

This is a one-week excerpt from our 2-volume Teacher's Guide.

If you have questions or comments,
please contact us at:

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Teacher's Guide

Welcome to Kindergarten!

Unit 1 – Week 2

Starfall Kindergarten Reading and Language Arts Curriculum 2009-10
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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Starfall gratefully acknowledges the following school districts where the Starfall Kindergarten Program was piloted:

Andre Agassi College Preparatory Academy, Las Vegas, NV

Boulder Valley School District, Boulder, CO

Buncombe County School District, Asheville, NC

Catholic Archdiocese of Los Angeles, Thousand Oaks, CA

Currituck County School District, Knotts Island, NC

Fruitvale School District, Bakersfield, CA

Kent City Community Schools, Kent City, MI

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Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

Screven County School District, Screven, GA

South Sarpy School District 46, Springfield, NE

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Waynesville R-VI School District, Ft. Leonard Wood, MO

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Briarcliff Manor School District, Briarcliff Manor, NY

Buckner-Fanning Christian School, San Antonio, TX

Catholic Diocese of St. Petersburg, St. Petersburg, FL

Episcopal Diocese of Northwest Texas, All Saints Episcopal School, Lubbock, TX

Fullerton School District, Fullerton, CA

Livermore Valley Charter School, Livermore, CA

Italy Independent School District, Italy, TX

Ogden City School District, Ogden, UT

Port Jervis City School District, Cuddebackville, NY

Rhea County School District, Spring City, TN

Saugus Union School District, Valencia, CA

Sierra Sands Unified School District, Ridgecrest, CA

Vinita Public Schools, Vinita, OK

Special thanks to the Alliance for Catholic Education's English as a New Language Program (ACE-ENL) at the University of Notre Dame for their help with the ELD component of this program.

Starfall also wishes to thank:

Stephen Schutz, Karen Bidgood, Tad Elliott, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

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Week 2 Overview

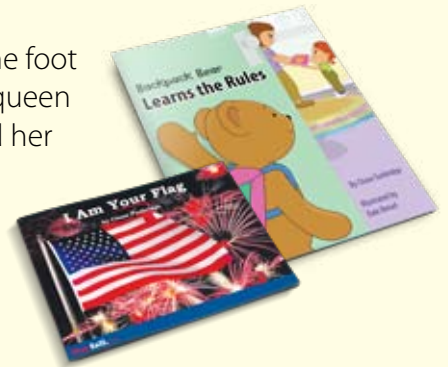
Learning About Rules

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

Backpack Bear Learns the Rules and **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 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.



Backpack Bear's
ABC Rhyme Book



Starfall Sing-Along



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 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 1

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

Backpack Bear 

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.

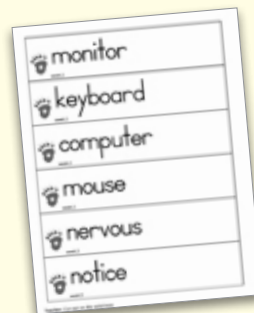
Navigate to *Backpack Bear's Books: Row 1, "A Computer."*

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.

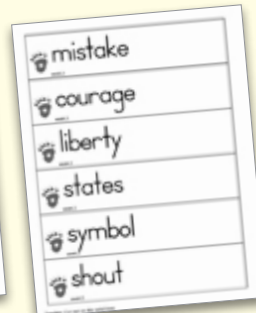
Navigate to *Learn to Read: Row 1 Skills, "Alphabet."*

Day Five

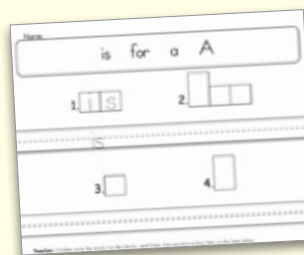
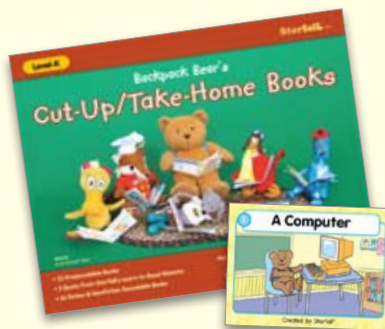
Fridays are Starfall Free Days. Children are free to navigate anywhere on more.starfall.com. Explain this before beginning Small Group Session 2, Computer, and Practice Activities.



Vocabulary Word Cards



ABC Rhyme Practice Page



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 surprise!

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

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency (HF) Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>Initial and final /b/</p>  <p>L&W p. 2</p>	<p>Beginning, Middle, and End</p> <p>Aa /a/</p> <p>HF Words: is and for</p> <p>Retelling Stories</p>  <p>L&W p. 3</p>
<p>Computer</p>	<p><i>BpB's Books</i>: Concepts, "A Computer" and "Backpack Is a Little Bear"</p> <p><i>ABC Rhymes</i>: Bb</p>	<p>ABCs: Aa, Bb, <i>ABC Rhymes</i>: Aa, Bb</p>
<p>Activity</p>	<p>Forming uppercase and lowercase B</p>	<p>Children draw a portrait of Backpack Bear and self</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	<p>"Traffic Lights"</p>	<p>"Letter March Song Aa"</p> <p>"Aa Apple Rhyme"</p> <p><i>Backpack Bear Learns the Rules</i></p> <p>Vocabulary <i>nervous, notice, mistake, shout</i></p>
<p>Writing</p>		<p>Children draw portraits of themselves with Backpack Bear</p>
<p>Social Studies</p>	<p>Follow rules such as share, and take turns, and know consequences of breaking them</p>	
<p>Science</p>	<p>Describe relative position of objects by using one reference</p>	

DAY Three

DAY Four

DAY Five

Initial /a/ and /b/



Predecodable
Book 1:
A Computer

HF Words:

A and **a**

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

BpB's Books: Row 1, "A Computer"

ABCs: Aa, Bb

Starfall Free Day

Play "Concentration" with HF Words: *A, a, is, for, me, see*

Sequence *A Computer*

HF words: *A, a, is, for, me, see*

I Am Your Flag

Vocabulary *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

Phonemic Awareness Warm-Up

Materials

- Two chairs
- Beginning, Ending labels
- ABC Rhyme Book

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/.

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	

Reading

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

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

1

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.



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.

Materials

- Backpack Bear's Books: Concepts, "The Computer"*

- 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.

Materials

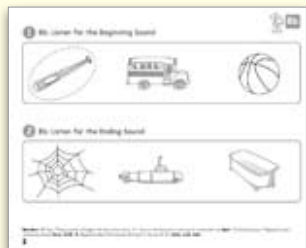
- Pocket chart
- Picture Cards: *bag, baseball bat, bed, black, blue, cub, rib, sub*
- Pencils/blue and black crayons for each child
- L&W, p. 2

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



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/.

Display the Picture Cards: *cub, rib, sub*.

Children point to the picture of a cub.

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 one-syllable and high-frequency words

Computer

Practice

- *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
- Letter Cards: *B, b*

3

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.



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.

Materials

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

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

- 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 or waiting)*
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.)*

Phonemic Awareness Warm-Up

Reading

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

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.

Materials

- Classroom Alphabet Chart
- Pocket chart
- Green, yellow, red circles from **Day 1 Session 3**
- Green, yellow, red pieces of paper, one of each color for every two children
- Pointer

1

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?**

Materials

- 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.

Aa Apple

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



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?**

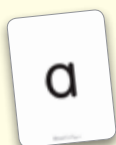
alligator	tree	boy	ant	astronaut
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Step Three Connect /a/ to the spelling "Aa"

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



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.



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.

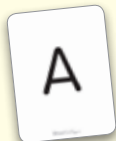
Demonstrate the letter's formation as you write a on the board. Children mimic the formation by skywriting a several times.

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.



Display the Wall Card at the end of the lesson.

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



Introduce High-Frequency Words: *is* and *for*

Listening and Writing, Page 3

Materials

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

Listening & Speaking

Communicate effectively when sharing ideas

Reading

Read simple one-syllable and high-frequency words

Match short vowel sounds to appropriate letters

Writing

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

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.

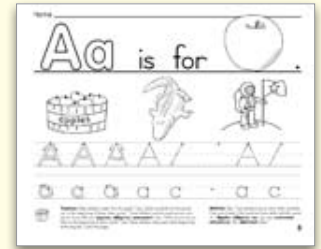
Distribute L&W books. Children open their books to page 3 and write their names at the top of the page.

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.

Computer

- *ABCs*: A, B
- *ABC Rhymes*: Aa, Bb

Practice
Activity

Children write their names at the bottom of the drawing paper and then draw pictures of themselves with Backpack Bear.

Materials

- Drawing paper
- Pencils/crayons
- Backpack Bear

Technology

Use technology resources to support learning

Writing

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

3

- Materials**
- Backpack Bear Learns the Rules
 - Vocabulary Word Cards: *nervous, notice, mistake, shout*

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.)

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!

Starword

Display the new vocabulary on your Starword Wall.

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.)

cube	cat	lab	tab	have
------	-----	-----	-----	------

Materials

- ABC Rhyme Book*
- 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

1

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

- Whiteboards/markers
- High-Frequency Word Cards: *see, me, is, for*
- Pocket chart

Reading

Read simple high-frequency words

Science

Describe the relative position of objects by using one reference

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.

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.

Materials

- Pocket chart
- Cover Card and Sentence Strips: *A Computer*
- Predecodable book 1, *A Computer*, for each child
- A pack of 8 crayons for each child

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

Practice

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

Technology

Use technology resources to support learning

Reading

Read high-frequency words

3

Introduce *I Am Your Flag* by Chase Tunbridge

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:

Materials

- I Am Your Flag*
- Classroom flag
- Vocabulary Word Cards: *courage, liberty, states, symbol*

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



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

Phonemic Awareness Warm-Up

Materials

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

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.

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:

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



1

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.

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.

Materials

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

Reading

Relate an experience in a logical sequence

Read simple one-syllable and high-frequency words

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

Technology

Use technology resources to support learning

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 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.

2

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

Reading

Recognize and name uppercase and lowercase letters

Understand that printed materials provide information

Writing

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

Print names

Technology

Use technology resources to support learning



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

Computer

Practice

- *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

Technology

Use technology resources to support learning

Reading

Read high-frequency words



3

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*?**

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.

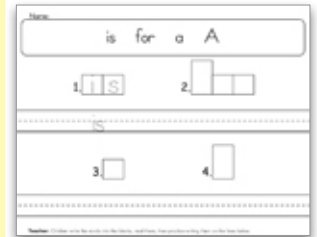
Demonstrate each word on the board before children complete it on the practice page.

Materials

- “High-Frequency Word Shape” practice page for each child
- High-Frequency Word Cards: *is, A, a, me, for, see*
- Pencils

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 5

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/.

Reading

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

1

Compare and Contrast

Materials

-
- Backpack Bear Learns the Rules*

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

Materials

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

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.**

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

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

Reading

Read simple one-syllable and high-frequency 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).

This routine will be difficult in the beginning. With guidance 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.

**Observe
& Modify**

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.

Computer

- Starfall Free Day

Practice

Activity

Children practice high-frequency words by forming each word using play dough.

Materials

- Play dough
- High-Frequency Word Cards: *A, a, is, for, me, see*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- Backpack Bear Learns the Rules
 - I Am Your Flag
 - The Kissing Hand

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.
- 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.

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