

Foundational Skills

Resources:

- *Alphabet Sound Cards*
- Routines B, I
- *Alphabet Book*, pp. 8–11
- *Skills Practice I*, p. 2

- *Core Pre-Decodable I*
- *Practice Pre-Decodable I*

Objectives:

- Students will
- practice identifying letters of the alphabet.
 - listen for sounds and rhythms.
 - identify the names and shapes of the letters *Cc* and *Dd*.
 - play with words using the letters *Cc* and *Dd*.
 - read and respond to a *Pre-Decodable*.

CCSS

RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet.

Warm Up

Name Necklaces



DISTRIBUTE Name Necklaces to students.

Sit in a circle with students and sing “Hello” until all students have been named.

The Alphabet

CCSS RF.K.I.D

TELL students to name any letters they know. Point to the *Alphabet Sound Cards* as letters are named.

Sing the “Alphabet Song” as students listen. Sing the song once again, telling students to join in. Point to the *Alphabet Sound Cards* as you sing.

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Phonological and Phonemic Awareness

Listening for Sounds



GATHER materials to make sounds in the classroom. The following are some examples of sounds you might use:

dropping a book	closing the door	cutting with scissors	tearing a piece of paper
sharpening a pencil	writing on the board	blowing a whistle	slamming a book
snapping fingers	bouncing a ball	whistling	pouring water
zipping a jacket	opening a window	opening a drawer	

Tell students to listen to a sound. Make or play one sound.



Have students identify the sound, using a complete sentence, such as: *I heard the sound of a _____*. Have students close their eyes as you continue making or playing new sounds.

Make two sounds at a time after students have identified each sound. Ask, “How many sounds did you hear?” After they answer, *I heard two sounds*, review the sounds, saying, “Yes. First we heard a _____, and last we heard a _____.”



Teacher Tip

PLAN AHEAD In preparation for the Warm Up activity, have Name Necklaces on hand. If you have a large class, you may want to do this activity over several days, using several names each day, to ensure all students get a turn at some point.



English Learner

PHONEMIC AWARENESS Tell students that a sound is something they hear as you point to your ear. Demonstrate by making a sound, then saying, “I hear ,” cupping your ear as you say what you hear. Make the sound again, say, “I hear ,” again, and have students repeat what you said.



Teacher Tip

COMPLETE SENTENCES If students do not answer in complete sentences, guide them to do so by modeling a complete sentence as a response. Then have students repeat the complete sentence after you. For example, if students respond with *door closing* respond with, “Yes, we heard the sound of a door closing. Repeat the sentence after me. I heard a door closing.” *I heard a door closing.*

Feeling the Rhythm ROUTINE B

USE Routine B, the Coming to Circle Routine, to gather students around you in a circle, and review “Polly Put the Kettle On,” emphasizing the names *Polly* and *Sukey* (see Day 1).

Tell students to help you say the rhyme. Recite the first line, and point to individual students to say the second and third lines with you. As they say their lines, clap softly along with them. Say together as a group, *We’ll all have tea*. Tell students to clap along as everyone says this last line.

Recite the rhyme again, but this time, choose a student to say his or her name in place of *Sukey*. Continue a few more times with other students, telling the rest of the class to clap in rhythm.

Alphabetic Knowledge

Letter Names—Cc and Dd

CCSS RF.K.I.D

SING the “Alphabet Song” together as a class. Have students clap when they reach the letters G, N, Q, T, W, and Z. Write the letters on the board to help students remember when to clap.

- Display **Alphabet Sound Cards** Cc and Dd and compare them to **Alphabet Sound Cards** Aa and Bb from the previous day. Remind students why the letter A is red.

Point to the upper- and lowercase Cc. Ask students why one letter is taller than the other one. Then point to upper- and lowercase Dd. Ask students which letter would begin someone’s name.

- Have students find lowercase c and d on classroom object labels. Write the words on the board. Then have students find capital C and D in student names. Write the names on the board.

Review that when a letter begins someone’s name, it is called a capital letter. It is taller than a lowercase letter. Lowercase letters are used in the middle or at the end of a name or word.

Letter Shapes

DISPLAY the ball-and-stick models of upper- and lowercase Cc and Dd. Tell students they will learn how to trace the letters with you.

- Start with uppercase C. Describe what you are doing as you trace the letter. Say, “Start here, go around this way (left), and then stop. Uppercase C.” Repeat, and have students trace the letter in the air with you.
- Repeat the steps for lowercase c. Say, “This is the same as uppercase C, only smaller. Start here, go around this way (left), and then stop. Lowercase c.”
- Repeat the steps for capital, or uppercase, D. Say, “Start at the top, and make a vertical line straight down. Then start here, and go around this way (right). Stop at the bottom. Uppercase D.” Repeat, and have students trace the letter in the air with you.
- Repeat the steps for lowercase d. Say, “Start here, and go all the way around, making a small circle. Lowercase d. Start here at the top, and go down to make a vertical line.”



Teacher Tip

MAKING COMPARISONS When you teach students a new concept (the letter C), comparing it to something they have already learned (the letter B) helps them to make connections to understand the new concept more quickly. This technique for integrating skills also plants in students the seeds for learning higher-level thinking skills such as comparing and contrasting.

CCSS RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet.

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Letter Shapes



Letter Shapes



Differentiated Instruction

AL APPROACHING LEVEL If students have difficulty finding the letters in classroom labels, use the **Letter Cards** Cc and Dd to match letters with the labels.

Foundational Skills

Alphabet Book—Cc

CCSS RL.K.10, RF.K.1.D, SL.K.1.B

DISPLAY pages 8–9 of the *Alphabet Book*, featuring letters Cc.

Tell students to say *yes* when you point to the uppercase C. Point to several spots on the page before pointing to the uppercase C. Then ask them to say the name of the other letter.

Discuss the picture with students. You might ask students, “What animals do you see?” *I see a bird, cat, and cow.* Or, “What does the cow have in its mouth?” *The cow is holding a carrot.*

Read the rhyme, pointing to each word as you say it. Then read the rhyme again, emphasizing each word that begins with Cc.

- EL** Have one group of students count how many times an uppercase C appears in the rhyme, and have another group count how many times a lowercase c appears.

Alphabet Book—Dd

CCSS RL.K.10, RF.K.1.D, SL.K.1.B

DISPLAY pages 10–11 of the *Alphabet Book*, featuring letters Dd. Point to the title Dd, and have students say the name of each of the letters. *uppercase D, lowercase d*

Have students look at and discuss the illustration. You might prompt them with questions such as:

- How many boys do you see in the picture? *I see three boys.*
- What are they doing? *They are digging.*

Read the rhyme, pointing to each word as you say it. Then read the rhyme again, emphasizing each word that begins with Dd.

Tell students to make a “digging” motion in the air every time you point to a word that has an uppercase D or a lowercase d as you read the rhyme once more.

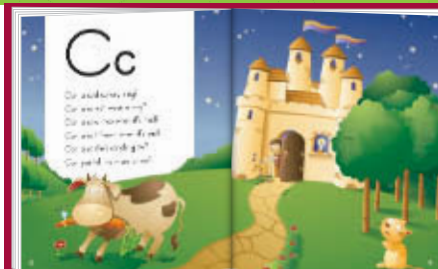
Have students complete *Skills Practice 1* page 2 for additional practice identifying the letters Cc and Dd and completing those letter shapes. Focus on students’ pencil grip and paper positioning rather than correct formation of the letters.

CCSS RL.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. SL.K.1.B Continue a conversation through multiple exchanges.

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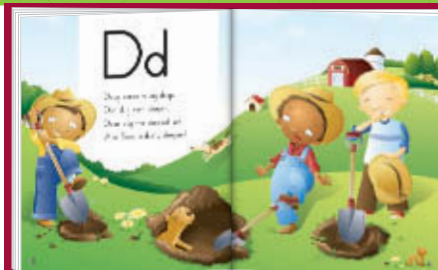
Alphabet Book

Pages
8–9



Alphabet Book

Pages
10–11



EL English Learner

THE LETTER C Point to the Cc in the title on *Alphabet Book* page 8, and say, “This is uppercase C. This is lowercase c.” Then point to the first word on line 1 of the rhyme and say, “The word *Can* begins with uppercase C.” Have students point to the same letter and say, “This is uppercase C.” Then ask, “What letter does *cold* begin with?” *lowercase c* Repeat with other words beginning with upper- or lowercase Cc. Repeat with Dd.

Teacher Tip

UPPERCASE LETTERS Inquisitive students might ask why some words such as *cow* and *cat* do not begin with a capital C. Explain to them that names are special words, and that is why they must begin with a capital letter. Regular words, or words that are not names, do not need to begin with a capital letter.

Reading a Pre-Decodable ROUTINE 1

Core Pre-Decodable I: The First Day of Kindergarten

Reading the Pre-Decodable CCSS RL.K.6

REFER TO Routine 1, the Reading a Pre-Decodable Routine, as you work through the book.

Distribute to each student a copy of *Core Pre-Decodable I*.

Display your copy of *Core Pre-Decodable I*, and point to each word as you read the title.

Read the names of the author and the illustrator, pointing to each name as you say it. Have students explain what an author and illustrator do. *An author writes the story and an illustrator draws illustrations in books.*

- T** Tell students to turn to the first page with an illustration, and display page 3 in your own book. Have students match the pages. Say, "Find the page in your book that looks just like this one."

Discuss the illustration on page 3. Have volunteers say the names of any objects they recognize in the drawing. Explain to students that the boy's mother is taking him to school on his first day of kindergarten. Have a volunteer tell which woman is the teacher.

Continue discussing the other story pages in this manner. Help students connect the main events of the story, saying, "A boy comes to school with his mother on the first day of kindergarten, he works with other children, he paints, and he shows his mother his work."

Checking Comprehension

- EL LEAD** students in a group discussion of the book. Tell students to talk about the people (characters) they see in the illustrations and the events they show. To engage students, use questions such as the following:

- Who is this story about? Come point to him or her.
- What does the boy's first friend look like?
- Do you think the boy enjoyed his first day of kindergarten? How do you know?

Guide students to connect the story to their own lives by asking, "How is this story like your first day of kindergarten? How is it different from your experience?"

Assign the reading of *Practice Pre-Decodable I: A Dog's Day* for students needing additional practice.

- HW** **HOMEWORK** Make copies of the story for students to take home. Print out the black-and-white e-version of the pre-decodable.



Teacher Tip

PRINT AND BOOK AWARENESS The first two *Pre-Decodables* feature only illustrations—no text. Use these books to help students become familiar with the parts of a book, how a story flows from page to page, and how to handle a book and its pages. While many students will have experience with books before now, this may be the first time for many of them to follow a story in their own copies of a book while working in a group setting.



English Learner

CHECKING COMPREHENSION Offer students the following sentence frames when asking them questions about the *Pre-Decodable*: "His friend has/is _____. I know because _____." Allow students at Levels 1 and 2 English language proficiency to respond with a word or phrase or point to the text or a picture. Reframe their answer and help them repeat the complete answer after you.



Differentiated Instruction

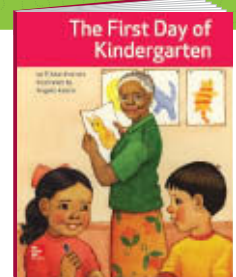
AL APPROACHING LEVEL For students needing additional support, use the **Intervention Teacher's Guide** during Workshop to reteach skills taught in this part of the lesson.

CCSS RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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Core Pre-Decodable I

The First Day of Kindergarten



Reading and Responding

Resources:

- "The One with the Freckle"
- Routine 9

Objectives:

- Students will
- develop an understanding of vocabulary words.
 - listen attentively to a read-aloud selection.

CCSS

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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Build Background

Background Information

CCSS SL.K.4

- EXPLAIN** to students that they are going to listen to a story about identical twins. Ask students if they know anyone who is an identical twin, and if they can tell the person from their brother or sister. Explain that identical twins look almost exactly the same, but there are usually small differences.

Genre

TELL students you are going to read a story that is realistic fiction. Discuss the elements that make it realistic fiction:

- the people in the story seem real;
- the places in the story seem real; and
- the events in story did not really happen, but *could* happen in real life.

Vocabulary

ROUTINE
9

- EL FOLLOW** Routine 9, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you display it. Then point to the word, say it again, and explain its meaning.

- Tell students that a *photograph* is a picture taken by a camera and printed on paper.
- Explain that a *freckle* is a small brown dot on a person's skin.

Set Purposes

HAVE students think about making new friends at school as they listen to the read-aloud selection, "The One with the Freckle."

Vocabulary

photograph

freckle



Teacher Tip

PREPARE AHEAD Gather a few sets of photographs of identical twins. If possible, show at least one set of twins with freckles. Have students look carefully and help them identify differences between the identical twins. Use the items again as examples when introducing the vocabulary words *photograph* and *freckle*.



English Learner

ADDITIONAL INSTRUCTION The *English Learner Teacher's Guide* provides English learners with support for reading and discussing the selection, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer's craft. Some of the lessons should be taught before the core lesson, and others can be used to reteach or review more difficult aspects of the lesson during Workshop. Preteach, Reteach, and Review icons are provided next to the *English Learner Teacher's Guide* lessons.

Read the Read Aloud

Essential Question

CCSS SL.K.2

READ the Essential Question to the class before you begin the story. Tell students to think about the question as they listen.

How can you make friends at school?

The One with the Freckle

by Brenda A. Ferber

PAUSE after reading the title and name of the author; then, read the selection, stopping to verify student understanding of the vocabulary words and the elements of realistic fiction.

I'm Alex. That's my brother Brian. I have a freckle. Brian doesn't. That's how to tell us apart. I'm the one with the freckle.

ASK what does Alex mean when he says, "I'm the one with the freckle"?

Brian and I, we do everything together. Everything. But not today. Today is our first day of kindergarten.

Brian skips off to Mrs. Davidson's room. He doesn't look back. He's not even a teensy bit scared.

I don't feel like skipping. I don't even feel like standing. I feel like I just ate a bad bologna sandwich.

My backpack is heavy. I have crayons, glue, six pencils, two folders, two notebooks, and one photograph of me. And a picture of Brian. Just in case.

ASK what does Alex mean by "one photograph of me"?

My teacher, Mrs. Olson, tells us to tape our photographs onto our cubbies, right below our names. I dig a picture out of my backpack. It's not me. It's Brian. I look at his picture. I try to feel brave.

"What a nice picture," says Mrs. Olson. She hands me a piece of tape. She doesn't see the missing freckle. Maybe nobody will. I tape Brian's picture right below my name.

We sit on the rug. Mrs. Olson starts talking. I look around the room. Does Brian's classroom look just like mine? It's not that different from our preschool.



Teacher Tip

READ ALOUDS Good readers are also good listeners. Allow students to listen to a variety of texts from various cultures every day. Reading aloud to students provides an opportunity to teach reader responses and problem-solving strategies that readers employ. In addition to reading aloud with expression and enthusiasm, model your own reading strategies while reading aloud to students. This makes the use of strategies "real" for students and encourages them to begin to respond to text similarly.

CCSS SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Reading and Responding

All of a sudden, I hear Mrs. Olson say something about recess. Something about us having recess with the other kindergartners at 10:30. At recess, I can play with Brian!

After rug time, Mrs. Olson takes us on a tour of the school.

We count crackers in math. Then we eat them.

Mrs. Olson reads us a funny story about a dog getting ready for kindergarten.

I barely have time to miss Brian.

But then it's time for free play. I look around the room. Here comes that bad-bologna-sandwich feeling again. Kids are playing on computers. Kids are building with blocks. Kids are coloring. Everyone has a friend. I miss Brian.

ASK *what makes Mrs. Olson seem real like teachers you know?*

I sit on the rug by myself. I look at the big clock on the wall. Too bad I can't tell time. Will recess ever come?

After the skinny hand goes around a couple times, Mrs. Olson sits down next to me.

"You know, Alex," she says, "There are only fifteen minutes until recess. Maybe you'd like to help Zachary with that puzzle."

Zachary is sitting at one of the round tables. He's trying to fit two pieces together that just don't go. He could definitely use my help. "O.K.," I say.

Finally, recess. I'm on a mission to find Brian. I climb to the top of the jungle gym. I can see the whole playground from up here.

No Brian.



ASK *what makes Alex's school seem real, like your school?*



Teacher Tip

GENRE Keep track of student examples of realistic fiction elements to review at the end of the story.

"Hey," says Zachary, climbing up behind me. "Can you do this?" He swings across the monkey bars.

"No problem," I say. I swing across too. Then I hang upside down.

"Ooh ooh eeh ahh ahh!" I say, scratching like a monkey.

Zachary starts laughing. Then he acts like a monkey, and I start laughing.

Zachary points to the tire swing and says, "Come on, let's go get dizzy!"

"Well, I'm kind of looking for someone," I say.

Zachary shrugs. "Suit yourself," he says. He heads off toward the tire swing.

I take one last look around the playground.

This time I see Brian. He's digging in the sandbox with a curly-haired boy I don't know.

"Hey, Brian!" I call.

Brian smiles and waves at me.

ASK *what makes the events, or things that happen, seem real, like they could happen?*

I start off toward my brother. But then I hear Zachary. He's laughing. Really hard. I look over at the tire swing. Two kids from our class are spinning Zachary around like crazy. I bet I can push him faster than that.

"Hey, Zachary," I call. "Wait up. I'll show you my tornado spin."

After recess, we go to our cubbies to get our lunches. I look at Brian's picture.

"Hi," I whisper. "We'll play after school, O.K.?"

Then I take Brian's picture down and put up the one of me.

I like having that freckle back where it belongs.

ASK *what other parts of the story make it realistic fiction?*

Reading and Responding

Discuss the Read Aloud

Discussion Starters

CCSS SL.K.I.B, SLK.2

ASK students the following questions to help generate a discussion about “The One with the Freckle.” Throughout the discussion, encourage students to ask their own questions about the story or to ask for clarification if something is confusing or not understood.

Why do you think Alex put the photograph of Brian in his cubby at the beginning of the story? **Possible Answers:** *The photograph made his brother feel close by. He wanted to be brave like his brother.*

Why did Alex replace Brian’s photograph with his own at the end of the story?

Possible Answer: *He felt better about school.*

Why do you think Alex played with Zachary at recess instead of his brother, Brian? **Possible Answer:** *Zachary was laughing hard and sounded like he was having more fun.*

How did you feel on the first day of school? Did you feel more like Alex or Brian?

Possible Answers: *I felt like Brian. I was excited to start school. I felt like Alex—I was a little scared at first.*

Essential Question

CCSS SL.K.I.B

REVIEW the Essential Question with students:

How can you make friends at school? **Possible Answer:** *I can ask someone to play at recess. I can help someone in the classroom.*

CCSS **SL.K.I.B** Continue a conversation through multiple exchanges. **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



Differentiated Instruction: Asking Questions

AL APPROACHING LEVEL If students have difficulty with a response during Workshop, start by rephrasing the question, providing two possible responses. For example, *Do you think Alex put Brian’s picture in his cubby because he missed him or because he was trying to trick people?* **Possible Answer:** *I think he missed playing with his brother.* *Why do you think so?* **Possible Answer:** *Alex and Brian did everything together.*

OL ON LEVEL If most students respond to questions with one or two-word answers during Workshop, provide a sentence frame so they will answer with a complete sentence. For example, *I felt _____, like Brian. I felt excited, like Brian. I felt _____, like Alex. I felt a little scared, like Alex. I make friends by _____. I make friends by helping others. I make friends by asking them to play games.*

BL BEYOND LEVEL Challenge students to use the new vocabulary words in some of their responses during Workshop.



Teacher Tip

ALTERNATE RESPONSES Allow students to respond to your questions by pointing to illustrations or gesturing. Reframe their answer by turning it into a complete sentence, and help students repeat the sentence.

Review Vocabulary

CCSS L.K.I.F, L.K.6

REVIEW with students the vocabulary words *freckle* and *photograph* from the Read Aloud. Ask them the following questions and have them answer in complete sentences:

Where do you think Alex had a freckle? **Possible Answers:** *I think Alex had a freckle on his nose. I think Alex had a freckle on his face.*

What is another word for photograph? **Possible Answers:** *Picture is another word for photograph. Snapshot is another word for photograph. Photo is another word for photograph.*

CCSS L.K.I.F Produce and expand complete sentences in shared language activities. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Vocabulary

freckle

photograph



Teacher Tip

VOCABULARY Use new vocabulary words in classroom conversation when possible. For example, you may say, *Bring in photographs or pictures of school for the **Concept/Question Board**. Did you see the freckles on the girl's face in this illustration?* Have students point to any *freckles* in art they find or encounter throughout the unit.



Differentiated Instruction: Reteach

AL **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the vocabulary words taught in this lesson.

Resource:

- *Alphabet Sound Cards*

Objectives: Students will

- brainstorm possible topics for a list.
- learn nouns that name persons and things.
- learn that we capitalize names of people.

Introduction to the Writing Process

Prewriting

Instruct

REMIND students of the list they created in the previous lesson of the students in the class. Explain that a list uses words to group together information or ideas.

Display *Make a list*. Explain that one picture is a vegetable list and the other picture is a class list. Draw a simple one-column, six-row chart. In the top row, write the heading *Vegetables*. Have volunteers look at the vegetable list and help you fill in the chart. Review with students that a chart can help organize lists.

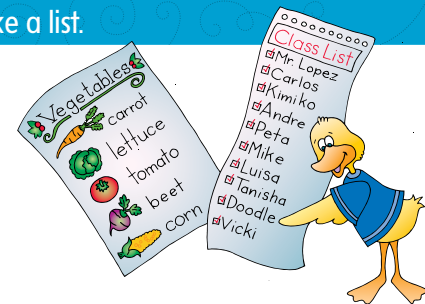
Guided Practice

WRITE the heading *Numbers* on the board. Tell students that you would like to create a list of numbers. Add the numbers 9 and 3 to the list. Tell students you have written two numbers and you would like their help filling in other numbers. Ask them to raise their hand if they know a number you can put on your list. Do this until students run out of ideas. Remind them that creating lists will help them organize their ideas.

Tell students that they will help you write another list in the next lesson. Have them brainstorm ideas for a list that would be helpful in the classroom. **Possible Answers:** *days of the week, classroom rules for working together, names of students, subjects studied* Suggest that the class write a list of classroom rules for working together. Tell students to think of what types of rules should be included in their list.

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Make a list.




Grammar, Usage, and Mechanics

Nouns

Instruct

CCSS L.K.I.B

REVIEW with students what they learned about nouns the previous day. Ask students to recall what nouns are. If necessary, ask: "What can a noun name?" Review how nouns can name a person, place, animal, or thing. Invite students to generate naming words that name things first. Prompt them to think about things on the playground or in a park.

-  Ask students to look around at their classmates to think of naming words of people. As students suggest nouns that name people, write these nouns on the board or on chart paper. Point out that these words are also nouns, but instead of naming things, these words name people.

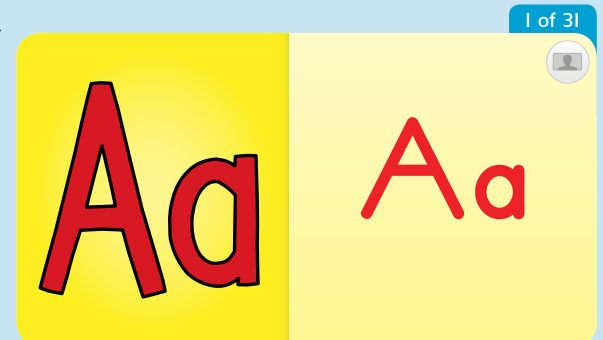
Guided Practice

READ aloud the list of names students generated. Point to each name as you read. Ask students what they notice about the first letter in each name. If necessary, explain that each name begins with a capital letter.

Point to the capital letter on an *Alphabet Sound Card*. Tell students that when we write a naming word that names a person, we begin the name with a capital letter.

CCSS L.K.I.B Use frequently occurring nouns and verbs.

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Teacher Tip

NAME NECKLACES Remind students to refer to their Name Necklaces that they created during the Foundational Skills lesson if they need a reminder of the letters in their name.