

Foundational Skills

Resources:

- *Alphabet Sound Cards*
- *Pocket Chart Picture Cards*
- *Lion Puppet*
- *Skills Practice I*, pp. 5–6
- *Alphabet Book*, pp. 4–19
- *Magnetic Dry Erase Boards* or writing paper
- Supply Icons
- *Pickled Peppers*, pp. 8–9
- *Pocket Chart Word Cards*
- *eGames*
- *Lesson and Unit Assessment I*, p. T15

Objectives:

- Students will
- review the numbers 1–10.
- practice identifying letters of the alphabet.
- listen for first, last, and missing sounds.
- practice rhyming words.
- review the names and shapes of letters Aa to Hh.
- practice making vertical lines.
- review the parts of a book and engage in group reading activities.

CCSS

RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet. **SL.K.I.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Warm Up

Numbers 1–10

WRITE the numerals 1–10 on the board. Have students say the numeral as you point to and say each one.

Tell students to say and clap the number you point to. Point to the numbers in a random order.

The Alphabet

CCSS RF.K.I.D, SL.K.I.A

POINT TO the *Alphabet Sound Card Gg* and have students name the letter. Repeat with *Hh*.

Tell students to look for labels in the classroom that contain *Gg* or *Hh*.

Sing the “Alphabet Song” with students. Point to the *Alphabet Sound Cards* as you sing.

Phonological and Phonemic Awareness

Listening for First and Last Sounds

TELL students to listen to sounds. Have them listen carefully to tell what they are.

- EL** Make two of the sounds you made in the classroom on Day 2. Then ask, “What was the *first* sound you heard? What was the *last* sound you heard?”

Repeat the activity several times until students can comfortably discern the order of the sounds.

Listening for Missing Sounds

TELL students that now they are going to listen for a missing sound. Make or play two sounds, and have students identify them.

- OT** Have them listen again while you make only one of the sounds. Have students tell which sound is missing. Tell them to use complete sentences, such as: *The missing sound is _____.*
- II** Repeat this process several times until students are comfortable discerning which sound is missing. Be sure students identify both sounds before they tell which sound is missing.

EL

English Learner

FIRST, LAST, MIDDLE, AND MISSING Tell students that *first* means that something comes at the beginning of something, or is number one. *Last* is something that comes at the end of something. Something in the *middle* is in the center. Explain to students that something that is missing means it is no longer there. Demonstrate by having three students in line and showing who is first, middle, and last in line. Then have one of the students leave the line and ask, “Who is missing?”



Teacher Tip

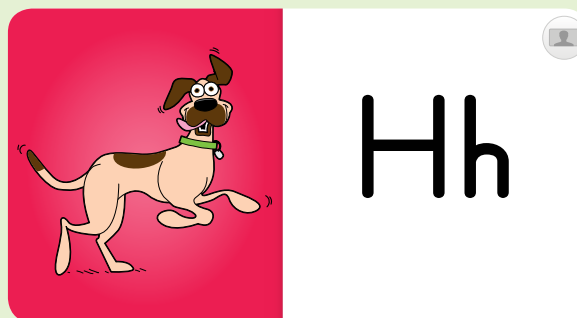
LISTENING FOR MISSING SOUNDS Listening for and identifying a missing sound is a different approach to helping students identify and isolate sounds in general. Sharpening this skill will greatly benefit students when they begin to learn and discern letter sounds.



Differentiated Instruction

OL

ON LEVEL If students need more practice listening for missing sounds, during Workshop write the names of each sound on the board. Play or say one of them, and tell students to point to the name of the sound that they did *not* hear.



Rhyming Words

CCSS RF.K.2.A

SHOW students *Pocket Chart Picture Cards* 19—bat, 32—cat, and 66—hat.

Tell students that rhyming words are words with the same sounds at the end. Say the words *bat*, *cat*, *hat*, emphasizing the final sound. Explain that the words they hear in poems and nursery rhymes are not the only words that rhyme—almost all words are able to rhyme with other words.

Make a row of three *Picture Cards*, two of which show things that rhyme, for example 3—two, 134—tree, and 119—shoe.

Have students raise their hands if they know which two cards have pictures whose names rhyme. Tell everyone to say the rhyming words aloud as you point to the pictures. *two, shoe* Have students say the word that does not rhyme. *tree*

Continue with other sets of *Picture Cards*, such as 41—corn, 46—dish, 55—fish; and 83—lock, 112—rock, 130—thumb.

CCSS RF.K.I.B Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2.A Recognize and produce rhyming words.

ePresentation


Alphabetic Knowledge

Reviewing Letter Names—Aa–Hh

CCSS RF.K.I.B, RF.K.I.D

REVIEW the “Alphabet Song” by singing it all the way through twice. Point to each letter as you say its name, and remind students to clap when they reach the last letter in a line.

Play the “Sing Your Way to _____” game to the letter *H*, tapping each letter on the *Alphabet Sound Cards* as students sing its name.

-  Use the *Lion Puppet* to point to one of the *Alphabet Sound Cards*, and have students find examples of matching letters around the room. Have them say the words, if possible, and explain which letter is the correct one. For example, if the puppet points to *Alphabet Sound Card Ee* and a student points to the label for your desk, students might say *Desk. The letter e is the second letter in the word.* As an alternative, students can point to the letter on each label they identify.

Reviewing Letter Shapes

CCSS RF.K.I.D

WRITE the uppercase letters *A* through *H* on the board. Trace over each letter one by one. Repeat the process for the lowercase letters *a* through *h*.

Distribute *Skills Practice* 1 pages 5–6 to students. Show students that page 5 is a picture of a neighborhood. Tell them to find the uppercase *A* and circle it. Repeat for uppercase letters *B* through *H*.

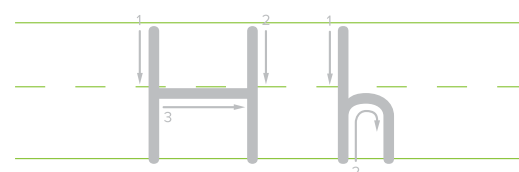
Have students tell what the picture is on *Skills Practice* page 6. *This is a picture of a farm.* Then tell them to find the lowercase *a* and circle it. Repeat for lowercase letters *b* through *h*.



Letter Shapes



Letter Shapes



Differentiated Instruction: Letter Recognition

AL **APPROACHING LEVEL** If students have difficulty recognizing letters *A–H*, during Workshop give them a sheet of paper with uppercase and lowercase letters *Aa–Hh* scattered on the page, and have them match the letters.

OL **ON LEVEL** If students need more practice identifying letters *A–H*, during Workshop have students match up uppercase and lowercase *Letter Cards*.

BL **BEYOND LEVEL** During Workshop, have students match up and place *Letter Cards Aa–Hh* in order on an *Individual Pocket Chart*.

Foundational Skills

Alphabet Book—Aa–Hh

DISPLAY *Alphabet Sound Cards Aa–Hh*. Touch the *Aa* card, and go to pages 4–5 of the *Alphabet Book*. Point to the title, and have students name each letter. *uppercase A, lowercase a*

Have students tell what they remember about Anna the anaconda and the rhyme.

Choose a volunteer to touch another letter on the displayed *Alphabet Sound Cards*, and turn to that page and rhyme in the *Alphabet Book*. Again, discuss what students remember about the letter and the rhyme that corresponds to it. Continue until each letter has been briefly reviewed.

Penmanship/Handwriting

DISTRIBUTE writing paper to each student, or use *Magnetic Dry Erase Boards* turned to the side with writing lines. Display the Supply Icon for pencil.

Tell students they are going to practice making vertical lines today.

Place your chalk or marker at the top of the board and model drawing a long vertical line. Ask students what the “up-and-down” line is called. *This is called a vertical line.*

Have students pick up their pencils and place their blank sheets of paper in front of them. Have them make a vertical line on the sheet. Have them make two more practice vertical lines.

Tell students that after they are finished, they are going to proofread their work. Point to the vertical line modeled on the board. Tell students to look at each of the vertical lines they have written and to choose a line they would like to improve or make better.

Guided Practice

DISTRIBUTE pencils and clean sheets of paper to each student. Tell students that you will write some letters on the board and that they will write the same letters on their papers. Tell them to position their papers and hold their pencils properly. Choose letters that feature vertical lines.

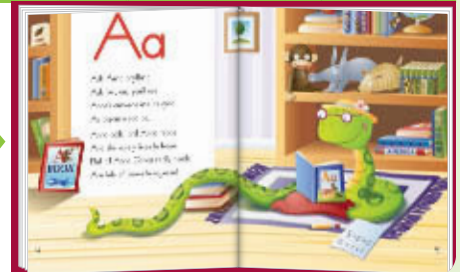
Circulate throughout the room to observe each student’s technique, pausing to guide any students who are having difficulty with their forms. Focus on helping students with their pencil grip and paper positioning rather than correcting their strokes at this point.

ePresentation

1 of 8

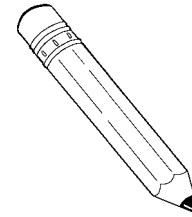


Alphabet Book

 Pages
4–5


Supply Icons

Pencil



Teacher Tip

LEFT-HANDED WRITERS During this review of vertical lines, pay close attention to the paper, pencil, and arm positions of left-handed writers. While all writers are at a critical stage for developing good habits, some left-handed writers are more susceptible to developing awkward handwriting positions early in their learning.

Print and Book Awareness

Pickled Peppers

CCSS RF.K.1.A

DISPLAY the Table of Contents in *Pickled Peppers*.

Remind students that the Table of Contents lists the titles of all the rhymes in the book, *Pickled Peppers*.

Have a student help you find the page number for the rhyme “Little Boy Blue.” Help the student follow the print from left to right while the class says the title along with you.

Say the page number aloud as you point to it, go to that page, and repeat the number.

Little Boy Blue

CCSS RL.K.10, RF.K.1.A, RF.K.2.A

POINT TO the title, and read it aloud. Have students look at the illustrations and discuss what they see.

Read the rhyme slowly, accentuating the rhyming words and moving your finger from left to right under the words as you read them.



Have students help you find the rhyming words that appear on page 8. Take out the **Pocket Chart Word Cards** for “Little Boy Blue”: 32—Boy Blue, 119—horn, 50—corn, 31—boy, and 240—sheep. Guide students in identifying the words *horn* and *corn* as rhyming words.

Reread the rhyme once more. Ask students if they can identify any other rhyming words. Point out the rhyming pairs *sheep/asleep* and *I/cry*.

CCSS **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page. **RF.K.2.A** Recognize and produce rhyming words.

ePresentation



Teacher Tip

RHYMING WORDS The first set of rhyming words are also available as **Pocket Chart Picture Cards**: 28—boy, 29—Boy Blue, 41—corn, 70—horn, and 118—sheep. Place the **Picture Cards** next to the **Word Cards** to reinforce the meaning of the words.



Monitor Progress

INFORMAL ASSESSMENT Have students use **eGames** to practice skills learned in this part of the lesson.

FORMAL ASSESSMENT Use **Unit and Lesson Assessment I** page T15 to assess students' understanding of the skills taught in this lesson.

Reading and Responding

Resources:

- Routine A
- "The One with the Freckle"
- *Off to School Big Book*, pp. 6–23
- *eGames*
- *Lesson and Unit Assessment I*, pp. T16–T17

Objectives:

- Students will
- review selection vocabulary words.
 - review the Making Connections comprehension strategy.
 - review Main Idea and Details and Story Elements: Plot.
 - generate questions for research.

CCSS

RL.K.1 With prompting and support, ask and answer questions about key details in a text. **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **SL.K.1.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **L.K.5.C** Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Practice Vocabulary

CCSS L.K.5.C, L.K.6



DISPLAY the selection vocabulary words from "The Kissing Hand" explored on Day 4. Review the definition of each word, and then have students show their understanding of the words by choosing the correct answer to each question. Ask students to explain their responses.

- If you are in **front** of the class, do you see your classmates' faces or the backs of their heads?
- If you are **thoughtful**, are you quiet or noisy?
- If you are **familiar** with a park, do you know it well or is it new to you?
- If you have a **heart** for helping others, do you like or dislike to help others?

Review the selection vocabulary words from "The Kissing Hand" explored on Day 3 using the following prompts. Have students discuss their answers with a partner, and then have partners share their ideas.

- What is a food you *sometimes* eat? Why do you eat it only from time to time?
- Do you have a *secret* for making it across the monkey bars? Does anyone else know your secret?
- What books have *interested* you? What about them makes you want to know more?
- What is something you can put your arms *around*?

Review Read Aloud and Big Book

CCSS RL.K.1, RL.K.9, SL.K.1.A



SHOW students "The Kissing Hand" and remind them that you read aloud, "The One with the Freckle." Assist in retelling each story. Then ask the following questions, and have students respond following agreed-upon rules for discussion:

- *How did Alex in "The One with the Freckle" and Chester Raccoon in "The Kissing Hand" feel about school? Did they feel differently about school at the beginning and end of each story?*
- *Which story was realistic fiction? How do you know?*
- *What was the secret of the Kissing Hand? How did it help Chester Raccoon?*



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.

ePresentation

Vocabulary

front	sometimes
thoughtful	secret
familiar	interested
heart	around



Teacher Tip

RECREATIONAL READING Because it is important to read daily to your students, choose a book from the Additional Reading list in the Unit Review, and find a time during the day to read the book aloud to your students.

Comprehension Strategy

ROUTINE
A

CCSS RL.K.10, SL.K.4

REVIEW the Making Connections comprehension strategy by revisiting the text where you stopped to make connections. Review Routine A, the Listening Routine, before you begin your discussion.

Making Connections helps readers better understand what they are reading by relating what they are reading to their own lives. Turn to pages 6–7. Say, *When I read about how Chester Raccoon wanted to stay home the first day of school I think about how I felt like that, too, when I went somewhere new for the first time. Have you ever felt a little scared the first time you were planning to go somewhere?* **Possible Answer:** *I didn't want to go to school at first either. How did you feel before and after you went?* **Possible Answer:** *I was mad that I had to go, at first. Now, I am happy to do so many fun things.* Have students share other places in the selection where they made connections with their own lives.

Access Complex Text

CCSS RL.K.2, RL.K.10

REVIEW the strategy for accessing complex text by having students find examples in the text where you identified main idea and details.

Main Idea and Details helps readers identify the key point the author is making in a section of text. Details telling who, what, why, where, when, or how, support the main idea. Turn to pages 6–7. Read the second paragraph on page 6 and tell students this is where the author states the main idea for this section. *Which sentences state the main idea?* *I don't want to go to school. I want to stay home with you.* Read page 7. *What details describe what Chester Raccoon wants?* *I want to play with my friends. And play with my toys. And read my books. And swing on my swing.* *How do the details support—or tell more about—the main idea?* *The details tell what Chester wants to do at home.* Continue discussing the other main ideas and details in the story.

CCSS **RL.K.2** With prompting and support, retell familiar stories, including key details. **RL.K.10** Actively engage in group reading activities with purpose and understanding. **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this portion of the lesson.

Reading and Responding

Writer's Craft

CCSS RL.K.3, RL.K.10

REVIEW the plot of “The Kissing Hand” by having students find examples in the text where you identified the beginning problem, middle actions to solve the problem, and the ending.

Story Elements: Plot includes a beginning, a middle, and an end. *What problem is introduced in the beginning?* **Possible Answer:** *Chester Raccoon does not want to go to school.* *What happens in the middle of the story to address the problem?* **Possible Answer:** *Mrs. Raccoon shares the secret of the kissing hand. Chester feels better about being away from home.* *What happens at the end of the story to solve the problem?* **Possible Answer:** *Chester kisses his mother's hand before he goes to school.*

Inquiry

CCSS W.K.7, W.K.8, SL.K.1.A, SL.K.1.B

RECALL with students that over the past few days, the class has learned more about school from stories they have read as a class, “The One with the Freckle” and “The Kissing Hand,” as well as stories from their own lives.

Tell students that they will be reading stories and poems and learning all kinds of information from printed materials. For the next two weeks, the class will be reading and learning about school. Explain that while they will be learning a lot from books, there are other ways to learn about school.

Explain to students that they will be researching more about their school and the people in school. *Research* is a special word that means “to find out more information about something.” They will continue to ask questions about school and then research—or find out more information—to help answer those questions.

Ask students if they have any more wonderings or questions about school that they might want to research. Now that students know more about school, model for students as necessary:

- *I wonder how other people felt about their first day of school.*
- *How can I make friends at school?*
- *How is kindergarten different from preschool?*
- *I wonder who all the helpers are around school.*

CCSS **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **RL.K.10** Actively engage in group reading activities with purpose and understanding. **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **SL.K.1.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.1.B** Continue a conversation through multiple exchanges.



Differentiated Instruction: Plot

AL APPROACHING LEVEL If students have difficulty, have students find and point to pictures in the story that illustrate the beginning, middle, and ending during Workshop.

OL ON LEVEL Have students act out the beginning, middle, and ending of the story during Workshop. Encourage students to be expressive and show how Chester is feeling at each point in the story.

BL BEYOND LEVEL For a challenge, have students draw three pictures that show the beginning, middle, and end of the story during Workshop. Have students dictate what is happening in each picture.




Teacher Tip

INQUIRY During Workshop, meet with small groups of students to help them work on their Inquiry activities. Remind students that teamwork is an important aspect of research and inquiry—both in classrooms and in the grown-up world.

Whole-Group Time

CCSS W.K.7, W.K.8, SL.K.I.A, SL.K.I.B, L.K.I.D

-  **TELL** students they will be taking a “learning walk” during the next few days to research, or learn about, the various people who work in the school and to demonstrate familiarity with the school’s layout and environment. Ask, *Why is a learning walk a good way to research the people who work in the school?* **Possible Answers:** *We can talk to them and learn what they do. We can see the places where they work.*

Discuss with students why the people who work at school are good sources of information for this topic. Generate a list of questions for the people the class will be meeting, and place the list on the **Concept/Question Board**. Model some questions to get students started:

- *How do you help the students in the school?*
- *What can you tell us about your job?*


Review the questions and wonderings before taking the learning walk to visit various school personnel. Tell the class you will take notes about the answers the people give to help everyone remember what was said.

BIG Idea: What is school all about?

READ the Big Idea question after the whole-class research/inquiry activity. Discuss how students’ research connects to the Big Idea question.

Concept/Question Board

CCSS W.K.7, W.K.8, SL.K.I.A, SL.K.I.B, L.K.I.D

-  **ASK** students if their learning walk made them wonder about anything new. Encourage students to share their wonderings and turn them into questions to post on the **Concept/Question Board**.

Remind students that the **Concept/Question Board** is a place for displaying their ideas about the unit theme. They can add pictures about what they are learning; they can share what they are researching; they can find books and magazine articles to share; and they can put up special words they are learning.

Tell them to bring in items to post on the **Concept/Question Board**, such as newspaper advertisements about school supplies or pictures from old magazines that show school scenes.

CCSS W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **SL.K.I.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.I.B** Continue a conversation through multiple exchanges. **L.K.I.D** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

Teacher Tips

LEARNING WALK If you and your class are unable to take a walk around the school, arrange to have different school personnel visit your class during different days over the next week. Have a digital camera ready, and take pictures of the various staff the class is meeting for students to reference later.

QUESTION WORDS Review question words *who, what, where, when, why, and how* to help students begin their questions from their wonderings for research.

Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment I* pages TI6–TI7 to assess students’ understanding of the skills taught in this part of the lesson.

Resources:

- *Alphabet Sound Cards*
- *Skills Practice I*, p. 7
- *eGames*
- *Lesson and Unit Assessment I*, p. T18

Objectives:

- Students will
- learn about presenting and sharing writing.
 - review nouns that name persons.
 - review that we capitalize names of people.

Introduction to the Writing Process

Presenting

Instruct

ASK students if they have ever given someone a picture they drew. Ask if they have ever given a friend a toy to use. Explain that these are examples of sharing and that we can share many things, including writing.

Explain to students that sharing and presenting their writing is the final step in the writing process. Display *Look at what I did!* Read the sentences on the screen. Discuss what is happening in the illustration.

Guided Practice

EXPLAIN to students that one way to present writing is to read it to the class. Read the classroom rules for working together list to the class. Have student volunteers explain the rules as you read them. Tell students that another way of presenting writing is to display it. Display the list of classroom rules for working together in a prominent place in the classroom.

ePresentation

Look at what I did!

Sharing

- ▶ I can read what I wrote.
- ▶ You can read what I wrote.
- ▶ I can save it and read it again and again.



Grammar, Usage, and Mechanics

Nouns

Instruct

CCSS L.K.I.B

GENERATE examples of various kinds of nouns, focusing on words that name things and people. Read aloud the list and ask: "What kinds of words are these? How are they alike?" Guide students to recall these are nouns, words that can name a person, place, animal, or thing.

Ask students to share a few names of people in their families. Write the names on the board or on chart paper. Review that names begin with capital letters. After you write each name, have students identify the capital letter in the name and then point to that letter on an *Alphabet Sound Card*.

Guided Practice

HAVE students open *Skills Practice I* to page 7.

Point out that each item has a picture of a person and that the words next to the picture name that person. Explain that some of the naming words next to the pictures are written correctly and some are written incorrectly.

As you work together on each item, have students circle the naming word that is written correctly next to each picture.

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

ePresentation



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this part of the lesson.

FORMAL ASSESSMENT Have students use *Lesson and Unit Assessment I* page T18 to assess students' understanding of the skills taught in this part of the lesson.