

This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.

If you have questions or comments, please contact us.

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Starfall Kindergarten

Teacher's Guide

Seasons and Weather

Unit 2 • Week 4

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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Seasons and Weather

Unit 2 • Week 4

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Week 4 Overview

Seasons and Weather

Children become familiar with different types of weather and seasonal changes through books, poems, songs, and American Sign Language. Backpack Bear shares his favorite books about rainbows. This week we will:

- learn and practice Mm /m/ and Ss /s/.
- discuss cause and effect.
- learn inventive spelling (kidwriting).
- get to know Benjamin Franklin.

Recommended Literature

Cloudy With a Chance of Meatballs—Judi Barrett is an author who loves dill pickles and spaghetti. She also loves to draw and paint. She likes art so much she married an artist. Her husband, Ron, frequently illustrates her books. Sometimes they work together as two artists. He draws the pictures and she paints the colors for the illustrations. Occasionally, Judi Barrett prefers to illustrate her books herself. She likes gardening and making room for even more houseplants inside their home. Her other favorite activities include collecting antiques and petting dogs. She lives in Brooklyn, N.Y., where she teaches art to kindergarten and elementary students at the Berkeley Carroll School.

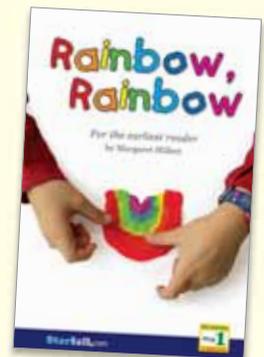
Starfall Books & Other Media

Sing-Along Track 40 and Track 21

Predecodable Book 2, "A Rainbow"

Rainbow, Rainbow by Margaret Hillert

Get to Know Benjamin Franklin Poster



Preparation

Generate an "ABC Rhyme" practice page for each letter introduced this week. Photocopy one for each child to take home and practice with his or her parents.

Generate and prepare Vocabulary Word Cards for **Week 4**. You will use *seasons, sizzle, beneath, abandon, and survive* on **Day 1** and *thunderstorm, lightning, inventor, scientist, and electricity* on **Day 4**.

Day One

If you have not introduced the ongoing weather prediction routine outlined in the *Read Me First*, please do so this week. References will be made to this routine as children learn about the weather and the seasons.

Laminate the Weather Cards.

Familiarize yourself with *Sing-Along Track 40, "What's the Weather?"* Determine in advance actions to be used while singing the verses (cloudy, sunny, rainy, windy, and snowy).

Day Two

Children will practice writing the letters *Aa, Bb, Pp, and Ss*. They may use their whiteboards, or you could generate a "Multi-Letter Formation" practice page for uppercase or lowercase *Aa, Bb, Pp, Ss, Tt* for them to use.

Day Three

Generate a "Picture Sound" practice page with *Mm* and *Ss*.

Day Four

Familiarize yourself with the narrative on the back of the *Get to Know Benjamin Franklin* Poster and choose several facts that might appeal to your class.

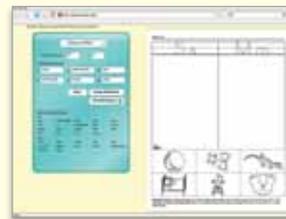
Designate an area in your classroom to display the Historical Portraits as they are introduced. This will keep these people relevant in your classroom and make it easy to reference them in future lessons.

Day Five

Review the seasons, season's poems, and ASL signs as the seasons change. It is recommended that you post the current season's poster near your calendar.



Showing 4 of 12 Weather Cards



Day 1

I love summertime because it is warm and I can go swimming! What do you like to do in summer?

Your friend,

Backpack Bear



Day 2

I loved learning about all the seasons of the year! I love spring because that is when my birthday is!

Love,

Backpack Bear



Day 3

Have you ever seen a rainbow? I wonder where they come from.

Love,

Backpack Bear



Day 4

I can't wait to write my own sentences! It's so much fun to write my ideas!

Love,

Backpack Bear



Day 5

I found a great story online about a rainbow! Can we read it?

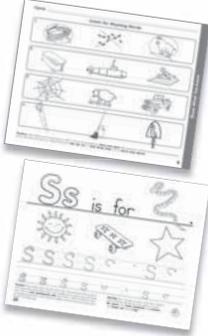
Your pal,

Backpack Bear



DAY One

DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>L&W p. 8</p> <p>initial /b/ /t/ /p/ /a/</p>  <p>Comprehension Skills:</p> <p>Prediction</p> <p>Recall Details</p> <p>Fantasy/Realistic</p> <p>Fiction/NonFiction</p>	<p>L&W p. 9, 10</p> <p>Rhyming/ Non-Rhyming</p> <p>Ss /s/</p>  <p>Comprehension Skills:</p> <p>Cause/Effect</p> <p>Descriptive Words</p>
<p>Computer</p>	<p><i>BpBs Bks: Concepts, "Weather"</i></p> <p><i>ABC Rhymes: T, P</i></p> <p>Calendar</p>	<p><i>BpBs Bks: Concepts, "Weather"</i></p> <p><i>ABC Rhymes: S, T</i></p> <p><i>Math Songs: "The Months of the Year"</i></p>
<p>Activity</p>	<p>Draw pictures of different kinds of weather</p>	<p>Practice writing A, B, P, and S</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Cloudy With a Chance of Meatballs</i></p> <p>Seasonal Posters</p> <p>"What's the Weather?"</p> <p>"Months of the Year"</p> <p>Vocabulary: Seasons, sizzle, beneath, abandon, survive</p>	<p><i>Cloudy With a Chance of Meatballs</i></p>
<p>Writing</p>	<p>Illustrate and label drawings</p>	
<p>Social Studies</p>		
<p>Science</p>	<p>Know changes in weather occur from day to day and across seasons</p>	

DAY Three

L&W p. 11, 12

initial/final S

Mm

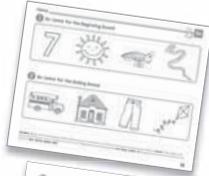
/m/

HF Words: **I,**
am, you

(a, an, at, I, me, see, the)

Comprehension Skill:

Sequence



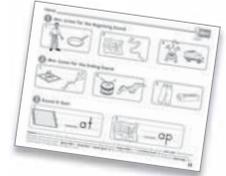
DAY Four

Rhyming Words: Poetry

DAY Five

L&W p. 13

initial/final /m/



Comprehension Skills:

Recall Details

Sequence

Relate

Starfall Free Day

Letter Formation: Play Dough

ABCs: M, S, P, T, B, A
Calendar

BpBs Books: Row 3, "A Rainbow"
It's fun to read: Poetry
Colors: Rainbow

High-Frequency Word
"Concentration"

Initial S, M Picture Sound page

Form HF words on whiteboards

A Rainbow Sequencing Activity

A Rainbow

Get to Know Benjamin Franklin
Poster

"I Wonder Why"

Vocabulary: Thunderstorm,
lightning, inventor, scientist,
electricity

"Color by Word" for Week 4

Illustrate Favorite Season

Rainbow, Rainbow

Seasonal Posters

Inventive Spelling,
Kidwriting, Adult Writing

Illustrate and label drawings

Know changes in weather
occur from day to day and
across seasons

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Reading

Identify initial phonemes in words

**Phonemic Awareness Warm-Up****Listening and Writing, Page 8**

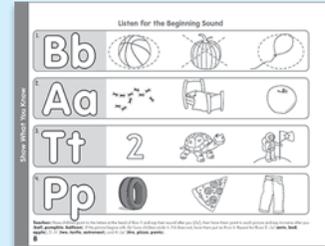
Display and name the *apple, ball, tiger, and pizza* Picture Cards. Ask: **Which picture begins with the sound /t/?** (tiger), **/b/** (ball), **/p/** (pizza), **/a/** (apple).

Complete *L&W*, p. 8.

- Name each picture in Row 1 with the children.
- Children circle the two pictures that begin with the letter-sound at the beginning of the row and put an X on the picture that does not.
- Repeat for Rows 2 - 4.

Materials

- Picture Cards: *apple, ball, tiger, pizza*
- L&W*, p.8
- Pencils/crayons



The sounds /p/ and /b/ are very similar and may be confusing. The mouth is shaped exactly the same for both sounds; the distinction is that /b/ is voiced and /p/ is unvoiced. Use this opportunity to stress the importance of listening carefully to the difference between sounds.

Observe & Modify

1

Introduce Weather

Ask: **Have you ever wondered what makes the weather? Let's go outside and find out!**

Once outside, explain: **Three things make the weather: heat, wind, and water.** Guide children in observing the environment to determine our source of heat is the sun, wind is the movement of air, and water falls to the earth as rain or snow.

Heat	Look around. Where do you think heat comes from? (sun) Yes, the sun produces heat. (Children repeat, heat.)
Wind	Where do you think wind comes from? (air moves) Yes, wind is made when air moves. (Children repeat, wind.)
Water	Where do you think water comes from? (rain or snow) Yes, water falls from the sky as rain or snow.

If there is no wind, encourage children to run around to feel the breeze from their movement.

Say: **Now we know the three things that make weather. Say them after me: heat, wind, water.**

Invite children to observe the wind moving the clouds across the sky. Explain: **Clouds are made up of tiny drops of water. The color of the clouds tells us how heavy the clouds are with water. When a cloud gets too heavy, it rains or snows!** Children observe the color of clouds in the sky and determine whether or not it will rain or snow today.

Return inside and gather around your classroom weather chart. Discuss the Weather Picture Cards.

Tell the children that Backpack Bear has a favorite song about weather. Navigate to Backpack Bear's Books: Concepts, "Weather." Children interact with the song online. Play *Sing-Along Track 40* "What's the Weather?" and make up actions to accompany the words.

What's the Weather?

*What's the weather, what's the weather,
What's the weather like today?
It is cloudy, Oh so cloudy,
The weather's cloudy today.
...Sunny, very sunny
...Rainy, oh so rainy
...Windy, very windy
...Snowy, oh so snowy*

Materials

- Weather Cards from weather prediction routine
- Sing-Along Track 40*

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning



Showing 4 of 12 Weather Cards

Reading

Understand that printed materials provide information

Describe events in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Introduce Seasons

Call attention to the classroom calendar. Say: **We talked about the days of the week. Let's name them. The days of the year are arranged by months. Some months have 30 days, some have 31, and one month, February, has only 28 days. Each month has a name.**

Play *Sing-Along Track 21*, "Months of the Year." Children listen to the song once through, then sing the song on a second playing.

Ask volunteers to name months from the songs. Backpack Bear whispers that his birthday is in the month of March (the 19th)! Children share their birthday months.

Discuss how the weather does not remain the same year round. Explain: **The months of the year are divided into four weather groups called seasons.** (Children repeat, *seasons*.) **The names of the four seasons are winter, spring, summer, and fall.** (Children repeat.) **In many places, the weather changes each season.**

Play a guessing game. Divide the class into four groups and assign each group one of the four Seasons Posters. Children:

- examine and discuss their posters with their groups.
- decide which season their poster represents.
- share and explain their "guess" with the rest of the class.

To verify their guesses, read the poems on the back of their posters. Children listen to the words of the poems and give a "thumbs up" if they think the group identified the correct season. Discuss the following new vocabulary.

sizzle — a hissing sound that sounds like something is burning

beneath — under or below something

Materials

- Sing-Along Track 21*
- Backpack Bear
- Seasons Posters
- Vocabulary Word Cards: *beneath, seasons, sizzle*



Provide paper folded into several sections for children to draw different types of weather in each section.

Technology

Use technology resources to support learning

Reading

Understand that printed materials provide information

Computer

- "Calendar"
- Backpack Bear's Books: Concepts, "Weather"
- *ABC Rhymes: Tt Tiger, Pp Pizza*

Practice

Activity

Children draw pictures of different weather conditions and label their pictures using the Weather Cards.

Materials

- Weather Cards (from weather routine)
- Drawing paper
- Pencils/crayons

3

Introduce *Cloudy With a Chance of Meatballs* by Judi Barrett

Review the word *prediction*. Children share their predictions for today's weather.

Display *Cloudy With a Chance of Meatballs*.

- Children predict what this story might be about.
- Introduce the title, author, and illustrator.
- Children decide if this story is fiction or nonfiction. Remind them that a fictional story is make-believe and a nonfiction story gives true information.

Ask: **Do your grandparents ever make up funny stories for you? (Discuss) This story is a tall tale, or pretend story, that a grandfather made up! Listen to the tall tale the grandfather tells.**

As you read, pause to discuss the following as they occur in the text:

Chewandswallow — the name of the town where the story takes place

Sanitation Workers — those who work as trash collectors

abandon — to leave something or some place

survive — to continue to live; remain happy and healthy

Children partner to share their favorite parts of the story. Volunteers share responses.

Say: **In the story today, food was falling from the sky like rain! A story with food falling from the sky like rain is fiction – it comes from the author's imagination.**

Play a game. If the word you say names a food, children pretend they are eating! If it names a weather word, they stand.

soup	juice	snow	green peas	peanut butter
fog	cheese	drizzle	tomatoes	meatballs
hamburgers	pancake	downpour	brussels sprouts	storm

Ask: **Do you think food could really fall from the sky?** Discuss.

Materials

- Cloudy With a Chance of Meatballs* by Judi Barrett
- Vocabulary Word Cards: *abandon*, *survive*

Reading

Use pictures and context to make predictions about story content

Ask and answer questions about the essential elements of a text

Identify a selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Relate new vocabulary to prior knowledge

Listening & Speaking

Communicate effectively when relating experiences

Phonemic Awareness Warm-Up

Materials

- L&W, p.9
- Pencils/crayons

Listening and Writing, Page 9

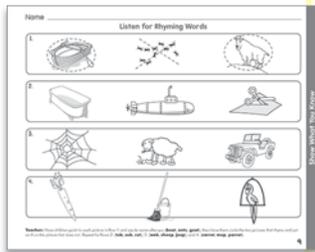
Say: **Listen carefully as I say three words. Two of the words rhyme, one doesn't; sun, fun, boy.** (Children repeat, *sun, fun, boy.*) **Which two words rhyme?** Children say the words again. This time, they tell you which of the three words does not rhyme.

Continue as above, naming the words that rhyme and do not rhyme for the following sets:

Fan/pan/toy	foot/rug/bug	dog/log/bus	fox/pig/box
-------------	--------------	-------------	-------------

Complete L&W, p. 9. Children:

- name each picture in Row 1 with you.
- circle the two pictures that rhyme and put an X on the picture that does not.
- repeat for Rows 2 - 4.



Reading

Recognize words that rhyme

Distinguish rhyming and non-rhyming words

1

Introduce Ss /s/

Step One Introduce /s/ in the initial position

Read the rhyme "Ss Snake" on page 41 of the ABC Rhyme Book. Ask: **What words in the poem rhyme?** (right, night)



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

Materials

- Picture Card: *snake*
- Letter Cards: S and s
- Wall Card: *Snake /s/*
- ABC Rhyme Book
- L&W, p. 10
- Pencils/crayons

Sweet Samantha Snake

*Sweet Samantha snake
Slithered left and right
Tied herself into a knot
And was stuck all night*

Step Two Discriminate /s/ in the initial position

Ask the children to stand. Say: **I will say some words. If you hear /s/ at the beginning of a word, jump two times. Ready?**

sun	rabbit	season	sad	button
-----	--------	--------	-----	--------

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Three Connect /s/ to the spelling Ss

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



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

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

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

sing	snow	rain	Sam	cloudy
------	------	------	-----	--------



Display the Letter Card S. Say: **This is the uppercase letter S. The uppercase letter S and the lowercase letter s stand for the sound /s/. What do you notice about the uppercase and lowercase Ss?** (Same form but one is tall and one is small.) Ask a volunteer to locate Ss on the Alphabet Chart. Ask: **Are the letters S and s in the beginning, middle, or end of the alphabet?** (end)

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

Step Four Introduce /s/ in the final position

Ask the riddle:

bus	People ride in me. I can take many people where they want to go at the same time. Sometimes children ride in me to school. What am I?
------------	---

Emphasize the final /s/ as you say the following words. Children repeat each word after you.

nurse	house	purse	mouse
-------	-------	-------	-------

Distribute L&W, p. 10, pencils, and crayons. Complete as with similar pages.

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

The Letter March: Ss

(Melody: "The Ants Go Marching")

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

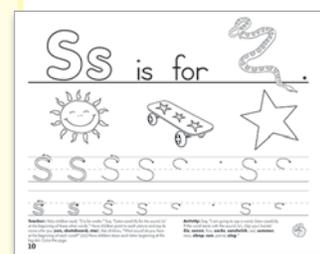
The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
"S" stands for the sound, /s/ /s/ /s/ /s/

And they all go marching,
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Materials

- Building blocks
- Cloudy With a Chance of Meatballs*

Introduce Cause and Effect**Reading**

Ask and answer questions about essential elements of a text

Ask: **If I drop a glass on a hard floor, what will happen?** (It will break.) **If a cloud gets too heavy with water drops, what will happen?** (It will rain.) **Let's do an experiment!**

Gather children in a circle. Choose volunteers to build a tall building with blocks. As they finish, ask the children what would happen if you kicked the building. Wait for their responses, then kick the building down!

Ask: **What caused the building to fall?** (kicking it) **What happened, or what was the effect, when I kicked it?** (The building fell.) **The cause of the building falling was that it was kicked and the effect was that it fell. We call this cause and effect.** (Children repeat, *cause* and *effect*.) **Let's make up a sentence about what happened. We could say, I kicked the building, so it fell. We could also say, The building fell because I kicked it.**

Display *Cloudy With a Chance of Meatballs*. Say: **I will say something that happened in this story. I would like you to tell me the effect it had, or what happened because of it. A big pancake fell on the school. What happened because the big pancake fell on the school?** (The school closed.) **What caused the school to close?** (The pancake fell on it.) **The cause was that a big pancake fell on the school. The effect was that the school had to close.**

Continue for:

Cause**Effect**

Too much spaghetti fell on the town.	Spaghetti tied up the town.
The townspeople ate too many cream cheese and jelly sandwiches.	People got stomachaches.
There was a pepper storm.	People sneezed.

Partner children. Say: **I will name something that happened. It is the cause. Talk with your partner about what the effect would be. Let's try one together. Here is the cause. It is time to go out to play but it is storming outside. What effect would that have on your plans to go out to play?** (couldn't go outside)

Partners discuss the cause, determine the effect, then raise their hands to share the effects of the following:

- It started raining ice cream in our classroom.
- We had no letters in the alphabet.
- You went outside in the snow without your coat.
- The sun never came out.
- The weather never changed.

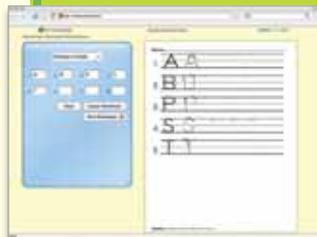
Computer

Practice

- *Backpack Bear's Books: Concepts, "Weather"*
- *ABC Rhymes: Ss Snake, Tt Tiger*
- *Math Songs: "The Months of the Year"*

Activity

Children practice writing *Aa, Bb, Pp, Ss, Tt* on their whiteboards or on the "Multi-Letter Formation" practice page.



Materials

- Whiteboards/markers or a pre-generated "Multi-Letter" practice page for uppercase or lowercase *Aa, Bb, Pp, Ss, Tt*
- Pencils
- Letter Cards: *A, a, B, b, P, p, S, s, T, t*

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet independently

Materials

- Chart paper/markers
- Sing-Along* Track 40
- Vocabulary Word Cards as needed

Weather Words

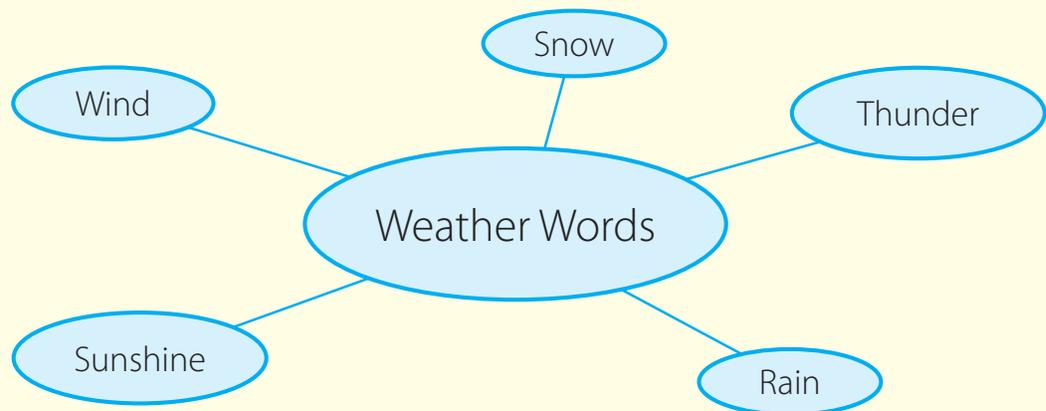
Children sit in chairs in a circle. Work together to make a pretend rainstorm in your classroom. Move through each step gradually to build the anticipation and climax.

You and the children:

- rub your hands together slowly at first, then gradually rub them faster.
- pat your knees softly with both hands then gradually pat harder!
- Say: **I think it's about to rain in here!** Continue to pat your knees and begin to stomp your feet.
- Say: **I think I hear thunder!** Stop stomping your feet, but continue to pat your knees.
- Say: **The thunder has stopped but here comes the rain.** Gradually begin to pat your knees softly.
- Say: **I think the rain is stopping.** Rub your hands together softly.
- Say: **Here comes the sun!** Stop all action and smile!

Say: **There are many words that describe, or tell about, different types of weather. Words that describe are called *descriptive words*. We just demonstrated one type of weather, stormy. Let's create a special chart called a "word web" by naming some weather words that describe other types of weather.**

In the center of a piece of chart paper, write *Weather Words* and circle it. As children volunteer words, create a word web around it.



Ask children to recall "What's the Weather?" Play *Sing-Along* Track 40. Children listen to the song for words that they can add to the Weather Words web. Add these words, then indicate and name each word with the children. Add additional descriptive weather words throughout the week.

Phonemic Awareness Warm-Up

Listening and Writing, Page 11

Materials

- L&W, p.11
- Pencils/crayons

Say: **I will say some words. If you hear a word that begins with the sound /s/, make the ASL Ss sign. If the word does not begin with the sound /s/, shake your head 'no.'**

sun	pizza	say	soap	paper	snake
-----	-------	-----	------	-------	-------

Now listen for ending sounds. If you hear a word that ends with the sound /s/, nod your head 'yes.' If the word does not end with the sound /s/, shake your head 'no.'

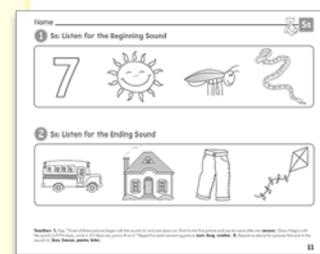
dress	horse	tiger	grass	socks	apple
-------	-------	-------	-------	-------	-------

Complete L&W, p. 11.

- Name each picture with the children.
- Children circle the pictures that begin with /s/ and put an X on pictures that do not.
- Repeat with pictures that end with /s/.

Reading

Identify initial and final phonemes in words



1

Introduce Mm /m/

Step One Introduce /m/ in the initial position

Read the rhyme "Mm Moon" on page 29 of the ABC Rhyme Book.



Display the Picture Card *moon*. Say: **This is a picture of a moon. Say, moon. The word moon begins with the sound /m/. Watch my mouth: /m/. Now you say /m/.** (Children repeat: /m/.) **I will read the rhyme again.**

Listen for the sound /m/ in the rhyme. (Read the rhyme.) **What words did you hear in the rhyme that began with the sound /m/?** Repeat the rhyme until children identify all the words beginning with /m/ (moon, marvelous, magical, mysterious, mystical, may). Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: moon
- Letter Cards: M and m
- Wall Card: moon /m/
- ABC Rhyme Book
- L&W, p. 12
- Pencils/crayons

Mm Moon

*Moon, Moon, marvelous, magical
Moon, Moon, mysterious, mystical.
May I ask where you go at dawn?
I wake from sleep, and you are gone!*

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

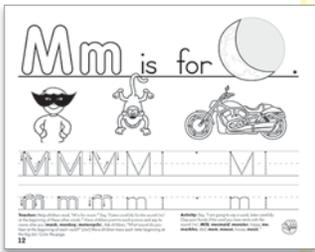
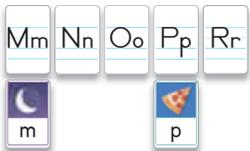
Step Two Discriminate /m/ in the initial position

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

milk	tiger	Monday	march	ball	map
------	-------	--------	-------	------	-----



Display the Wall Card at the end of the lesson.



Step Three Connect /m/ to the spelling Mm

Teach children the ASL sign for Mm. Children sing “The Letter March” with the ASL sign for m and sound /m/.

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

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

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

month	mat	ladder	snake	monkey
-------	-----	--------	-------	--------

Display the Letter Card M. Say: **This is the uppercase letter M. The uppercase letter M and the lowercase letter m stand for the sound /m/.**

Demonstrate the letter’s formation as you write M on the board. Children skywrite M several times. A volunteer locates Mm on the Alphabet Chart. Ask: **Are the letters M and m at the beginning, middle, or end of the alphabet?** (middle)

Step Four Introduce /m/ in the final position

Ask the riddle:

drum	I am a musical instrument. You use sticks to make sounds with me. My name ends with /m/. What am I?
-------------	---

Emphasize final /m/ as you say the following words. Children repeat each word after you.

jam	come	stem	name
-----	------	------	------

Distribute L&W, p. 12, pencils, and crayons. Complete as with similar pages.

The Letter March: Mm

(Melody: “The Ants Go Marching”)

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

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

The letters go marching one by one,
“M” stands for the sound, /m/ /m/ /m/ /m/

And they all go marching,
In- to a word, to use, their sound

2

Introduce High-Frequency Words: I, am, you

Say: **Here is a new high-frequency word!** (Write I on the board.) **This is the uppercase letter I. When you see this letter by itself, it is a word. Who can name another high-frequency word that is also a letter?** (A, a)

- Children say the word, I.
- Generate sentences using I.
- Children write I on their whiteboards.

Say: **Another high-frequency word is you.** Write you on the board and repeat as above.

Materials

- Whiteboards/markers
- Pocket chart
- Picture Cards: apple, bus, boy, girl, house, rain, sink, sun
- High-Frequency Word Cards: a, am, an, at, I, me, see, the, you
- Punctuation mark: period (from a predecodable sentence)
- Starfall Dictionaries

Reading

Recognize high-frequency words

Demonstrate on the board as you think aloud: **Do you remember when we learned the word *at* and changed the *t* to *n* to make a new word, *an*? I wonder what would happen if I changed the */n/* to */m/*?** (Do this.) */a/*, */m/*, *am*. **We just learned another word by changing one letter!**

- Children say the word *am*.
- Generate sentences using *am*.
- Children write the word *am* on their whiteboards.

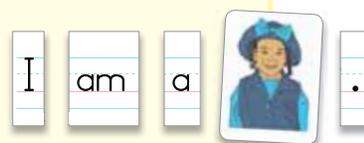
Place the following in the pocket chart. Children identify each:

- High-Frequency Word Cards: *a*, *am*, *an*, *at*, *I*, *me*, *see*, *the*, and *you*
- Picture Cards: *apple*, *bus*, *boy*, *girl*, *house*, *rain*, *sink*, *sun*
- Punctuation mark: period

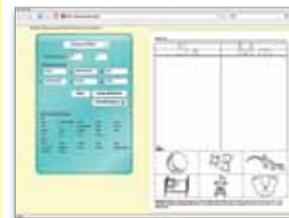


Say the following sentences. Individuals or partner volunteers come to the pocket chart, find the words and pictures needed for the sentence, and place them in sentence order. Children end each sentence with a period.

- I am a girl.
- I see you.
- You see me.
- I am at the sink.
- I see the sun.
- I am at the house.
- You see an apple.



Distribute dictionaries and pencils. Children will enter *you*, *am*, and *I* in their dictionaries by following your example. For each word, think aloud: **Where do I turn in my dictionary to write the word *you*?** Repeat for *am* and *I*.



Computer

- ABCs: *Mm*, *Ss*, *Pp*, *Tt*, *Bb*, *Aa*
- "Calendar"

Practice

Activity

Children will:

- Trace over the upper and lowercase *Ss* and *Mm*.
- Cut apart the pictures at the bottom of the page and glue them in the correct boxes according to the beginning sounds.

Materials

- "Picture Sound" practice page with *Mm* and *Ss* for each child
- Pencils/crayons
- Scissors/glue stick

Technology

Use technology resources to support learning

Reading

Match consonant sounds to appropriate letters

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning

Introduce *A Rainbow*

Recall Backpack Bear's message. Tell Backpack Bear and his classmates: **I know an experiment we can try that will help us understand how rainbows are made.**

- Darken the classroom.
- Fill a glass with water.
- Place the glass filled with water on a piece of white paper.
- Shine the flashlight on the glass.
- Move the light left to right slightly until you see a small area of color appear on the white paper.

Explain: **Sunlight bends when it enters and exits the water. This causes the light to separate and break into many different colors. When the sun is shining brightly outside and it rains, the raindrops cause the sunlight to bend and form a rainbow!** Observe in small groups.

Introduce *A Rainbow* by navigating to *Backpack Bear's Books*: Row 3, "A Rainbow." Children interact with and discuss the story.

Give each child a copy of *A Rainbow*. Say: **This story uses many high-frequency words. When there is a word you haven't learned yet, you can use the picture to help you.** Children follow along as you read the story. Read it again. This time children read aloud and point to each word.

Place the Cover Card for *A Rainbow* in the pocket chart and read it. Display a Sentence Strip in the pocket chart.

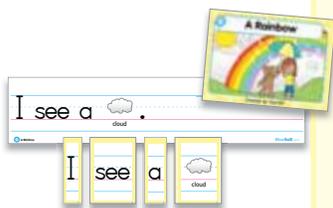
- Children read the sentence with you.
- Give the Sentence Strip to a volunteer to hold.
- Continue until all Sentence Strips have been read and distributed.

Read the story together one page at a time. When the child holding the associated Sentence Strip hears it read, he or she places it in the pocket chart in story order.

Play "Backpack Bear Spies." Backpack Bear whispers a word for you to say. A volunteer comes to the pocket chart and indicates the word.

Materials

- Thin, plain drinking glass (no beveled edges) filled with water
- Piece of white paper
- Sunlight or a strong flashlight
- Each child's copy of *A Rainbow*
- Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- Pocket chart



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

Phonemic Awareness Warm-Up

Rhyming Words

Say: **Let's read a poem about a rainbow. Poetry is a special type of writing that helps us see pictures in our minds as we read it. Sometimes poems contain rhyming words. Poems, like books, have titles. The title of this poem is "I Wonder Why", written by Margaret Hillert.**

Accentuate the rhymes as you read the poem aloud. Ask a volunteer to share the pictures he or she imagined as they heard the poem. Discuss.

Read the poem again. This time pause for children to provide the rhyming word to complete the couplet.

Materials

- "I Wonder Why" poem by Margaret Hillert (*Rainbow, Rainbow* p. 30)

I Wonder Why

*One day when the grass was beginning to sprout
I turned on the hose and a rainbow came out.
Orange and yellow and purple and blue,
With even a trickle of red showing through.
How odd, with such colors so plain to be seen,
That grass, when it's growing, turns out to be green.*

Reading

Recognize and produce words that rhyme

1

Introduce Inventive Spelling

Distribute dictionaries. Say: **Backpack Bear wants us to play his game, "Backpack Bear Spies," to find high-frequency words in our dictionaries! He will whisper a word to me and I will tell you what he said! He says it's okay to work with a partner. When you find the word, hold up your dictionary so he can see it. Ready? (a, for, see, I, is, the)**

Distribute whiteboards and markers. Say: **Let's practice writing a sentence using our dictionaries!**

- Dictate: *I see you.*
- Children find the words in their dictionaries to write the sentence.
- Circulate and offer assistance where necessary. Remind children to use ending punctuation.
- Children hold up their whiteboards when finished.

Say: **Sometimes you need to write a word in your sentence that is not in your dictionary. That's when you use kidwriting! Here's how you do it. As you write, listen to sounds you hear in the words and write the letters that stand for those sounds. In kidwriting, it's okay if the word is not spelled correctly because I get to do adult writing for you!**

Think aloud to demonstrate: **Let's try it. I want to write 'I see a pig.' I can use my dictionary for I see a... (Locate each word and write it on the board.) I can't find pig in my dictionary. Who can tell me some letters in the word pig?**

Materials

- Whiteboard/markers
- Starfall Dictionaries
- Backpack Bear

Reading

Recognize that sentences in print are made up of separate words

Match consonant sounds to the appropriate letters

Recognize high-frequency words

Writing

Use letters and phonetically spelled words to write

Backpack Bear raises his hand! He whispers *p*, *a*, and *t*. Write *pat* on the board after *I see a...*

Say: **Thank you Backpack Bear! Now I get to do adult writing.** (Write *pig* under *pat*. Read the sentence: *I see a pig*.) **That was great kidwriting, Backpack Bear. Pig begins with the sound /p/!**

Backpack Bear whispers to you that he wants his classmates to write another sentence on their whiteboards.

- Dictate: *I can see*.
- Children write the sentence on their whiteboards.
- Circulate and do adult writing on the children's whiteboards.

Congratulate the children. Today they learned to do kidwriting!

2

Kidwriting and Adult Writing

Distribute dictionaries. Say: **Let's practice our kidwriting and adult writing so we can write about our ideas. I will say a sentence and write each word on the chart paper. We can use our dictionaries and kidwriting.**

Dictate: *I see a cloud*.

- Children use their fingers to count the words in the sentence. (4)
- Children say the first word in the sentence and you write *I* on the chart paper.
- Restate the sentence, then ask what word comes after *I*. (*see*)
- Children locate *see* in their dictionaries and hold it up for you to copy. Write *see*.
- Restate the sentence, then ask what word comes after *see*. Write *a*.

Read what you have written so far, then restate the sentence. Ask: **Is the word cloud in our dictionaries?**

- Volunteers suggest letters needed to spell *cloud*.
- Write their kidwriting exactly as they suggest.
- Provide adult writing below the kidwriting.
- Read the sentence.

Distribute whiteboards. Say: **Let's practice some kidwriting and adult writing. I'll say a word. You use kidwriting to write it. If you don't know the letters, you can just write some letters you know. Ready?** Write the word, *bat*. Circulate to do adult writing. Show excitement for any attempt and affirm the children's efforts. Continue for *sun*, *dog*, *hot*.

If children are ready, ask them to make up their own sentences and write them on their whiteboards. Remind them they can write any letters if they do not know the ones they need because then you get to do adult writing for them!

Materials

- Chart paper (one sheet for each group)
- Starfall Dictionaries
- Whiteboard/markers

Reading

Recognize that sentences in print are made up of separate words

Match consonant sounds to the appropriate letters

Recognize high-frequency words

Writing

Use letters and phonetically spelled words to write

The more enthusiastic you are about "adult writing," the more willing children are to attempt kidwriting.

Scribbling is the first stage of writing. Ask children who “scribble-write” to tell you what their sentences say, then provide adult writing beneath their attempts.

Observe & Modify

Computer

Practice

- *Backpack Bear's Books*: Row 3, “A Rainbow”
- *It's Fun to Read*: Poetry, “Who Has Seen the Wind?”
- *Colors*: “Rainbow”

Activity

Children place all the magnetic letters on one of their two whiteboards. They use the second whiteboard to form the high-frequency words. Children use the High-Frequency Word Cards as a guide.

Materials

- One set of magnetic letters per child
- Two whiteboards per child
- High-Frequency Word Cards: *am, an, at, for, is, me, see, the, you*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce Benjamin Franklin

Display the *thunderstorm* weather card. Ask why there is a lightning bolt on the picture. Explain: **A thunderstorm can also be called a lightning storm. But what does thunder have to do with lightning? Lightning causes thunder! Lightning is a giant spark.** (Children repeat, *lightning*.) It is heat in the air and it is very hot! The heat causes the air to expand, or get bigger, very fast. This makes a shock wave that turns into a booming sound wave, thunder! That’s how thunderstorms got their name. (Children repeat, *thunderstorm*.)

Display the *Get to Know Benjamin Franklin* Poster. Tell the children that Franklin was an *inventor* and *scientist* who lived long ago. An *inventor* comes up with new ideas, and a *scientist* studies how things work. Children repeat, *inventor, scientist*.

Say: **You may be wondering what Benjamin Franklin has to do with thunderstorms and lightning! Let’s get to know Benjamin Franklin. Listen as I tell you about his life. Raise your hand when you hear what Ben Franklin has to do with lightning!**

Share some facts from the *Get to Know Benjamin Franklin* Poster. When children raise their hands to identify the lightning rod and kite experiment, say: **One thing that always fascinated Ben Franklin was electricity. Electricity is energy or power that makes something happen.** Children repeat, *electricity*. Indicate items in the classroom that require electricity such as lights, computer, CD player, etc.

Materials

- Get to Know Benjamin Franklin* Poster
- Drawing paper
- Pencil/crayons
- Vocabulary Words: *thunderstorm, lightning, inventor, scientist, electricity*

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons



Tell the following story:

One stormy night Ben and his son, William, were experimenting with lightning. Ben wanted to prove that lightning is a form of electricity. He attached a pointed metal piece to the top of his kite and a metal key to the base of the string. Lightning struck the kite and traveled down the kite string to the key. When he touched the key with his knuckle, there was a spark! It shocked him. He proved that lightning is electricity!

Afterwards, Ben Franklin invented the lightning rod to protect buildings and ships from lightning damage. The lightning rod is taller than all the buildings around it and since lightning strikes the tallest object, a lightning rod keeps the lightning away from lower things on the ground.

Children partner-share what they learned about Ben Franklin's experiment, then share responses with the class.

Discuss the reasons for, and the importance of, staying inside during any type of storm.

Phonemic Awareness / Phonics Warm-Up

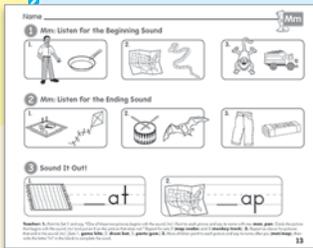
Listening and Writing, Page 13

Say: **Let's play a listening game with the sound /m/.**

When you hear a word that begins with the sound /m/, touch your head. If the word ends with /m/, touch your toes! If I say *monkey*, will you touch your head or your toes? What if I say *ham*? Ready?

month	moon	broom	warm	milk
-------	------	-------	------	------

Distribute *L&W*, p. 13. Follow the directions at the bottom of the page.



Materials

- L&W*, p. 13
- Crayons/pencils

1

Introduce *Rainbow, Rainbow* by Margaret Hillert

Children recall what they learned about rainbows.

Navigate to *I'm Reading*: Fiction and Nonfiction, "Rainbow, Rainbow." Ask Backpack Bear if this is the story he found online. Read the story as a volunteer navigates.

Say: **Rainbows appeared in many different places in this story.** Volunteers navigate back through the online story to indicate the places rainbows were formed. (sky, drawing, bubbles, kaleidoscope, sprinklers) **What objects in the story reminded us of the colors of a rainbow?** (balloons, Chinese dragon, fireworks)

Give each child a copy of *Rainbow, Rainbow*. Say: **This book has the same words as the online story.** Children follow along in their books as you read the story online, then partner and share the book together.

Materials

- Navigate to *I'm Reading*: Fiction and Nonfiction. "Rainbow, Rainbow"
- Rainbow, Rainbow* for each child

Reading

Identify initial and final phonemes in words

Listening & Speaking

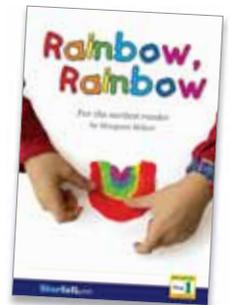
Communicate effectively when sharing ideas

Science

Know changes in weather occur from day to day and across seasons

Technology

Use technology resources to support learning



Technology

Use technology resources to support learning

Computer

1

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

Reading

Recognize and name uppercase letters of the alphabet

Letter Formation with Play Dough

2

Children reference Letter Cards to form letters out of play dough.

Materials

- Play dough
- Letter Cards: A, a, B, b, T, t, P, p, S, s, M, m

Reading

Read simple one-syllable and high-frequency words

High-Frequency Word Concentration

3

Children place High-Frequency Words Cards face-down in the pocket chart, then take turns finding matches.

Materials

- Two of each High-Frequency Words Cards: a, A, am, an, at, for, I, is, me, see, the, you
- Pocket chart

Reading

Read simple one-syllable and high-frequency words
Identify sequence of events in a story

A Rainbow Sequencing Activity

4

Children sequence *A Rainbow* by placing the Sentence Strips and Word Cards in story order.

Materials

- Predecodable Book 3, *A Rainbow*, for each child
- Cover Card, Sentence Strips, Word Cards: *A Rainbow*
- Pocket chart

"Color by Word"

5

Children complete Week 4 Color by Word to review high-frequency words.

Materials

- "Color by Word" Week 4 (high-frequency words) for each child

Science

Know changes in weather occur from day to day and across seasons

My Favorite Season

6

Children illustrate their favorite seasons and place themselves in the drawings. They reference the Seasons Posters to label their artwork.

Materials

- Seasons Posters
- Drawing paper
- Pencils/crayons

Weather and Seasons

Say: **Let's take a trip through the seasons. We'll start with winter.**

- Teach the ASL sign for the season.
- Read the *Season Poem*. You may wish for children to act out the poem with movement as it is read.
- Discuss each season as it relates to weather.

Materials

- Seasons Posters
- ASL Poster "Seasons"
- Globe (optional)

Science

Know changes in weather occur from day to day and across seasons

SEASON	ASL SIGN DIRECTIONS	DISCUSSION
Winter	same sign as <i>cold</i> since it is cold during winter	Winter is usually colder than the other seasons. What do you like to do in the winter?
Spring	same sign as <i>grow</i> since things begin to grow again during spring	The air is warmer in spring. The snow and ice melt. What do you like to do in the spring?
Summer	finger over the eyebrow represents brushing off the sweat from the heat	The air is the warmest in summer. In many places it is the season with the least amount of rain. What do you like to do in the summer?
Fall	One arm represents a tree and the hand is showing a leaf falling from the tree.	The cooler air is mixing now with the warmer air so it is often windy during fall. What do you like to do in the fall?

Take a poll to determine the children's favorite season.