause to compare and contrast what is happening in the story with what happens in your classroom.

Say: At the end of the story, the children worked together to list their class rules. What rules do you think they had on their list? Responses might include: wait your turn to speak, clean up after yourself, walk indoors, speak softly, do the activity assigned. You might also note computer lab rules.

Children compare and contrast the rules in the story to their own classroom rules.

2

# **Enter High-Frequency Words in Starfall Dictionary**

Say: Let's add our high-frequency words to our new dictionaries. Remember Aa is at the beginning of the alphabet, so you will find Aa at the beginning of your dictionary.

#### Materials

- Your own, and each child's Starfall Dictionary
- ☐ Pencils
- Classroom Alphabet

After children locate the Aa tab, direct their attention to the three circles at the bottom of the page. Ask: Which of the three circles is colored? (first) That is to help you know that Aa is at the beginning of the alphabet.

Children observe as you write A on the first line and a on the second line of your own dictionary. Observe and assist as children follow your example.

#### Reading

Read simple onesyllable and highfrequency words

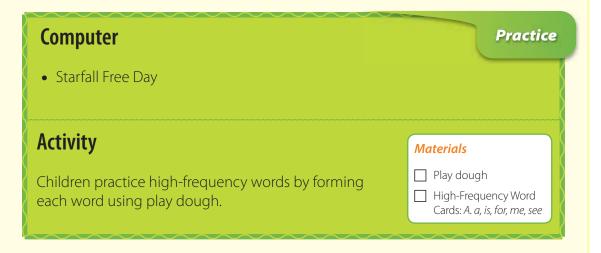
#### Say: Now we're ready to add the other high-frequency words we have learned.

- On the board, write: is.
- Children say, is.
- Children identify the first letter of the word, then determine if it is at the beginning, middle or end of the alphabet. (beginning)
- Children locate the *li* page in their dictionaries.

Repeat with the words for (beginning), me (middle), see (end).

Observe This routine will be difficult in the beginning. With guidance & Modify and patience, your children will soon be entering high-frequency words into their dictionaries with confidence and ease. Accept imperfectly formed letters. Children may erase and rewrite these words as their penmanship improves later in the year.

For children who have difficulty writing the words in their dictionaries, write them using a highlighter or make dotted lines for the children to trace.



#### Technology

Use technology resources to support learning

#### Reading

Read simple onesyllable and highfrequency words

3

#### Reading

Use new vocabulary that is introduced and taught directly

Ask and answer questions about essential elements of a text

#### **Listening & Speaking**

Communicate effectively when sharing ideas

# **Introduce Kindergarten Book Club**

Gather children on the floor in a circle. In the middle, place the books from **Weeks 1** and **2**.

- Review the title of each book.
- A volunteer chooses a favorite book and tells the class what the book is about and why this book is a favorite.

Materials

the Rules

I Am Your Flag

☐ The Kissing Hand

☐ Backpack Bear Learns

• Ask questions to review each book's vocabulary words on the Starword Wall.

#### The Kissing Hand

cozy	What do we mean when we say we are cozy?
interested	What vocabulary word means you want to listen carefully and learn more about something?
strange	Think of something strange or unexpected that could walk into our classroom.

#### **Backpack Bear Learns the Rules**

nervous	When you are nervous, how do you feel?
notice	What do you notice about the illustrations in this book? What does it mean to notice something?
mistake	When we say we made a mistake, what do we mean?

#### I Am Your Flag

courage	Think of a time you had courage or were brave.
symbol	A heart is a symbol of love. Think of a symbol that makes you think of our country, the United States of America.
states	There are 50 states in the United States. What is the name of our state?
liberty	Liberty is another word for freedom. If you had the freedom to choose any toy to play with right now, what would you choose?

Discuss each book. Children vote for their favorite book from the first two weeks of school.