

**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

## Colors

## Unit 2 • Week 5

### **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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# Colors

## Unit 2 • Week 5

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# Week 5 Overview

## Colors

Children will explore the world of color as they learn color words, listen to stories about color, meet Georges Seurat and learn about his unique painting technique, pointillism, and experiment with mixing colors of their own. This week we will:

- learn about *Oo* /o/ and *Cc* /k/.
- learn about syllables and how to count them in words.
- discuss primary and secondary colors.
- discover what happens when colors are mixed together.

## Literature Selections

**Mouse Paint** — **Ellen Stoll Walsh** is an author who loves shapes such as circles, squares, ovals and triangles. She also likes colors and numbers, but her most favorite things are books. It all started when her mother would read to the children snuggled in bed. Before long, there were 10 children in all. Ellen was the second-oldest. She loved reading and visiting the public library. That's when she started helping her mother by telling stories to all the younger children. Later, when she was reading to her three-year-old son Ben, she decided to invent characters of her own and write books. You will find some very clever characters in her books. She was born in Baltimore, Md., and lives near Rochester, N.Y., with her son Ben.

**Caps for Sale** — **Esphyr Slobodkina** (pronounced ess-FEER sloh-BOD-kee-nah, 1908-2002) was an author and artist who liked to “paint” with scissors and cut-out papers. She began her career by painting lamp shades and giant murals. Later, she illustrated books for other authors and eventually wrote and illustrated her own books. As a child, her favorite activities were making handmade dolls and designing dresses for herself and her sister. As an adult, she had an unusual talent for creating jewelry from tiny parts she found in old typewriters and computers. Many of her art works are more like sculptures. They are frequently collages or constructions of wood, wire, paper cutouts and paint. Her books are famous for their lighthearted verbal and visual patterns of behavior. She was born in Siberia, Russia, and also lived with her family in Manchuria, China. At the age of 29, she moved to New York City to fulfill her dream of becoming an artist.

**Brown Bear, Brown Bear, What Do You See?** — **Bill Martin, Jr.** (prior week)

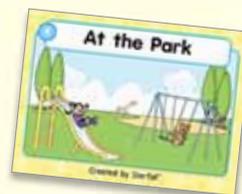
## Starfall Books & Other Media

*ABC Rhyme Book*

“At the Park” and “Georges Seurat”

*Star Writer Melodies*

*Sing-Along*



# 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.

Inform parents that children will each need to bring a cap or hat to school for "Cap Day" on **Day 4**. Be sure to have a cap for Backpack Bear and a few extras in case any children forget theirs.

Generate and prepare Vocabulary Word Cards for **Week 5**. You will use *primary, secondary, mix* and *stir* on **Day 2**, *cap, imitate, peddler*, and *wares* on **Day 3** and *artist, gallery, pointillism* and *technique* on **Day 4**.

## Day One

Generate and prepare Word Cards: *bear, bird, cat, dog, duck, frog, goldfish, horse, sheep*.

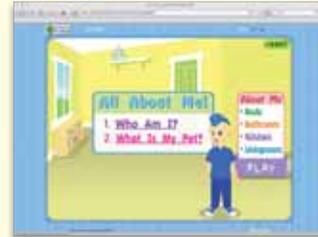
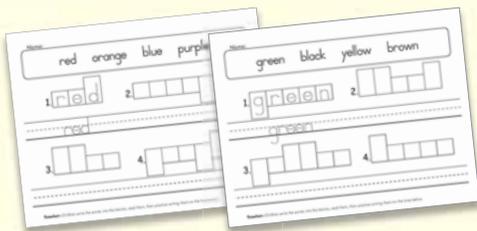
## Day Two

Generate Picture Sound: *Oo* and *Cc* Practice Page.

## Day Three

Before breaking into small groups and practice groups, show children how to navigate to *It's fun to Read: All About Me, "Who Am I?"* and "My Body." Children may need to complete "Who Am I?" before the "My Body" activity will appear on the index.

Use the "Word Shape" generator to create a two-page Color Words "Word Shape" practice page with the following words: red, orange, blue, purple (page 1) green, black, yellow, brown (page 2). Photocopy one for each child and staple pages together.



## Day 1

I got a new box of crayons. Did you get new crayons for school?

Love,

Backpack Bear 

## Day 2

I can clap my name: Back-pack-Bear! Can you clap it with me?

Love,

Backpack Bear 

## Day 3

I played rhyming games last night! Do you know a word that rhymes with bear?

Love,

Backpack Bear 

## Day 4

Today is Cap Day! I can't wait to see what caps or hats you will wear today!

Your friend,

Backpack Bear 

## Day 5

Caps for Sale is one of my favorite books. I loved the monkeys!

Your pal,

Backpack Bear 

Remind parents that children will need a hat or cap for "Cap Day" tomorrow.

## Day Four

None

## Day Five

Prepare the Learning Center Cards and Center Activity Icons as described for **Day 5**. You may create icons to represent other activities of your choice by taking photos, or drawing pictures of those activities.

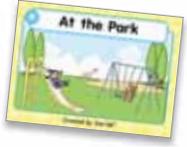
Generate the "Color by Word" practice page for **Week 5**.



## DAY Three

## DAY Four

## DAY Five

<p>Rhyming Words</p> <p>Predecodable Book 4: <i>At the Park</i></p> <p>HF Words:</p> <p><b>be, he, she, we</b></p> <p><b>Comprehension Skills:</b> Describe, Recall, Share, Relate, Associate, Discuss, Sequence</p>	<p>L&amp;W p. 16</p> <p>Initial Cc /c/</p>  <p><b>Comprehension Skill:</b> Illustrate</p> <p>Starfall Dictionary Starfall Writing Journal</p>	<p>L&amp;W p. 17</p> <p>Recite Poem</p>  <p>"I Spy" Rhyming Words "Wheel of Reading"</p>
<p><i>It's Fun to Read: All About Me, "Who Am I?," "My Body"</i></p>	<p><i>BpBs Books: Row 4, "At the Park" Colors; It's Fun to Read: Art Gallery, "George Seurat"</i></p>	<p>Starfall Free Day <b>1</b></p> <p>Pointillism pictures <b>2</b></p> <p><i>At the Park</i> sequencing activity <b>3</b></p>
<p>Word Shape Practice pages 1, 2</p>	<p>Sequence <i>At the Park</i></p>	<p>"Starfall Speedway Game" <b>4</b></p>
<p><i>Caps for Sale</i></p> <p><i>At the Park</i></p>  <p><b>Vocabulary:</b> Peddler, cap, wares, imitate</p>	<p><i>Caps for Sale</i></p> <p><i>Georges Seurat</i></p>  <p><i>Star Writer</i> <i>Melodies</i></p> <p><b>Vocabulary:</b> Artist, technique, pointillism, gallery</p>	<p>"Color by Word" practice page for Week 5 <b>5</b></p> <p>Color Words: play dough or magnetic letters <b>6</b></p> <p><i>Georges Seurat</i> <i>At the Park</i></p> <p>"Five Little Monkeys" Colors</p>
	<p>Spacing, Kidwriting, Adult Writing, Illustrating</p>	
<p>Understand how people lived in earlier times</p>	<p>Understand that history relates to events, people, and places of other times</p>	

Phonemic Awareness / Phonics Warm-Up

Materials

- Three chairs
- Pocket chart
- Picture Cards: *bat, map*
- Letter Cards: *a, b, m, p, t*

Beginning, Middle, and Ending Sounds

Place three chairs at the front of the room and identify them as beginning, middle and ending chairs.

Display and identify the Picture Card *bat*. Children repeat, *bat*, then use their invisible rubber bands to segment the sounds in the word, /b/-/a/-/t/, *bat*.

Ask: **How many sounds are in /b/ /a/ /t/?** (3)

Place the Letter Cards: *a, b, t* into the pocket chart in random order. A volunteer chooses the letter that stands for the first sound in *bat* and sits in the beginning chair. Continue for the middle and ending letters and sounds.

- Volunteers hold up letters.
- Class affirms the order or makes suggestions for changing it.
- Class reads *bat*.
- Repeat for *map*.

Say: **tap** and **pat**. (repeat procedure)

Reading

Blend or segment individual phonemes in simple words



1

Introduce Colors

Ask the following questions:

<b>Blue</b>	When you look up in the sky on a sunny day, what color do you see?
<b>Gray or black</b>	What color is the sky when there's a storm?
<b>A rainbow</b>	When the sun is shining and it is raining, what do you sometimes see in the sky? Yes, a rainbow adds many colors to the sky.
<b>Color it with crayons</b>	After you draw a picture with a pencil, how can you make it colorful?

Materials

- Pocket chart
- Crayon box with eight basic colors for each child
- Basket or bag
- Picture Cards: *black, blue, brown, green, orange, purple, red, yellow*
- Word Cards: *black, blue, brown, green, orange, purple, red, yellow*
- Classroom computer

Say: **Right, you can change your drawing just by adding different colors. This week we will talk about how colors make our world a more beautiful place!**

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Answer questions about essential elements of a text

Technology

Use technology resources to support learning

Place the Color Word Cards in a basket or bag. Volunteers:

- select cards.
- name the colors.
- place the cards face-up in a column of the pocket chart.

Say: **Let's see how much you know about colors!** For each riddle below:

- children hold up the crayon that answers the riddle.
- place the Color Word Card next to the Picture Card in the pocket chart.
- discuss the letters in the color word.
- children find the color word on their crayon that matches the Word Card.



<b>green</b>	I am the color of grass. I can also be the color of summer leaves and frogs.
<b>blue</b>	People often say the sky is my color. My color begins with /b/.
<b>red</b>	I am the color of strawberries. My color name begins with /r/.
<b>yellow</b>	The sun looks like my color. I am also the color of most bananas.
<b>orange</b>	Pumpkins are my color. Sometimes leaves are my color in the fall.
<b>purple</b>	I begin with /p/ and end with /l/. Some grapes are my color. Sometimes people call me violet.
<b>brown</b>	I am the color of most chocolate. Backpack Bear is my color, too.
<b>black</b>	When it is very dark outside, it looks like my color. My color word begins with /b/ and ends with /k/.

Consider having English learners share color words from their native languages.

**Observe  
& Modify**

On the computer, navigate to Colors. Ask children to notice:

- the menu is made up of colors and color words.
- which crayon on the menu is not in their box of crayons. (white)
- which crayon is different or unusual. (rainbow)

A volunteer selects a color and navigates through the activity. Repeat for several colors.

Say: **You will explore this index during computer time!**

**Reading**

Demonstrate an understanding of story elements

**Listening & Speaking**

Communicate effectively when sharing ideas

**Introduce Characters**

Read the Story Element Card *Who are the main characters?* and display it in the pocket chart. Explain that a *character* is a person or animal in a story. Children repeat, *character*.

Display *Brown Bear, Brown Bear, What Do You See?* Ask: **Who is the first main character in this story?** (bear) Remind children that sometimes a character is not a person but an animal, and that an author might have animals do things in stories that they cannot do in real life.

Explain that stories often have more than one character. Say: **As you listen to the story, raise your hand when a new character is introduced. We'll make a list of the characters so we can remember them.** As animals are identified, use a black marker to list them in a column on chart paper.

Explain that Bill Martin, Jr., decided what color each of his characters would be. Point to and name each animal on the list. Volunteers identify the colors assigned to animals, and circle the animal names using the appropriate crayons.

Place the crayons in a basket or bag. Distribute animal Word Cards. Say: **Let's play a game. We will look very closely and match words that have the same letters. Then you will choose a color to go with your animal card.**

- Read the first animal name on the chart paper.
- The child holding that Word Card places it in the right side of the pocket chart in a column.
- The child chooses a volunteer to select a crayon from the bag and place it in front of the animal name card in the pocket chart.
- Chant: *Brown Bear, Brown Bear, What Do You See? I see a (animal color) (animal name) looking at me!*
- Repeat for each animal.

**Materials**

- Story Element Card: Who are the main characters?
- Generated Word Cards: *bear, bird, cat, dog, duck, frog, goldfish, horse, sheep*
- Box of eight crayons plus white
- Bag or basket
- Brown Bear, Brown Bear, What Do You See?*
- Chart paper (1 per group)

**Technology**

Use technology resources to support learning

**Reading**

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Computer**

Children explore: *Colors*

**Practice****Activity**

Mix up the color Picture Cards and Word Cards. Play according to game rules. When all cards have been used, reshuffle to play again.

**Materials**

- "Starfall Speedway" and game pieces
- Picture Cards and Word Cards: *black, blue, brown, green, orange, purple, red, white, yellow*

3

# Introduce Oo /o/

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

Read the rhyme "Oo Ostrich," p.33.



Display the Picture Card *ostrich*. Say: **This is a picture of an ostrich.** (Children say, *ostrich*.) **The word ostrich begins with the sound /o/. Watch my mouth: /o/. Now you say /o/. The words ostrich and Olive begin with the same sound: /o/.**

(Children repeat, /o/.) **I will read the rhyme again. Listen for the sound /o/ in ostrich and Olive.** Read the rhyme again, then repeat it in unison.

### Materials

- Picture Card: *ostrich*
- Letter Cards: O, o
- Wall Card: *Ostrich Oo*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p.14
- Pencils/crayons

### Oo Ostrich

*Olive Ostrich went out one day,  
Stuck her head in the sand  
And stayed that way!*

## Step Two Discriminate /o/ in the initial position

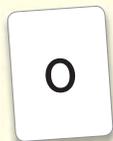
Children stand. Say: **I will say some words. If you hear the sound /o/ at the beginning of a word, give a thumbs up! Ready?**

ox	pizza	man	octopus	cow
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## Step Three Connect /o/ to the spelling Oo

Teach children the ASL sign for Oo. Children sing "The Letter March" with the ASL sign for o, and sound /o/.



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

Demonstrate the letter's formation as you write o on the board. Children skywrite o several times. Distribute whiteboards and markers. Children write o on their boards.

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

otter	ostrich	bike	operation	banana
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Display the Letter Card O. Say: **This is the uppercase letter O. The uppercase letter O and the lowercase letter o stand for the sound /o/.**

Demonstrate the letter's formation as you write O on the board. Children skywrite O several times. A volunteer locates Oo on the Alphabet Chart. Ask: **Are the letters O and o near the beginning, middle, or end of the alphabet?** (middle)

Distribute *L&W*, p. 14. Complete as with similar pages.

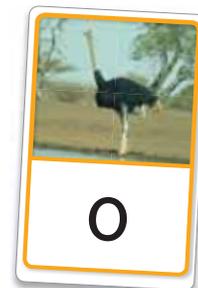
### The Letter March: Oo

(Melody: "The Ants Go Marching")

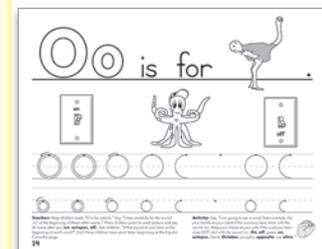
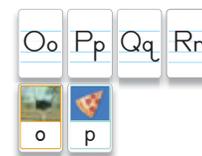
*The letters go marching one by one,  
Hurrah! Hurrah!*

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

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



Display the Wall Card at the end of the lesson.



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

ELD

## Phonemic Awareness Warm-Up

## Materials

 None

## Introduce Syllables

Say: **We have learned that words have letters that stand for sounds. Backpack Bear has a lot of letters in his name. Words also have parts. Let's clap Backpack Bear's first name and see how many parts there are: Back (clap), pack (clap). We clapped two times because Backpack has two parts. These parts are called syllables.** (Children repeat, *syllables*.) **Let's try his last name, Bear. (clap) How many parts does Bear have? (one) All words have one or more syllables or parts. Let's see how many syllables, or parts, are in your names.**

- A volunteer says his or her name; the class claps and counts the syllables.
- Children repeat and tell how many syllables are in the name.
- The child chooses the next volunteer.
- Repeat for each child.

## Reading

Count syllables in words

1

## Introduce Cc /k/

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

Read the rhyme "Cc Cat," p.9.



Display the Picture Card *cat*. Say: **This is a picture of a cat.** (Children say, *cat*.) **The word cat begins with the sound /k/. Watch my mouth: /k/. Now you say /k/. The words cat, cozy and come begin with the same sound: /k/.** (Children repeat, /k/.) **I will read the rhyme again. Listen for the sound /k/ in cat, cozy and come.**

Read the rhyme again. Children repeat in unison.

## Step Two Discriminate /k/ in the initial position

Children stand. Say: **I will say some words. If you hear the sound /k/ at the beginning of a word, give a thumbs up! Ready?**

cup

bowl

cage

color

apple

couch

## Materials

- Picture Card: *cat*
- Letter Cards: C,c
- Wall Card: *Cat Cc*
- Whiteboards/markers
- ABC Rhyme Book*
- L&W*, p. 15
- Pencils/crayons

## Cc Cat

*Cozy cat, cozy cat,  
Come and play with me.  
We'll have lots of fun,  
Just you wait and see!*

## Reading

Discriminate initial phonemes in words

## Writing

Write uppercase and lowercase letters of the alphabet independently

**Step Three** Connect /k/ to the spelling Cc

Teach children the ASL sign for Cc. Sing "The Letter March" with the ASL sign for c, and sound /k/.



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

Touch c several times.

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

Children write c on their whiteboards.

Say: **Let's play a game. I'll say a word. If it begins with the sound /k/, hold up your whiteboard and say /k/. If it doesn't, do nothing. Ready?**

car	pencil	blue	cut	green	coat
-----	--------	------	-----	-------	------



Display the Letter Card C. Say: **This is the uppercase letter C. The uppercase letter C and the lowercase letter c stand for the sound /k/.**

Demonstrate the letter's formation as you write C on the board. Children skywrite C several times. A volunteer locates Cc on the Alphabet Chart.

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

Distribute and complete L&W, p. 15.

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

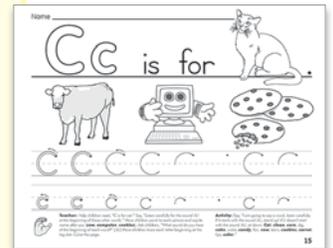
**The Letter March: Cc**

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



Our focus is on the sound-spelling /k/ Cc. Children will soon discover the sound /k/ can be represented by Cc, Kk or ck and that the letter c, when followed by e, represents the sound /s/ as in "race" and "cent."

When children ask about this, it is important that they understand that a sound can be represented by several spellings, and that a letter or group of letters can represent several sounds. It is paramount that you do not tell children that a letter has "borrowed" a sound from another letter. In this way, children will begin to recognize predictable spelling patterns and not be confused by exceptions.



Display the Wall Card at the end of the lesson.

**Reading**

Match consonant sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Introduce High-Frequency Word: *can***

Arrange High-Frequency Word Cards face-down in the pocket chart. Explain that a new High-Frequency Word Card is hidden in the “Concentration Game”. A volunteer tries to find a match. If successful, he or she leaves the cards exposed and chooses the next volunteer. Say: **When we find our new high-frequency word, (can) Backpack Bear will hold it for us until we finish matching all the words.**

Explain that the new high-frequency word *can* is also decodable, which means they can sound it out. Children decode the word using their invisible rubber bands (/k/ /a/ /n/ *can*).

Say: **Listen for the word *can* in these sentences. I can jump. What can you do?** Volunteers make up other sentences using the word *can*.

Model writing *can* in your own dictionary before children enter the word in their dictionaries.

Distribute whiteboards and markers. Say: **I will say a sentence using our new high-frequency word *can*. You will write a sentence on your whiteboard. Use your dictionaries to help you.**

- Dictate: *I can see.*
- Remind children that *see* is in their dictionaries.
- Children hold up their whiteboards when they finish.
- Repeat for, *Can you see me? I can see the cat. The cat can see me.*

**Materials**

- Pocket chart
- Two of each High Frequency Word Card: *a, am, at, an, is, for, see, me, I, you, the, can*
- Whiteboards/markers
- Starfall Dictionaries
- Backpack Bear

**Technology**

Use technology resources to support learning

**Reading**

Match initial sounds to appropriate letters

**Computer**

Children explore: *Colors*

**Practice****Activity**

Children will:

- trace over the upper and lowercase *Oo* and *Cc*.
- 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 *Oo* and *Cc*
- Pencils/crayons
- Scissors/glue stick

3

## Introduce *Mouse Paint*

Display *Mouse Paint*. Review print concepts (title, author/illustrator). Children predict what the story is about. Say: **Look at the illustrations in this book. Ellen Stoll Walsh created the illustrations the same way Eric Carle and Lois Ehlert created theirs, by cutting or tearing and then pasting papers. Do you remember what this type of illustration is called?** (collage)

Picture-walk through the book. Say: **Let's read to find out what happens when mice use paint!** Pause after the first two pages, and ask: **Why can't the cat find the mice?** (The mice are white and the paper is white.) Introduce vocabulary words *stir* (p. 10) and *mix* (p. 12) as you encounter them.

<b>stir</b>	When you stir something, you swirl it around. Children pretend they are stirring something. Children repeat, <i>stir</i> .
<b>mix</b>	To mix something is to combine or put things together, usually by stirring them. Children pretend to mix colors together in a bowl.

Say: **Red, yellow, and blue are called *primary colors*. When you mix primary colors in a certain way you make the colors orange, green, and purple. These colors are called *secondary colors*. Let's try an experiment.**

- Pour some water into the clear plastic cups with food coloring in them.
- Ask children to identify the type of colors. (primary colors)
- Pour some yellow water into an empty cup.
- Children predict what color the water will become when the yellow water is mixed with red. (orange)
- Demonstrate.

Repeat for blue and yellow (green); blue and red (purple). As you mix each new color, say: **This is a secondary color because we mixed two primary colors together to create it.**

Review primary colors red, blue, and yellow, and secondary colors green, orange, and purple.

### Materials

- Mouse Paint* by Ellen Stoll Walsh
- Three clear plastic cups with red, yellow, and blue food coloring
- Container of water
- Three extra clear plastic cups
- Demonstration table
- Vocabulary Word Cards: *mix*, *primary*, *secondary*, *stir*

### Reading

Identify title, author and illustrator

Answer questions about essential elements of a text

Use pictures and context to make predictions about story content

Relate new vocabulary to prior knowledge

### Listening & Speaking

Communicate effectively when sharing ideas

When mixing colors, remember to always pour the darker color into the lighter color.

## Phonemic Awareness Warm-Up

## Materials

- Picture Cards: *key, tree*
- Pocket chart

## Rhyming Words

Display and identify the Picture Cards *key, tree*. (Children repeat, *key, tree*.) Ask: **What do you notice about the words *key* and *tree*?** (They rhyme.) Children name other words that rhyme with *key* and *tree*.

Children give a “thumbs up” if the following pairs of words rhyme, or “thumbs down” if they do not.

key/  
door

key/me

tree/sun

tree/he

be/she

we/me

1

Introduce *Caps for Sale*

Children sit in a semicircle on the floor. Place the five hats in a straight line. Say: **Today we are going to read a story about caps. Caps are special kinds of hats.**

- Children discuss how each hat is used and who might wear it. Encourage complete sentences when sharing.
- Children compare and contrast the hats.

Introduce *Caps for Sale*. Locate and discuss the title, author, and illustrator. After reading the subtitle, say: **peddler**. (Children repeat, *peddler*.) **Long ago, peddlers walked from town to town carrying items to sell. Part of the word, ped, actually means ‘foot’! The items peddlers sold were called wares.** (Children repeat, *wares*.) **Look at the cover. What kind of wares is this peddler selling?** (hats) **Yes, he is selling specific kinds of hats called caps.**

Picture-walk through the book. Read the story and discuss the following:

- Un** How would you describe the peddler’s caps?
- Un** Where do you think the peddler is going? What is he doing?
- Un** Why did the peddler decide to go to the country?
- Ap** How would you walk if you had many caps on your head?
- Un** Is anything different about the peddler when he wakes up?
- Kn** How many monkeys do you see?

## Materials

- Caps for Sale* by Esphyr Slobodkina
- Five types of hats or caps
- Vocabulary Word Cards: *cap, imitate, peddler, wares*

## Reading

Recognize and produce words that rhyme

Distinguish rhyming and non-rhyming words

## Reading

Describe common objects in both general and specific language

Answer questions about essential elements of a text

Listen attentively to fiction read-alouds and demonstrate understanding

Use new vocabulary that is introduced and taught directly

## Social Studies

Understand how people lived in earlier times

## Listening &amp; Speaking

Communicate effectively when retelling stories heard

**Sy** What else might the peddler have done to get his hats back?

**Kn** What are the monkeys doing at the end of the story?

Say: **The monkeys imitated the peddler's action.** (Children repeat, *imitate*.)

**When we imitate others, we copy what they do. Did the monkeys understand what the peddler was saying?** (No) **What did the peddler do first to try to get his caps back?** (He shook his finger at the monkeys.) **What else did the peddler do?**

Children imitate each of the peddler's actions in sequence: He shook two hands, stomped one foot, stomped both feet, and threw his hat down on the ground.

Ask: **What finally caused the peddler to get his caps back?** (The monkeys imitated the man throwing his cap on the ground.) **How did the story end?** (The peddler continued to try to sell his caps.)

Read the story again. This time, encourage children to interact by leaving out key words for them to supply. Partner the children to discuss the part of the story that surprised them the most, or that they found the funniest. Children share their responses with the class.

Review the new vocabulary words *cap*, *peddler*, *wares*, and *imitate*. Then children close their eyes and imagine the following story:

**One day long ago, you were a peddler. You had a cap to keep the sun out of your eyes during your long day of walking. You placed it on your head as you prepared to sell your wares. You gathered some apples in a basket and started walking to town shouting, "Apples, apples for sale, ten cents an apple!" People on the street stopped to buy your apples. After a long day you walked back home, took off your cap, and read a good book. The next day, you peddled your wares again!**

Children discuss the following:

- What wares did you sell?
- How much were your apples?
- What did you do when you got home?
- What are some examples of other wares you might sell? (candy, toys, clothes, etc.)

**Reading**

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

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

**Listening & Speaking**

Communicate effectively when sharing ideas

## Introduce High-Frequency Words: *be, he, she, we*

Say: **We will learn four new high-frequency words today. All of these words rhyme with the word *me*!**

- Write *me* on the board and identify the word.
- Children repeat, *me*.
- Distribute whiteboards.
- Children copy *me* on their whiteboards.

Say: **Let's change the /m/ to /b/ and see what happens.** (Do this.) **I just changed this word from *me* to /b/-/e/, *be*.**

- Children repeat, *be*, then change *me* to *be* on their whiteboards.
- Use *be* in a sentence, such as: *I want to be a peddler.*
- Volunteers create other sentences using the word *be*.

Say: **Let's make another word by changing the *b* to an *h*.** (Do this.) **We just made another word that rhymes with *me* and *be*, /h/-/e/, *he*.** Children repeat, *he*, then change *b* to *h* on their whiteboards.

Say: **What if I change the *h* to *sh*?** (Do this.) **When *s* and *h* are together, they stand for the sound /sh/.** (Children repeat, /sh/.) **We've made another word to rhyme with *me*, *be* and *he*: /sh/-/e/, *she*.** Children repeat, *she*, then change *h* to *sh* on their whiteboards.

Say: **Let's change the *sh* to *w*. This word rhymes with *me*, *be*, *he*, and *she*, /w/-/e/, *we*.** Children repeat, *we*, then change *she* to *we* on their whiteboards.

Place the high-frequency words face-down in the pocket chart. A volunteer reveals one word. The class:

- reads the word.
- identifies the letter at the beginning of the word.
- determines if that letter is at the beginning, middle or end of the alphabet.
- locates the letter in their Starfall Dictionary and enters the word.

Repeat until *be*, *he*, *she*, and *we* have all been entered in the children's dictionaries. Partner children to play "I Spy" using words entered in their dictionaries.

**Materials**

- Whiteboards /markers
- High-Frequency Word Cards: *be, he, she, we*
- Pocket chart
- Starfall Dictionaries
- Pencils

## Computer

## Practice

*It's Fun to Read: All About Me, "Who Am I?" and "My Body"*

## Activity

Read the words in the Word Bank together. Children:

- copy the words in the appropriate configuration boxes.
- write the words on the handwriting line.
- trace over the words with appropriate crayons.

## Materials

- Color words
- "Word Shape" practice pages 1 and 2
- Box of 8 crayons for each child
- Pencils

## Technology

Use technology resources to support learning

## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

To help children recognize and read the color words, suggest that they match the labels on their crayons to the words in the Word Bank.

## Observe &amp; Modify

3

Introduce *At the Park*

Backpack Bear whispers that he needs to speak to you privately. Upon returning, say: **Backpack Bear says he has trouble remembering all the high-frequency words. He wants to know if we can review them. They are in his backpack!**

- A volunteer selects a Word Card from Backpack Bear's backpack.
- The child shows the word; the class reads it together.
- The child places the card in the pocket chart and chooses the next volunteer.
- Continue until all the cards have been removed from the backpack.

Say: **Here's a story you and Backpack Bear will enjoy. It uses many of these words and it reminds us of summer!** Navigate to *Backpack Bear's Books*: Row 4, "At the Park." Children interact with and discuss the online story and "High-Frequency Word Game." Volunteers take turns navigating through the story and games.

Give each child a copy of *At the Park*. Children read their books aloud.

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

Say: **You are such good readers that you are ready to read this story with partners. One person listens while the other reads, then you switch!**

## Materials

- Predecodable Book 4: *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- High-Frequency Word Cards: *a, an, at, can, for, he, I, is, see, she, the, you, we*
- Pocket chart
- Backpack Bear

## Listening &amp; Speaking

Relate an experience in a logical sequence

## Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

## Technology

Use technology resources to support learning

Place the High-Frequency Word Cards in Backpack Bear's backpack when he "requests" to speak with you privately!

Collect the books. You will use them again on Days 4 and 5.



## Phonemic Awareness / Phonics Warm-Up

## Materials

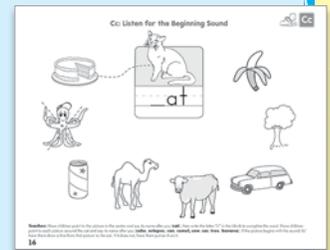
- L&W, p. 16
- Pencils

## Identify and Discriminate Initial Cc /k/

Distribute L&W, p. 16. Children point to the picture in the center and say the name after you (*cat*). They write *c* in the blank to complete the word.

Children point to the pictures around the cat and name each item after you (*cake, octopus, can, camel, cow, car, tree, banana*). If the picture begins with the sound /k/, they draw a line from that picture to the cat. If it does not, they make an X on the picture.

Review the pictures beginning with the sound /k/: *cake, can, camel, cow, car*.



## Writing

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

Match consonant sounds to appropriate letters

1

## Celebrate "Cap Day"!

## Materials

- Caps for Sale
- Children's caps
- Backpack Bear and his cap

## Reading

Describe common objects in both general and specific language

## Listening &amp; Speaking

Communicate effectively when sharing ideas

Backpack Bear whispers, "I am so excited about Cap Day and I want to hear all about your caps." If Backpack Bear wore a cap, have him "tell" about his cap first. Children and Backpack Bear put on their caps and sit together on the floor. They:

- describe Backpack Bear's cap.
- stand in turn and describe their own caps.
- explain their choices for "Cap Day."

Children march in a "Cap Day Parade" around the classroom and/or school!

When you return, say: **Because you're all wearing hats or caps, you remind me of the monkeys in the story *Caps for Sale!* Let's read that story again.** Designate one child to be the peddler, the other children will be the monkeys.

2

## Write about “Cap Day”

Say: **Let’s write about Cap Day in our journals to remember the fun we had.**

- Distribute writing journals and dictionaries.
- Children open their journals to the next available page.
- Children remove their caps in order to observe them for this activity.
- Write *My cap* on the board.
- Children recall that we leave a space between words so we know where one word ends and another begins.
- Track and read *My cap*; children repeat.

Say: **Now we’re ready to write in our journals.**

- Children put their fingers on the star at the beginning of the first line.
- Remind them the star indicates where they will begin writing.
- Children write *My*.

Say: **Before we can write *cap* we need to leave a ‘finger space.’ Place your index finger after the word *My*.** (Verify this before continuing.) **Listen to the sounds in *cap*, /c/ /a/ /p/. What letter stands for the sound /c/? /a/? /p/? Write the word *cap* after your finger. Isn’t that an easy way to leave a space between words?**

Children draw pictures of themselves wearing their caps in the blank space above the words *My cap*.

Play the *Star Writer Melodies* CD quietly as children write. (This should not interfere with the Activity Center.) As you circulate, ask children to read what they have written and describe what they are drawing. Provide adult writing for children who have written additional sentences.

### Materials

- Children’s caps/hats
- Starfall Writing Journals/Dictionaries
- Pencils
- Star Writer Melodies*

### Writing

*Use letters and phonetically spelled words to write about experiences*

*Write by moving from left to right and from top to bottom*

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

Challenge children who are ready to write a sentence describing their caps to do so using kidwriting and their dictionaries. Provide dotted lines to trace, or Word Cards to copy, for children who have difficulty copying from the board. If children struggle to use their fingers to leave spaces between words, give them craft sticks.

### Observe & Modify

## Computer

Practice

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

- Backpack Bear's Books: Row 4, "At the Park"
- Colors

## Activity

Children use *At the Park* books to sequence the story by placing the Sentence Strips and individual Word Cards in story order.



### Materials

- Predecodable Book 4, *At the Park*, for each child
- Cover Card, Sentence Strips, Word Cards: *At the Park*
- Pocket chart

3

## Introduce *Georges Seurat*

Say: **Georges Seurat was an artist whose paintings are well known. He lived long ago, but his paintings are still displayed in art galleries and museums around the world.** (Children repeat, *Georges Seurat*.) Define *artist* and *gallery*. Children repeat these words after you.

<b>artist</b>	someone who draws or paints pictures (Explain that children are artists when they take time to draw or color pictures.)
<b>gallery</b>	place where artists' paintings and drawings are displayed (People visit galleries to look at the artwork.)

### Materials

- Georges Seurat* for each child
- Word Cards: *artist*, *gallery*, *pointillism*, *technique*
- World map
- Navigate to *It's Fun to Read: Art Gallery*, "Georges Seurat"
- Backpack Bear

Explain that like many well-known artists, Seurat lived in Europe. Say: **Let's find Europe on a map. Maps show us many places.** Indicate Europe on the map. **This is a group of countries called Europe. Georges Seurat lived in Europe in a country called France.** Indicate France and its proximity to the United States.

Ask: **Can you guess what Seurat's three favorite colors were?** (yellow, blue, red) **Seurat knew that he could create new colors by mixing his three favorite colors together! We call these three colors, yellow, blue, and red, primary colors.**

Recall that children learned about primary colors in the story *Mouse Paint*.

Explain that Seurat had a special *technique* or way of drawing. Children repeat, *technique*.

Navigate to *It's Fun to Read: Art Gallery*, "Georges Seurat." Children describe Seurat's special technique, *pointillism* (painting with little dots of color). Say: **Pointillism is a good name for Seurat's technique because he used the point, or tip, of his brush to make the dots.** Children repeat, *pointillism*.

Give children their copies of *Georges Seurat*. They follow along as you read. Children determine whether the book is fiction or nonfiction and explain the reasons for their choices.

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

### Reading

Describe common objects and events in both general and specific language

Relate new vocabulary to prior knowledge

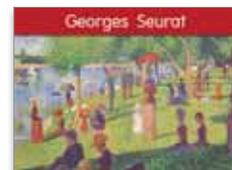
Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

### Social Studies

Understand that history relates to events, people and places of other times

### Technology

Use technology resources to support learning



Phonemic Awareness Warm-Up

Materials

Sing-Along Track 10

Rhyming Words

Play *Sing-Along* Track 10, "Five Little Monkeys." Five children come to the front of the room and imitate the monkeys as the class sings. As the song is sung, one child at a time pretends to fall off the bed. They "get back in bed" at the end of the song. Repeat until all children have a turn.

Review the rhyming words, *bed, head, said*.

Five Little Monkeys

Five little monkeys,  
 Jumping on the bed,  
 One fell off and bumped his head.  
 Mother called the doctor and the doctor said,  
 "No more monkeys jumping on the bed."  
 Four little monkeys...  
 Three little monkeys...  
 Two little monkeys...  
 One little monkey,  
 Jumping on the bed,  
 He fell off and bumped his head.  
 Mother called the doctor and the doctor said,  
 "Get those monkeys back to bed!"

Listening & Speaking

Recite a short poem

1

Materials

L&W, p. 17  
 Pencils/crayons

Listening and Writing, Page 17

Reading

Identify initial phonemes in CVC words

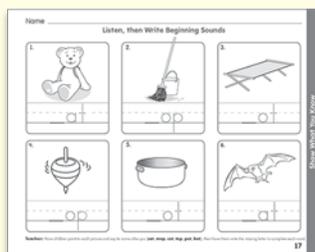
Recognize and produce words that rhyme

Children listen for beginning sounds, then point to pictures and repeat their names after you (*sat, mop, cot, top, pot, bat*). Then, they write the missing letter to complete each word and trace over the remaining letters.

Play "I Spy" with rhyming words:

mop (top)	pot (cot)	sat (bat)
-----------	-----------	-----------

Color the pictures.



In the Starfall Free Day learning center, as children navigate to the pages of their choice, they are previewing skills. It is not necessary to limit the pages to which they can navigate.

## Computer

1

Starfall Free Day — Children may navigate to any activity on [more.starfall.com](http://more.starfall.com).

### Technology

Use technology resources to support learning

## Pointillism Pictures

2

Children sketch pictures of a park, then apply the pointillism technique to add color. Children reference *Georges Seurat* to generate ideas.

### Materials

- Georges Seurat* books from **Day 4**
- Drawing paper
- Colored pencils/crayons

### Reading

Connect life experiences to the information and events in texts

## At the Park Sequencing Activity

3

Children reference *At the Park* to sequence Sentence Strips and Word Cards in story order.

### Materials

- Each child's copy of *At the Park*
- Cover Card, Sentence Strips, Word Cards for *At the Park*
- Pocket chart

### Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

## "Starfall Speedway"

4

Children name the Picture Cards and identify the beginning sounds to advance on the game board.



### Materials

- "Starfall Speedway" and game pieces
- Picture Cards: *apple, ball, bus, can, cap, cat, map, moon, mop, ostrich, pig, pop, pot, purple, sad, sock, sun, ten, top, tub*

### Reading

Distinguish orally stated one-syllable words and separate into beginning sounds

Identify initial phonemes in words

## "Color by Word"

5

Children practice high-frequency words by completing the practice page.

### Materials

- Week 5 "Color by Word" practice page
- Pencils/crayons

### Reading

Read simple one-syllable and high-frequency words

## Form Color Words

6

Children reference Color Word Cards to reproduce color words from play dough or magnetic letters.

### Materials

- Color Word Cards
- Play dough or magnetic letters

### Reading

Identify and sort common words into basic category: colors

**Materials**

- Classroom whiteboard
- Pocket chart
- Color Word Cards

**Introduce “Wheel of Reading”****Reading**

Recognize and name uppercase and lowercase letters of the alphabet

Demonstrate understanding of concepts about print

“Wheel of Reading” is a variation of “Hangman.” Play this game to reinforce the concept that individual letters form words, and to preview letter recognition. “Wheel of Reading” is an excellent transition game that can be played throughout the day. Before playing, display and review the Color Word Cards.

To play:

- Draw a large circle on the board and divide it into eight, pie-like sections.
- Select a word. For this first game, choose a color word.
- Draw blank lines to represent the number of letters in the word.
- A volunteer guesses a letter. If the letter is in the word, write it in the appropriate blank. The child then has one opportunity to guess the word. If the child does not identify the word, another child guesses a letter. Children may partner to make their letter/word guesses.
- If the letter guessed is not in the word, print it in one of the sections of the wheel and choose the next child. If a letter is guessed that is already in the wheel, place a check-mark in an empty section of the wheel. (Using a turn in this way helps children focus on the game and not repeat letters previously guessed.)

The object of the game is for the children to identify the word before all the sections of the wheel contain letters or check-marks. It may be played as a contest between the class and the teacher. If the children succeed in guessing the word, the class wins a point. If the word is not identified before all the sections have letters in them, the teacher wins a point. The teacher fills in the remaining letter(s) and the class reads the word.

Designate a space on the board and write: Teacher and Class. Each time you play the game, place a tally mark under the name of the winner so that the game is ongoing.

If necessary, initiate the rule that if children call out the word when it is not their turn, the teacher automatically wins!

