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**Kindergarten**  
ENGLISH LANGUAGE ARTS  
with SCIENCE and SOCIAL STUDIES

**Teacher's Guide**  
**The Solar System**  
**Unit 5 • Week 15**

**This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.**

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# The Solar System

## Unit 5 • Week 15

### Week 15

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# Week 15 Overview

## *The Solar System*

This week the children will continue their study of Earth, learning about its orbit around the sun and the effect of gravity. They will also be introduced to the universe and the many types of celestial objects, including comets, asteroids, galaxies, and our solar system. The children will learn about constellations and create constellations of their own, using mini marshmallows and toothpicks. This week we will:

- discuss what causes the four seasons.
- reorder words to create sentences.
- be introduced to hard and soft *Gg* and *Cc*.
- learn about prepositions.

## *Starfall Books & Other Media*

*Listening & Writing Books*

*Goldilocks and the Three Bears*

Solar System Poster

*Starfall Selected Nursery Rhymes* Book and CD

Big Bear/Dipper and Little Bear/Dipper Posters

Big and Little Bear Poster

*Starfall Dictionaries*

*Starfall Writing Journals*

Orion the Hunter diagrams

*Reach for the Stars*

*Where Oh Where is Backpack Bear?*



# Preparation

## *Day One*

Prior to Day 1 create 8 “planet necklaces” using eight-inch-long construction paper strips with yarn attached. Write the name of one planet (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) on each necklace. You may add photos of the planets to the necklaces, or create planet headbands instead. Also create 1 “sun necklace” using a yellow construction paper circle.

For Session 1 you will need an object such as a ball or sheet of paper to demonstrate the effect of gravity.

In Session 3 the children will use the planet and sun necklaces and the Solar System Poster.



## Day Two

Generate a sheet of lined writing paper for each child for today's Magic Writing Moment.

Prior to Session 1 place a ladle (or other long-handled spoon) in Backpack Bear's backpack. For this lesson you will also use the Big Bear/Dipper and Little Bear/Dipper Posters and the Big and Little Bear Poster.

Duplicate a Big Dipper worksheet for each child for Session 1.

Prior to Session 3, create seven "star necklaces" using construction paper strips with yarn attached. Write the name of one star (Betelgeuse, Bellatrix, Alnitak, Alnilam, Mintaka, Saiph, Rigel) on each necklace. You will also use the Orion the Hunter diagrams.

## Day Three

Prior to Session 1 prepare a puppet by attaching the name "Superhero h" to its front. Write the digraphs *sh*, *ch*, *th*, *wh* on individual index cards.

**Optional:** For Session 2 have scrap drawing paper available.

## Day Four

For today's Activity the children will complete their This Shining Star Awards which may be found on the last page of the *Listening & Writing Books*.

You will need a copy of "Backpack Bear's Starry Adventure Story" blackline and the Constellation Posters for Session 3.

## Day Five

For today's Session 2 prepare enough small containers with miniature marshmallows and toothpicks to place on each table for the children to use in creating their own constellations. Place white chalk or crayons on each table, and have dark blue or black construction paper available for each child.

For today's Learning Center 3 the children will need the posters used in Weeks 14 and 15, play dough in several different colors, a table or large piece of cardboard, and a chart paper that lists the objects they will create to represent our solar system (pictured).

For Learning Center 4, prepare a "Color by Word" worksheet for Week 15 that uses high frequency words the children most need to practice for each child.



### Our Solar System

- One Sun
- One Moon
- Eight Planets
- Big Dipper and Little Dipper
- Orion the Hunter



## Day 1

Do you remember that Earth rotates around the sun? I wonder how long it takes to travel all the way around.

Love,

Backpack Bear



## Day 2

I went outside and looked up into the night sky. There were so many stars. Can we learn more about our universe?

Love,

Backpack Bear



## Day 3

Ursa Major and Ursa Minor are my favorite constellations. Which are your favorite stars in the sky? Your friend,

Backpack Bear



## Day 4

I have a dream of traveling to the night sky with you! Can you imagine what it would be like?

Love,

Backpack Bear



## Day 5

Congratulations! You have finished your first writing book. We have worked hard and learned so much!


Your pal,

Backpack Bear



## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Rearrange words to create sentences	Rearrange words to create sentences
<b>Reading</b> Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	L&W, p. 62 Segment syllables  <b>Comprehension Skills:</b> Inference/Recall <b>Comprehension Strategy:</b> Make connections/Predict Sentence beginning/Left to right	Letter Recognition HF Words: <b>let's, one, say</b> <b>Comprehension Skills:</b> Use observation to aid understanding <b>Comprehension Strategy:</b> Make Connections/Visual Text Capitals at beginning of sentences Introduce apostrophes
<b>Computer</b>	Talking Library: Poetry, "Poems for the Seasons" Songs & Rhymes (free choice)	It's Fun To Read: Greek Myths, "Pegasus" ABCs: A-F
<b>Activity</b>	Story Order Create sentences with individual words cards	Match Letters to Sounds Listening & Writing, p. 63
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems & Songs Vocabulary	Partner Share Class Discussion Goldilocks and the Three Bears	"Star Light, Star Bright" "Twinkle, Twinkle Little Star"
<b>Writing</b>	Writing CVC words	
<b>Science</b>	Earth/Universe/Milky Way Law of Gravity Introduce the Solar System	Introduce Constellations, Orion the Hunter

## DAY Three

## DAY Four

## DAY Five

Rearrange words to create sentences	Rearrange words to create sentences	Read/illustrate sentences
<p>Rhyming</p> <p>Introduce /sh/, /ch/, /th/, /wh/</p> <p><b>Comprehension Skills:</b> Inference/Observation/Recall</p> <p><b>Comprehension Strategy:</b> Predict Make Connections</p> <p>Where to begin sentences (return sweep)/sentences begin with capital letters</p>	<p>Segment Phonemes</p> <p>Introduce C/k/, /s/ and G/g/, /j/</p> <p><b>Comprehension Skills:</b> Sequence/Story Ending/ Inference</p> <p><b>Comprehension Strategy:</b> Make Connections</p> <p>Sentences begin with capital letters</p>	<p>Delete/Substitute Phonemes</p> <p>Positional Words and Preposition Words</p>
		Starfall Free Day <b>1</b>
		<i>Listening &amp; Writing Books</i> <b>2</b>
<i>Learn to Read: Skills: sh, wh, th, ch</i> ABCs: H-M	<i>Talking Library: Nonfiction, "Reach for the Stars"</i> ABCs: Any letters N-Z	Solar System Model <b>3</b>
HF Word Review	Shining Star Awards	"Color By Word" for Week 15 <b>4</b>
<p>Discussion</p> <p><i>Reach for the Stars</i></p> <p>"I'm a Little Rocket"</p>	<p>Listen for hard/soft sounds</p> <p>Share idea for story ending</p> <p><i>Backpack Bear's Starry Adventure Story</i></p>	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p>
Illustrate imaginary trips in the night sky	Add text to illustrations	<p>Presentation Voices</p> <p><i>Where Oh Where is Backpack Bear?</i></p>
Law of Gravity	Stars	Constellation Creations

**Reading:****Foundational Skills**

**RF.K.1.A** Follow words left to right, top to bottom, and page by page

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

**Magic Writing Moment****Materials**

- Story Sentence Strips, Word Cards from any Take-Home book
- Individual whiteboards, markers
- Pocket chart

**Rearrange Words to Create Sentences**

Place the sentence strip in the top row of a pocket chart. Read the sentence together. Ask: **Who can point to where the sentence begins?** (A volunteer does this.) **Who can show us in which direction we read the sentence? Yes, we always read from left to right.** (Demonstrate)

Place Word Cards for the sentence in random order in the next row. Read the Word Cards together. Ask: **Is this a real sentence or just mixed up words? Why? It isn't a real sentence because it doesn't make sense! What should we do to turn this into a real sentence?**

Two volunteers work together to rearrange the words to match the sentence strip. The children read the sentence together.

On the whiteboard write *at Look me*. Read the words with the children. Ask: **Do these words make sense? Is this a real sentence? No, it isn't a real sentence because it doesn't make sense.**

Distribute individual whiteboards and markers.

Say: **Write the words in the correct order to change this into a real sentence.** The children hold up their whiteboards when they finish.

On the classroom whiteboard write *Look at me*. The children compare their answers to the sentence on the whiteboard. Remind them that in order for the sentence to be complete they need to add a period at the end.

Choose ELL children to indicate where writing begins and demonstrate the direction in which we read, since it will offer them a chance to be successful and serve as an informal assessment of their writing/reading comprehension.

**ELL**



## Phonological Awareness Warm-Up

## Segmenting Syllables

Say: **Today we will clap syllables. Remember syllables are chunks or parts of a word.**

**Listen, table. Say, table.** (The children say, *table*.)  
**Let's segment or clap the parts in the word table.**  
**Ready? ta-ble. How many parts or syllables does the word table have? Yes, ta-ble has two syllables.**

Place the Number Cards 1, 2, 3, 4 spread out across the top row of a pocket chart.  
 Say: **Let's see if we can sort words according to how many syllables they have.**

Partner the children and distribute a Picture Card to each pair. The partners work together to determine the number of syllables in their words. Then they place their Picture Cards in the pocket chart under the corresponding number.

When all of the partners have finished, clap syllables to verify their answers.

## Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Picture Cards: <i>ambulance, baseball, butterfly, cot, dinosaur, Earth, hamburger, helicopter, igloo, nut, purple, salamander, sun, thermometer</i> |
| <input type="checkbox"/> | Number Cards: 1, 2, 3, 4  |
| <input type="checkbox"/> | Pocket chart  |

1

## Planet Earth and the Universe

Lead the children in a discussion to review what causes day and night. They should understand day and night are the result of Earth's rotation. Earth rotates once every twenty-four hours.

Say: **Earth does something else while it rotates. It moves around or orbits the sun. It takes one whole year for Earth to travel around (orbit) the sun, and in that year we have fall, winter, spring and summer on Earth. So Earth revolves and rotates all at the same time!**

Ask: **Have you ever wondered why we don't fall off the earth? The reason is because we have a friend on Earth called gravity. Say, gravity.** (The children say, *gravity*.) **Gravity is the force that is always pulling us, and everything around us, toward Earth.**

Indicate the ball or object. **What will happen if I toss this ball up? Let's check your predictions.** Toss the ball up. **Did it stay in the air or did it come down? It came down because gravity pulled it back toward Earth. If Earth didn't have gravity, we would all be floating around our classroom!**

Gather the children in a circle and choose volunteers to represent the sun and the earth. The child representing the sun stands in the center of the circle holding a flashlight, and the child representing the earth stands close by.

Ask: **What does the earth do that causes day and night?** Discuss what is causing day and night as the volunteers demonstrate.

## Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | An object such as a ball or piece of paper |
| <input type="checkbox"/> | Flashlight                                 |

Reading:  
Foundational Skills

**RF.K.2** Demonstrate understanding of spoken words, syllables and sounds (phonemes)

## Listening &amp; Speaking

**LS.9d** Understand and follow one and two-step directions

## Speaking &amp; Listening

**SL.K.2** Ask and answer questions about key details of a text, requesting clarification, if necessary

## Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

## Science

**ES.5a** Recognize changes in weather occur daily and seasonally

**ES.5e** Explore and investigate the Law of Gravity

**ES.5f** Recognize the repeating pattern of day and night

Ask: **What does the earth do that causes the four seasons?** Discuss how during the earth's orbit it tilts toward and away from the sun, which causes seasons on Earth.

Continue: **Because we have seasons, we have different kinds of weather.**

**Optional:** Add the moon and demonstrate its movement around the earth as it rotates and orbits the sun.

Explain: **When you look up in the night sky you see many, many stars. The people who study the stars are called *astronomers*. Say, *astronomers*.** (The children say, *astronomers*.) **Astronomers study the universe, which is made up of billions and billions of celestial objects. Celestial objects are objects in the universe such as the sun, moon, stars, comets, planets, asteroids and many others. We can't see all of the celestial objects in the universe because many of them are too far away.**

Say: **Let's pretend that our classroom is the universe. Do you think our classroom is bigger or smaller than the real universe? Right, it's much, much smaller.**

Divide the children into 5 groups, and position the groups in various locations around the classroom.

Say: **The universe is made up of millions of *galaxies*. *Galaxies* are like really big neighborhoods in the sky. Let's pretend that each group in our classroom is a different galaxy. How many galaxies are in our classroom universe?**

Explain: **We live in one of these galaxies. The galaxy we live in is called the *Milky Way Galaxy*. Say, *Milky Way Galaxy*.** (The children say, *Milky Way Galaxy*.) **This week we will learn about our solar system in the *Milky Way Galaxy*.**  
The children return to their places.



### Formative Assessment

Ask:

- **What does an astronomer study?**
- **How long does Earth take to rotate once to cause day and night?**
- **How long does it take Earth to go around, or orbit, the sun and cause the four seasons?**
- **Which is bigger, the universe or a galaxy?**
- **What is the name of our galaxy?**

Use pictures of the universe or star systems when introducing new vocabulary to assist the children in making connections.

**ELL**

2

## Writing CVC Words

Distribute individual whiteboards. Say: **Today we will play a new game. I will show you a picture. Use your invisible rubber band to help write the letters in the word that identifies the picture on your whiteboard. When you finish writing, hold up your whiteboard.**

Flash one Picture Card at a time. When the children finish, use your invisible rubber band to demonstrate. Write the words correctly on the whiteboard and the children compare.

### Materials

- Individual whiteboards, markers
- Picture Cards: *cap, fin, gum, men, top*
- Listening & Writing Books*, p. 62
- Pencils, crayons

### Reading: Foundational Skills

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

### Language

**L.K.2d** Spell simple words phonetically



## Formative Assessment

Distribute the *Listening and Writing Books* and the children turn to page 62.

Arrange the children so they are unable to see each other's books.

Work the first example (ham) together. Identify the additional pictures, and tell the children that they will complete the page by themselves. Circulate to observe and assist where necessary. When children finish, they partner and compare their answers.

## Computer

- *Talking Library: Poetry, "Poems For The Seasons"*
- Songs + Rhymes (Free choice)

## Practice

## Activity

The children arrange Sentence Strips in story order, then create each sentence using individual Words Cards.

### Materials

- Sentence Strips and Word Cards from a Take-Home book
- Pocket chart

### Reading: Literature

**RL.K.5** Recognize common types of texts (eg, storybooks, poems)

### Reading: Foundational Skills

**RF.K.1** Understand basic features and organization of print

### Print Concepts

**PC.1a** Recognize that sentences are made up of separate words

**Speaking & Listening**

**SL.K.2** Ask or answer questions about key details of a text, requesting clarification, if necessary

**Writing**

**W.K.8** Recall information from experiences or gather information from provided sources to answer a question

**Literary Response & Analysis**

**LIT.RA.7a** Create or present poetry, drama, art, or personal response to text or theme

**Science**

**PS.4e** Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

**ES.5e** Explore and investigate the Law of Gravity



## Introduce the Solar System

Read *Goldilocks and the Three Bears*. Ask: **What problem caused the three bears to leave their cozy cottage to take a walk?** (Volunteers respond.) **That reminds me of our solar system.**

Explain: **Our solar system has the sun in the middle, millions of other stars, and eight planets. Some planets are closer to the sun than others. The planets do not have any light of their own. They get their light from the sun. When you look up in the night sky, if an object twinkles, it's a star. If it doesn't twinkle, it's a planet.**

- **What happens if a planet is too close to the sun?**  
(It would be too hot to live there.)
- **What happens if a planet is too far away from the sun?**  
(It would be too cold to live there.)

Indicate the Solar System Poster, and point out Earth's position in the solar system compared to the other planets.

Continue: **Earth is the one planet in the solar system that is just the right distance from the sun! That is why we can live on Earth.**

Gather the children where they have room to reenact the position of the planets around the sun. If weather permits, consider doing this activity outside.

A volunteer represents the sun, wears the sun necklace, and stands in the center of the group. Say: **The sun is in the center of our solar system.**

Say: **Let's add the planets to our solar system. The planets are not in a circle around the sun, they are in an ellipse.** Explain that an ellipse is oval.

Identify and assign planets to volunteers in order from the closest to farthest from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), and distribute the planet necklaces.

**Note:** If a child asks about Pluto, explain that astronomers now say that Pluto isn't large enough to be considered one of the major planets.

**Educator's Note:** Astronomers consider Pluto a dwarf planet. They know that more objects like Pluto would very likely be discovered, therefore the number of planets in our solar system would start growing quickly. These objects would either all have to be considered planets, or Pluto and bodies like it would have to be reclassified.

Once the children are in place, say: **Let's move the way our solar system moves. The planets orbit the sun.** (clockwise) **Remember, the sun always stays in the center.**

Each volunteer gives his or her necklace to another volunteer.

### Materials

- Goldilocks and the Three Bears*
- Solar System Poster
- 8 planet necklaces or headbands
- Sun necklace

Arrange the children in a line extending from the sun so they can see which planets are closer or farther away.

Ask: **Why do you think all the planets stay in an orbit around the sun? Right, there is gravity in our solar system and that is what holds everything in place. Without gravity we would be floating around the galaxy!**



### **Formative Assessment**

Discuss which planets are too close, too far, or just the right distance from the sun to sustain life.

Offer ELL children an opportunity to use new vocabulary by having them repeat terms and demonstrate understanding by indicating or reenacting with the group. Children will be at different stages in language development. If they are not ready to use English, accept answers in their native languages.

**ELL**

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

**Print Concepts**

**PC.1a** Recognize that sentences are made up of separate words

**Reading:****Foundational Skills**

**RF.K.1.D** Name all upper- and lowercase letters of the alphabet

**Fluency**

**FL.6a** Read letters in random order

**Magic Writing Moment****Rearrange Words to Create Sentences**

Say: **Let's work to create sentences from mixed up words.**

On a whiteboard write *see We the sun*. Read the words together.

Distribute writing paper and a pencil to each child. The children write their first and last names at the top of their papers.

Ask:

- **What clue tells us which word should be the first word in the sentence? Right, the word with the capital letter comes first. Copy the word *We* on your paper.**
- **What word comes next?** (Discuss) **Leave a space and write *see*.**

Continue until children have written, *We see the sun*.

Read the sentence together. Congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 3.

**Materials**

- Classroom whiteboard, marker
- Writing paper with lines for each child
- Pencils

**Phonics Warm-Up****Rapid Letter Recognition**

Divide the children into 4 teams.

Say: **Today we will play "Rapid Letter Recognition." *Rapid* means to do something as quickly as you can. I will write letters on the board. You and your team will see how quickly you can identify the letters.**

Write the following letters on the board, *b c l m w p t j*.

Team 1 stands and together the children identify the letters as quickly as they can. Repeat with Teams 2, 3, and 4.

Write the next sequence of letters, *a, d, e, x, y, f, h, k*, on the whiteboard.

Continue with each team identifying the letters as rapidly as they can.

**Materials**

- Classroom whiteboard, marker

1

## Introduce Constellations

Indicate *Nursery Rhymes* page 46 and read "Star Light, Star Bright" and "Twinkle, Twinkle Little Star" together.

Say: **Look closely at the illustrations. Do you see the stars? When illustrators illustrate stars in books, the stars have points, but real stars are big balls of burning gas. When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light. When you look at the sun in the sky, does it have points?**

Play "Star Light, Star Bright" and "Twinkle, Twinkle Little Star," and the children sing along.

Explain: **There are other celestial bodies in our solar system besides planets. All the stars that we see in the night sky are celestial bodies. There are groups of stars that can be seen in the night sky called *constellations*. Say, *constellations*.** (The children say, *constellations*.) **Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people, or other things. Each picture is a *constellation*.**

Backpack Bear whispers that he saw a constellation that looked just like him, and he has something in his backpack to help us find it in the night sky.

Remove the ladle from Backpack Bear's backpack and say: **This is a ladle. You use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Pretend you have a dipper and scoop some soup.** (The children do this.)

Indicate the Little Bear Poster. Say: **This is the constellation *Little Bear*. It's easy to find in the night sky. Just look for the dipper inside. Little Bear's real name is *Ursa Minor*, which is Greek for Little Bear.**

Indicate the Big Bear Poster.

Say: **This is another constellation. It's called *Ursa Major*, or Big Bear. What do you see inside *Ursa Major*? Right, it's another dipper.**

Backpack whispers that he has a favorite star. It's called Polaris and it's the star at the end of Little Bear's tail. Backpack Bear wishes on this star every night before he goes to bed.

Indicate the poster showing both *Ursa Minor* and *Ursa Major*. Explain: **If you find Polaris, the brightest star in the sky, you can find *Ursa Minor* or Little Bear, and if you look right below Polaris you will find *Big Bear* or *Ursa Major*.**

The children locate the Big Dipper stars inside the *Ursa Major* and *Ursa Minor* constellations.

### Materials

- Selected *Nursery Rhymes* Book and CD
- Ladle placed in Backpack Bear's backpack
- Big Dipper worksheet for each child
- Big and Little Bear Poster
- Big Bear/Dipper and Little Bear/Dipper Posters
- Pencils, crayons
- Backpack Bear

### Language

**L.K.4.A** Identify new meanings for familiar words and apply them accurately (*Ex duck*)

### Listening & Speaking

**LS.9a** Recite short poems, rhymes and songs

### Science

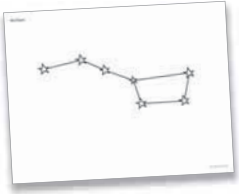
**PS.4e** Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

**IE.1c** Seek information through observation, exploration, and investigation





## Formative Assessment



Distribute Big Dipper worksheets. Say: **Let's turn this Big Dipper into Ursa Major or Big Bear for Backpack Bear.**

The children use the Ursa Major Constellation Poster as a model to draw Big Bear around the Big Dipper. If time allows, the children color their drawings.

2

## Preview Contractions and Introduce High Frequency Words: *let's, one, say*

### Materials

- Black, red, blue, green markers
- Large rubber band
- Starfall Dictionaries*
- Pencils

### Reading: Foundational Skills

**RF.K.3.C** Read common high frequency words by sight.

### Language

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

Indicate the large rubber band. Say: **When we stretch the rubber band, it expands or gets longer. When we let it go it contracts, or gets smaller. Take out your invisible rubber band. Stretch it to make it expand or get longer. Now let it go to make it smaller.**

Continue: **Today we will learn about a new punctuation mark called an *apostrophe*. Say, *apostrophe*.** (The children say, *apostrophe*.) **One of its jobs is to make two words smaller by forming them into one word. When we form one word out of two words it is called a *contraction*. Say, *contraction*.**

(The children say, *contraction*.)

Write the words *let us* on the whiteboard. Say: **Here are two words, *let* and *us*. We're going to make the words *let* and *us* into one word. Watch!** Erase the "u" in *us* and replace it with an apostrophe. **Who can point to the apostrophe.** A volunteer does this. **The apostrophe took the place of the "u" and now we have one word, *let's*.**

Say: **Let's try some more.** Repeat for *I am* (*I'm*), *he is* (*he's*), and *what is* (*what's*).

Say: **Today we will learn three new high frequency words, and one of them is a contraction.**

Write *let's* on the whiteboard. Say: **This word is *let's*. Who can circle the apostrophe? What two words does *let's* stand for?** (*let us*)

Write *say* and *one* on the whiteboard and identify them.

Say: **Our three new high frequency words this week are *let's*, *say* and *one*. Let's be high frequency word detectives.**

Write a sentence on the whiteboard with a black marker. Assign the red marker to *let's*, the blue marker to *say*, and the green marker to *one*. Read the sentence. The children take turns circling the new high frequency words in each sentence.

- *Let's go run, I say yes!*
- *I can see one sun.*
- *What did you say?*
- *Let's say a word.*

This lesson is for exposure only, not mastery.



- We have one sun and one moon.
- I always say thank you. Do you?
- Let's help Sam.
- Let's go swim!
- Will you help one dog run?



## Formative Assessment

Distribute *Starfall Dictionaries*, and the children enter *let's*, *say*, and *one*.

### Computer

- *It's Fun To Read: Greek Myths "Pegasus"*
- *ABCs: A-F*

### Practice

### Activity

Distribute *Listening & Writing Books* and the children turn to page 63. Complete the page together having the children write the corresponding letters under the sound pictures.

### Materials

- Listening & Writing Books*, p. 63

3

## Introduce Orion the Hunter

Remind the children that constellations are like dot-to-dot pictures in the night sky. Indicate and review the Ursa Minor (Little Bear) and Ursa Major (Big Bear) posters.

Indicate the Orion the Hunter Poster (with the diagram).

Say: **Today let's learn about another constellation called Orion the Hunter.**

Volunteers describe what they see on the poster.

Say: **Orion has stars with very funny names. We will learn them today so you can teach them to your parents.**

Indicate the Orion the Hunter Poster (stars only).

The children repeat the names of each star as they are introduced.

### Materials

- Ursa Minor/Ursa Major: Big and Little Bear Posters from Session 1
- Orion the Hunter Poster (with the diagram)
- Orion the Hunter (stars only)
- 7 prepared star necklaces or headbands



### Reading: Foundational Skills

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

### Reading: Literature

**RL.K.5** Recognize common types of texts (eg, storybooks, poems)

### Language

**L.K.6** Use acquired words and phrases

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

### Science

**PS.4e** Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

**IE.1c** Seek information through observation, exploration, and investigation

- Introduce **Betelgeuse** and **Bellatrix** (Bellytrix). Discuss what part of Orion is made up of these stars.
- Introduce Orion's belt: **Alnitak and Alnilam are twins and they love mints (Mintaka).**
- Introduce **Saiph** (Safe) and **Rigel**. Discuss what part of Orion is made up of these stars.

Teach the song "Orion's Stars" to the children (to the tune of "Ten Little Indians").



### Formative Assessment

Say: **Now YOU will become Orion the Hunter!**

Distribute star necklaces (or headbands) to 7 children. With the poster and your help, the children take their places. Classmates may help them as needed.

After the children form Orion, they remove their necklaces (or headbands) and choose other children to take their places.

#### "Orion's Stars"

(Tune: "Ten Little Indians")

*Betelgeuse, Bellytrix, Saiph and Rigel.*

*Alnitak, Alnilam, Min-ti-ka*

*These are stars that make up Orion*

*Look for them tonight!*

**Magic Writing Moment****Rearrange Words to Create Sentences**

On a whiteboard write *like I the stars*. Read the mixed up words together.

Distribute writing paper and a pencil to each child.

Say: **You wrote a sentence on the first line. Where should you begin the next sentence? Do a “return sweep” and you begin the next sentence on the next line.** (Demonstrate)

Ask: **What clue tells us which word will be the first word in the sentence? Right, the word with the capital letter comes first. Copy the word I on your writing paper.**

Continue: **Which word comes next?** (Discuss) **Leave a space and add like to your sentence.**

Continue until the children have written, *I like the stars*.

Read the sentence together, and congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 4.

**Materials**

- Classroom whiteboard, marker
- Individual writing paper  
from Day 2
- Pencils

**Reading:  
Foundational Skills**

**RF.K.1.A** Follow words from left to right, top to bottom, and page by page

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

**Phonological Awareness Warm-Up****Rhyming Words**

Say: **Today let’s play “What doesn’t belong?” I will say three words. Two of the words rhyme, but one doesn’t belong because it doesn’t rhyme with the other two. Let’s try one together, *sun, fun, cat*. Which two words rhyme? Which word does not belong? Right, *cat*.**

Repeat for: *moon, mom, spoon*; *chair, pair, children*; *feet, hand, meet*; and *cup, up, bow*.

**Materials**

- None

**Reading:  
Foundational Skills**

**RF.K.2.A** Recognize and produce rhyming words

1

**Reading:**  
**Foundational Skills**RF.K.3 Apply phonics/  
word analysis skills in  
decoding words

This lesson serves as a preview, so mastery is not expected. Each digraph will be addressed individually in the second semester.

**Preview Digraphs: sh, ch, th, wh**

Say: **Listen to these words and tell me what letter stands for the sound you hear at the beginning. Ready?**

Say the following words and pause for the children to respond: *sing, computer, tiger, water.*

Continue: **Now listen and tell me what sound you hear at the beginning of the word, ship. Right /sh/ but there isn't a letter that stands for /sh/.**

Enter Superhero h: "Here I come to save the day! Superhero h is on his way! I'm Superhero h. I can help you solve your problem. All I need is a little help from the letter s."

Indicate the s Letter Card. Superhero h stands next to s and continues: "When my h gets together with s, we stand for a brand new sound, /sh/. Now you have the letters you need for the beginning of *ship*. Can you think of other words that start with our sound?"

Continue to use Superhero h to create the *th, ch,* and *wh* digraphs.

**Materials**

- Picture Cards (*sh*) *shell, sheep, ship; (ch)* *chair, cheese, chip; (th)* *thermometer, thorn, thumb; (wh)* *whale, wheel, whistle*
- Puppet with "Superhero h" attached
- Prepared index cards (*sh, ch, th, wh*)
- Letter Cards *c, s, t, w*
- Pocket chart

**Formative Assessment**

Say: **Superhero h would like us to play a game. I will place the letters that stand for the new sounds at the top.**

Place *sh, ch, th,* and *wh* across the top row to create 4 column headings.

Distribute the Picture Cards to volunteers. They take turns to identify the pictures and place the Picture Cards beneath the correct digraph.

2

**Writing Focus on Illustrations**

Say: **Today we will go on an imaginary trip in the night sky! What might you see on our trip?** (sun, moon, planets, constellations, etc.) **First decide what celestial bodies you will visit. Will you visit the planets, Big Bear, Orion? Today we will only think about and plan our illustrations. Tomorrow we will write about them so we can learn about your trip.**

**Materials**

- Starfall Writing Journals
- All Constellation Posters
- Pencils, crayons
- Optional:** Scrap drawing paper

**Formative Assessment**

Discuss important elements to include in the illustrations so if someone who couldn't read looked at them he or she would know what the stories are about. Interact with the children as they illustrate, asking questions that prompt them to include more details in their illustrations.

**Writing**

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

W.8 Write and draw for a variety of purposes and audiences

Consider having the children sketch their illustrations using pencils and scrap paper before adding them to the top section of their writing journal pages.

The children will write about their trips on Day 4.

Provide pictures for support and ask questions about them that can be answered in simple language or by pointing to promote independence for those who are not yet comfortable with English.

ELL

## Computer

- Learn To Read: Skills: *sh, wh, th, ch*
- ABCs: H-M

Practice

## Activity

The children choose materials they would like to use to reproduce the high frequency words.

### Materials

- High Frequency Word Cards *my, our, your, look, say, let's, one*
- Play dough, magnetic letters or individual whiteboards and markers

3

## Introduce *Reach for the Stars*

Indicate *Reach for the Stars*. Say: **This is a nonfiction book. Raise your hand if you can tell us what is special about nonfiction books.** Discuss that nonfiction books provide information about real people and events.

**Who can look at the cover and predict what this story might be about?** (Discuss)

Continue: **Once a little girl had a dream to study the stars. Later she decided she wanted to do more than that, she wanted to see the stars up close. This little girl's name was Stephanie, and she grew up to become an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title, and explain that the book has real photographs. As you read, pause to discuss them. As opportunities present themselves, the children tell why the author chose the particular photograph for each page.

Read pages 1 through 5 and ask: **What did Stephanie want to become?**

Read pages 7 through 10 and ask: **Where do you think all the astronauts are**

### Materials

- Reach for the Stars* by Stephen Schutz



### Reading: Foundational Skills

**RF.K.3** Apply phonics/word analysis skills in decoding words

**RF.K.3.A** Demonstrate one-to-one letter correspondence

**RF.K.3.C** Read common high frequency words by sight

### Language

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

### Reading: Informational Text

**RI.K.1** Ask and answer questions about key details in a text

**RI.K.3** Describe the connection between individuals, events, ideas or information in a text

### Science

**SS.SC.PS.4e** Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

**SS.SC.E5.5e** Explore and investigate the Law of Gravity

### Social Studies

**SS.SS.E5b** Match descriptions of work people do to related jobs in school, community and from historical accounts

going? How will they travel to outer space? Let's read to find out.

Read pages 11 through 14 and ask: **Why does the rocket need so much power?**

Explain: **This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets.**

Chant "I'm a Little Rocket" and children perform the actions.

Read pages 15 through 17 and ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Read pages 18 through 20 and ask: **What happens if you open a bag of popcorn in space?** (It would all float away.)  
**When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.**

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for a while. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station to help us learn more about our solar system.**

Read pages 25 through 29.



### Formative Assessment

Partner the children to share three things they learned from the story. Volunteers share their responses.

Partner ELL children with others who speak their languages and encourage them to use vocabulary from the story when sharing. This will assist them with their understanding of new vocabulary.

**ELL**

#### **"I'm a Little Rocket"**

*I'm a little rocket  
(The children squat.)*

*Point toward the sky  
(Point arms upward.)*

*4...3...2...1  
(The children repeat slowly.)*

*Blast off! Fly!  
(They spring into the air.)*

**Magic Writing Moment****Rearrange Words to Create Sentences**

On the whiteboard write *planet Our Earth is*. Read the mixed up words together.

Distribute writing paper and a pencil to each child.

Ask: **What clue tells us which word is first in the sentence? Right, a word with the capital letter comes first. Copy the word *Our* on your writing paper.** (If the children choose *Earth* as the first word, they may form the sentence, *Earth is our planet*.)

Continue: **Which word comes next?** (Discuss) **Leave a space and add *planet* to your sentence.**

Continue until the children have written, *Our planet is Earth*.

Read the sentence together. Congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 5.

**Materials**

- Classroom whiteboard, marker
- Individual writing paper from Day 3
- Pencils

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

**Phonological Awareness Warm-Up****Segmenting Phonemes in CVC Words**

Place the Picture Cards face down in a pocket chart.

Say: **Today we will segment or take apart words into their individual sounds. Listen to this word, *hot*. Get out your invisible rubber bands. Say, *hot*. Use your invisible rubber bands to take apart the sounds. Let's try it, /h/ /o/ /t/, *hot*.**

Volunteers take turns revealing Picture Cards. They identify the words, and lead the class in segmenting them into individual sounds.

**Materials**

- Picture Cards: *bag, cap, cut, doll, gum, men, pet, pin, six*
- Pocket chart

**Reading: Foundational Skills**

**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

**Reading:  
Foundational Skills**

RF.K.3.A *Demonstrates one-to-one letter-sound correspondence*

**Introduce Cc /k/, /s/ and Gg /g/, /j/**

Recall the meaning of community helpers and choose volunteers to identify several. Ask: **Do all community helpers wear the same kind of hat? What are some kinds of hats community helpers wear? Sometimes we say, “People wear many different kinds of hats.” That means that one person does many different kinds of things. If your dad is a construction worker he wears a hard hat. But what if he also likes to snow ski? Would he wear the same hat to snow ski? No, he’d wear a soft, warm hat.**

Explain: **Today we will learn about some letters that wear different hats or stand for different sounds.**

Write a large C on the whiteboard. Add a “hard hat” to the top. Say: **This is “Hard C.” Hard C stands for the sound /k/. Can you think of some words that begin with /k/?**

Write these words under “Hard C.”

Write a large C on the whiteboard. Add a soft ski cap. Say: **This is “Soft C.” Soft C stands for the sound /s/. Write city under Soft C. This word is city. We see a c but the c stands for /s/ in this word.**

Write and say *cylinder, cent, place, pencil, race, and mice* in the Soft C column. The children take turns to find and circle c in these words as you say them. Discuss that the c in these words stands for Soft C /s/.

This lesson provides exposure to the occurrence of hard and soft c and g. It is not intended to teach usage rules.

**Formative Assessment #1**

Say: **Let’s play a listening game. I will say a word. If you hear Hard C (/k/) clap hard. If you hear Soft C (/s/) clap softly. Ready?** Say the following words pausing after each for the children to respond: *cell, cat, place, computer, cow, cereal, face*.

Say: **There’s another letter that wears more than one hat.** Write a large G wearing a hard hat on a whiteboard. **This is “Hard G.” Hard G stands for the sound /g/. Can you think of some words that begin with /g/?** Write the words under “Hard G.”

Write a large G on the whiteboard and add a soft ski cap. Say: **This is “Soft G.” Soft G stands for the sound /j/. Write gem under Soft G. This word is gem. We see a g but the g stands for /j/ in this word.**

Write and say *gentle, bridge, page, giant, giraffe* in the Soft G column. The children take turns to find and circle g in these words as you say them. Discuss that the g in these words stands for Soft G /j/.

**Formative Assessment #2**

**Let’s play the listening game again. If you hear Hard G (/g/), clap hard. If you hear Soft G (/j/), clap softly. Ready?** Say the following words pausing for the children to respond: *gym, gum, good, badge, cage, globe, germs*.



2

## Adding Text to Illustrations

The children use their illustrations from Day 3 as inspiration to write about imaginary journeys into the night sky. As you add adult writing, assist children to include additional detail.

### Materials

- Starfall Writing Journals
- Starfall Dictionaries

### Computer

- *Talking Library*: Nonfiction, "Reach For the Stars"
- *ABCs*: Any letters N-Z

### Practice

### Activity

The children illustrate themselves with Backpack Bear then color their illustrations and decorate or color the border of their This Shining Star Awards.

Sign and date the awards (or use the Backpack Bear paw stamp as your signature) before sending This Shining Star Awards home.

### Materials

- This Shining Star Awards
- Pencils, crayons

3

## Backpack Bear's Starry Adventure Story

Read *Backpack Bear's Starry Adventure Story*. Say: **I wonder what happened next. Raise your hand if you have an idea about what could have happened.**

The children share their ideas, and you add them to the chart paper.

Read their ideas then ask: **How do you think the story ends?** Add and read the children's ideas while they listen and offer additional suggestions.

### Materials

- Backpack Bear's Starry Adventure Story* (Blackline)
- Constellation posters
- Chart paper, marker



### Reading: Foundational Skills

**RF.K.3.A** Demonstrates one-to-one letter-sound correspondence

### Writing

**W.K.3** Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

### Language

**L.K.2** Demonstrate command of English conventions in capitalization, punctuation, and spelling

### Writing

**W.K.7** Participate in shared reading and writing projects

### Language

**L.K.1f** Produce and expand complete sentences

### Speaking & Listening

**SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly

**Speaking & Listening**

**SL.K.5** Add drawing or other visual displays to provide additional detail

**Magic Writing Moment****Read and Illustrate Sentences**

Distribute drawing paper and the writing paper from Day 4.

The children read the three sentences on their papers together:

*I see the sun. I like the stars. Our planet is Earth.*

They illustrate the sentences on drawing paper.

**Optional:** Staple the drawing paper under or on top of the sentences and post these in the classroom.

**Materials**

- Individual writing paper from Day 4
- Pencils, crayons
- Drawing paper

If possible, you or an assistant ask your ELL children to read the sentences aloud and share what they might draw.

**ELL****Phonemic Awareness / Phonics Warm-Up****Deleting and Substituting Phonemes**

Navigate a classroom computer to “Word Machines.” Say: **Today let’s play with sounds. We can make new words by deleting or taking away one sound and adding a different sound. Let’s play Word Machines to watch this happen.**

Use the a-machine and o-machine to demonstrate deleting and substituting letters in words. The children take turns choosing which “lever” to push.

**Materials**

- Starfall.com: “Word Machines”

**Reading: Foundational Skills**

**RF.K.2.E** Add or substitute individual sounds (phonemes) in one-syllable words to make new words

**Language**

**L.K.1.E** Use the most frequently used prepositions

**L.K.6** Use acquired words and phrases

**Social Studies**

**ST.4b** Use positional words to describe relative location of people, places and things

**1****Positional Words and Prepositions**

Indicate Backpack Bear.

Say: **Raise your hand if you remember when we moved Backpack Bear to different places and we identified where he was.** (Volunteers respond.) **When we talked about where Backpack Bear was we used very special words called prepositions. Say, prepositions.** (The children say, prepositions.) **Prepositions are words that tell where an object or a person is, compared to another object or person. Raise your hand when you hear a preposition that tells where Backpack Bear is.**

**Materials**

- Backpack Bear
- Chart paper
- Markers

Volunteers take turns to place Backpack Bear in a variety of locations in the classroom and, with your help, use prepositions to identify his location (under a desk, on the bookshelf). The class identifies the prepositions.

Continue: **Backpack Bear told me he had a great way to remember what a preposition is. He said that a preposition is anywhere you can fly in a plane compared to a cloud. Let's make a list.**

Indicate the chart paper. Continue: **I'll start! I can go through a cloud.** Indicate and read "through a cloud" and select a volunteer to circle *through*. As children give examples, write them on the chart paper then children circle the prepositions with markers. Children can be *below a cloud, in a cloud, above a cloud, next to a cloud, etc.*

**Note:** Common prepositions include *in, under, on, around, beneath, in front of, beside, by, on top of, behind, above.*



### Formative Assessment

Say: **Let's pretend each of you has your own cloud. I will read a sentence and you demonstrate the preposition with your pretend cloud. Ready?**

Read the sentences created on the list and add others if time permits.

Suggestions include: *above a cloud, among the clouds, into a cloud, near a cloud, onto a cloud, through a cloud, next to a cloud, under a cloud, with a cloud, upon a cloud, below the cloud, against a cloud, beside a cloud, between the clouds*

## Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

### Media Literacy

**ML.10** Use technology resources to support learning

## Listening & Writing Book

2

Distribute *Listening & Writing Books*. The children carefully trace the letters and numbers inside the back cover.

If time allows, they practice writing their letters or choose a letter and "turn it into" a picture on drawing paper.

### Materials

- Pencils
- Drawing paper
- Listening & Writing Books

### Language

**L.K.1.A** Print upper- and lowercase letters

**Speaking & Listening**

**SL.K.5** Add drawing or other visual displays to provide additional detail

**Literary Response & Analysis**

**LIT.RA.7** Identify, analyze, and apply elements of nonfiction texts to demonstrate understanding of information

**Science**

**PS.4e** Know the earth, sun, and moon are a part of a larger system that includes other planets and smaller celestial bodies

## Create a Model of the Solar System: Progressive Center

The children will participate in a “progressive” center in which they will work to create the solar system using play dough. The first group checks the chart paper and works together to create the items on the list, placing the items in their correct position in the solar system on a table or large piece of cardboard.

When the rotation is over the next group reviews what has been done so far, by referring to the chart paper, and continues to create where the first group left off.

Continue until all groups have rotated through the center.

If more objects are needed, children can create additional stars. Remind them that stars are actually round and do not have points.

At the end of center rotations, display the model for all to enjoy, and the children discuss the part they played in helping to create it.

**Materials**

3

- Prepared chart paper
- Play dough (several colors)
- Posters from Weeks 14 and 15
- Table or large piece of cardboard

**Our Solar System**

- One Sun
- One Moon
- Eight Planets
- Big Dipper and Little Dipper
- Orion the Hunter

**"Color by Word"**

Children identify high frequency words to complete the "Color by Word."

**Materials**

4

- Pencils, crayons
- Week 15 "Color by Word" for each child

**Reading:****Foundational Skills**

**RF.K.3.C** Read common high frequency words by sight

**Teacher's Choice**

Choose an appropriate activity for this center.

5

**Teacher's Choice**

Choose an appropriate activity for this center.

6

## 2

## Constellation Creations

Ask: **What do you remember about stars?** Allow time for the children to share. If they do not mention constellations ask: **Who remembers what we call a shape made by connecting stars? Yes, it is a constellation.** The children repeat, *constellation*.

Continue: **When a group of stars looks like an animal or an object it is called a constellation and given a name.**

Review the Constellation Posters.

Backpack Bear whispers to you. Say: **Backpack Bear thinks these pictures look like ‘connect the dots’ with the stars.**

Say: **Today you will make your own constellations with marshmallows and toothpicks. It will be like “connecting the dots” to create constellations.**

Distribute a sheet of construction paper to each child. Say: **Write your first and last names on the back of your paper with white chalk or a white crayon. Turn your paper over when you are finished.**

Continue: **Think about how you would like your constellation to look. Will it look like an animal or an object? What will you name it?**

Partner the children to share their ideas and the names of their constellations. After an appropriate amount of time, give the children a signal. They return to their places and begin to create original constellations.

Remind the children that the name they choose for their constellations should have something to do with their shapes.

Circulate while children are creating constellations. Encourage them to write the names of the constellations on the front of their papers.



### Formative Assessment

The children share their constellations. Ask questions about their creations, and encourage them to use their presentation voices and to present their ideas clearly. Classmates may ask questions and/or give compliments.

Some ELL children may be hesitant to share orally. Accept any languages they feel comfortable speaking. Remind them of vocabulary they have learned as they share.

**ELL**

### Materials

- Bag of miniature marshmallows
- Blue or black construction paper for each child
- Small containers to hold toothpicks and marshmallows at tables
- White chalk or crayons for each table
- Constellation Posters
- Box of toothpicks
- Backpack Bear

### Speaking & Listening

**SL.K.4** Provide detail to describe familiar people, places, things, and events

**SL.K.5** Add drawing or other visual displays to provide additional detail

### Writing

**W.8c** Draw and label

### Science

**PS.4e** Know the earth, sun, and moon are a part of a larger system that includes other planets and smaller celestial bodies