

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

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

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Starfall 
Kindergarten

Teacher's Guide

Working Together!

Unit 3 – Week 9

Starfall Kindergarten Reading and Language Arts Curriculum 2009-10
incorporating Science, Social Studies and Technology

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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Week 9 Overview

How Our Country Works

This week the children learn about two well-known American presidents, George Washington and Abraham Lincoln, and why they were so important to our country. They also become familiar with the voting process by experiencing their own classroom election. This week we will:

- discover quotation marks.
- learn about *Dd /d/* and *Ff /f/*.
- discuss how our leaders are elected.

Recommended Literature

George Washington and the General's Dog —**Frank Murphy** is an author who loves reading and writing about important people in history. First, he discovers an unusual or little-known fact which he calls a "nugget." Then he reads many books to gather information. He calls the research "time travel," or going back in history, to find out exactly how people lived long ago.

Frank Murphy is also an elementary school teacher in Pennsylvania. He shows his students how to write their own books. The first step is to read several books in the library about their topics. Then they collect the information and organize it in the form of books, just like their teacher. Everyone in his class loves writing their own books because it makes history so much fun!

Starfall Books & Other Media

ABC Rhyme Book

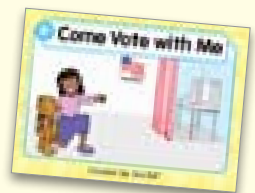
Come Vote with Me

Star Writer Melodies

Sing-Along Track 1

Get to Know George Washington Poster

Get to Know Abraham Lincoln Poster



Preparation

Lesson plans related to Native Americans and Christopher Columbus are included in the Christopher Columbus and Thanksgiving Holiday Plans.

Generate and prepare:

- Vocabulary Word Cards for **Week 9**. You will use *mayor*, *governor* and *president* on **Day 1**, *hero*, *honest*, *brave* and *respect* on **Day 2**, and *plow*, *slave*, *law* and *market* on **Day 3**.
- an "ABC Rhyme" practice page for letters *Dd* and *Ff*. Photocopy one for each child to take home and practice with his or her parents.

Day One

You will need photographs of the current mayor of your city/town, the governor of your state, and the United States President.

Day Two

None

Day Three

Generate a "Picture-Sound" practice page using *Ff /f/* and *Dd /d/* and photocopy one for each child.

Cut apart and laminate the four Lincoln Picture Cards depicting phases of Abraham Lincoln's life.

Day Four

Create a "voting booth" or designate a private space in the classroom and place a ballot box inside it.

Photocopy the "I Voted!" blackline so that each child gets one star.

Day Five

Generate a "Color by Word" practice page for **Week 9**.



Day 1

I am so excited to learn how to read. I practiced online at Starfall.com last night!

Your friend,

Backpack Bear 🐻

Day 2

I wonder who the first president of the United States was. Do you know?

Your friend,

Backpack Bear 🐻

Day 3

I wish I could have met George Washington. He was a very brave citizen.

From,

Backpack Bear 🐻

Day 4

I loved learning about Abraham Lincoln. He showed respect for the people.

Love,

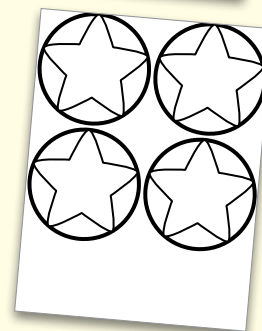
Backpack Bear 🐻

Day 5

Voting was so much fun! I hope we can do that again one day.

Your pal,

Backpack Bear 🐻



DAY One

DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>L&W, p. 32</p> <p>Onsets/rimes</p> <p>Dd /d/</p> <p>HF Word: said</p> <p>Quotation Marks</p> 	<p>L&W, p. 33</p> <p>Ending sounds</p> <p>HF Words:</p> <p>with, come, to</p> <p>Comprehension Skills:</p> <p>Cause/Effect</p> <p>Inference</p> <p>Identify Genre, nonfiction</p> 
<p>Computer</p>	<p><i>It's Fun to Read: All About Me</i> (all sections)</p> <p>"Calendar"</p>	<p><i>BpB's Books: Rows 5, 6, 7</i></p> <p>ABCs: Bb, Dd, Nn, Uu</p>
<p>Activity</p>	<p>Read HF words</p>	<p>Play dough: <i>Bb, Dd, Ll, Rr, Tt, Nn</i></p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p> <p>Concept Development</p>	<p>"Letter March Song Dd"</p> <p>"Dd Dinosaur Rhyme"</p> <p>Vocabulary: Mayor, governor, president</p> <p>Speak in complete sentences</p>	<p><i>George Washington and the General's Dog</i></p> <p><i>Get to Know George Washington Poster</i></p> <p>"Dd Dinosaur Rhyme"</p> <p>Good citizen</p> <p>Vocabulary: Hero, honest, brave, respect</p>
<p>Writing</p>		
<p>Social Studies</p>	<p>Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events</p>	<p>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. Know the triumphs in American legends and historical accounts</p>
<p>Science</p>		

DAY Three

L&W, p. 34

"See it! Say it!
Spell it!"

Ff /f/

Comprehension Skill:

Compare/Contrast

Come Vote with Me



DAY Four

L&W, p. 35

Initial and final
/f/

Comprehension Skills:

Cause/Effect

Draw conclusions

Comprehension Strategy:

Open discussion



DAY Five

L&W, p. 36

Rhyming

Comprehension Skills:

Classify/Categorize

Compare/Contrast

Inference

Comprehension Strategy:

Open discussion



<p>ABCs: Ff, Dd, Tt <i>BpB's Books: Concepts: "A-Machine", "I-Machine"</i></p>	<p><i>BpB's Books: Row 8, "Come Vote with Me"</i> ABCs: Any introduced letters</p>	<p>Starfall Free Day 1 "Starfall Speedway" with beginning sounds 2 "Concentration" with HF words 3</p>
<p>Picture-Sound Cut and Paste Ff /f/ and Dd /d/ practice pages</p>	<p>Sequence <i>Come Vote with Me</i></p>	<p>Sequence <i>Come Vote with Me</i> 4</p>
<p><i>Get to Know Abraham Lincoln Poster</i> <i>Get to Know George Washington Poster</i> "Ff Fish Rhyme" "Letter March Song Ff" Vocabulary: Plow, slave, law, market</p>		<p>"Color by Word" for Week 9 5 Draw Washington and Lincoln 6 <i>George Washington and the General's Dog</i> "A Hunting We Will Go" United States map Washington / Lincoln Posters</p>
	<p>Write about voting choices and the reasons for their decision</p>	
<p>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. Know the triumphs in American legends and historical accounts</p>	<p>Understand that being a good citizen involves acting in certain ways</p>	<p>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. Know the triumphs in American legends and historical accounts</p>

Phonemic Awareness Warm-Up

Materials

None

Segmenting Onsets and Rimes

Say: **Let's play a game. I'll say some sounds. You blend them together to make words. Listen: /s/ /at/. What is the word?** (sat)

Repeat for /g/ /arden/ garden, /t/ /ime/ time, /P/ /aul/ Paul.

Continue: **Let's play a different game. First I'll say a word, then I'll say the beginning sound. You say the rest of the word. Ready?**

mom /m/ (/om/)	cart /k/ (/art/)	name /n/ (/ame/)	tiger /t/ (iger)	ball /b/ (/all/)	night /n/ (/ight/)
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Reading

Identify, blend and segment onset and rime

1

Our Leaders

Say: **All communities or groups have leaders who take care of them, make rules or laws, and help them make good choices. Who is the leader of your family? (parents) classroom? (teacher) school? (principal)**

Display the four bowls and review the communities to which we belong: *home, community (town/city), state, country.*

Explain that adults vote to elect the people who will be their leaders and who will help make the rules and laws.

As you discuss each leader below, indicate the bowl related to that level of government, and place the Vocabulary Word Card and leader's picture near it.

mayor	Our town/city of _____ is a larger community than our families. The people in the city/town elect or vote for a person to be the leader. We call that leader a <i>mayor</i> . Children repeat, <i>mayor</i> .
governor	Our town/city is part of an even larger community. It is part of a state called _____. People in our state vote for a leader. We call that leader the <i>governor</i> . Children repeat, <i>governor</i> . If we have 50 different states, how many governors do we have? (50)
president	The 50 states are joined or united together to form our country, the United States of America. People in the 50 states can vote for one leader. We call that leader the <i>president</i> . Children repeat, <i>president</i> .

Materials

- Four bowls labeled *Home, Community, State, Country* from **Week 7**
- Photos of the current mayor, governor, and president
- Vocabulary Word Cards: *mayor, governor, president*

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Social Studies

Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events

Explain that the president is elected by the citizens of our country, and is responsible to all the people of the United States. He or she must try to make good decisions to lead our country. Children should understand that:

- when a president is elected, he or she doesn't stay the president forever. No one can be president for more than eight years.
- it is important for the president to make good choices.
- all of the adults who live in our country can decide who they want as the president by voting on Election Day.
- the person who receives the most votes is elected as president of the United States of America.
- the name of our president is (current president).

2

Introduce Quotation Marks and High-Frequency Word: *said*

Materials

- Chart paper/marker
- Starfall Dictionaries

Say: **Think about something you can do well. I will write what you say on this chart paper. I'll begin. *I can swim.***

- Print: *(your name) said, I can swim.*
- Say the words as you print.
- Do not add quotation marks.

Ask: **If you wanted to put a painting on the wall where everyone could see it, what would you put around it? (a frame) Yes, a frame sets a picture apart and makes it look special.**

Read the sentence to the children. Say: **Look at my sentence. The words *I can swim* are special words because they are the exact words I said. I want to put them in a 'frame' because I want them to look special. When a reader sees them, he or she will know that the words in the 'frame' are my exact words.**

- Place quotation marks.
- Explain that the marks you just made are called *quotation marks*. As you say *quotation marks*, hold up your hands with your fingers in a v-shape and make the quotation gesture.
- Children repeat, *quotation marks*, and make the gesture.

Say: **When we write, we use quotation marks to frame the exact words we said.**

Children dictate sentences using the sentence stem *I can*.

- Write the sentences on the chart paper as above. From time to time, write the child's name and *said* at the end of the sentence so children understand that *(child's name) said* can appear at the beginning or the end of the sentence.
- As you place the quotation marks in the sentences, children make the quotation gesture and say, *quotation marks*.

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Communicate effectively when sharing ideas

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



Once all the sentences have been dictated, reread the list together.

Say: **Not only did we learn about quotation marks, we also used a new high-frequency word in each of these sentences. Do you know what it is? It is the word *said*.**

Children circle *said* in their sentences.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- “Calendar”
- *It’s Fun to Read: All About Me* (all sections)

High-Frequency Words

Place all High-Frequency Words Cards face-down in a stack. A child reveals the first card, reads it, then chooses a volunteer to select the next card.

Materials

- All High-Frequency Word Cards introduced in Weeks 1-8

3

Introduce Dd /d/

Step One

Introduce /d/ in the initial position

Read the rhyme “Dd Dinosaur” on page 11 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*around, ground*)



Display the Picture Card *dinosaur*. Say: **This is a picture of a *dinosaur*. Say, *dinosaur*. The word *dino* the sound /d/. Watch my mouth: /d/. Now you say /d/. The words *dizzy, daring, dinosaur, danced* and *down* begin with the same sound: /d/.** (Children repeat: /d/.) **I will read the rhyme again. Listen for the sound /d/ in the rhyme.** Read the rhyme again, then repeat it in unison.

Materials

- Picture Card: *dinosaur*
- Letter Cards: *D* and *d*
- Wall Card: *Dinosaur* /d/
- ABC Rhyme Book*
- L&W*, p. 32
- Pencils/crayons

Dd Dinosaur

*A dizzy, daring dinosaur
Danced all around.
He jumped up,
Turned around,
And fell down on the ground.*

Step Two

Discriminate /d/ in the initial position

Say: **I will say some words. If you hear /d/ at the beginning of a word, pretend to be dinosaurs. If not, stand very still! Ready?**

desk	doll	gum	hat	down
------	------	-----	-----	------

Reading

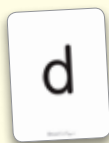
Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Step Three Connect /d/ to the spelling Dd

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



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

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

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

dance	dip	bug	dish	dog
-------	-----	-----	------	-----



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

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

Step Four Introduce /d/ in the final position

Ask the riddle:

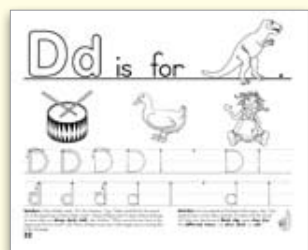
sad	I am the opposite of happy. What am I?
------------	--

Children stand. Emphasize the final sound as you say the following words. Children repeat each word after you. If they hear /d/ at the end, they take one step backward.

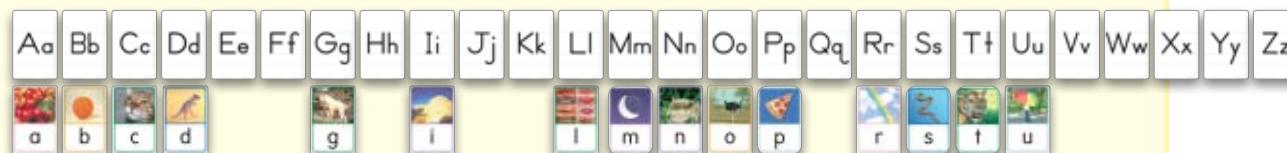
had	heart	bell	child	gold
-----	-------	------	-------	------

Step Five Listening & Writing, Page 32

Complete L&W, p. 32 as with similar pages.



Display the Wall Card at the end of the lesson.



Phonemic Awareness Warm-Up

Materials

- Picture Cards: *bell, cub, gum, jet, moon, nine, nut, queen, zip*
- Whiteboards/markers

Final Sounds

Say: **I will show you a picture. We'll say the name of the picture together and then you will write the sound you hear at the end. Let's try one together.** Show the Picture Card *bell* and name it as a group. Ask: **What sound do you hear at the end of *bell*? /l/** Write an **/** on your whiteboard and hold it up.

Repeat for:

moon	jet	nut	queen	gum	cub	zip	nine
------	-----	-----	-------	-----	-----	-----	------

Reading

Distinguish final phonemes in words



1

Reading

Read simple one-syllable and high-frequency words

Introduce High-Frequency Words: *with, come, to*

On the board, print: *He said to me, "Come with me. We can run!"*

Read it to the class. Then read the sentence again together.

Explain that there are three kinds of words in this sentence. There are high-frequency words which the children have learned, high-frequency words they haven't yet learned, and a decodable word.

Point to *run*. Say: **This is the decodable word.** Decode *run*. Ask a volunteer to circle *run* in the sentence.

Volunteers identify and circle the previously introduced high-frequency words (*he, said, can, you, me*) in the sentence.

Ask: **Who can put a line under a word we have not yet learned?** Volunteers underline: *to, come, with*. Say the words as they are underlined and have the children repeat them.

Distribute three index cards to each child.

Write *come* on the board under the sentence. Say: **This is the word *come*. Say, *come*. Who can use *come* in a sentence?** Volunteers respond. **Write *come* on one of your index cards.** (Encourage children to write in large letters.) Repeat using *with* and *to*.

Say: **Listen carefully. I'll say one of the words. You hold up the index card with that word written on it. Ready?** Say the words *come, with, and to* in random order several times.

Divide the class into groups of four. Children take turns flashing their index cards to their groups.

Gather everyone back together and demonstrate writing *come, with, and to* in your own dictionary.

Materials

- Three index cards per child
- Pencils
- Starfall Dictionaries

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



2

Listening and Writing, Page 33

Read “Dd Dinosaur” from the *ABC Rhyme Book*, page 11. Children echo each line of the rhyme after you.

Children stand. Say: **Listen to the rhyme again. When you hear a word beginning with the sound /d/, take one step forward.**

Take one step forward when you say the word *forward* to demonstrate its meaning. Read the rhyme. Children step forward for *daring, dizzy, dinosaur, danced*, and *down*.

Say: **This time listen for words that have the sound /d/ at the end. When you hear a word with the sound /d/ at the end, take one step backward.** Take one step backward when you say the word *backward* to demonstrate its meaning. Read the rhyme. Children step backward for *danced, around, and, turned*, and *ground*.

Ask: **What did you notice about the word *danced*?** (It begins and ends with the sound /d/.)

Write lowercase *b* and *d* on the board and name them. Say: **Sometimes these letters confuse us. How are these letters the same? How are they different?** Demonstrate the difference in the formation of these letters according to your handwriting style. Children skywrite *b* and *d*.

Complete *L&W*, p. 33.

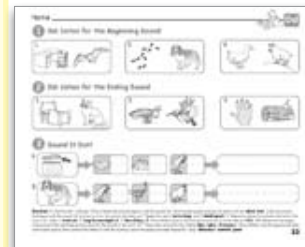
Children think of additional words that begin with the sound /d/. Write them on the board as they are given. Accept nonsense words. When the list is complete, read each word as a volunteer circles the letters *D* and *d*.

Materials

- ABC Rhyme Book*
- Classroom whiteboard
- L&W*, p. 33
- Pencils/crayons
- Chart paper/marker

Reading

Distinguish initial and final phonemes in words



Computer

- ABCs: Bb, Dd, Nn, Uu
- *Backpack Bear's Books*: Rows 5, 6, 7

Practice

Activity

Children form letters of the alphabet with play dough.

Materials

- Play dough
- Letter Cards: *Bb, Dd, Ll, Rr, Tt, Nn*

Technology

Use technology resources to support learning

Writing

Write lowercase letters of the alphabet independently

3

Introduce *George Washington and the General's Dog*

Materials

- Picture of current president
- Get to Know George Washington* Poster
- George Washington and the General's Dog* by Frank Murphy
- Vocabulary Word Cards: *hero, honest, brave, respect*

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Identify the purpose of nonfictional text

Relate new vocabulary to prior knowledge

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin

Display a photo of the current president. Say: **This is President (current president). He (or she) is the leader of the United States of America. Long ago when our country was formed, we needed a leader. The people voted and elected George Washington as the first president of our country.** Display the *Get to Know George Washington* Poster. Read the narrative on the back.

Display *George Washington and the General's Dog*. Say: **Here is a story about George Washington. The title is *George Washington and the General's Dog*. It was written by Frank Murphy and it is a nonfiction, or true, story! The events in this story took place more than 200 years ago.**

Picture-walk through the book and discuss the way people dressed, lived, and traveled during this time period.

Before reading, review the meaning of *cause and effect* and discuss examples (such as one *effect* of rain is that it *causes* things to get wet).

Say: **As you listen to the story, think about how George Washington's love for dogs was the *cause* of some other things that happened.**

Read the book. Introduce the vocabulary words as they occur:

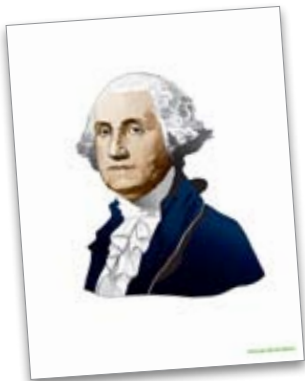
hero	a person who is admired and is a model for others
honest	telling the truth and doing the right thing
brave	not showing fear or not being afraid to do something hard
respect	to look up to someone and treat them kindly

Ask: **What happened in the story because George Washington chose to return the dog, or what *effects* did his action cause?**

Each time children respond, affirm: **Yes, that was an effect of George Washington's actions.** Responses may include:

- General Howe got his dog back.
- Enemies began to like George Washington.
- France sent him seven dogs.
- Spain sent him a mule.
- The American people loved him.

Say: **George Washington was brave, honest, and a good citizen. What events in the story help us know this?** Discuss.



Phonemic Awareness / Phonics Warm-Up

Introduce "See It! Say It! Spell It!"

Say: **Today we will play a spelling game called "See It! Say It! Spell It!"**

To play:

- **See it**—Hold up the High-Frequency Word Card *at*. Children say *at* and count the letters in the word. They look carefully at how the word is spelled. Place the Word Card behind your back.
- **Say it**—Children sound out each letter and say the word, /a/ /t/ *at*.
- **Spell it**—Children write the word on their whiteboards. Display the Word Card so they can check their spelling.

Repeat for: *am, an, in, it, on* and *up*. Note which children have difficulty and work with them individually at a later time.

Materials

- Whiteboards/markers
- High-Frequency Word Cards: *at, am, an, in, it, on, up*

Reading

Distinguish initial, medial and/or final phonemes in words

1

Introduce Ff /f/

Step One Introduce /f/ in the initial position

Read the rhyme "Ff Fish" from the *ABC Rhyme Book* page 15.
Ask: **What words in the poem rhyme?** (*me, sea*)



Display the Picture Card *fish*. Say: **This is a picture of a fish. Say, fish. The word fish begins with the sound /f/. Watch my mouth: /f/. Now you say /f/. I will read the rhyme again. Listen for words that begin with the sound /f/.** Read the rhyme again.

Ask: **What words began with the sound /f/?** *funny, fish, flitting, floating, flipping, fins, frolicking, freely*

Materials

- Picture Card: *fish*
- Letter Cards: *F* and *f*
- Wall Card: *Fish /f/*
- ABC Rhyme Book*
- L&W*, p. 34
- Pencils/crayons

Ff Fish

*Funny little clown fish,
Looking out at me.
Flitting, floating, flipping fins,
Frolicking freely in the sea.*

Reading

Recognize and produce words that rhyme

Distinguish initial, final and/or medial phonemes in words

Writing

Write lowercase letters of the alphabet independently

Step Two Discriminate /f/ in the initial position

Children stand. Say: **I will say some words. If you hear /f/ at the beginning of a word, pretend to be fish. If not, stand very still! Ready?**

fingers

wasp

fork

fire

green

Step Three Connect /f/ to the spelling Ff

Teach children the ASL sign for *Ff*. Children sing "The Letter March" with the ASL sign for *f* and sound /f/.





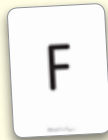
Display the Letter Card *f*. Say: **This is the lowercase letter *f*. The letter *f* stands for the sound /f/. Each time I touch the letter *f*, say, /f/.**

Touch *f* several times.

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

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

face	elbow	feet	flag	drink
------	-------	------	------	-------



Display the Letter Card *F*. Say: **This is the uppercase letter *F*. The uppercase letter *F* and the lowercase letter *f* stand for the sound /f/.** A volunteer

locates *Ff* on the Alphabet Chart. Ask: **Are the letters *F* and *f* near the beginning, middle, or end of the alphabet?** (beginning)

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

Step Four Introduce /f/ in the final position

Ask the riddle:

leaf	I grow on a tree. Sometimes I fall off the tree. What am I?
-------------	---

Children stand. Emphasize the final sound as you say the following words. Children repeat each word. If they hear /f/ at the end, they take one step backward.

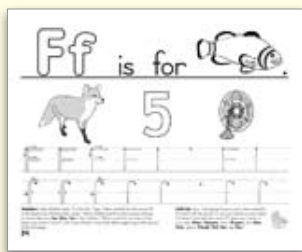
wolf	park	muff	time	roof	stuff
------	------	------	------	------	-------

Step Five Listening & Writing, Page 34

Complete *L&W*, p. 34 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	d		f	g		i		l	m	n	o	p		r	s	t	u						

The sound /f/ does not exist in Tagalog. Be sure to emphasize this sound for children who speak Tagalog. **ELD**

2

Introduce *Come Vote with Me*

Write *red* and *blue* side by side on the board using corresponding colors. Point to the words; children read *red, blue*.

Say: **We are going to vote to see which color the class likes best.** Say *red* and children stand if *red* is their favorite of the two colors. Make tally marks under the word *red* for each child standing. Repeat for *blue*. Compare the results and declare a winner!

Explain that what the children just experienced is similar to when adults vote for those they think will be best for jobs like mayor, governor, and president.

Display *Come Vote with Me* Cover Card.

- Children discuss the cover illustration.
- Explain that this story will show us how adults vote for a mayor, governor, and president of the United States.
- Read and discuss each sentence as it is placed in the pocket chart.
- After all sentences are placed, read the story together.

Distribute *Come Vote with Me* books. Say: **We will read this story again using our books.** Discuss the use of quotation marks as you read the story.

Write: *come, said, to, with* on the board side by side. Say: **These are the new high-frequency words used in this story.** Read them together: *come, said, to, with.* **We will use tally marks to see which word is used most often in this story.**

- Read the title together.
- Volunteers make tally marks under the appropriate word(s) when found.
- Repeat for each page.
- Count and determine the word used most often and least often (*come* 3; *with* 4; *to* 1; *said* 5).

Children partner read *Come Vote with Me*.

Materials

- Classroom whiteboard
- Red and blue whiteboard markers
- Come Vote with Me* Predecodable Book 8 for each child
- Come Vote with Me* Sentence Strips and Cover Card
- Pocket chart

Reading

Read simple one-syllable and high-frequency words



Computer

Practice

Technology

Use technology resources to support learning

- BpB Books: Concepts “A-Machine,” “I-Machine”
- ABCs: Ff, Dd, Tt

Activity

Children classify pictures by beginning sounds. They:

- write their names on their papers.
- trace over the letters *Ff* and *Dd*.
- cut apart the pictures at the bottom of the page and glue them in the appropriate boxes, then color the pictures.

Materials

- “Picture-Sound” practice page: *Ff/f/* and *Dd/d/* for each child
- Pencils/crayons
- Scissors/glue

Reading

Distinguish initial phonemes in words



3

Introduce Abraham Lincoln

Display the *Get to Know George Washington Poster*. Ask: **What do you remember about George Washington?** (Discuss) **This week we will learn about another important American citizen who was also a president.**

Display the *Get to Know Abraham Lincoln Poster*. Say: **This is Abraham Lincoln. He was also a president of the United States.** Read the narrative on the back of the poster.

Display the cards that depict Abraham Lincoln at different ages. Explain that these pictures show how Abraham Lincoln might have looked as a very young child, an older child, a young adult, and an adult.

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- Vocabulary Word Cards: *plow, slave, market, law*
- Four Lincoln Picture Cards

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin

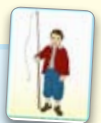
Young Child

Remind children that Abraham Lincoln lived on a farm. Tell them he went to school in a one-room schoolhouse. Reiterate that he was not able to go to school often and he taught himself to read.



Older Child

Abraham Lincoln loved books and would often read while doing chores like plowing the fields. To *plow* is to cut, lift, and turn over soil.



Lincoln traveled to New Orleans and saw a slave market. A *slave* is a person owned by another person who controls them. A *market* is a place where people meet to buy and sell. Slaves were sold at the market and often were separated from their families.

Young Adult

When Abraham Lincoln was older, he took a steamboat to New Salem, Illinois. He got a job as a worker in a store.



A man came into the store to sell him a barrel. Abraham Lincoln bought the barrel to sell in his store. Later that day, when he opened the barrel, he found something that changed his life! (Children guess what he found.) He found a book about law. A *law* is a rule.

Abraham Lincoln read the book and decided to become a lawyer and help people understand the law. Lincoln did become a lawyer, but wanted to do even more to help people. He decided to help write new laws and change the laws that were unfair.

Adult

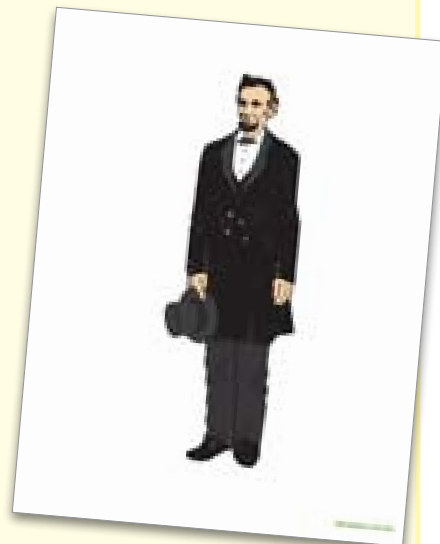
Lincoln decided he wanted to become the president of the United States of America. He knew slavery was wrong, and he thought as president he could help write new laws or rules to stop slavery. In 1860, Abraham Lincoln was chosen as our country's 16th president.



Partner children to discuss what they just learned about Abraham Lincoln. Share responses.

Say: **President Abraham Lincoln had a hard time convincing the country it was the right thing to do to change the rule about selling slaves. The people who lived in the South bought and sold slaves. They wanted to continue. They were very angry and a war started. Abraham Lincoln led the country during a war just as George Washington did. Finally, President Lincoln and the people were able to end the war and make a new law that all slaves were to be freed and people were never to be bought or sold again.**

Discuss whether Abraham Lincoln was a hero and why.



Materials

- Two chairs
- Backpack Bear
- L&W, p. 35
- Pencils/crayons

Listening and Writing, Page 35

Sing the Letter March Song using the sound /f/ and the ASL sign Ff.

Say: **We're going to listen to some words and decide whether we hear the sound /f/ at the beginning or the end of the words.**

- Place two chairs in the front of the room with some space between them.
- Designate the first chair as the beginning sound and the second as the final sound.
- Explain that you will say a word, then choose a volunteer to sit in the chair which represents where the sound /f/ is heard in the word.

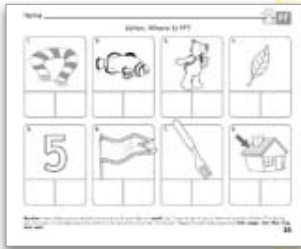
Say: **We'll do a practice one. Backpack Bear will be our volunteer! Listen: wolf.** Backpack Bear asks you to place him in the second chair because he heard the sound /f/ at the end of the word *wolf*. Children verify whether or not Backpack Bear is correct. Backpack Bear chooses the next volunteer.

Repeat for: *scarf, fish, cough, leaf, five, flag, fork, roof.*

Distribute L&W, p. 35. Ask: **What do you notice about the words on this page?** (same words) **Pretend the first box is like our first chair and the next box is like our second chair. You will write the letter f in the box that shows where you hear the sound.** Children work as a group, in partners, or independently to complete this page.

Reading

Distinguish initial and final phonemes in words



1

Voting

Navigate to *Backpack Bear's Books*: Row 8, "Come Vote with Me." Children read and interact with the online story.

Say: **It would be fun to have an election in our classroom! Today you can vote to decide which special activity we will do after Computer/Activity time. Before we vote, we need to know our choices. Who has an idea for an activity we might do during our last session today?**

List ideas from the class on the board. Consider suggesting activities such as free play, outside play, a classroom game, a special (prearranged) snack, etc. Narrow the list to three choices. Volunteers tell why they might vote for a specific one. Explain that it is important to think about the reasons for your choice before deciding.

Give each child an index card. Each child "votes" by copying his or her choice onto the card. When finished, children go to the "voting booth" and place their ballots in the box.

Three volunteers stand in the front of the room to tally the votes. Assign each volun-

Materials

- Voting booth and box
- Index card for each child
- Pencils
- "I Voted!" star for each child
- Scissors
- Safety pin for each child (optional)

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Social Studies

Understand that being a good citizen involves acting in certain ways

Technology

Use technology resources to support learning

teer one of the choices. As you read the votes, the volunteer for that choice places a tally mark beneath it. Count and declare the winning choice!

Children understand that part of being a good citizen is working together to make good decisions.

Say: **When your parents vote, they receive a special sticker that says, *I voted*.** (Print *I voted!* on the board.) Distribute the star printouts. Say: **We can make special signs that tell everyone we voted.** Children write their names on their stars and copy: *I voted*, then decorate their stars and cut them out. Use safety pins to affix the stars to the children's shirts.



2

Write about Voting Choices

Discuss the children's voting experience from **Session 1**.

Explain to the children that voters have the right not to share their decisions with others, but if they would like, volunteers may feel free to share their choices and how they made their decisions. Children may also share whether or not their choices won the election.

Children write about their choices and the reasons for them, then illustrate. As children write, circulate to assist and do adult writing. Children who finish early share their writings and illustrations with each other.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Star Writer Melodies*

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Computer

Practice

- *Backpack Bear's Books*: Row 8
- *ABCs*: Any previously introduced letter

Sequence *Come Vote with Me*

Children sequence the book *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order.

Materials

- Come Vote with Me* for each child
- Come Vote with Me* Sentence Strips, Cover Card, 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

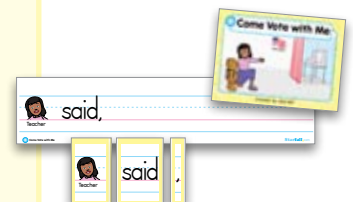
3

Voting Decision Activity

Review the voting process used to determine the special activity. Discuss how sometimes when we vote, our choice doesn't win. As good citizens, we support the decision that was made in the election, and must wait for the next election to make a change in leadership. Children engage in the activity that received the most votes!

Materials

- None



Phonemic Awareness Warm-Up

Materials

- Sing-Along Track 1

Rhyming

Say: Here is a silly song called *A Hunting We Will Go*. Listen for the rhyming words in the song. Play Sing-Along Track 1, "A Hunting We Will Go." Listen as I read the words to the song. Raise your hand if you hear any words that rhyme.

fox / box	We'll catch a fox and put him in a box.
fish / dish	We'll catch a fish and put him on a dish.
bear / hair	We'll catch a bear and cut his hair.
pig / jig	We'll catch a pig and dance a jig.

A Hunting We Will Go

A hunting we will go,
 A hunting we will go.
 We'll catch a fox and put him in a box,
 And then we'll let him go.
 We'll catch a fish and put him on a dish...
 We'll catch a bear and cut his hair...
 We'll catch a pig and dance a jig...
 And then we'll let him go.

Gather children in a circle. They hold hands and move around clockwise. Children stop for the lines listed above and move again as you sing the rest of the song.

1

Listening and Writing, Page 36, Rhyming Words

Materials

- Picture Cards: bug, dig, dog, fin, log, mad, mug, pig, pin, sad
- Pocket chart
- L&W, p. 36
- Pencils/crayons

Distribute L&W, p. 36.

Place the Picture Cards *dog* and *log* in the pocket chart. Name the pictures. Children repeat.

Ask: **What do you notice about the words *dog* and *log*?** (They rhyme.)

Ask: **What sound do you hear at the end of *dog* and *log*?** (g) **Look at your Listening & Writing page. Point to the *dog*. Say /d/ /o/ /g/ *dog*. Trace over the letters that spell *dog*. Point to the *log*. Say /l/ /o/ /g/ *log*. What letter is missing?** (g) **Trace over the letters in *log* and add the missing letter, g.**

Say: ***dog, log***. (Children repeat, *dog, log*.) **They rhyme!** Complete the page as above for each rhyming pair.



Reading

Recognize words that rhyme

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

Match consonant and short-vowel sounds to appropriate letters



Computer

1

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

Technology

Use technology resources to support learning

"Starfall Speedway"

2

Children advance by naming the beginning sound of the picture on the card they've drawn.

Materials

- Picture Cards: bat, bag, bib, bun, bus, can, cap, cot, cub, fan, gum, lips, man, map, mop, nut, pan, pop, run, rat, rib, sub, sun, top, tub, up



Reading

Read simple one-syllable and high-frequency words

"Concentration"

3

Children play "Concentration" matching high-frequency words.

Materials

- High-Frequency Word Cards: your choice, two of each

Reading

Read simple one-syllable and high-frequency words

Sequence *Come Vote with Me*

4

Children sequence *Come Vote with Me* by placing the Sentence Strips and individual Word Cards in story order.

Materials

- Come Vote with Me* Predecodable Book 8 for each child
- Come Vote with Me* Sentence Strips, Cover Card, Word Cards
- Pocket chart

Reading

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



Reading

Read simple one-syllable and high-frequency words

"Color by Word"

Children complete the "Color by Word" practice page to review high-frequency words.

Materials

- "Color by Word" practice page for **Week 9**
- Pencils/crayons

5

Writing

Use letters and phonetically spelled words to label items

Draw a picture of Washington and Lincoln

Children:

- fold their drawing paper in half vertically.
- copy the words *George Washington* on the left; *Abraham Lincoln* on the right.
- draw a picture of each.

Children take their pictures home and convey to their parents what they learned about these presidents.

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- Drawing paper
- Pencils/crayons
- Word Cards: *George Washington, Abraham Lincoln*

6

2

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore

Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin

Compare Washington and Lincoln

Display the *Get to Know George Washington Poster*. Children partner to discuss what they have learned about George Washington, then share their responses.

Say: **George Washington was a good citizen. He is so important in our country's history that we honor him by putting his picture on our coins and bills.**

Inform the children that countries often picture important people or famous places on their money. George Washington's face is on the one dollar bill and the quarter.

Divide the class into five groups. Distribute a one dollar bill and a quarter to each group. Children take turns looking at the pictures of George Washington.

Gather the children. Display the *Get to Know Abraham Lincoln Poster*. Children partner to discuss what they learned about Abraham Lincoln, then share their responses.

Explain that Abraham Lincoln is also pictured on the five dollar bill, as well as on a coin. Divide the class into five groups. Distribute a penny to each group to examine.

Materials

- Get to Know George Washington Poster*
- Get to Know Abraham Lincoln Poster*
- 5 U.S. one dollar bills
- 5 U.S. quarters
- 5 U.S. pennies
- George Washington and the General's Dog*
- United States map

Discuss the ways in which George Washington and Abraham Lincoln were similar:

- Presidents of the U.S.A.
- Brave and honest
- Leaders
- Fought in battles for freedom
- Tried to do what was right and fair
- Heroes because they helped others

Ask:

Washington	Who was the first president of the United States, George Washington or Abraham Lincoln?
returned the dog	What did Washington do to show he respected others, even his enemy?
helped free slaves	What did Abraham Lincoln do to help our country?
Answers will vary.	Why do you think freeing the slaves was important to Abraham Lincoln?
current president	Who is the president of the United States today?
Answers will vary.	What do you think (current president) could learn from George Washington or Abraham Lincoln?

Discuss the significance of citizens of the United States being able to choose (or vote) for the person who will become the president. Children should understand that by being able to vote, the people of our country are able to choose their leader. This means they can choose someone they can trust, who is respectful of others, and who will make good decisions.



