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

Welcome to Kindergarten!

Unit 1 – Week 1

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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Frequently Asked Questions

Why is it important to use the suggested "Ongoing Routines" outlined in the* Read Me First*?

These daily routines reinforce language arts, science, social studies, and math. They establish, review, and integrate concepts, such as months of the year, days of the week, weather, and personal responsibility. Establishing these ongoing routines early in the year will ultimately make concepts introduced in the lesson plans easier.

Why are children asked to write letters before they learn to form them properly?

Children come to school with diverse levels of small motor/eye-hand coordination. There should be no expectation that they perfectly form letters, or even write letters on the lines! Although letter-formation guides appear on pages within *Listening and Writing*, the book's instructional focus is letter/sound relationships. As children become able to properly form letters, generate one of the many practice pages dedicated to this skill.

Why are so many letters, sounds, and high-frequency words introduced so early in the year?

We introduce letters, sounds, and high-frequency words early to ensure that children have ample practice and review with these foundational skills before expected mastery by year's end.

Children enter kindergarten with different levels of preparedness. For example, many have familiarity with beginning sounds. As a result, introducing this skill will seem "appropriate" because children have the background knowledge to understand it. Distinguishing final sounds or recognizing high-frequency words, on the other hand, will be skills to which many will be unaccustomed. For most children you will establish their fundamental understanding of this concept. Expect to see blank faces at first!

No need to worry, review and practice is fundamental to the lesson plans and practice materials.

It seems like a lot to ask for kindergarten children to write words in a dictionary. Why is this introduced so early?

We agree, it is a lot to ask! However, the Starfall Dictionary is an essential and meaningful practice tool, and as such, must be introduced early.

Children use their dictionaries to:

- organize and reference information alphabetically.
- meaningfully review high-frequency words.
- assist them during writing.

We acknowledge that some children will struggle to write within the prescribed lines of their dictionaries initially. If children do not demonstrate the necessary motor skills to copy words from the board into their dictionaries, we encourage you to choose one of the following methods:

- Dot the words in advance for them to trace.
- Write the words in their books using a highlighter. Children then trace inside the highlighted area to form the words.

Periodically review the children's dictionaries and, if necessary, rewrite the high-frequency words correctly. This is especially important at the beginning of the year, so that when children reference the words in their dictionaries, they are written correctly.

This process will be time consuming at first. Rest assured, the benefits will outweigh the initial frustration! As with any new skill, practice (and lots of it) makes perfect!

I am truly amazed as to what this program has done for my children. When I began, I was really very apprehensive and unsure and now that we are here on Week 30, I am so thrilled. All my children are reading and writing. I would have never been able to say that in years past.

—Pittsfield, Massachusetts

Reading Research

Can I write the words on the board when doing phonemic awareness activities to give children visual clues?

Research indicates a strong relationship between early phonemic awareness (the ability to identify, hear, and manipulate the smallest speech sounds) and later reading success. It is important that you conduct the short, daily, oral "Phonemic Awareness Warm-Up" independent of letters or words so as not to distract from the speech sounds.

Lack of phonemic awareness seems to be a major obstacle for some children in learning to read(1,2). When delivering phonemic awareness instruction it is more effective to be explicit than implicit(3). Our brief, daily, explicit Phonemic Awareness Warm-Up focuses purely on cultivating the children's awareness of spoken sounds through explanation, demonstration, and practice. Phonemic Awareness topics are broken down into small parts and taught individually all year long.

In a study with kindergarten children by Ball and Blachman(4), seven weeks of explicit instruction in phonemic awareness, combined with explicit instruction in letter/sound correspondences, was more effective than instruction in letter/sound correspondences alone and more effective than other language related activities conducted by the control group.

In summary, by developing the children's awareness of the individual sounds in our spoken language, you ensure that they are prepared to map those sounds to letters.

(1) Vellutino, F.R., Scanlon, D.M. (1987b). "Linguistic coding and reading ability," *Advances in Applied Psycholinguistics* (1-69). New York: Cambridge University Press.

(2) Wagner, R., Torgesen, J. (1987). "The nature of phonological processing and its causal role in the acquisition of reading skills," *Psychological Bulletin*, 101, 192-212.

(3) Cunningham, A.E. (1990). "Explicit versus implicit instruction in phonological awareness," *Journal of Experimental Child Psychology*, 50-, 429-444.

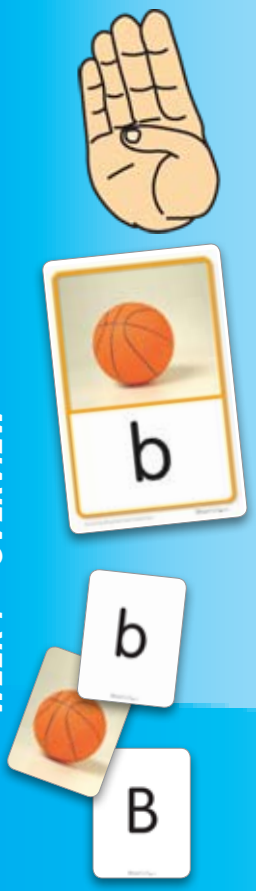
(4) Ball, E.W., Blachman, B.A. (1991). "Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling?", *Reading Research Quarterly*, 26(1), 49-66.

Week 1 Overview

Making Friends

Welcome to school! Children will spend this week getting oriented to classroom routines, schedules, and most importantly, each other! Children will help Backpack Bear overcome common anxieties in the first week of school. This week we will:

- learn about the alphabet.
- learn about Bb /b/.
- identify rhyming words.



Literature Selections

The Kissing Hand—Audrey Penn started taking ballet to control the pain from juvenile rheumatoid arthritis. In spite of the pain, it was evident she had a gift. She performed as a ballerina with the New York City Ballet, National Ballet and the Stuttgart (Germany) Ballet. She wrote her first book, *Happy Apple Told Me*, when the pain from the arthritis prevented her from dancing.

Audrey Penn grew up and now lives her with her family in Maryland. Audrey's daughter felt worried about leaving home to attend kindergarten. Audrey observed a raccoon help her baby who seemed uneasy about separating from its mother. Inspired by the raccoon's behavior, Audrey kissed her daughter's hand and told her when she needed a kiss from Mommy to put her hand on her face.

Brown Bear, Brown Bear, What Do You See?—Bill Martin, Jr. (1916-2004) grew up in Kansas. He liked to tell stories and sing folk songs just like those he learned from listening to his grandmother.

Bill Martin, Jr. didn't write books in the usual way. He would tell a story softly to himself over and over until every word sounded just right. He wrote *Brown Bear, Brown Bear, What Do You See?* just like this while he was riding the Long Island Railroad. When he arrived at Penn Station, the story was finished and all the words had been written crossways on a newspaper.

Bill Martin, Jr. eventually moved to Texas. His favorite things were reading and writing books and chocolate ice cream.

Starfall Books & Other Media

Backpack Bear's *ABC Rhyme Book*

Sing-Along

Star Writer Melodies

Preparation

Each day, prepare Backpack Bear's message and place it in his backpack.

Generate and prepare Vocabulary Word Cards for **Week 1**. You will use *strange, cozy, interested,* and *lonely* on **Day 3** and *nocturnal* on **Day 5**.

Day One

- Hide Backpack Bear in your classroom, near a reading area, or on a bookshelf.
- Write a note "from your principal" stating there should be another child in the class and place it on your desk.
- Create a name card for each child, yourself and Backpack Bear. Write the first letter of each name in red and the rest of the name in black. You will use these cards throughout the year.

Day Two

None

Day Three

Generate a "Bb ABC Rhyme" practice page for each child to take home.

As part of the routine for introducing a new sound-spelling, children will sing "The Letter March" song with that letter's sound and ASL sign. Please:

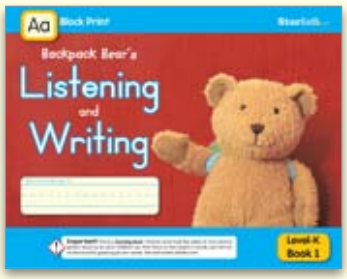
Vocabulary Word Cards

ABC Rhyme Practice Page

- memorize "The Letter March" song and teach it to your children.
- learn the ASL sign Bb (picture on facing page).

Day Four

Children encounter their *Listening & Writing* Books for the first time. If you have not already done so, write children's names on the front cover in permanent marker. They will reference your example when writing their own names.



Day Five

Familiarize yourself with the index and functionality of Backpack Bear's *ABC Rhymes* on *More.Starfall.com*: "ABC Rhymes," as you will demonstrate it in your classroom.

- Choose the "ball" icon to see the "Bb Ball" rhyme.
- Page 1—Listen to the rhyme read aloud.
- Page 2—Select words that begin with the focus sound.
- Page 3—Watch the letter's formation.

Day 1

Hi! My name is Backpack Bear. I want to learn how to read. May I join your kindergarten class?
Your new friend,
Backpack Bear

Day 2

I brought a surprise, my favorite book. Could we read it? I put it on (your name) desk!
Your friend,
Backpack Bear

Day 3

I was practicing Little Boy Blue. My name begins with the same sound as Boy and Blue! Bb is my favorite letter!
Backpack Bear

Day 4

We will get a special book today to help us learn about letters & sounds. I'm so excited!
Backpack Bear

Day 5

I rode the bus to school today. Do you know the sound at the beginning of bus?
Your new pal,
Backpack Bear

WEEK 1 —OVERVIEW

	DAY One	DAY Two
Reading Phonemic Awareness Phonics High-Frequency (HF) Words Print Concepts Comprehension Skills & Strategies	"Simon Says" Recognizing Names Title, author, and illustrator Top and Bottom Prediction	Alphabet Order Rhyming Words Prediction
Listening & Speaking Literature Rhymes, Poems & Songs Concept Development Vocabulary	*The Kissing Hand* "Mary Had a Little Lamb" "Backpack Is a Little Bear"	*Brown Bear, Brown Bear, What Do You See?* "Alphabet Song" "Little Boy Blue" *Backpack Bear's ABC Rhyme Book*
Writing	Children write their names and draw self portraits	
Social Studies		
Science		

DAY Three	DAY Four	DAY Five
Rhyming Words **Bb /b/** HF Words: **see** and **me** Introduce Starword Wall	*L&W*, p.1 Rhyming Words HF Words: *see, me*	Initial /b/ Recognizing Names
Brown Bear, Brown Bear, What Do You See? *The Kissing Hand* *ABC Rhyme Book* "One, Two, Buckle My Shoe" **Vocabulary** *strange, cozy, interested, lonely*	*Brown Bear, Brown Bear, What Do You See?* *The Kissing Hand* "Humpty Dumpty" Same, different, top, bottom	*More.Starfall.com:* "ABC Rhymes" *The Kissing Hand* "Wheels on the Bus" "Backpack Is a Little Bear" Daytime, nighttime **Vocabulary** *nocturnal*
	Animals given human characteristics	

Phonemic Awareness Warm-Up

"Simon Says"

Listening & Speaking

Listen carefully and understand directions for performing tasks

Say: **Let's play "Simon Says." I will say an action. Only do the action if I say "Simon says" first. Let's practice: Simon says, put your hands up in the air. Put your hands on top of your head.**

Observe the children and clarify as needed. Continue with other statements. Compliment the children on being good listeners who are ready for kindergarten!

1

Introduce Title and *The Kissing Hand* by Audrey Penn

Materials

- ☐ Picture Card: *lamb*
- ☐ *Sing-Along* Track 20
- ☐ *The Kissing Hand*

Listening & Speaking

Describe people, places, things, locations, and actions

Reading

Identify the title and cover of a book

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in text

Describe common objects and events in both general and specific language

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

Welcome the children to your classroom. Explain that they will do many interesting things and meet many interesting people this year. For the next few weeks they will learn about school. Soon they'll know all about being in kindergarten.

Display the picture of a lamb. Identify the picture and repeat the word, *lamb*. Explain that a lamb is a baby sheep. Children discuss the lamb's appearance.

Say: **Here is a song about a lamb that goes to school!** Play *Sing-ALong* Track 20: "Mary Had a Little Lamb". Children sing along.

- Discuss the feelings the lamb might have experienced on its first day of school.
- Children compare their own feelings on the first day of school to the lamb's feelings.

Mary Had a Little Lamb

Mary had a little lamb
Whose fleece was white as snow
And everywhere that Mary went
Her lamb was sure to go

It followed her to school one day
Which was against the rules
It made the children laugh and play
To see a lamb at school

Display *The Kissing Hand*. Say: **Here's a book about another animal's first day of school. This book is called *The Kissing Hand*. *The Kissing Hand* is the title of this book.**

Explain that the picture or illustration on the cover usually shows what a book is about. Children discuss the cover illustration, then tell you what they think the book will be about (raccoon).

Picture-walk through the book. Children discuss the illustrations on each page. Read the book aloud, then ask:

Nighttime	Did Chester go to school during the daytime or the nighttime?
Daytime	Do you think the lamb went to school during the daytime or the nighttime?

(variable)	Why is Chester afraid to go to school?
Kisses his hand, then tells him to put his hand on his cheek	What does his mother do to help keep him from being afraid?
Nighttime	You go to school during the daytime. When does Chester go to school?
Kissed her hand	What did Chester do for his mother when he got home?
	If you were going to tell your parents this story tonight, what would you tell them the story was about?

2

Introduce Backpack Bear

Materials

- ☐ Note "from your principal" placed on your desk
- ☐ Backpack Bear, hidden in your classroom
- ☐ Pocket chart
- ☐ Name cards for yourself, Backpack Bear, and each child
- ☐ Ball
- ☐ *Sing-Along* Track 5

Children sit in a circle on the floor near a pocket chart. Give children their name cards, and ask them to place the cards face-up on the floor in front of them.

Demonstrate each step below.

- Show your name card and introduce yourself: **Hi, my name is** [your name].
- Place your name card in the pocket chart.
- Roll the ball to a child.

When the child gets the ball, he or she repeats the above steps. Remind the children to roll the ball only to classmates whose name cards are still on the floor. Assist children who have difficulty or are too shy to respond.

After each child has had a turn, tell the children that you are certain there should be one more child in the class.

- Look through papers on your desk and discover the note from your principal stating there should be another student in the class.
- Read it aloud.

Say: **Let's listen to this song for clues about our missing classmate.**

- Play *Sing-Along* Track 5, "Backpack Is a Little Bear".
- Play the song again. Children sing along.

Say: **This song gives us information about who the missing student is. Now we need to figure out where he is. The song said that he's playing "Hide and Seek." Maybe that means he's hiding here in our classroom! Where could he be? Does anyone have a guess?** Children share their guesses.

Reading

Use pictures and context to make predictions about story content

Listening & Speaking

Listen carefully and understand directions for performing tasks

Recite short poems, rhymes and songs

Replay the song. Say: **The song says he wants to learn the reading rules. That's a clue we can use to figure out where he is instead of just guessing all the different places in the classroom. Let's think about which guesses we've made that have to do with reading because he might be hiding near something that will help us learn to read. When we use clues to figure how something will turn out, we are *predicting*.** Volunteers share predictions.

Say: **After we make a prediction, we should test it out to see if it was right. Let's see if any of our predictions were correct.** Children take turns looking for Backpack Bear in each predicted location.

Once Backpack Bear is found, introduce him. He then whispers to you that:

- he is a little shy when meeting so many new people but is very excited about learning to read.
- we should look inside his backpack for a special message.

Read Backpack Bear's message to the class. Backpack Bear whispers, "I'll have a new message in my backpack each day!" Post Backpack's message on a bulletin board.

To welcome Backpack Bear to your class, children sing "Backpack Is a Little Bear" again.

3

Introduce Top and Bottom, Author and Illustrator

Materials

- ☐ Drawing paper, pencil/crayons for each child
- ☐ *The Kissing Hand*
- ☐ Pocket chart
- ☐ Name card for each child
- ☐ *Star Writer Melodies*
- ☐ Backpack Bear

Reading

Identify the title, author, and/or illustrator of a book

Writing

Write letters of alphabet independently

Use language correctly to explain spatial and temporal relationships (e.g. up / down; before / after; top / bottom, etc.)

Print names

Hold up *The Kissing Hand*. Indicate the top of the book and say: **This is the *top* of the book** Repeat for the bottom of the book. Then say: **What else in our room has a *top* and a *bottom*?**

Move around the room naming objects with a top and a bottom (e.g., whiteboard, map, table, chair). As you indicate the top and bottom of each object, say: **Here is the top of the _____. Here is the bottom of the _____.**

Display *The Kissing Hand* and draw attention to its cover.

Ask: **Who remembers the title of this book?**

Explain: **The person who writes a story is called an author.** (Children repeat, author.) **The author of this story is Audrey Penn. The person who draws pictures for a story is called the illustrator.** (Children repeat, illustrator.) **This book has two illustrators, Ruth Harper and Nancy Leak.**

Backpack Bear whispers to you, "I want to learn all the children's names."

Say: **Backpack Bear wants to learn your names. I have an idea. You can illustrate, or draw pictures of yourselves, and write your names under your pictures!**

Give each child paper, a pencil and crayons. Place a sheet of paper on the board and instruct the children to write their names at the bottom of the page. Demonstrate using your name.

Observe & Modify

If children are unable to write their names, ask them to raise their hands. Lightly write the child's name so he or she can trace over it.

Say: **Now you will become illustrators! Remember, an illustrator draws pictures to go with the words. Draw a picture of yourself above your name. Backpack Bear will study your illustrations and learn all of your names!**

Play *Star Writer Melodies* as children draw.

Display the pictures where Backpack Bear can study them! After a few days collect the illustrations and file them in the children's portfolios.

Phonemic Awareness Warm-Up

Materials

- ☐ *Sing-Along* Track 2

"The Alphabet Song"

Play *Sing-Along* Track 2, "The Alphabet Song." Ask children to name their favorite letters of the alphabet. Say the alphabet.

Tell children to listen carefully as you say the alphabet again. When you pause they are to tell you the letter that comes next.

- A, B, C, _ (stop)
- L, M, N, O, P, _ (stop)
- Continue to the end. Omit Z.

Sing "The Alphabet Song" together.

Listening & Speaking

Listen carefully and understand directions for performing tasks

1 Introduce the Alphabet

Materials

- ☐ *Sing-ALong* Track 2
- ☐ Each child's name card
- ☐ Classroom Alphabet Chart
- ☐ Pointer
- ☐ Backpack Bear
- ☐ Pocket chart

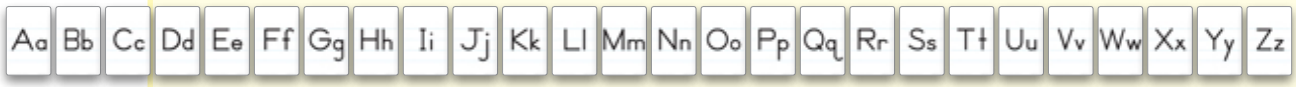
Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Draw children's attention to the classroom Alphabet Chart.

Say: **This is the alphabet. The alphabet has many letters. We use letters to write words. Each letter has a name. Listen.**

- Slowly point to each letter as you say the alphabet.
- Repeat. Children say the alphabet as you point to each letter.



Ask: **Did you know that every person's name uses some of these 26 letters?** (Display a child's name card in the pocket chart.) **Do you see some of the letters we just named on [name's] card?**

Choose a volunteer to come forward and point to a letter in his or her name. Name the letter and ask children to repeat it. Continue locating letters in other children's names.

Sing "The Alphabet Song."

Give each child his or her name card. Ask: **Who remembers the name of the first letter of the alphabet?** Point to *Aa* on the Alphabet Chart.

Backpack Bear whispers that he has an idea. He wants to play "Simon Says" but wants to change it to "Backpack Bear Says" instead.

Point to *Aa* on the Alphabet Chart and name the letter. Say: **Backpack Bear says stand if your name begins with *A*.** Children stand, then place their names in the pocket chart.

Continue until all names have been placed. Review the names in the pocket chart by pointing to each one and asking the children to help you read them.

2

Materials

- ☐ *Brown Bear, Brown Bear, What Do You See?*

Introduce
Brown Bear, Brown Bear, What Do You See?
by Bill Martin, Jr.

Read Backpack Bear's message, then go to your desk and locate *Brown Bear, Brown Bear, What Do You See?* Say: **I know this book. Backpack Bear is right. It will be a fun book to read!**

Explain: **Remember all books have covers. There is a front cover** (show) **and a back cover** (show). **The cover gives us information about what is inside the book. We can look at the cover to find out a book's name, or title. The title of this book is *Brown Bear, Brown Bear, What Do You See?***

Point to the author's name, Bill Martin, Jr. Remind children that an *author* writes the words for the story. Point to the illustrator's name, Eric Carle. Say: **Eric Carle drew the pictures for this book. What word means a person who draws or paints pictures for a book? Yes, Eric Carle is the *illustrator* of this book.**

Ask: **What do you see on the cover that might help us predict what is inside the book? Do you think this book is about a snake? How do you know?**

Tell the children that the illustrator wanted us to know this book is about a bear, so he gave us a clue, his cover illustration, to help us predict what is inside.

Picture-walk through the book and discuss the illustrations. Before reading, direct children to listen for repeating words or words they hear over and over again.

- Read the book, demonstrating the qualities of fluent reading (rhythm, intonation, phrasing, and expression).
- Read the book again. Encourage children to chime in during the predictable, repetitive phrases.
- Ask the children why they think this is one of Backpack Bear's favorite stories.
- Children share parts of the story they enjoyed most and explain why they did.

Reading

Identify front cover, back cover, title, author and/or illustrator of a book

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

3

Introduce Rhyming Words and *Backpack Bear's ABC Rhyme Book*

Materials

- ☐ *Backpack Bear's ABC Rhyme Book*

Reading

Recognize and produce words that rhyme

Understand that printed materials provide information

Say: **Mother Goose rhymes for children are very old and well-known. A rhyme means some of the words sound the same in the middle and end, like cat and rat.** (Children say, *cat*, *rat*.) **These words rhyme! Listen for words that rhyme in "Little Boy Blue."**

Read the rhyme then ask: **What word did you hear that rhymes with horn?** (corn) **Horn and corn rhyme. Listen to the rhyme again. Tell me if you hear a word that rhymes with sheep.** (asleep) **Did you hear any other words that rhyme?** (I, cry)

Teach the actions and repeat "Little Boy Blue."

Little Boy Blue

Little Boy Blue,
come blow your horn.
(Pretend to blow a horn.)

The sheep's in the meadow,
the cow's in the corn.
(Point right, then left.)

Where is the boy
that looks after the sheep?
(Hand above eyes, looking out)

"He's under the haystack,
fast asleep."
(Pretend you are asleep.)

Will you wake him? "No, not I;
(Shake head "no")

For if I do, he'll be sure to cry."
(Wipe eyes as if crying)

Backpack Bear whispers that he has his own rhyme book that might help children learn rhyming words, letters and sounds.

Display the *Backpack Bear's ABC Rhyme Book*. Children discuss the cover. Open to page 3 and read the text.

Ask children to listen for words that rhyme as you read the text again (you, too; reason, season).

Backpack Bear whispers that he wrote a rhyme for each letter of the alphabet.

Say: **Wow, Backpack Bear, that is a big job! We will be sure to read all of your rhymes this year. Let's give Backpack Bear a big clap for all his hard work!**

Read the /b/ rhyme on page 7, but do not read any of the other rhymes at this time. You will read each rhyme as you introduce its corresponding sound-spelling.

Backpack Bear's ABC Rhymes

My name is Backpack and I'm a bear,
but really, I'm just like you.
I want to know letters and letter-sounds,
and learn about rhyming, too.

I made up the rhymes inside this book
exactly for this reason.
They'll help you remember letters and sounds
and rhyme in every season!

Phonemic Awareness Warm-Up

Materials

- ☐ *Sing-Along* Track 24

Rhyming Words

Recite the nursery rhyme "One, Two, Buckle My Shoe."

- Emphasize the rhythm by patting your hands on your thighs.
- Pause after each couplet and ask which two words rhyme (*two, shoe*, etc.).
- Children chant each rhyming pair after you recite it.
- Recite the poem again. Children supply the rhyming word in each couplet (*shoe, door, sticks, straight, hen*).

Play *Sing-Along* Track 24. Children sing the rhyme, and keep the rhythm by patting their hands on their thighs.

One, Two, Buckle My Shoe

One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen!

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize and produce words that rhyme

Repeat auditory sequence (e.g. letters, words, numbers, rhythmic patterns)

Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

1

Introduce: Bb /b/

Materials

- ☐ Picture Card: *ball*
- ☐ Letter Cards: *B* and *b*
- ☐ Wall Card: *Ball /b/*
- ☐ Whiteboards/markers
- ☐ *ABC Rhyme Book*

Display *Backpack Bear's ABC Rhyme Book*. Children discuss the cover. Read the rhyme on page 3.

Say: **We have been learning about rhyming words. What words rhyme in the rhyme I just read?** (you/too, reason/season) **We have also learned about the letters of the alphabet. Now we are ready to learn letter-sounds!**

Reading

Recognize and produce words that rhyme

Writing

Write lowercase letters of the alphabet independently

Match consonant sounds to appropriate letters

Step One — *Introduce /b/ in the initial position*

Read the rhyme "Bb Ball" on page 7.

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

Bb Ball

I have a bouncy basketball,
Here's a game for two:
Bounce a basketball to me,
I'll bounce it back to you!

Read the rhyme again, then repeat it in unison.

Step Two — *Discriminate /b/ in the initial position*

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

butter	red	bike	ant	box	blue

Step Three Connect /b/ to the spelling "Bb"

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

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

Demonstrate the letter's formation as you write *b* on the board. Children mimic the formation by writing *b* in the air (skywriting), several times.

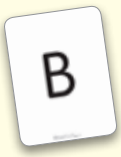
Distribute whiteboards and markers. Children write *b* on their boards.

The Letter March

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,
"B" makes its sound, /b/ /b/ /b/ /b/
And they all go marching ,
In- to a word, to use, their sound
/b/ /b/ /b/ /b/

Say: **Let's play a game. If the word I say begins with the sound /b/, hold up your board and say, /b/. If it does not, do nothing! Ready?**

beach	camera	book	bug	basket



Display the Letter Card *B*. Say: **This is the uppercase letter *B*. The uppercase letter *B* and the lowercase letter *b* stand for the sound /b/. Each letter of the alphabet has an uppercase and a lowercase letter.**

Demonstrate the letter's formation as you write *B* on the board. Children mimic the formation by skywriting *B* in the air several times.

Observe & Modify

Some children have difficulty distinguishing the graphemes *b* and *d*. As a preventive measure, continually reinforce the directionality of *b* well before introducing *d*. For example: write *B* on the board. Erase the top loop to reveal lowercase *b* hiding inside.

Display the Wall Card at the end of the lesson.

Step Four Introduce /b/ in the final position

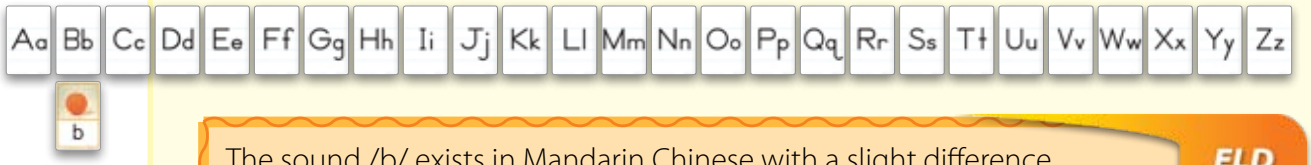
Ask the riddle:

cub	I am a baby animal. My mother and father are bears. What am I?

Explain: **The word *cub* ends with the letter *b*. The letter *b* stands for the sound /b/.**

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

rub	tub	sub	cube	tube



ELD

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

2

Introduce High-Frequency Words: *see* and *me*

Materials

- ☐ High-Frequency Word Cards: *me, see*
- ☐ Pocket chart
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ Whiteboards/markers

Reading

Read simple high-frequency words

Regognize words that rhyme

Read *Brown Bear, Brown Bear, What Do You See?* Emphasize *see* and *me* as you read. Encourage children to chime in on *me* at the end of the rhymes.

Ask: **Which two words from this story rhyme?** (*see, me*)

Say: **Let's talk about the words *see* and *me*. Besides rhyming, these words are special for another reason. When we read, we see some words more often than others. We call these words *high-frequency words*. We need to recognize high-frequency words right away because we will see them often. Say, *high-frequency*.**

Let's count how many times, or how frequently, Bill Martin, Jr. used these words in the story. (*see*: 23 including title; *me*: 10)

Place the High-Frequency Word Card *see* in the pocket chart. Point to it and say: **This word is *see*.** (Children repeat, *see*.) **We saw this word frequently in the story we just read. What do we call words that we see frequently or often?** (high-frequency words)

Place the High-Frequency Word Card *me* in the pocket chart. Point to it and say: **This word is *me*.** (Children repeat, *me*.) ***Me* is another high-frequency word.**

Distribute whiteboards and markers. Divide the class into two groups. Group 1 writes *see* on its whiteboards, Group 2 writes *me*.

Read *Brown Bear, Brown Bear, What Do You See?* Groups stand up and show their whiteboards when their words are read.

Congratulate the children for learning their first high-frequency words! Encourage them to look for *see* and *me* throughout the week.

3

Introduce The Starword Wall

Materials

- ☐ High-Frequency Word Cards: *see, me*
- ☐ *The Kissing Hand*
- ☐ Vocabulary Word Cards: *strange, cozy, interested, lonely*
- ☐ Pocket chart
- ☐ Backpack Bear

Reading

Read a small set of high-frequency words

Describe common objects and events in both general and specific language

Understand the meaning of words

Say: **This week we learned about high-frequency words. These are the words we see over and over again when we read.** Children repeat, *high-frequency words*.

- Display the High-Frequency Word Card, *see*.
- Children put their fingers on their chins if they remember this high-frequency word.
- Children say, *see*.
- Repeat for *me*.

Explain: **We'll learn about another kind of word called a *vocabulary word*.** (Children repeat, *vocabulary word*.) **Vocabulary words are words we must learn and understand whenever we read a book aloud in class.**

Display *The Kissing Hand*. Children recall the story. Say: **The author, Audrey Penn, used some important vocabulary words in her story. Let's talk about some of those vocabulary words before I read the story again.**

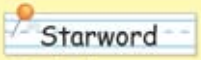
Display the Vocabulary Word Cards in the pocket chart as you introduce them. Children repeat the words after you.

strange	something that is not usual or hasn't been seen before
cozy	warm and comfortable
interested	wanting to know more about something or are curious about it
lonely	feeling all alone

Read *The Kissing Hand*. Children raise their hands when they hear one of the vocabulary words used in the story.

Backpack Bear whispers that he is afraid he might not remember all the vocabulary words. He suggests there be a special place to put them so everyone can practice.

Tell children about Backpack Bear's great idea! Direct them to your Starword Wall. Explain that as they learn new vocabulary words, you will place them on this special board, the Starword Wall.



Display the new vocabulary on your Starword Wall.

Phonemic Awareness Warm-Up

Materials

- ☐ *Sing-Along* Track 16

Rhyming Words

Recite "Humpty Dumpty." Children:

- listen for rhyming words.
- echo each line after you.

Repeat the rhyme; this time pause for children to supply the rhyming words *fall* and *again*.

Play *Sing-Along* Track 16.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.

All the King's horses and all the King's men
Couldn't put Humpty together again.

Listening & Speaking

Listen carefully and understand directions for performing tasks

Reading

Recognize words that rhyme

1

Materials

- ☐ Crayons from two eight-color boxes in a bag
- ☐ *Brown Bear, Brown Bear, What Do You See?*
- ☐ *The Kissing Hand*

Introduce Same and Different and Animals Given Human Characteristics

Present the bag containing the crayons from two eight-color boxes. Choose a volunteer. Ask the volunteer to pull two crayons from the bag.

Ask: **Are these crayons the same or are they different?**

The child responds, identifies the color or colors of the crayons, then returns them to the bag. Continue as time allows with other volunteers.

Say: **We are so glad Backpack Bear has joined us this year.** (He whispers to you.) **Backpack Bear noticed he is the same as the rest of us in some ways but different in others. Let's think about how we are the same as and different from Backpack Bear.**

A volunteer holds Backpack Bear in front of the class. Discuss similarities and differences between Backpack Bear and the children. Accept all reasonable responses.

Display *Brown Bear, Brown Bear, What Do You See?* Say: **This author, Bill Martin, Jr., used animals in his story but the animals acted like people! Can animals really talk?** (No) **But in this story the animals do talk.**

Bill Martin, Jr., pretended that animals in his story can talk. We read another story about animals that could do things that people do. (Display *The Kissing Hand.*) **In this book a raccoon goes to school. Do raccoons go to school? Why not?**

Tell children that authors often pretend that animals in their stories can act like people! They will hear many stories this year. Encourage them to notice when the author makes animals act like people.

Listening & Speaking

Describe people, places, things (e.g. size, color, shape)

Science

Know how to observe and describe similarities and differences in appearance and behavior of animals

Know that stories sometimes give animals attributes they do not really have

2

Introduce: *Listening and Writing,* Page 1

Materials

- ☐ *L&W*, p.1
- ☐ Pencils
- ☐ Blue, black and brown crayons
- ☐ Each child's name card

Reading

Recognize and name uppercase and lowercase letters

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

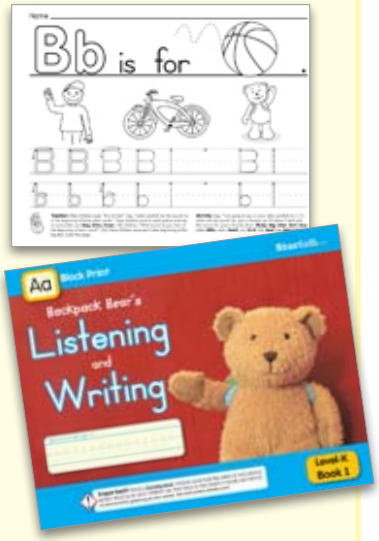
Writing

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

Point to your Alphabet Chart. Say: **You have learned the letter that stands for the /b/ sound. This is the letter *Bb*. Remember, each letter in the alphabet has an uppercase and a lowercase letter. Both letters have the same name and stand for the same sound.**

- Print uppercase *B* on the board.
- Children say the letter name, then skywrite it together.
- Repeat for lowercase *b*.

Give children their copies of *Practice Book 1: Listening & Writing*. Say: **This is the book Backpack Bear is so excited about.**



Step One — *Name the letters*

Children name the letters *B* and *b* as you print them on the board. Children:

- point to the large outlined *Bb* on the practice page.
- use their fingers to trace inside the letters.
- color the letters with a blue crayon.

Step Two — *Read the sentence*

Read, Bb is for ball. Ask: **Do you hear /b/ at the beginning of ball?**

- On the board, print: *Bb is for ball*.
- Track and read the sentence aloud.

Ask: **How is the sentence I wrote on the board different from the sentence on your papers**? (Ball is pictured instead of written.)

- Children color the ball brown.

Step Three — *Identify the sound in initial position*

Ask: **What is the first picture in the middle part of the page?** (boy)

- On the board, replace *ball* with *boy*.
- Read the new sentence.
- Repeat for *bike* and *bear*.
- Children color the boy blue, black, or brown.

Observe & Modify

Use the next step "Write the Letter" (page 23) to observe the children's eye-hand, small-motor control. Please do not be concerned if children are unable to stay on the dotted lines. The primary instructional focus of this practice page is the letter/sound relationship.

Step Four **Write the letter**

Say: **Look at the letters at the bottom of the page. The dot on each letter tells you where to place your pencil when you begin to trace the letter *Bb*. Watch.**

Place several "dots" on the board, then demonstrate the letter's formation. Volunteers practice at the board while the other children skywrite the letter.

Children trace uppercase and lowercase *Bb* letters at the bottom of the page, then color the pictures.

3

High-Frequency Words: *see* and *me*

Materials

- ☐ Picture Card: *ball*
- ☐ High-Frequency Word Cards: *me, see*
- ☐ Pocket chart
- ☐ Whiteboards/markers

Children gather around the pocket chart. Display the *ball* Picture Card. Say: **This is a *ball*. What sound do you hear at the beginning of the word *ball*?**

As you place the Picture Card in the top pocket of the pocket chart, say: **I'm placing the picture of the ball at the *top* of the pocket chart.** (Children repeat, *top*.) **I put the picture on the *top*. Who can move it to the *bottom* of the chart**? Choose a volunteer to do this.

Distribute whiteboards to the children. Remind them they learned two new high-frequency words yesterday.

- Place *see* in the top pocket of the chart. Indicate and say the word.
- Children repeat, *see*.
- On the board, print: *I see a ball.*
- Track each word as you and the children read the sentence.
- Indicate *see* in the sentence.
- A volunteer circles the word.
- Children practice writing *see* on their whiteboards.

Repeat for *me* and the sentence: *The ball is for me.* Remind children that *see* and *me* rhyme.

Ask children to repeat after you: **When I look in the mirror, I see me.**

- On the board, print: *I see me.*
- Volunteers circle the words *see* and *me*.

Ask children if they remember which story used the words *see* and *me* (*Brown Bear*). Remind them they will frequently see the words *see* and *me* because they are high-frequency words.

Reading

Read simple high-frequency words

Match consonant sounds to appropriate letters

Starfall Kindergarten

Phonemic Awareness Warm-Up

Materials

- ☐ Backpack Bear
- ☐ *Sing-Along* Track 41

Initial /b/

Reading

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

Discuss the children's experiences riding on a bus. Backpack Bear whispers, "My name and *bus* begin with the same sound!" Children say *bus*, *backpack*, *bear*.

Tell Backpack Bear there is a fun song about a bus. Play *Sing-Along* Track 41.

Say: **Let's sing this song for Backpack Bear. As we sing, listen for other words that begin with the sound /b/!**

After singing, point out that *bus*, *beep*, and *back* begin with the sound /b/. Sing the song again. Children indicate when they hear these words in the song.

The Wheels on the Bus

The wheels on the bus go round and round…

The wipers on the bus go swish, swish, swish…

The door on the bus goes open and shut…

The horn on the bus goes beep, beep, beep…

The driver on the bus says, "Step back please!

The mommy on the bus says,
"I love you! I love you! I love you!"
The daddy on the bus says, "Love you, too!"
All through the town.

1

Materials

- ☐ *ABC Rhyme Book*
- ☐ Classroom computer

Bb /b/

Reading

Read simple one-syllable and high-frequency words

Match consonant sounds to appropriate letters

Technology

Use technology resources to support learning

Children gather around a classroom computer navigated to *Backpack Bear's ABC Rhymes*. Say: **This year you will be using computers to help you learn to read. Backpack Bear thought it would be helpful to have his rhymes on the computer so you could practice letters and sounds. Let's look at *Backpack Bear's ABC Rhymes*.**

Explain: **This is the index for *Backpack Bear's ABC Rhymes*. An index is like a menu at a restaurant. You look at the choices and decide what you want!**

- A volunteer locates the ball icon for the rhyme "Bb Ball" and clicks on it.
- Think aloud as you click on the "ear" icon to listen to the rhyme.
- Click on the arrow to advance to the next page.
- Choose volunteers to click on words that begin with /b/.
- Advance to the next page and watch the formation of *Bb*.
- Children skywrite uppercase and lowercase *Bb*.

2

Nighttime and Daytime

Materials

- ☐ *The Kissing Hand*
- ☐ Vocabulary Word Card: *nocturnal*
- ☐ Drawing paper
- ☐ Pencils/crayons

Explain: **Raccoons, like some other animals, come out during the nighttime to hunt and play. They sleep during the day. We call animals that eat at night and sleep during the day *nocturnal*.**

- Display the Vocabulary Word Card: *nocturnal*. Read the word.
- Children repeat, *nocturnal*.
- Use the word in a sentence: **Raccoons are nocturnal because they are awake at night.**

Say: **In the story *The Kissing Hand*, Chester goes to school at night. He plays with his friends at night. Think about some of the things we do or that happen at nighttime.** (eat dinner, the moon is out, wear our pajamas, owls and bats fly, look at the stars…) Repeat for daytime. (eat lunch, play in the sun, go to school, raccoons sleep, wear our shoes…)

Distribute drawing paper, pencils and crayons. Children write their names on the paper. Demonstrate how to fold the paper in half vertically. On the top left side children draw a *sun*; on the top right side, they draw a *moon* or *star*. Ask: **Is the sun for the daytime or nighttime?** (Repeat for moon/star.)

Children draw pictures that make them think of daytime such as a sun, flowers, rainbow, playing outside, etc. on the left side of the paper. They draw pictures on the right side that make them think of nighttime such as moon, stars, dark sky, campfire, sleeping in bed, etc.

Remind children that animals that are awake during the nighttime are *nocturnal*.

Reading

Connect to life experiences the information and events in texts

Starword

Display the new vocabulary on your Starword Wall.

3

Review Children's Names

Materials

- ☐ Children's (and Backpack Bear's) individual name cards
- ☐ Pocket chart
- ☐ *Sing-Along* Track 5

Place name cards face-down in a pocket chart.

- A volunteer turns over a name card.
- The child whose name was revealed stands and says his or her name, then reveals the next name card.
- Continue until all name cards are face-up.

Say: **We've been learning about rhyming words this week. Let's think of words that rhyme with our names!**

Give a few examples such as Sue/true/blue, Dan/ran/tan, bear/chair/hair. The class works together to come up with the rhymes. Accept nonsense words.

Tell the children you are happy they are in your class. Backpack Bear whispers, "Even me?" Reassure Backpack Bear by singing *Sing-Along* Track 5: "Backpack Is a Little Bear."

Reading

Recognize and produce words that rhyme