

Mrs Wordsmith®



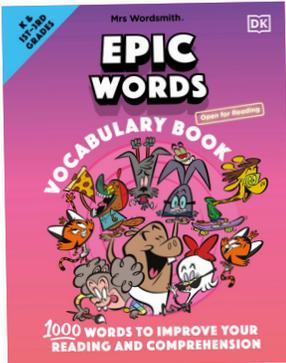
TEACHER'S GUIDE

Kindergarten

Mrs Wordsmith® TEACHER'S GUIDE

Kindergarten

Please use the following resources to get the best from this guide:

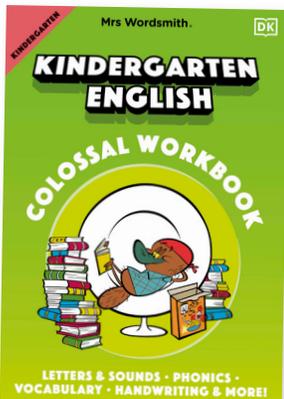


Epic Words Vocabulary Book (978-0-7440-5150-6):

Use this book for five or ten minutes two or three times a week, every time you are teaching students a new word, sound, or group of words.

Blah Blah Blah Card Game (978-0-7440-5147-6):

Play the game for 15–20 minutes twice a week before recess. Arrange students into groups to play the game, making sure there is a set of the game for each group.

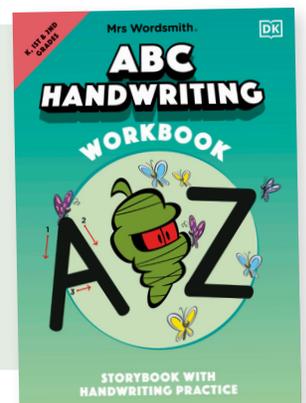


Kindergarten English Colossal Workbook (978-0-7440-5152-0):

You may assign a page of the book as homework twice a week or use it in class according to the letters/sounds students are working with.

ABC Handwriting Workbook (978-0-7440-5151-3):

Use the introductory pages of each activity, e.g. pages 72 and 73, in class twice a week. Explore the pictures with students for around five minutes, asking questions and making sure they identify the letter they will be working with. Then assign the tracing and writing activity for the corresponding letter as homework, e.g., uppercase and lowercase O on pages 74 and 75.



Suggested activities

You may apply these activity ideas to other similar content in these resources; see the mapping grid at the end of this guide outlining which pages relate to which type of content.

Material: **Epic Words Vocabulary Book, pages 26, 28, 35, and 43**

- If you are working with the /k/ sound of C, help students recognize some words with this sound using the *Epic Me* section of the Epic Words Vocabulary Book. You can do the same with other sections of the book and when studying other letters. Organize students in four groups and give each group a book. Tell them to open the book to page 26 and try to identify a word beginning with C, but the /k/ sound (*cry*). Help them identify the other letters as well and read the word with them. Repeat the procedure with page 28 (*comfort*), page 35 (*confused*), and page 43 (*cake, candles*). Write the words *cake, comfort, cube, and cry* on the board, underlining the first two letters of each word. Slide your finger below the words from left to right and have students help you read them. Tell students that sometimes the letter C can also sound differently from /k/, but when it comes with these letters, they say /k/. Ask them what letters you are talking about (*a, o, u, r*). If students come up with other combinations of C + consonant, help them identify the sound of these combinations.

ELA Standards:

CCSS.ELA-LITERACY.RF.K.1.B, CCSS.ELA-LITERACY.RF.K.3, CCSS.ELA-LITERACY.RF.K.3

Material: **Epic Words Vocabulary Book, Learning and creating section, pages 111-113**

- Choose a word or group of words to work with and prepare letter cutouts for the word(s) beforehand. This may vary according to the sounds and letters you are working with. When working with the *Do you read me?* pages, write the word *read* on the board and ask students to help you read it as you slide your finger below the word from left to right. Ask students if they can think of things they read. Next, ask them to try to spot these on pages 112-113. Help students read the words on the page and count how many of the ideas they listed are there. Ask: *What is Armie reading? What can Oz read? Look at Plato. How is he feeling? Why do people read maps?* Use question words about the scene and also work with the /r/ sound. You may need to work on tongue placement with students. Finally, using the letter cutouts, encourage students to write the word by putting the letters in the correct order.

ELA Standards:

CCSS.ELA-LITERACY.L.K.1.D, CCSS.ELA-LITERACY.L.K.2.C,
CCSS.ELA-LITERACY.L.K.2.D, CCSS.ELA-LITERACY.RF.K.1.A



Material: Epic Words Vocabulary Book, pages 130-131

- When working with a given letter/sound, you should also provide examples of words that have multiple meanings. Show students pages 130 and 131. Ask them what movements they see and help them read the words while sliding your finger from left to right below the words. Ask students about the meaning of *walk*. Then ask: *But when I walk you through a page, do I use my legs, too?* Help students understand that *walk* can also mean *guide*. Repeat the procedure with the word *run*. If you are working or have recently worked with the /r/ sound, ask students to read the word and encourage one of them to write *run* on the board with your support. To sum up, ask students questions about the characters: *Who is (crawling)?*

ELA Standards:

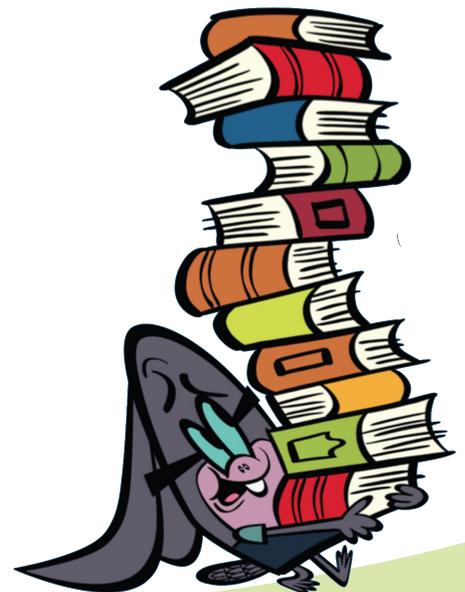
CCSS.ELA-LITERACY.RF.K.1.A, CCSS.ELA-LITERACY.L.K.4

Material: Blah Blah Blah Card Game

Organize students in groups of six and give each group the following set of cards from the game: *cab*, *can*, *cat*, *cod*, *cup*, and *goat*. Have each student take a card. Tell students that they should clap if their card has the word you say. Say: *I want a card for c-c-cab*. After students clap, ask them to show their cards to the class and check whether they are right. Have them identify each of the letters, C-A-B. Repeat the procedure with the other words beginning with C. Then say: *I want a card with a word that doesn't begin with C, so the sound isn't /k/. The sound is /g/*. Help students identify the difference between the sounds. Say: *This is goat. It's different from coat: g-g-goat and c-c-coat*. Write the words on the board and circle the initial letter so students can see the difference between them.

ELA Standards:

CCSS.ELA-LITERACY.RF.K.1.A, CCSS.ELA-LITERACY.RF.K.1.B, CCSS.ELA-LITERACY.RF.K.3.D



Material: Blah Blah Blah Card Game

- You can play this game twice a week for 15–20 minutes before recess. Read the rules of the game to students while showing them cards and examples. Encourage them to raise their hands to ask questions about the game whenever they need to. Arrange students into groups according to the number of game sets available. Place the easy deck on the group's table and have each player draw seven cards from the deck. Check that they all have the same number of cards. Next, place one card face up on the table or have a player do so by drawing another card from the deck. This will be the discard pile. The rest of the deck should stay in the pile, face down. This will be the draw pile. Help students choose who will play first. There is a range of alternatives for choosing who plays first, such as the student within the group whose name comes first in the roll call starts playing, then the student on their right plays next, and so on. Players take turns playing a card from their hand that matches a letter in the word on the top of the discard pile. If they don't have a suitable card to play, then they need to draw a new card from the draw pile. If that card also doesn't have a matching letter, it is the next player's turn. The game goes on until a player has only one card left. When that happens, they should say: *Blah blah blah!* and they win the game. After explaining it, ask students to retell the rules of the game. Prompt them by asking questions, e.g. *How many cards does each player get? When do you need to draw a card from the draw deck?*
- You may also play other variations of the game. See below:
 1. If a player with only one card left forgets to say *Blah blah blah!* they have to draw four more cards from the draw deck. The game goes on until the first player gets rid of all their cards.
 2. Add some *Ha ha! wild cards* to the game. If a player plays this card, the next player has to draw two cards from the deck and they miss a turn. The next player continues playing with the previous cards.
 3. Add an extra challenge and the chance of getting rid of cards: If a player can't find a matching card, instead of drawing a card from the draw deck, they can try to form a new word using the word in the card by adding an extra sound to it or by replacing one of the sounds, e.g., *cat*, *bat* or *cup*, *cut*. Make sure students have done activities like that before as they need to play the game autonomously.

ELA Standards:

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.K.2, CCSS.ELA-LITERACY.RF.K.2, CCSS.ELA-LITERACY.RF.K.2.D, CCSS.ELA-LITERACY.RF.K.2.E (**variation 3 of the game**), CCSS.ELA-LITERACY.RF.K.3.A, CCSS.ELA-LITERACY.RF.K.3.B (**short vowel sound**)

Material: Kindergarten English Colossal Workbook, page 10

- Ask students to stand up facing you. Tell them to raise their right hand (show them which hand it is) and make the shape of the letter you are studying, e.g. make a C shape. Then tell students to face a classmate with their letter-shaped hand so they can see the letter on their classmate's hand. Help students open their Colossal Workbook to the corresponding letter pages, i.e. page 10 for letter C. Ask about the pictures and what they have in common (they all begin with a C and a /k/ sound). Tell students to trace the uppercase and lowercase letter with their fingers. Next, ask them to get a pencil and trace the letters starting from the point where Bogart's emoji is. Finally, they should try to write the letters without the dotted lines.

ELA Standard:

CCSS.ELA-LITERACY.RF.K.3.A

Material: Kindergarten English Colossal Workbook, pages 52-53

- Arrange students into a circle. Use a digital device such as a smartphone or a tablet to scan the QR code at the top of the page. Ask students if they can recognize that sound, and how they would use their mouth to reproduce it. Once students find out that the sound they have heard is /t/, ask them what words begin with that sound. Write some of their suggestions on the board. Point to the letters on the left-hand side of the spread page and ask: *How are these letters different?* Help students identify the difference between the uppercase and lowercase T and read the word.
- Next, ask students to go back to their places and take their Colossal Workbook. Help them open it to pages 52 and 53. Point to the character and ask, *What is Grit doing? Once she finishes brushing her teeth, what can she do to take the toothpaste out of her mouth?* Help students say that she needs to turn on the water tap and ask them to tell Grit what to do: *Turn on the water tap, Grit!* Slide your finger from left to right below the sentence as they say it. Then tell students to find the Ts in the sentence and circle them. If necessary, tell them they will circle four Ts. Write the sentence on the board so you can circle the Ts in the sentence and they can compare to what they have done in their own workbooks. Ask students why they think one of the Ts is uppercase. Help them identify that we begin sentences with uppercase letters. Finally, encourage students to trace the letter T on the right-hand side of the spread page and read the words at the bottom with them. Check whether any of the words they mentioned before appear in the activity.

ELA Standards:

CCSS.ELA-LITERACY.L.K.1.A, CCSS.ELA-LITERACY.L.K.1.B, CCSS.ELA-LITERACY.L.K.1.F,
CCSS.ELA-LITERACY.L.K.2.A



Material: Kindergarten English Colossal Workbook, pages 118-119

- For this activity, you will need tape, students' notebooks, and foam letters or letter cutouts. We suggest B, C, D, M, S, T. Write the letter A on the board within students' reach. Show students the letters and say that you are going to write three-letter words together. Ask them for a letter suggestion to place before the A. Invite a student to stick the letter before the A. Next, ask for a letter to come after the A and invite another student to stick the letter on the board. Check with students whether they have formed a word that way. Some words they may form are *bad, bat, cat, mad, mat, sad, sat, tab*. If time allows, form a few more words with them, calling on other students to stick the letters next to the A. Help students identify onsets and rhymes.
- Help students open their Colossal Workbook to pages 118 and 119. Show them the beginning consonants and the ending consonants. Ask them to say the letters they see. Explain that they will form more words and write them on their notebooks. Form a couple of words with them first. Then allow students a few minutes to form more words. Repeat the procedure with the content on the right-hand side of the spread page. Invite students to share some of the words they have written.

ELA Standards:

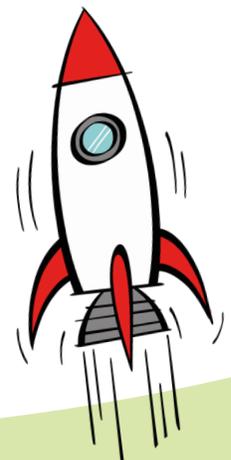
CCSS.ELA-LITERACY.RF.K.2.C, CCSS.ELA-LITERACY.RF.K.2.D

Material: Kindergarten English Colossal Workbook, pages 136-137

- Draw a tall stick person on the board and then draw a short one. The difference should be very clear. Ask students how they are different and elicit *tall* and *short*. Ask students if these words mean the same thing. Help them identify that these words are opposites. Ask students if they can think of any other opposite words. Next, help students open their Colossal Workbook to pages 136 and 137. Help students read the words in the vocabulary box on the left-hand side of the spread page. Ask students which word is the opposite of *big, large* or *small*. Tell them to circle the correct word. Repeat with the word on the right-hand side of the spread page. Ask students if they can name anything big around them in the classroom. Then ask them about something small. Ask students what makes them happy, and then ask what makes them sad, and why. As you ask the questions, slide your finger from left to right below the words so students can connect the words and their sounds.

ELA Standards:

CCSS.ELA-LITERACY.L.K.5.B, CCSS.ELA-LITERACY.L.K.5.C



Material: **ABC Handwriting Workbook, pages 8-13**

- Arrange students into a circle. Use your own book to show them the pictures on pages 8 and 9. Tell students that they will learn about a long but fun story. Introduce Bogart to them. Ask what they can tell about it, if it is a small or big animal, what he can do, what he looks like. Introduce Poopville to students and ask them what they can tell about the place. Next, read the beginning of the story. Before flipping pages, ask students what they think will happen next. Then read the other two pages and ask students what animal Bogart would like to become, and why they think he would like to become a butterfly. Finally, read pages 12 and 13. Give out sheets of paper and ask students to draw their favorite part of Bogart's story so far. They can also draw something they believe will happen next. Write Bogart's name on the board and encourage students to write it on their drawings. Help them by dictating the letters while pointing at them. When they finish, ask for their help to stick their drawings on the wall and have a gallery walk to talk about Bogart's story with the class.

ELA Standards:

CCSS.ELA-LITERACY.RL.K.1, CCSS.ELA-LITERACY.RL.K.2, CCSS.ELA-LITERACY.RL.K.3, CCSS.ELA-LITERACY.RL.K.7, CCSS.ELA-LITERACY.RI.K.10, CCSS.ELA-LITERACY.W.K.3

Material: **ABC Handwriting Workbook, pages 76-79**

- Have students sit in a circle and show them the picture on pages 76 and 77. Tell them that Bogart was hungry, and when you opened the book, he couldn't help himself when the familiar smell wafted through the air. Ask students what the smell was. They should name the food items they see (*penne, pizza, potatoes*). Ask them what Bogart did (*he started eating whatever he saw*). Say: *It was a perfect day!* Turn to pages 78 and 79 and say: *But when Bogart saw that there was even more penne, pizza, and potatoes, he just pushed the food away and said, "No more potatoes, no more pizza, no more penne!"* Encourage students to copy you and repeat what Bogart said, emphasizing the /p/ sound.
- Next, help students open their ABC Handwriting Workbook to pages 78 and 79. Start with the uppercase P; Have students trace the letter with their fingers three times by following the directions shown by the arrows. Then tell students to pick up a pencil and trace the dotted letters, beginning from the point where Bogart is. Finally, they should write the letters. Repeat with the lowercase p. While students are writing, ask them if there is anyone in the classroom whose name begins with P and encourage that student/those students to write their name on the board.

ELA Standards:

CCSS.ELA-LITERACY.RI.K.7, CCSS.ELA-LITERACY.L.K.1A

Material: **ABC Handwriting Workbook, pages 88–91**

- Draw the letter S on the board and ask a student to come to the board and draw the letter, too. Ask students if they can think of any words beginning with S (*sad, sock, see*, etc.). Help students open their ABC Handwriting Workbook to pages 88 and 89. Ask students what Bogart likes doing. (He likes chomping things.) Ask what he will chomp in this story and have students identify the answer from the pictures (*sausage, sushi, spaghetti, soup*). Read the introduction of this part of the story, and then read what Bogart says, sliding your finger below the words beginning with S. Then say: *And he slurped up every little bit*. Use a digital device, such as a smartphone or a tablet, to read the QR code and show students the sound of the letter. Have students trace the letters using their fingers. Then in class or for homework, tell students to trace the uppercase and the lowercase S, starting from the point where Bogart is.
- Ask students about the words that end in S. Write *cat* and *cats* on the board and ask about the difference. Help students become aware of the use of -s at the end of words to form plural nouns. Ask them to name some other examples of plurals ending in -s.

ELA Standards:

CCSS.ELA-LITERACY.RI.K.7, CCSS.ELA-LITERACY.L.K.1A, CCSS.ELA-LITERACY.L.K.1C

Material: **ABC Handwriting Workbook, pages 120–129**

- Tell students that they will find out about the ending for Bogart's life story, but the story can have two endings, and they will choose the one they would like to follow with. Help students open their ABC Handwriting Workbook to pages 120 and 121. Ask students how they think the endings are different and help them read the words *happy* and *sad*. Ask students which ending they would like to learn first. Have a class vote and start reading the corresponding pages. Show students Bogart waking up and ask: *Is it day or night? How is Bogart feeling? What was Bogart doing before?* Read the extract of the story, emphasizing the rhymes *true* and *new*. Go to the ending page and ask students what they think is happening. After they describe the picture, read the ending of the story. You should also read the other ending. Ask students which ending is the happy one and which one is sad, and why.

ELA Standards:

CCSS.ELA-LITERACY.RL.K.1, CCSS.ELA-LITERACY.RL.K.2, CCSS.ELA-LITERACY.RL.K.3, CCSS.ELA-LITERACY.RL.K.7, CCSS.ELA-LITERACY.RL.K.9, CCSS.ELA-LITERACY.RI.K.10



Reading Assessments and Grade Standards

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	Kindergarten English Colossal Workbook	ABC Handwriting Workbook
Key Ideas and Details				
RL.K.1 With prompting and support, ask and answer questions about key details in a text.				8-13, 122-129
RL.K.2 With prompting and support, retell familiar stories, including key details.				8-13, 122-129
RL.3.K With prompting and support, identify characters, settings, and major events in a story.				8-13, 122-129
Integration of Knowledge and Ideas				
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				8-13, 122-129
RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				122-129
READING STANDARDS: INFORMATIONAL TEXT				
Key Ideas and Details				
RI.K.1 With prompting and support, ask and answer questions about key details in a text.		Whole game		
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		Whole game		



READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	Kindergarten English Colossal Workbook	ABC Handwriting Workbook
Integration of Knowledge and Ideas				
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).				76-79
Range of Reading and Level of Text Complexity				
RI.K.10 Actively engage in group reading activities with purpose and understanding.				8-13, 120-129
FOUNDATIONAL SKILLS STANDARDS				
Print Concepts				
<i>RFK.1a Follow words from left to right, top to bottom, and page by page.</i>		Whole game		
<i>RFK.1b Recognize that spoken words are represented in written language by specific sequences of letters.</i>	26, 28, 35, 43	Whole game		
<i>RFK.1d Recognize and name all uppercase and lowercase letters of the alphabet.</i>				14-119 130-138
Phonological Awareness				
RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Whole game		
<i>RFK.2c Blend and segment onsets and rimes of single-syllable spoken words.</i>			118-122	
<i>RFK.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</i>		Whole game	118-122	



READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	Kindergarten English Colossal Workbook	ABC Handwriting Workbook
<i>RFK.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>		Whole game		
Phonics and Word Recognition				
RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.	26, 28, 35, 43			
<i>RFK.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</i>		Whole game	10	
<i>RFK.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i>		Whole game	124-133	
<i>RFK.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i>				16, 17, 20, 21
<i>RFK.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>		Whole game		
Fluency				
RFK.4 Read emergent-reader texts with purpose and understanding.				
WRITING STANDARDS				
Text Types and Purposes				
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).				

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	Kindergarten English Colossal Workbook	ABC Handwriting Workbook
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				8-13
LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY				
Conventions of Standard English				
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Whole book			
<i>L.K.1a Print many uppercase and lowercase letters.</i>			52-53	78-79, 88-91
<i>L.K.1b Use frequently occurring nouns and verbs.</i>			52-53	
<i>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</i>				88-91
<i>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i>	111, 112			
<i>L.K.1f Produce and expand complete sentences in shared language activities.</i>			52-53	
<i>L.K.2a Capitalize the first word in a sentence and the pronoun I.</i>			52-53	
<i>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i>	111, 112		124-125	

Mrs Wordsmith®

TEACHER'S GUIDE

Kindergarten

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	Kindergarten English Colossal Workbook	ABC Handwriting Workbook
<i>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>	111, 112			
Vocabulary Acquisition and Use				
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	130-131			
<i>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i>	130-131			
<i>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>	140-141, 168-171			
<i>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i>			136-137	
<i>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>			136-137	
<i>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>	26, 27, 38, 39, 70, 71, 72, 73, 142, 143			

