

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

How Our Community Works

Unit 3 • Week 8

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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How Our Community Works

Unit 3 • Week 8

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Week 8 Overview

How Our Community Works

The children continue their study of the community and community helpers as they compare those of long ago with those of today. They discover how inventors like Benjamin Franklin and Thomas Edison helped make community living easier with their numerous inventions. This week we will:

- learn about homonyms.
- practice *li /i/* and *Gg /g/*.
- learn about tall, small and tail letters.

Recommended Literature

Ox-Cart Man —Donald Hall is an author who writes early in the morning. His cats and dogs join him near his favorite chair where he does his writing. In the afternoon, they follow him outside to help with all the farm and garden chores. He likes the hard farm work and writing poems and stories about how people lived long ago in rural communities. His favorite sports are walking the dogs and baseball. Originally from Connecticut, Donald Hall lives at Eagle Pond Farm in New Hampshire. The road in front of his house was used by ox carts back in 1803 when it was built.

Chicka Chicka Boom Boom —Bill Martin, Jr. and John Archambault

Bill Martin, Jr. (1916 - 2004) was also the author of *Brown Bear, Brown Bear, What Do You See?* His biography was featured in **Week 1**. John Archambault's bio can be found in **Week 3**.

Starfall Books & Other Media

ABC Rhyme Book

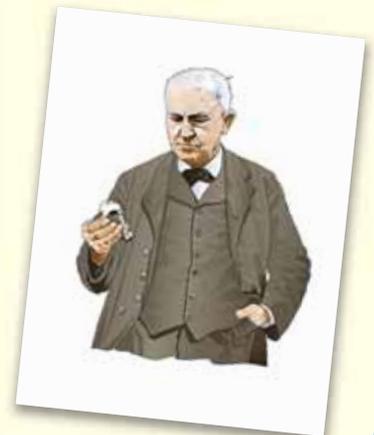
Sing-Along

"Starfall Speedway"

Get to Know Benjamin Franklin Poster

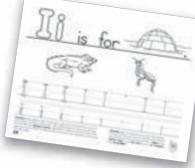
At the Post Office

Get to Know Thomas Edison Poster



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. 28</p> <p>Homonyms</p> <p>Ii /i/</p> <p>Comprehension Skills: Compare/contrast Draw conclusions</p> 	<p>L&W, p. 29</p> <p>Rhyming</p> <p>Gg /g/</p> <p>HF Words: big, little, it, in, go (and, are, but, down, like, not, up, us)</p> <p>Comprehension Skill: Compare/contrast</p> <p>Comprehension Strategy: Make connections</p> 
<p>Computer</p>	<p><i>ABC Rhymes: Rr, Ll, Uu, Nn</i></p> <p>Calendar</p>	<p><i>BpB's Books: Concepts: "U-Machine," "I-Machine"</i></p> <p>ABCs: li, Gg</p>
<p>Activity</p>	<p>"Word Search" practice page</p>	<p>"Starfall Speedway" Review beginning sounds</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>Ox-Cart Man</i></p> <p>Caldecott Medal</p> <p>Now and Long Ago</p> <p>"li Igloo Rhyme"</p> <p>"Letter March Song li"</p> <p>Vocabulary: Shear, shawl, embroidery</p>	<p><i>Get to Know Benjamin Franklin Poster</i></p> <p>"Gg Goat Rhyme"</p> <p>"Letter March Song Gg"</p> <p>"Looby Loo"</p> <p>Community helpers</p>
<p>Writing</p>	<p>Letter configuration and formation</p>	
<p>Social Studies</p>	<p>Match descriptions of work people do with names of related jobs at school, in the community, and historical accounts. Understand how people lived in earlier times and how their lives would be different today.</p>	<p>Understand how people lived in earlier times and how their lives would be different today</p>
<p>Science</p>	<p>Describe relative position of objects using one reference</p>	

DAY Three

L&W, p. 30

Homonyms



Comprehension Strategies:

Predict/verify
Summarize

DAY Four

Beginning onsets/rimes

Letter forms:
Straight, curved, tall, small, tail

Comprehension Skill:

Classify/categorize

DAY Five

L&W, p. 31

Initial /i/



Comprehension Skill:

Draw conclusions

		Starfall Free Day	1
		Form CVC words using play dough or magnetic letters.	2
<i>BpB's Books</i> : Row 7, "At the Post Office" Grandparents Day	<i>BpB's Books</i> : Concepts: "U-Machine", "I-Machine" ABCs: Uu, Nn, li, Gg	Letter formation on whiteboards Optional: "Multi-Letter" practice page	3
"Color by Word" practice page	Sequence <i>At the Post Office</i>	Sequence <i>At the Post Office</i>	4
<i>Chicka Chicka Boom Boom</i> <i>At the Post Office</i> Thomas Edison Poster "Gg Goat Rhyme" "Mary Had a Little Lamb" Inventions	"Now that I'm Five"	"Picture Sound" practice page for <i>li</i> and <i>Gg</i>	5
		Design a community	6
		Groups share expository writing	
	Shared Expository Writing	Illustrate and label expository writing in writing journals	
Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts	Match simple descriptions of work people do with names of related jobs at school, in the community and from historical accounts	Understand that history relates to events, people and places of other times	
	Compare, sort common objects by one physical attribute		

Phonemic Awareness Warm-Up

Materials

- Picture Cards: *baseball bat, bat (animal)*
- Pocket chart

Reading

Describe common objects and events in both general and specific language

Understand that some words have multiple meanings

Introduce Homonyms

Place the Picture Card *baseball bat* in the pocket chart.

Say: **Listen carefully to this sentence. I use a bat to hit the ball.** Children repeat the sentence.

Ask: **What is a bat in this sentence? Yes, this bat is used to hit a ball.**



Place the Picture Card of the flying *bat* in the pocket chart. Ask: **Who can name the animal in this picture? This is a picture of a bat.** Children describe the bat. Confirm that this *bat* is an animal that flies at night.

Say: **The word *bat* sounds the same in both sentences, but it means two different kinds of bats. Words that sound the same but have different meanings are called *homonyms*.** (Children repeat, *homonyms*.)

Point to the *baseball bat* Picture Card. Say: **I hit the ball with this bat. The word *bat* in this sentence means something you use to hit a ball.** Children pretend to swing a bat and say *bat*.

Point to the flying *bat* Picture Card. Say: **The bat flies at night. The word *bat* in this sentence means an animal.** Children pretend they are flying like a *bat*.

Reinforce that these words sound the same but have different meanings.

Discuss the difference in meaning between *see* and *sea*. Volunteers construct sentences using both word meanings. Repeat for *can/can* and *one/won*.

The term "homonym" refers to both homophones, words that are pronounced the same but have different meanings (to, too, two), and homographs, words that are spelled the same but have different meanings (bear, bear). Using one term rather than several is less confusing to the children.

1

Introduce *Ox-Cart Man*

Display *Ox-Cart Man*. Children locate the name of the author and illustrator on the cover. Indicate the Caldecott Medal on the front cover and explain that this book won an award for its illustrations. Only one children's book each year can win this special award. Say: **When you go to the library, look for other books that have this special seal on the front cover. That's how you can tell which books won this award for their illustrations.**

Picture-walk through the book. Explain new vocabulary:

shawl	a piece of fabric worn over the shoulders to keep you warm (p. 2)
embroidery	designs sewn on cloth; needlework (p. 25)
shear	to trim the fleece off the sheep, like a haircut (p. 33)

Read the book, then discuss the following questions:

- Un** Did this story take place today or a long time ago? How do you know?
- An** What other things in the story help you know that it took place a long time ago?
- An** When we read *Caps for Sale*, we talked about how you can sometimes tell what a person does by the cap he or she wears. Can we tell what this man does by looking at his cap? Why not?
- Ev** What is a good citizen?
- Sy** Was the man in this story a good citizen? Why or why not?
- Ap** How did the man help his community?
- Ap** How did he show he cared for his family?
- Ap** If the man wasn't sure how to get to Portsmouth Market, what could he have used to help him find it?
- Sy** The man in this story used an ox and a cart to get his goods to the market. How do people get their goods, or wares, to different places today?

Materials

- Ox-Cart Man* by Donald Hall
- Vocabulary Word Cards: *shear, shawl, embroidery*

Reading

Connect to life experiences the information and events in texts

Listen to and discuss both familiar and challenging text

Relate new vocabulary to prior knowledge

Social Studies

Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts

Understand how people lived in earlier times and how their lives would be different today

2

Materials
 Ox-Cart Man

Long Ago and Now

Display *Ox-Cart Man*. Say: **We have been talking about our community and community helpers.** Explain:

- **Years ago, many things were different in our community. For example, today we have electric lights, but long ago people had to use candles to light a room.**
- **Today we drive cars, buses, and trucks, but long ago these did not exist. People rode horses when they needed to go somewhere and used carts pulled by animals to move things from place to place.**

Turn to the pages listed below. After each page, discuss how things were done long ago. Then partner children to discuss how they are done now.

Long Ago

Now

	Long Ago	Now
cover	People transported goods from place to place using carts pulled by animals.	We move goods using trucks, trains, vans, airplanes, ships, etc.
2	People sheared wool from sheep and made their own fabric or cloth for clothes.	Machines in factories make the fabric or cloth.
4	People made candles to light their homes.	Electric lights light our homes. People still use candles for decoration.
4	Brooms were made from birch trees and carved with knives.	Brooms are made mostly in factories and sold in stores.
10	There were no paved streets; horses were hitched to posts when they stopped so they wouldn't wander away.	Cars travel on streets; we park in parking spaces.
18	Stores were called markets and were usually small, often only one room.	Most stores are very large.
24	Meals were cooked in large iron kettles over open fires.	Food is cooked using electric or gas stoves, microwaves, etc.
26	People made their own tools and furniture.	Tools and furniture are made in factories and bought in stores.

Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Listening & Speaking

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding

Social Studies

Understand how people lived in earlier times and how their lives would be different today

28	Women used sheep's wool to make yarn and thread. The thread was used to embroider or make clothes.	Factories make yarn and thread and then use machines to do the embroidery and make clothes.
30	Sugar was made from draining sap from maple trees.	Factories and machines make syrup to sell in stores. Some farmers still tap maple trees and use the sap to make syrup.
32	People sheared their sheep with scissors to get wool.	Farmers use electric machines to shear sheep.

Computer

- Calendar
- ABC Rhymes: Rr, Ll, Uu, Nn

Practice

Activity

Children locate words in the Word Bank and circle those words in the "Word Search" practice page.

If children find additional words, they may be added to the Word Bank.

Materials

- "Word Search" practice page for each child
- Pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce *li*, */i/*

Step One Introduce */i/* in the initial position

Read the rhyme "li Igloo" on page 21 of the ABC Rhyme Book. Ask: **What words in the poem rhyme?** (snow and blow)



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

Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *igloo*
- Letter Cards: *l*, *i*
- Wall Card: *Igloo /i/*
- Whiteboards/markers
- ABC Rhyme Book
- L&W, p. 28
- Pencils/crayons

li Igloo

Sit inside an igloo
Made of ice and snow.
It's cold outside,
But in this home,
The wind can never blow.

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently



Step Two Discriminate /i/ in the initial position

Children clap if they hear the sound /i/ at the beginning of these words.

if	day	inch	it	now
----	-----	------	----	-----

Step Three Connect /i/ to the spelling li

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



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

Demonstrate the letter’s formation as you write *i* on the board. Children mimic the formation by skywriting *i* several times.

Distribute whiteboards and markers. Children write *i* on their boards.

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

inchworm	in	jump	Isabel	itself
----------	----	------	--------	--------



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

Demonstrate the letter’s formation as you write *I* on the board. Children skywrite *I* several times. A volunteer locates *Ii* on the Alphabet Chart.

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

Step Four Listening & Writing, page 28

Complete *L&W*, p. 28 as with similar pages.

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

The Letter March: li

(Melody: “The Ants Go Marching”)

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

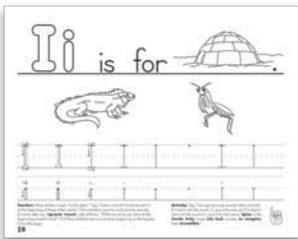
The letters go marching one by one,
Hurrah! Hurrah!

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

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 /i/ does not exist in French, Tagalog, or Mandarin Chinese. Be sure to emphasize this sound for children who speak these languages.

ELD

Phonemic Awareness Warm-Up

Rhyming

Ask children to raise their right hands, then their left. Explain that sometimes it is hard to remember which is which! Stamp each child's right hand with Backpack Bear's paw stamp. Tell children the stamp on their hands will help them remember which is their right side.

- Tell Backpack Bear that you want to learn the song!
- Gather children around the computer. Children join Backpack Bear and his friends in the song and motions for "Looby Loo."
- Children recall rhyming words from the song (light/night, out/about).

Materials

- Navigate to Motion Songs: "Looby Loo"
- Sing-Along Track 19 (Optional)
- Backpack Bear's paw stamp

Looby Loo

Here we go looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night.

Reading

Recognize words that rhyme

Technology

Use technology resources to support learning

1

Introduce Gg /g/

Step One Introduce /g/ in the initial position

Read the rhyme "Gg Goat" on page 17 of the *ABC Rhyme Book*. Ask: **What words in the poem rhyme?** (stone and bone)



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

Materials

- Picture Card: goat
- Letter Cards: G and g
- Wall Card: Goat /g/
- ABC Rhyme Book*
- L&W*, p. 29
- Pencils/crayons

Gg Goat

Gordon Goat goes leaping
Over rock and stone.
Gordon Goat is graceful
And never breaks a bone!

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /g/ in the initial position

Say: **I will say some words. If you hear /g/ at the beginning of a word, give a "thumbs up."** Ready?

go

good

man

watch

glue

Step Three Connect /g/ to the spelling Gg

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

g

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



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

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

garden	fork	green	grape	gold
--------	------	-------	-------	------

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

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

Step Four Introduce /g/ in the final position

Ask the riddle:

egg A hen lays me. I am a good breakfast food. What am I?

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

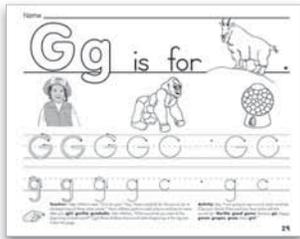
leg	frog	pig	wag	dog
-----	------	-----	-----	-----

Step Five Listening & Writing, page 29

Complete L&W, p. 29 as with similar pages.



Display the Wall Card at the end of the lesson.



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				g	i			l	m	n	o	p			r	s	t	u					

2

Introduce High-Frequency Words: big, little, it, in, go

Place the High-Frequency Word Cards in a basket. Explain that you have just placed in the basket five mystery words with other high-frequency words the children know. Play the following game to uncover the mystery words.

- A volunteer draws a word and reads it.
- If the word is new, the volunteer says "mystery word"!
- The child reads the word with your help, then places it in a column on the right side of the pocket chart.
- If the word drawn is not new, the volunteer reads it, and then places it in a column on the left side of the pocket chart.

Materials

- High-Frequency Word Cards: *and, are, big, but, down, go, in, it, like, little, not, on, up, us*
- Basket or bag
- Pocket chart
- Prepared chart papers (See Preparation Notes for Day 2)
- Black and red markers
- Starfall Dictionaries
- Pencils

Reading

Read simple high-frequency words

Draw attention to the mystery words. The children echo as you read each word.

Play "I Spy." Say: **I spy a word that:**

go	begins with /g/.
big	ends with /g/.
little	has six letters.
it	ends with /t/.
in	ends with /n/.

Ask: **Which words have the sound /i/?** (*big, little, in, it*) **Which word does not have the sound /i/?** (*go*)

Display the prepared chart paper. Assist the children as they read each sentence. A volunteer circles the new high-frequency word with a red marker. After each sentence, pause for children to enter the word in their dictionaries.

1. The cat is **big**.
2. He is **little**.
3. I can see **it**.
4. The cat is **in** the bag.
5. She can **go**.

If time allows, place all the high-frequency words face-down in the pocket chart. A volunteer selects a word, reads it, and chooses the next volunteer.

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



Computer

- *Backpack Bear's Books: Concepts, "U-Machine" and "I-Machine"*
- *ABCs: li, Gg*

Practice

Activity

Children identify the beginning sound of Picture Cards to advance on the Starfall Speedway.

Materials

- "Starfall Speedway"
- Picture Cards of your choice beginning with:
/a/ /b/ /k/ /g/ /i/ /l/
/m/ /n/ /o/ /p/ /r/ /s/
/t/ /u/

Technology

Use technology resources to support learning

Reading

Identify initial phonemes in words

3

Materials

- Community helpers list from **Week 7**
- Get to Know Benjamin Franklin Poster*

Introduce Inventions of Long Ago

Review the list of community helpers from **Week 7**. Children may contribute additional community helpers to the list.

Say: **Imagine what it was like long ago for community helpers. There were no fire trucks, electric lights, telephones, computers, or cars. Let's pretend we lived in the time of Ox-Cart Man.**

Divide the class into a "Long Ago" group and a "Now" group.

Say: **Listen to the questions. The "Long Ago" group will discuss how people did things in the time of Ox-Cart Man and the "Now" group will talk about how people do the same things today. How would you:**

QUESTION	Long Ago	Now
get to school?	walk, ride in horse-drawn carriages	walk, ride your bike, car, bus
see at night to do your homework?	candles or oil lamps	light bulbs
talk to someone far away?	visit the person	call on the telephone, email
stay warm when it was cold?	sit by the fireplace, use blankets	turn on the heat
get help if your house was on fire?	neighbors used buckets of water from their wells	call the fire department
get a book you did not have?	borrow from a friend	check it out at a library

Ask: **Was it easier to do these things long ago or now?** Discuss.

As you discuss, lead children to understand that people long ago didn't have many of the inventions that make our lives easier today. We have these inventions as a result of people called inventors. Inventors are the people who come up with new ideas, or take existing ideas and make them better.

Display the *Get to Know Benjamin Franklin Poster*. Recall Ben Franklin's invention (the lightning rod). Remind children that he invented the lightning rod so that people's homes might be safe in storms, and not be struck by lightning and catch fire.

Say: **Benjamin Franklin wanted to help his community. He started the first volunteer fire department in America and worked to improve the police department so people would be safe. He helped start the first city hospital in America and the first library where people could borrow books. He was also the first Postmaster General of the United States. A postmaster is the person in charge of the post office.**

Discuss how the fire department, police department, hospital, library and post office helped the community.

Listening & Speaking

Listen carefully and understand directions for performing tasks

Social Studies

Understand how people lived in earlier times and how their lives would be different today



Phonemic Awareness Warm-Up

Homonym Tree

Display *Chicka Chicka Boom Boom*. Ask: **What was climbing up the tree?** (alphabet letters) Backpack Bear whispers his idea for remembering homonyms. Tell children Backpack Bear thinks it's a good idea to have a tree like the one in *Chicka Chicka Boom Boom*, but have homonyms instead of letters climbing up the tree! He wants to call it a homonym tree!

Review the word *homonym* and remind children homonyms are words that sound the same but have different meanings. Sometimes they are spelled differently, too.

Place all the Picture Cards, except bat, face-down in the pocket chart. Say: **Here is a picture of an animal called a bat. Who can name another kind of bat?** (baseball bat)

- A volunteer turns over another card, names it, and then the class tries to think of a homonym.
- If children have difficulty naming a homonym, use the homonym in a sentence and then ask the meaning.

Display the palm tree on a wall.

- Write one pair of homonyms on a "coconut" (e.g., bat/bat).
- A volunteer decides the best place to attach the construction paper "coconut" to the tree.

Encourage children to name homonyms throughout the year and add "coconuts" to the tree. Periodically review the homonyms.



Materials

- Picture Cards: bat (animal), eight, one, orange (fruit), red, ring, two
- Pocket chart
- Large cut-out of a palm tree
- Ten construction paper coconuts
- Chicka Chicka Boom Boom*

Reading

Describe common objects and events in both general and specific language

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

Reading

Understand that printed materials provide information

Connect to life experiences the information and events in texts

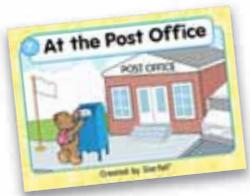
Recognize high-frequency words

Social Studies

Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts

Technology

Use technology resources to support learning



Introduce *At the Post Office*

Discuss children's experiences at the post office. Say: **Benjamin Franklin was the first postmaster. What do you think the job of the postmaster is?** (to see that your letter gets to the right person)

Display the Picture Cards *post office, envelope, mailbox, letter, and stamp* in the pocket chart.

- Name each picture.
- Children explain how each picture relates to the post office.

Tell children you have a book about the United States Post Office. Navigate to *Backpack Bear's Books*: Row 7, "At the Post Office." Children interact with and discuss the story.

Distribute *At the Post Office* to each child.

Children track the text as you read the title and story. Say: **This story uses many of the high-frequency words we have learned. Let's read this story together, slowly.** Read the story.

Divide the class in half, and ask the groups to face each other. Each group reads the story to the other, in turn.

Distribute crayons. Children highlight each of the most recently introduced high-frequency words in their books as follows:

- Place the High-Frequency Word Card *big* in the pocket chart.
- Children read the word, then use an orange crayon to highlight it each time it appears in the story.

Repeat with different colors for *go, in, it,* and *little* and any other introduced high-frequency words that warrant review.

Materials

- At the Post Office* for each child
- Crayons
- Pocket chart
- High-Frequency Word Cards: *big, go, in, it, little*
- At the Post Office* Word Cards with rebus pictures: *post office, envelope, mailbox, letter, stamp*

2

Listening and Writing, Page 30

Display the Picture Card *goat* and read the “Gg Goat” rhyme, *ABC Rhyme Book* page 17.

Distribute *L&W*, p. 30. Activity 1:

- Children point to each picture in Set 1 and repeat its name after you (*game, rake*).
- They circle the picture that begins with the sound /g/ and put an X on the picture that does not.

Repeat for Sets 2 (*banana, gate*) and 3 (*goat, igloo*).

Continue likewise for Activity 2, pictures that end with the sound /g/. Set 1 (*dog, web*), 2 (*frog, pin*), and 3 (*mug, horse*).

Activity 3:

- Children point to the first picture and say its name after you (*big*).
- Explain that the beginning sounds of the next three pictures stand for the sounds in the word *big*. Name each picture (*ball, igloo, goat*).
- Children write the appropriate letter next to each picture, then combine the letters to write the resulting word in the space provided.
- Repeat for pig (pizza, igloo, goat).

Distribute whiteboards and markers. Display Picture Cards face-down in the pocket chart. Say: **You are such great blenders that we are going to play a spelling game.**

- A volunteer reveals a Picture Card and names it.
- Segment the sounds in the word using the “invisible rubber band.”
- Children write the letters that form the word on their whiteboards.
- They compare their words with partners.

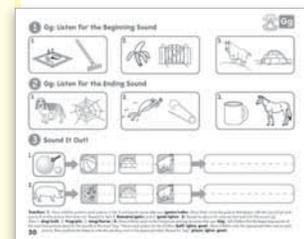
Materials

- L&W*, p. 30
- ABC Rhyme Book*
- Pencils
- Picture Cards: goat, bag, gum, log, mug, rug
- Pocket chart
- Whiteboards/markers

Reading

Distinguish initial and final phonemes in words

Blend individual phonemes in simple, one-syllable words



Computer

- *Backpack Bear's Books*: Row 7, “At the Post Office”
- “Grandparents Day”

High-Frequency Words

Children practice high-frequency words by completing the “Color by Word” practice page.

Practice

Materials

- “Color by Word” practice page for **Week 8**
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Reading

Connect to life experiences the information and events in texts

Social Studies

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

Introduce Thomas Edison

Turn off the lights. Ask: **How did the people many years ago see when it was dark?** (candles, oil lamps) **Long ago, a man named Thomas Edison wanted to find a way people could see in the dark without using candles or oil lamps. Someone had already invented the light bulb but it wasn't very bright and it would not stay on for very long. Edison did thousands of experiments until one day, it finally worked!** (Turn on the lights.) **Thomas Edison invented a way for the light bulb to be brighter and last 1,500 hours! Edison is well known for taking someone's idea and inventing something new or better.**

Display the *Get to Know Thomas Edison Poster*. Say: **This is Thomas Alva Edison.**

- Children describe the picture on the poster.
- Explain the function of a phonograph.

Ask children what song they think Thomas Edison is listening to, then play *Sing-Along Track 20* "Mary Had a Little Lamb" and sing it together.

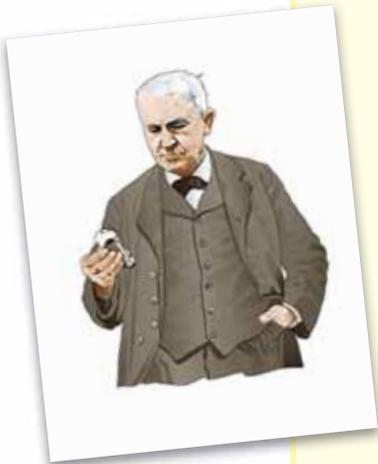
Explain that "Mary Had a Little Lamb" is probably not the song Thomas Edison is listening to on the poster, but it is the song that helped him invent the first phonograph. Say: **"Mary Had a Little Lamb" was the song Thomas Edison experimented with when trying to record a voice that could be heard again later!**

Ask: **What do we use to hear recordings of songs today?** (CDs, iPods, etc.) **Someone took Thomas Edison's invention, the phonograph, and came up with new ways to make it better!**

Read and discuss the facts on the back of the poster. Inform the children that Thomas Edison was partially deaf at a very early age. Many of his inventions were created to help people with hearing problems.

Materials

- Get to Know Thomas Edison Poster*
- Sing-Along Track 20*



Phonemic Awareness Warm-Up

Materials

 None

Blending Onsets and Rimes

Say: **Let's play a game! I will say the beginning sound and the ending sound of some words. You put them together and say the words. Let's try one. /s/--/at/ sat. Now, it's your turn.**

/g/ /um/—gum

/b/ /ug/—bug

/t/ /ag/—tag

/m/ /ug/—mug

Divide the class into two groups. Assign the beginning sound to one group and the ending to the other. Explain: **I will say a word. Group 1 will say the beginning sound and Group 2 will say the ending. We will all blend the beginning and ending together to say the word.**

/r/ /ag/—rag

/t/ /ug/—tug

/l/ /og/—log

/g/ /ap/—gap

1

Classify Letter Forms

Say: **Raise your hands up straight.** (model) **Repeat after me: My arms are straight. Now, make a circle in front of you with your arms.** (model) **Repeat after me: My arms are curved.**

Gather children in a semicircle around two large yarn circles or hula hoops placed side by side on the floor. Display Uppercase Letter Cards in the pocket chart nearby.

Dangle a length of yarn. Say: **This yarn is hanging in a straight line. Say, straight. Can someone show me how a curved line would look?** Discuss the difference between *straight* and *curved*. Children share examples of straight and curved objects.

Say: **Letters are made of curved and straight lines.** Hold up the Word Cards *curved* and *straight*. Children repeat: *curved, straight*. Volunteers:

- place the Word Card *straight* in one of the circles. The class says, *straight*.
- place the Word Card *curved* in the other circle. The class says, *curved*.

Indicate the Letter Card A. Say: **This is A.** (Children repeat, A.) **Is the letter A made of straight lines or curved lines? In which circle does it belong?** Place the letter. Repeat with a curved letter.

Explain: **We put the letter made of straight lines in the circle labeled "Straight." We put the letter made of curved lines in the circle labeled "Curved." When we sort things, and put like things together, we classify them. Let's classify more letters!**

Materials

- Word Cards: *both, straight, curved*
- Pocket chart
- Uppercase Letter Cards
- One short piece of yarn
- Two long pieces of yarn or two hula hoops

Reading

Identify, blend and segment onset and rime

Reading

Recognize uppercase letters of the alphabet

Science

Compare and sort common objects by one physical attribute

A volunteer selects a Letter Card from the pocket chart, names it, and places it appropriately.

Encourage children to think out loud as they decide where to place the letters.

When children choose letters with both *curved* and *straight* lines, ask them to hold the cards and explain that you will have a place for these letters soon.

Once all of the straight and curved letters have been placed, overlap the two circles to create a new space in between, Venn-diagram style. Say: **Some of you are holding letters made of both curved and straight lines.** As you place the Word Card *both* in the space overlapping the circles, say: **We have made a new space in the middle so that we can classify letters that have both curved and straight lines.** Children holding these letters name and then place them in the intersecting space.

Children count the number of letters in each set to determine whether straight or curved lines are used most often in uppercase letters.

2

Introduce Expository Writing

Display the *Get to Know Benjamin Franklin and Thomas Edison Posters*. Ask: **Who can name some of the inventions of Benjamin Franklin and Thomas Edison?** (lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb) List the inventions on the whiteboard as they are given.

The group decides which invention is its favorite.

Explain: **We will do a special writing called an expository writing.** (Children repeat, *expository*.) **That means we will do a writing that tells about or describes something. We will write about** (chosen invention).

- Provide a topic sentence introducing the invention choice and write it on the chart paper.
- Children offer information about the invention, including the name of the inventor.
- Write the information on chart paper.
- Read the writing to the children.
- Ask children if there is anything else they would like to add to their story.
- Add any needed information.

Materials

- Get to Know Benjamin Franklin and Thomas Edison Posters*
- Classroom whiteboard/marker
- Chart paper/marker for each group
- Pictures of: lightning rod, fire station, police department, library, post office, hospital, phonograph, light bulb (optional)

Reading

Read simple one-syllable and high-frequency words

Writing

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

Children will read their shared writings on Day 5, Session 2.

Computer

- *Backpack Bear's Books*: Concepts, "I-Machine" and "U-Machine"
- ABCs: Uu, Nn, li, Gg

Practice

At the Post Office

Children sequence *At the Post Office* by placing the Sentence Strips and individual Word Cards in story order.



Materials

- Predecodable Book 7, *At the Post Office* for each child
- At the Post Office* Cover Card, Sentence Strips, Word Cards,
- Pocket chart

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

Letter Formation

- Materials**
- "Word Shape" practice page: *big, little, it, in, go, you* for each child
 - All Lowercase Letter Cards
 - Pencils/crayons
 - "Now that I'm Five" Poem

Reading

Recognize and name lowercase letters of the alphabet

Writing

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

Recall and discuss the classification activity from **Session 1**. Say: **This morning we looked closely at how uppercase letters are made. Now we're going to look closely at lowercase letters.**

Display all lowercase letters in alphabetical order in the pocket chart. Ask: **Are all the lowercase letters the same height? No. There are three types of lowercase letters:**

tall letters	begin at the top line and go down to the bottom line
small letters	begin at the middle line and go down to the bottom line
tail letters	begin at the middle line and go below the bottom line

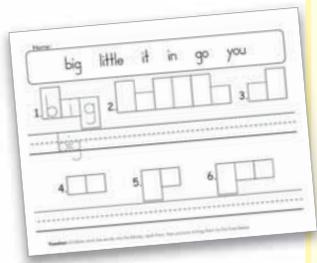
Children say: *tall, small* and *tail*.

Display the poem "Now that I'm Five." Say: **Here is a poem that will help us remember which letters are tall, and which are small or have tails. You may not know all the letters, but many of them are in your names!**

- Read the poem. Pause for children to name the letters in each category.
- Teach the children to bend low in a stooped position for small letters, stand on tiptoes reaching up for tall letters, and bend and shake their bottoms back and forth for tail letters!
- Point to a few letters in each category. The children do the appropriate action.
- Repeat the poem. Children perform the actions.

Distribute the "Word Shape" practice pages. Explain that the missing words are the high-frequency words the children have learned this week. Ask them what they notice about the practice page. (It has tall, small, and tail boxes.)

Children work cooperatively to match the high-frequency words to the word shapes.



Now that I'm Five

*When I was 4, I was very small.
I could only reach halfway up the wall!
a c e i m n o r s u v w x z*

*When I was 5, I grew so tall,
I could reach much higher up the wall!
b d f h k l t*

*Now I'm a silly five who started out small.
I thought I was growing up nice and tall.
But was I surprised the very next day,
When I'd grown a tail when I went out to play!
g j p q y*

Phonemic Awareness Warm-Up

Identify/Discriminate Initial /i/

Review the "li Igloo" rhyme, *ABC Rhyme Book* page 21.

Ask children which words from the rhyme begin with the sound /i/ (inside, igloo, it's, in).

Place the Picture Cards *flag, in, and jam* in a row in the pocket chart. Children will identify the pictures, then indicate the picture that begins with the sound /i/ (in).

Say: **Listen carefully to these words. If you hear the sound /i/ at the beginning of the word, make the ASL sign for *li*. Ready?**

if	hat	inch	inside	house	insect	dog	instant
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Materials

- ABC Rhyme Book*
- Picture Cards: *flag, in, jam*
- Pocket chart
- Pencils/crayons

Reading

Identify and distinguish initial phonemes in words



1

Cumulative Review

Say: **Let's see if you can remember which letters stand for each of these sounds!**

- Children name the Sound-Spelling Cards as you place them in the top row of the pocket chart.
- Shuffle the Letter Cards and place them in the middle of the pocket chart.
- Volunteers place the Letter Cards under the corresponding Sound-Spelling Cards.

Say: **Wow, that was pretty good. Now, let's play a blend-ing game!**

- Display and name the Picture Card *bag*.
- Segment the word /b/ /a/ /g/.
- Volunteers find the letters needed to spell the word and place them next to the *bag* Picture Card.

Return the Letter Cards and repeat for: *cup, pig, and pot*.

Place the Picture Cards: *bag, cup, pig, and pot* in the pocket chart in a column.

- Display each Word Card.
- Volunteers match each Word Card to its Picture Card.

Complete *L&W*, p.31. Children write the letter represented by each picture, then combine the letters to write the resulting word in the space provided. If time permits, children draw a picture of the resulting word in the space to the right of it.

Materials

- Sound-Spelling Instructional Cards: *apple, ball, cat, goat, igloo, ostrich, pizza, tiger, umbrella*
- Picture and Word Cards: *bag, cup, pig, pot*
- Letter Cards: *a, b, c, g, l, o, p, t, u*
- Pocket chart
- L&W*, p. 31
- Pencils/crayons

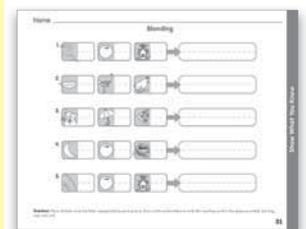
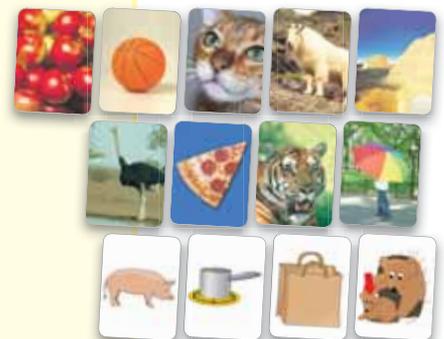
Reading

Match consonant and short-vowel sounds to appropriate letters

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

Writing

Write consonant-vowel-consonant words



Technology

Use technology resources to support learning

Computer

1

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

Reading

Read simple one-syllable and high-frequency words

Blending Sounds

2

Children work together to form words that match the Picture Cards using play dough or magnetic letters.

Materials

- Picture Cards: *bag, cub, gum, log, mug, pig, pot, rug, lips, pin, rib*
- Magnetic letters/whiteboards or play dough



Reading

Recognize uppercase and lowercase letters of the alphabet

Letter Formation

3

Children practice writing selected uppercase and lowercase letters on their whiteboards.

Optional: "Multi-Letter" practice page

Materials

- ABC Letter Cards: uppercase and lowercase letters of your choice
- Whiteboards/markers

Reading

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

At the Post Office Sequencing Activity

4

Children sequence the book *At the Post Office* by placing the Sentence Strips and individual Word Cards in story order.

Materials

- At the Post Office* for each child
- At the Post Office* Cover Card, Sentence Strips, Word Cards
- Pocket chart



Reading

Recognize uppercase and lowercase letters of the alphabet

Generator Practice Page

5

Children complete the practice page.

Materials

- "Picture Sound" practice page: letters *li* and *Gg* for each child

My Community

6

Write the words *My Community* on the board. Children:

- copy *My Community* onto the top of their drawing paper.
- draw pictures of places in their community including a post office, hospital, library, etc.
- label places using kidwriting.
- add illustrations of themselves to their pictures.

Materials

- Drawing paper
- Pencils/crayons

2

Share Expository Writings

Invite each group forward as you read its shared writing from **Day 4**.

Optional: After sharing both writings, divide the class into the two groups. Each group illustrates its chosen invention and inventor, and labels or writes a sentence describing its picture.

If time allows, partner children to discuss ways Benjamin Franklin and Thomas Edison helped make life in our community today easier. Share responses.

Materials

- Shared Writings from **Day 4**
- Optional: Starfall Writing Journals, Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Writing

Use letters and phonetically spelled words to label items

Participate in creating a variety of informational/expository forms

Social Studies

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

Listening & Speaking

Communicate effectively when sharing ideas

Reading

Produce, illustrate and share a finished piece of writing