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Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide

Mammals

Unit 6 • Week 17

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

If you have questions or comments, please contact us.

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Mammals

Unit 6 • Week 17

Week 17

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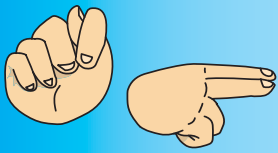
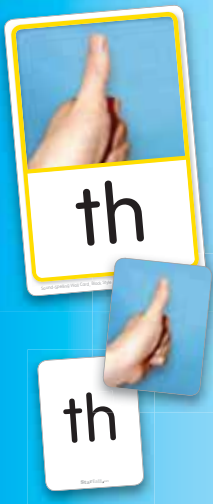
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Week 17 Overview

Mammals

This week the children continue their study of the mammal animal group as they write about and illustrate mammals, and create a classroom book titled *Mammals*. This week we will:

- identify story elements.
- learn Long-A and Silent-E.
- write a class newspaper article.
- review punctuation marks.
- learn the digraph *th* /th/.
- meet Ludwig van Beethoven.

Recommended Literature

The Giant Jam Sandwich — **John Vernon Lord and Janet Burroway** worked together in writing this book. John wrote and illustrated the story. The idea for the book was a memory based on growing up with his family in England. When the book was almost finished, Janet changed the words of the story into rhymes.

John's father was a baker. When his family went on picnics, he always put some jam on a crust of bread. Then he carried it off. The wasps wanted to eat the jam so they followed the bread away from the picnic.

When John was a young boy, he was crossing a meadow with his friends, Alexander and Jonathan. A wasp hovered over Alexander's head. No matter which way he ran, he couldn't get rid of the wasp. The boys were so frightened that John made up the story about the giant jam sandwich to calm them down. The wasp flew away and the boys asked him to tell the story again over and over.

Starfall Books & Other Media

ABC Rhyme Book

Backpack Bear's Mammal Book

Reading and Writing Books

Sing-Along Volume 1

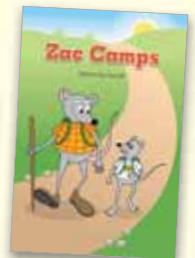
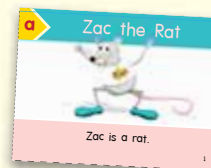
Starfall Dictionaries

Starfall's Selected Nursery Rhymes

Zac and Cat

Zac Camps Chapter Book

Zac the Rat



Preparation

Generate Vocabulary Cards for Week 17. You will use *wasp*, *pate*, *nuisance*, *dough*, *yeast*, and *spade* on Day 1 and *deaf*, *composer*, *conductor*, *orchestra*, and *interpreter* on Day 5.

Day One

Have a magazine and newspaper available for today's Magic Writing Moment.

For today's Phonological Awareness/Phonics Warm Up prepare individual index cards with: *bl, cl, fr, pl, pr, st, sn* (2 cards), *fl* (2 cards), *tr* (3 cards), *gr* (3 cards) and group them with the Picture Cards listed below to create the following sets:

Set 1: Picture Cards: *black, clock, grapes, tree, snake*; Index Cards: *bl, cl, gr, sn, tr*

Set 2: Picture Cards: *grass, snail, star, truck, plant*; Index Cards: *gr, pl, sn, st, tr*

Set 3: Picture Cards: *flag, frog, green, pretzel, train*; Index Cards: *fl, fr, gr, pr, tr*

Prepare each child's copy of the take-home book *Zac and Cat*.

Day Two

Have examples of chapter books available for Session 1.

Day Three

For today's Magic Writing Moment you will use the chart paper from Day 2.

Duplicate the “All About Mammals” blackline for yourself and each child. Be sure to have plenty of classroom books about mammals available for children to reference as they write.

The children will do research on mammals for their newspaper article during Computer time on Days 3 and 4. Select appropriate websites and navigate to them beforehand.



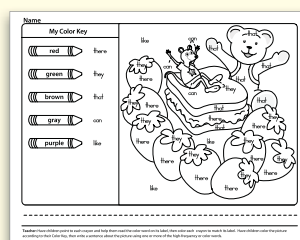
Day Four

Create a “Superhero h puppet” from a paper bag, or use a generic puppet with a large lowercase *h* printed or pinned to the front. You will use this puppet to introduce the digraph *th*, and other digraphs in subsequent weeks.

Day Five

Invite the principal, another teacher, or another adult to visit your classroom to be interviewed by the children. If you are unable to get someone to interview, the children can interview you!

Generate a Week 17 "Color by Word" worksheet for each child featuring the high frequency words: *that*, *there*, *they*, *the*.




Day 1

Zac has a new friend.
Would you like to read
about his new pal?
Love,

Backpack Bear 

Day 2


Zac and I had jam sandwiches for dinner last night. What's your favorite sandwich?

Love,
Backpack Bear 



Day 3


Zac and his dad went on a fun trip. Maybe he will tell us about it today!

Your Pal,
Backpack Bear 



Day 4


I am so excited to read the mammal book you wrote!

Love,
Backpack Bear 



Day 5

It has been fun learning about mammals. There are many animals in my mammal group. I think you are my favorite!

Love,
Backpack Bear 



DAY One

DAY Two

Magic Writing Moment

Class newspaper article

Collect ideas for class article

Reading

Phonemic Awareness

Phonics

High Frequency Words

Comprehension

Print Concepts

R&W p. 4

Blends

Long-A, Silent E

Zac and Cat

The Giant Jam Sandwich

Comprehension Strategies:

Summarize

Make Connections

R&W p. 5

Rhyming words

Comprehension Skills:

Story Elements (setting, main characters, problem/solution, change the story)

Make inferences

Use illustrations to support text

Computer

Word Machines: "Short a"

Short Vowel Pals: "Zac and Cat"

ABCs: Zz, Xx, Yy, Ww, Qq, Vv

Learn to Read: Row 6, "Jake's Tale"

Activity

Match Blends and Picture Cards

Identify CVC Words

Listening & Speaking

Literature

Rhymes, Poems & Songs

Vocabulary

"Jam"

Vocabulary: *wasp, pate, nuisance, dough, yeast, spade*

Zac Camps Chapter Book

"Jam"

"Hickory Dickory Dock"

Writing

Social Studies

Science

DAY Three

DAY Four

DAY Five

List questions about mammals	Interview questions	Interviews to gather information
R&W p. 6 Punctuation: period, question mark, exclamation mark <i>Zac Camps Chapter Book</i> Comprehension: Making Predictions <i>Backpack Bear's Mammal Book</i>	 R&W p. 7 Digraph /th/ Delete /t/ to form words HF Words: that, there, they, this Author's Chair	 Phoneme substitution Comprehension Strategy: Make Connections Phoneme Substitution Informational text
		Starfall Free Day 1
		"Color by Word" for Week 17 2
Websites with information about mammals	<i>Backpack Bear's Books</i> : Any row	Write and illustrate favorite part of <i>The Giant Jam Sandwich</i> 3
"Word Search" HF Words	Match Short-a Words and Picture Cards	Form words with play dough 4
	"Th Thumb Rhyme" "Letter March Song Th"	Teacher's Choice 5
		Teacher's Choice 6
		<i>Backpack Bear's Mammal Book</i> Vocabulary: deaf, composer, conductor, orchestra, interpreter
Write about mammals Punctuation practice	Share writings	Use knowledge of letter/sound relationships to spell simple words
		Learn about Beethoven
	<i>Kindergarten All About Mammals Book</i>	Review characteristics of mammals

Writing

W.K.7 Participate in shared research and writing projects.

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

Science

SS.SC.LS.2 Understand different types of plants and animals.

Magic Writing Moment**Class Newspaper Article**

Say: **Let's work together to write our own mammal newspaper article. Who knows what an article is?**

Volunteers respond. **An article is a short story in a magazine or newspaper. People who write the articles are called journalists. Say, journalists. This week we will be journalists and we will write an article for a class newspaper.**

Indicate *Backpack Bear's Mammal Book*. **Let's look through the pages of this book and notice the kinds of things the author included.** Lead the children to notice that the book is nonfiction because it contains true facts about mammals, includes pictures and charts, and uses labels and sentences.

Ask: **If someone would like to learn more about mammals, where could he or she look?** Elicit answers from the children that include the library, classroom books, magazines, newspapers, the Internet, talking to teachers and/or scientists, and taking trips to the zoo or farm.

Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Magazines, newspapers

Phonemic Awareness / Phonics Warm-Up**Blends**

Say: **Today we will do consonant addition.**

Write $b + l = \underline{\quad}$ on the board.

Ask: **What is /b/ blended with /l/? Let's try it together, /b/ + /l/ = bl. This is called a blend. The children repeat, blend. What sounds do you hear at the beginning of blend? Right, /bl/. Repeat for several other blends.**

Distribute 5 Picture Cards and 5 corresponding blend index cards from Set 1 to 10 volunteers. The children find their "matching" partners (*bl* and *blue*; *gr* and *grapes*) and stand next to each other in front of the class.

Review the matches and the class affirms them with a "thumbs up" if they are correct.

Repeat the activity using Sets 2 and 3 until all of the children have a chance to participate.

The picture and index cards will be used for today's Activity.

Materials

- ☐ Prepared index cards
- ☐ Three prepared sets of Picture Cards

Reading: Foundational Skills

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

Have ELL children repeat the sounds and pronounce the words as they are blended to make sure they understand the two sounds converging into blends.

ELL

1

Introduce *Zac and Cat*

Distribute *Zac and Cat Take-Home Books* to each child, and the children write their names on the back. Notice with the children that the words *Zac* and *Cat* both begin with capital letters. Ask: **Why is *Cat* capitalized? Right, *Cat* is the cat's name.**

Ask: **Who can look at the illustration on the cover and predict what this story is about?** (Discuss the children's predictions.)

Partner the children and review strategies to decode words. Partners do a first read together, then gather the children to check their predictions.

Read the story together and discuss how the illustrations match the text.

Ask the following questions:

(Page 2) What is Zac trying to do?	He is trying to use the pan for a drum.
How can you tell it is difficult for Zac to use the bat?	It looks too heavy for a rat to use.
Why does the jam can work better as a drum for Zac?	It is lighter and easier to hold.
(Page 5) What idea does Cat have?	Cat's idea is to use the bat as a drumstick.
On the last page of the book, what are Zac and Cat doing?	They are playing in a homemade rhythm band.
If you were part of Zac and Cat's band, what instrument would you play?	Answers will vary.

Materials

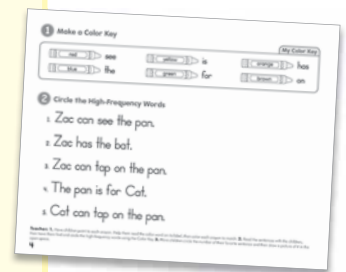
- ☐ Reading and Writing Books, p. 4
- ☐ *Zac and Cat* Take-Home Book
- for each child and teacher
- ☐ Pencils

Reading: Foundational Skills

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

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

RF.K.4 Read texts with understanding.



Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 4.

Project the page if possible, and complete it together with the children according to the directions.

Materials

- ☐ Classroom whiteboard, marker
- ☐ *Learn to Read*: Row 6: Silent E

**Reading:
Foundational Skills**

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

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Long A, Silent E

Review the difference between vowels and consonants, and remind the children that *y* can be a vowel or a consonant.

Say: **We have been reading many words with the short /a/ sound. Sometimes *a* can stand for another sound called *long a*. When it stands for *long a*, the sound is its name, *ā*. Listen to these words. If you hear short /a/ (make the sound of short *a*), stand up. If you hear long *a* (make the sound of long *a*) sit. Ready?** Say the following words, pausing for the children to respond: *cap*, *lake*, *ham*, *tale*.

Explain: **There are rules that help us know if *a* is long or short. Here's one rule. If you see "e" at the end of the word, the *e* is silent and doesn't make a sound.** Write *lake* on the board. **What is the "inside" vowel? (a) Who can point to the *e* at the end of the word? The *e* is silent and doesn't make a sound, but it whispers to *a* to use its long sound, /l/ /ā/ /k/, *lake*.**

Navigate a classroom computer to *Learn to Read*: Row 6 under "Play" to demonstrate the silent *e* rule.

Create two columns on the whiteboard. Label them "Short *a*" and "Long *a*."

Write *tap* under short *a*, and lead the children to decode *tap*.

Write *tape* under long *a*, and lead the children to decode *tape*. Discuss the difference in the two words including the job of silent *e* and its effect on *a*.



Formative Assessment

Divide the children into two groups, *short a* and *long a*. Say: **If you hear short *a* in the word I say, the "short *a* group" stands. If you hear long *a*, the "long *a* group" stands.**

Use the word pairs listed below. Say the first word and a group stands. A volunteer indicates on which side of the board the word should be written. Discuss the correct placement, and you (or a volunteer) write the word in the appropriate column. Repeat with the second word.

cap / cape	Jan / Jane	Sam / same	plane / plan
------------	------------	------------	--------------

Have an assistant or volunteer repeat this activity with ELL children to help them become more comfortable hearing and speaking the sounds.

ELL

Computer

- *Short Vowel Pals*: "Zac and Cat"
- *Word Machines*: "Short a"

Practice

Activity

Mix the picture and blend index cards. The children work together to find matches and display them side-by-side in a pocket chart.

Materials

- ☐ Blend picture and index cards (from today's Phonological/Phonics Warm Up)
- ☐ Pocket chart

3

Introduce *The Giant Jam Sandwich*

Review Backpack Bear's message with the children, and volunteers share their favorite kinds of sandwiches.

Say: **Let's pretend that a new child, who has never heard *Zac the Rat*, came to our class. Raise your hand if you could retell Zac's story in your own words.**

Volunteers take turns retelling the story.

Tell the children you have a funny song about jam that Zac and Backpack Bear might enjoy. Play *Sing-Along Volume 1* Track 17, "Jam" several times, until the children are able to sing along. The children help to make up actions to accompany the song.

Say: **This song reminds me of a story called *The Giant Jam Sandwich*.**

Indicate the book and discuss the cover, title, author, and illustrator. As you page through the book, pause to introduce the following vocabulary:

Page 7, *wasps* — winged insects that have stingers; they belong to the insect animal family

Page 9, *pate* — the top of the head

Page 10, *nuisance* — someone or something that bothers you

Page 14, *dough* — a thick, sticky mixture of flour, water, and other ingredients, used to make bread

Page 14, *yeast* — an ingredient used to make dough rise

Page 24, *spade* — a digging tool with a flat blade, similar to a shovel

Before reading, say: **If you hear rhyming words as I'm reading, raise your hand.** Read the story, pausing to allow the children to ask questions and identify rhyming words.

Materials

- ☐ Vocabulary Cards: *wasp, pate, nuisance, dough, yeast, spade*
- ☐ *The Giant Jam Sandwich* by John Vernon Lord and Janet Burroway
- ☐ *Zac the Rat* Take-Home Book (for reference)
- ☐ *Sing-Along Volume 1* Track 17, "Jam"

Reading: Foundational Skills

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

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

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

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

Reading: Foundational Skills

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

Reading: Literature

RL.K.2 Retell familiar stories.

RL.K.7 Connect illustrations to story events.

Language

L.K.5.C Identify real-life connections between words and their use.



Formative Assessment

Review new vocabulary:

Page 3 — Read: **“They stung Lord Swell on his fat bald *pate*.”**(rhymes with “plate”) Children say, *pate*. Review its meaning, and ask the children if they know anyone who is bald.

Page 7 — Say: **In this story, the author referred to the wasps as a *nuisance*. That’s because the wasps were bothering the people.** Children say, *nuisance*. Discuss behaviors that would be considered nuisances, such as people talking too loudly or being interrupted by someone.

Page 8 — Indicate the picture and tell the children the characters are mixing flour and yeast to make dough. Review the meanings of *yeast* and *dough*. Children repeat, *yeast, dough*. Explain that if no yeast is added to the dough, the bread would be flat like a pancake!

Pages 18 and 19 — Ask: **Who knows what a *spade* is?** Choose a volunteer to indicate a worker using a spade on page 19. Children repeat, *spade*.

Volunteers use the new vocabulary words in sentences as time allows.

Magic Writing Moment

Materials

- ☐
- Chart paper, marker

Collect Ideas for Class Article

Say: **Today let's collect ideas for our newspaper article.**

The children partner to share facts they already know about mammals. Write their responses on chart paper as they share.

Say: **Think of what else you would like to know about mammals. We'll discuss your ideas tomorrow.**

Save the chart paper for use on Day 3.

Writing

W.K.7 Participate in shared research and writing projects.

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

Phonological Awareness Warm-Up

Materials

- ☐
- Sing-Along Volume 1 Track 15, "Hickory Dickory Dock"
-
- ☐
- Nursery Rhymes Big Book

Rhyming Words and /ck/

Say: **Zac would like to teach you his song about the clock.** Play *Sing-Along Volume 1* Track 15, "Hickory Dickory Dock."

Explain that when we say "noon" we mean 12:00 in the afternoon.

Play the song again. This time, children listen for words that rhyme. (clock/dock, four/door, noon/soon)

Indicate *Nursery Rhymes* page 17 and read the nursery rhyme together. Say: **I noticed words that use ck to stand for the /k/ sound.**

Indicate "hickory." Continue: **Hickory uses ck to stand for the sound /k/. Can you find other words that use ck to stand for /k/?** Volunteers indicate words.

Reading: Foundational Skills

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

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

1

Introduce *Zac Cams*

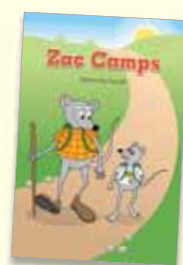
Indicate examples of chapter books. Explain that chapter books are divided into short parts called *chapters*. (Children repeat, *chapters*.) Show examples of how the text and illustrations are divided into chapters.

Say: **Zac has a surprise for you.** Indicate *Zac Cams*. **Zac says that his friend, Brandi Chase, wrote this story about how he and his dad went on a camping trip. Michael Ramirez illustrated the book.**

Ask: **Who has been camping?** Volunteers share.

Materials

- ☐
- Zac Cams*
- Chapter Books
-
- ☐
- Several examples of chapter books
-
- ☐
- Plush Zac the Rat



Reading: Foundational Skills

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

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

Reading: Literature

RL.K.7 Connect illustrations to story events.

Show the children the title page. Say: **Today we will read Chapter 1.**

Read pages 2 through 10, pausing to discuss how the illustrations support the text.

Ask:

- **What did Zac and Dad want to do?** Write *camp* on the board. Discuss the blend at the end of *camp*.
- **What was Dad going to put snacks in? How many packs are Zac and Dad taking? What does the -s at the end of packs tell us? Yes, it tells us there is more than one pack.**
- **What are Zac and Dad putting in the packs?** Write *snacks*. Discuss the *sn* blend and *ck* ending. **Are Zac and Dad taking one snack or more than one snack? How do we know?**
- **When Zac and Dad look at the map what do they see?** Write *path*. Discuss the /th/ ending.
- **What on the map shows what Zac and Dad will pass on the path?** Write *trash*. Discuss the *tr* blend and *sh* digraph.
- **Is the trash all over or in a stack?** Write *stack*. Discuss the *st* blend at the beginning of the word.



Formative Assessment

Distribute *Zac Camps* books and the children read chapter one together.

Partner ELL children with students who can assist them to identify blends.

ELL

2

Missing Words

On the whiteboard, write:

Zac is a _____ .

cat — ran — rat

Materials

- ☐ Classroom whiteboard, markers
- ☐ *Reading and Writing Books*, p. 5
- ☐ Pencils, crayons

Reading: Foundational Skills

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

Language

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

L.K.2.C Represent most consonant and short-vowel sounds (phonemes)

Read the sentence and volunteers read the choices offered to complete it.

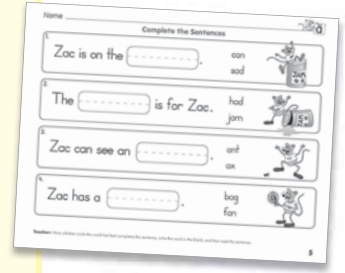
Say: **Let's recall what we know about Zac and decide which answer makes sense. Is Zac a cat? Does the sentence *Zac is a ran* make sense?** A volunteer reads the correct sentence, then writes the word *rat* on the blank line.

Reread the sentence.

Repeat for the following sentences. The children say 'blank' for the missing words.

The _____ ran and ran.	ants — hat — is
I can _____ Zac on the can.	has — see — the
_____ ants ran to the jam.	The — Zac — ran

Distribute *Reading and Writing Books* and the children turn to page 5. Complete the page with the children one sentence at a time, indicating the picture clue at the end of each. The children circle the word that best completes the sentence, write it in the blank, then read the sentence.



Formative Assessment

Children use crayons of different colors to circle the following high frequency words in the sentences: *has, the, is, for, see, an, can*.

Computer

- *Learn to Read*: Row 6, "Jake's Tale"
- *ABCs*: Z, X, Y, W, Q, V

Practice

Activity

The children place the Word Cards face down in a deck then take turns playing "teacher."

- The "teacher" chooses a Word Card and copies it on the whiteboard.
- The children raise their hands if they can read the CVC word.
- The "teacher" chooses a volunteer to read the word.
- The volunteer becomes the "teacher" for the next word.

Materials

- ☐ Word Cards: *bag, bat, can, cap, cat, man, map, pan, rat, sat, wag, Zac*
- ☐ Whiteboard, marker

ELA

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

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

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

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

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

Language

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

Reading: Literature

RL.K.3 Identify characters, settings and major events

RL.K.5 Recognize common types of texts (e.g. storybooks, poems)

RL.K.10 Engage in group reading activities

Story Elements

Indicate *The Giant Jam Sandwich*. Ask: **Is this story fiction or nonfiction? What in the story tells us it is a fictional story?**

Place the Story Element Cards in a pocket chart and read each one aloud. As you read the story, the children listen for answers to the Story Element questions.

Introduce the new game, "Book Chat."

- The children sit facing each other in two rows on the floor.
- Ask a Story Element question and "Book Chat" partners (children facing each other) discuss the answer.
- At your signal, they end their discussion. Volunteers share their answers.
- The first child in one row moves to the end of that row, and the rest of the children shift, causing a change of partners.

Materials

- ☐ *The Giant Jam Sandwich*
- ☐ Story Element Cards (pictured below)
- ☐ Pocket chart



Formative Assessment

Ask the following questions:

- **What was the setting of this story?**
- **Who were the main characters in this story?**
- **What was the problem in Itching Down?**
- **How did the people solve their problem?**
- **Did they cooperate with each other to solve their problem?**
- **What would you change about the story and why?**

Gather the children together to consider other ways the villagers might have solved their problem. Volunteers share their responses.

It is important that ELL children are comfortable with partners who can converse in their native languages. If that isn't possible, try to use visuals until the children are ready to speak on their own, or allow them to answer in their native tongues and refer to illustrations in books for support.

ELL

Magic Writing Moment

Materials

- ☐
- Chart paper from Day 2, marker

Questions About Mammals

Say: **Yesterday we discussed facts we already know about mammals to help us write our newspaper article.** Review the chart paper from Day 2 then add *What we want to know.*

Continue: **We don't know everything there is to know about mammals. What else would you like to know? I will write your questions on the chart paper.** List a reasonable number of questions. **Where could we find the answers?** (Internet, books, people) **You can look at websites about mammals during Computer Time today and tomorrow. Then we will add what you learned to the chart paper.**

Writing

W.K.7 Participate in shared research and writing projects.

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

Technology

ML.10a Recognize that authors, illustrators and composers create informational sources.

Science

SS.SC.LS.2 Understand different types of plants and animals

SS.SC.LS.2c Understand plants and animals have internal and external structures that keep them alive.

Language

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

L.K.1.F Produce and expand sentences

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

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Science

SS.SC.LS.2e Recognize stories sometimes give plants and animals fictional attributes

Phonics Warm-Up

Materials

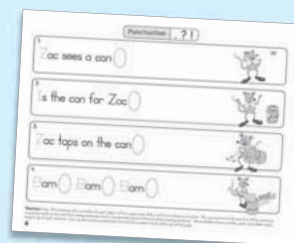
- ☐
- Reading and Writing Books, p. 6
-
- ☐
- Punctuation Anchor Chart

Punctuation Detectives

Say: **Let's be "Punctuation Detectives" and review punctuation marks.**

Indicate the Punctuation Anchor Chart and review each punctuation mark. The children take turns to create sentences using each of them.

Distribute *Reading and Writing Books*, and the children turn to page 6. Complete the page together with the children.



1

Zac Cams: Making Predictions

Distribute copies of *Zac Cams*, and read chapter one together with the children.

Indicate the chart paper. Say: **Think about what has happened so far, and predict what might happen in the next two chapters.**

Encourage the children to state their predictions in complete sentences as you add them to the chart paper. Save the predictions for use in Week 18.

Materials

- ☐
- Chart paper, marker
-
- ☐
- Zac Cams Books

No Formative Assessment

As you record predictions, your students repeat them using the correct inflections.

ELL



Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

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

Language

L.K.2.D Spell simple words phonetically

Science

SS.SC.LS.2 Understand different types of plants and animals.

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The children will illustrate their mammals during Session 3.

Write About Mammals

Say: **Backpack Bear suggested that it would be nice to write our own class book about mammals. We should review the characteristics of mammals before we write it.**

Indicate and review the chart paper list of mammals from Week 16, Day 5. Continue: **Each of you will choose a mammal to write about and illustrate.** As children choose, they add their names beside the names of the mammals. Print the name of the chosen mammals on scrap paper for the children to copy.

Distribute "All About Mammals" worksheets.

On the board write: A _____ is a mammal. Read the sentence and the children repeat it, saying "blank" for the missing word.

Say: **Copy this sentence on the handwriting lines. What will you write in the blank space? Right, you will write the name of your mammal. Then write sentences explaining how you know your animal is a mammal.**

The children reference *Backpack Bear's Mammal Book* or other classroom mammal books. Remind them to include true facts about their mammals. They may collaborate with each other for suggestions.

A paraprofessional or volunteer may work with a small group of struggling children while the others work as a larger group. Extend this session to allow the children time to complete their writing, or they may complete their work in place of one of the learning centers.

Observe & Modify

Note: If possible, project the Animal Kingdom Poster and/or other photos of animals to assist the children in choosing their mammals.

Materials

- ☐ "All About Mammals" worksheets for you and each child
- ☐ *Backpack Bear's Mammal Book*
- ☐ List of mammals from Week 16, Day 5
- ☐ Other classroom (or library) mammal books
- ☐ Chart paper, marker
- ☐ Pencils, crayons
- ☐ Scrap paper

**No Formative Assessment**

Computer

Practice

Prepare computers to display the home page of a predetermined, previewed web page about mammals.

The children browse photos and information about mammals by visiting the websites you have predetermined.

Activity

The children locate high frequency words and circle them in the Word Search.

Materials

- ☐ Week 17 "Word Search" worksheet for each child
- ☐ Pencils

3

Write About Mammals (Part 2)

The children complete their writings as needed, then reference *Backpack Bear's Mammal Book* or other classroom mammal books to illustrate their mammals in the blank space.

When writings and illustrations are complete, the children share them with others who have finished.

Materials

- ☐ *Backpack Bear's Mammal Book*
- ☐ "All About Mammals" from Session 2
- ☐ Classroom and library mammal books
- ☐ Pencils, crayons

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.8b Produce, illustrate and share writing

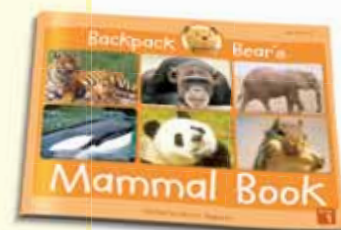
Science

SS.SC.LS.2 Understand different types of plants and animals

SS.SC.LS.2c Understand plants and animals have internal and external structures that keep them alive

No Formative Assessment

Assemble the mammal writings and illustrations into a class book entitled "All About Mammals" by (Your name)'s Kindergarten Class. The children will read their entries to Backpack Bear on Day 4.



Writing

W.K.7 Participate in shared research and writing projects

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

Technology

ML.10a Recognize that authors, illustrators and composers create informational sources

Science

SS.SC.LS.2 Understand different types of plants and animals

SS.SC.LS.2c Understand plants and animals have internal and external structures that keep them alive

Reading:**Foundational Skills**

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

Magic Writing Moment**Materials**

☐ Chart paper, marker

Interview Questions

Review the children's Computer experiences from Day 3. Volunteers share information they learned about mammals. As they share, write the information on the chart paper.

Say: **Tomorrow you will interview, or ask questions of a teacher.**

Let's think of some good questions to ask about mammals.

Volunteers suggest questions they might ask.

Phonological Awareness Warm-Up**Materials**

☐ None

Delete Initial /t/ to Form New Words

Say: **Let's segment, or take apart, words. What is the beginning sound in tap? (/t/) Say, /t/ /ap/, tap. Here's another one. What is the beginning sound in tan? (/t/) Say /t/ /an/, tan. What word is left if we take /t/ away from tan? Right, tan becomes an.**

Continue: **Let's play a word game. We will make new words by removing the beginning sound /t/ from words. Ready? If we remove /t/ from tax, what is the new word? (ax) If we remove /t/ from table, what is the new word? (able)**

Continue for tally, tray, trot, toil, Troy, turn, tramp, tram, train, travel, tape, trap, track, and tall.

Provide visuals such as Letter Cards being eliminated (/h/hat, /m/mat) to help children understand the process.

ELL

1

Introduce the Digraph /th/

Step One Introduce /th/ in the initial position

Say: **Backpack Bear has a rhyme about a thumb.**

Read "Thumb," on p. 61 of the *ABC Rhyme Book*.



Indicate the *thumb* Picture Card. Say: **This is a picture of a thumb.** (The children say, *thumb*.) **The word *thumb* begins with the sound /th/. Watch my mouth, /th/. You say /th/. Listen to the rhyme again, and try to hear the sound /th/ in *thumb*.**

Read the rhyme again then the children repeat it in unison.

Step Two Discriminate /th/ in the initial position

Say: **Listen to these words. Give a 'thumbs up' if you hear /th/ at the beginning of a word. Ready?** Say the following words pausing for the children to respond.

thing

thorn

ship

that

Thursday

Step Three Connect /th/ to the spelling th

th

Indicate the *th* Letter Card. Explain: **Sometimes a letter needs help to stand for the sound a word needs.**

Print the words *t_umb*, *t_ink*, and *t_ump* on the board, leaving space after the initial *t* in each word. The children assist to decode these words. Explain that you are trying to spell *thumb*, *think* and *thump*. Reveal "Superhero *h*" to demonstrate how *h* saves the day when it joins *t* to stand for the sound /th/.

- Give the "Superhero *h*" to a child.
- The child goes to the board and rescues the word *t_umb*. He or she uses the puppet to tap the "*t*" and says, "Move over!"
- You or the child then adds "*h*" after the "*t*."
- The class reads the new word, *thumb*.
- Repeat for *t_ink* (think) and *t_ump* (thump).

Teach children the ASL sign for *th*. (To make /th/, sign *t* and *h* together quickly.) Sing "The Letter March" with the ASL sign for *th* and the sound /th/.

Step Four Introduce /th/ in the final position

Say: **If you hear /th/ at the end of a word I say, give a "thumbs up." If you don't hear /th/ at the end, give a "thumbs down."** Exaggerate the sound /th/ as you say the words *with*, *bath*, *start*, *fourth*, and *hot*, pausing for the children to respond.

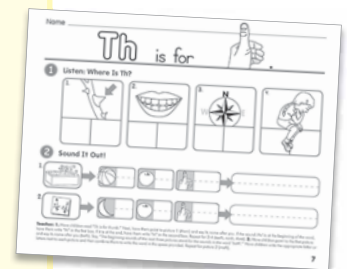
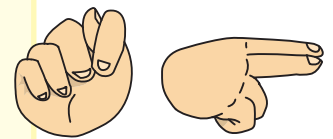
Materials

- ☐ Reading and Writing Books, p. 7
- ☐ Superhero *h* puppet (puppet with a large lowercase *h* pinned to the front)
- ☐ Sound Spelling Wall Card: *thumb* /th/
- ☐ Picture Card: *thumb*
- ☐ Letter Card: *th*
- ☐ ABC Rhyme Book
- ☐ Pencils

Reading: Foundational Skills

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

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words



Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 7. Complete the page together with the children.

ELA

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

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

Introduce High Frequency Words: *that, there, they, this*

Say: **Let's review the sound /th/. Who can think of a word that begins with /th/?** Volunteers respond.

Continue: **Today we will learn four new high frequency words that all begin with the sound /th/.**

Write *the* on the board. Say: **You already know a high frequency word that has the sound /th/ at the beginning, *the*. One of the new words blends /th/ with the word *at*.**

Write *that* on the board. Blend /th/ and /at/. Ask: **What is the new word? Right, *that*.** Children use the ASL signs to finger spell *that*.

Say: **We have three other /th/ words.** Write *they, this, and there* on the board. Indicate and read each word.

Touch one of the four new high frequency words and the children read them. Repeat this several times, then choose volunteers to play "teacher" and touch one of the words. The children read the word indicated.

Place the new High Frequency Word Cards *they, there, this, and that* in a pocket chart. The class reads each word as you place it.

Write the following sentences on the board and read each sentence. The children repeat as you track each word. Volunteers circle the high frequency words beginning with /th/ in each sentence. Lead the children to connect some of these sentences to ones that match *Zac Camps*.

- *There* are cats and rats in the box.
- *That* is a path.
- *They* can run and hop.
- Look at *this* map.
- *There* is the camp.
- *That* is a big rat!
- *They* are going to camp.
- Will *they* like the jam?
- Will you give me *that*?

Materials

- ☐ High Frequency Word Cards:
that, there, they, this
- ☐ Starfall Dictionaries
- ☐ Pocket chart
- ☐ Pencils



Formative Assessment

Distribute *Starfall Dictionaries* and the children enter *this, that, they, and there*.

Computer

Practice

- *Backpack Bear's Books*: Explore any row.

Activity

Shuffle the Picture Cards. The children:

- place the Picture Cards face up in the pocket chart
- place the Word Cards face down in a deck
- draw a Word Card and place it next to the corresponding Picture Card

The children play again, this time placing the Word Cards in the pocket chart and finding the corresponding Picture Cards.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Picture and Word Cards: <i>bag</i> ,
<i>bat, can, cap, cat, fan, ham</i> ,
<i>jam, mad, man, map, pan</i> ,
<i>rat, sad, van, wag, Zac</i> |
| <input type="checkbox"/> | Pocket chart |

3

Author's Chair

Each child sits in the Author's Chair and shares his or her page from the class book, *All About Mammals* while their classmates demonstrate appropriate audience skills.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Kindergarten All About</i>
<i>Mammals Book</i> |
| <input type="checkbox"/> | Author's Chair |



No Formative Assessment

ELA

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

Technology

ML.10 Use technology resources to support learning.

ELA

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

ELA

W.8b Produce, illustrate and share writing.

ELA

SL.K.3 Ask and answer questions to seek help or information, or to clarify.

Social Studies

SS.SS.E5d Recognize jobs people do in their school and community

Science

SS.SC.LS.2 Understand different types of plants and animals

ELA

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

Magic Writing Moment**Interviews to Gather Information**

Say: **One way to gather information is to interview people. When you interview someone you ask questions and the person answers them. Some journalists ask people questions then use the answers to write newspaper articles.**

As the children ask questions, take notes and later add them to the chart paper.

Materials

- ☐ Adult (principal, science teacher, other adult, or you) to interview
- ☐ Chart paper

Phonological Awareness Warm-Up**Phoneme Substitution in Short-A Words**

Say: **Let's make some new short-a words by changing beginning sounds. What new word would we make if we change the /b/ in *bam* to /h/?** (ham)

Continue for /j/am, /P/am, /r/am and /S/am.

- **What if we change the /c/ in *cat* to /b/?** (bat)
Continue for /h/at, /m/at, /p/at, and /r/at.
- **What if we change the /c/ in *can* to /m/?** (man)
Continue for /p/an, /r/an, /t/an, /v/an, and /f/an.
- **What if we change the /t/ in *tap* to /c/?** (cap)
Continue for /g/ap, /l/ap, /m/ap, and /n/ap.

Materials

- ☐ None

Use visuals such as Letter Cards where needed to assist the children to understand the concept of changing beginning sounds in words.

ELL

1

Introduce Beethoven

Indicate *Zac and Cat*. Ask: **What did Zac and Cat make using things around the house? Have you ever tried to make an instrument?**

Say: **Today we will learn about a real person who used an instrument to write music.**

Gather the children around a classroom computer navigated to *It's Fun to Read: Music, "Beethoven."* After the introduction, say: **Ludwig van Beethoven was a *composer*. (The children repeat, *composer*.) Who knows what a *composer* is?**

Explain: **A *composer* is someone who writes music. Beethoven wrote music long ago, but we still listen to it today. Have you ever listened to music without words? Most of Beethoven's music is without words.**

Navigate to the next page. Explain and discuss the following as you interact with the page:

Materials

- ☐ Computer navigated to, *It's Fun to Read: Music, "Beethoven"*
- ☐ *Zac and Cat* Take-Home Books
- ☐ Vocabulary Cards: *deaf*, *composer*, *conductor*, *orchestra*, and *interpreter*
- ☐ Globe or world map

Conductor

Indicate the conductor on the left side of the computer screen. Explain that a conductor is the leader of the orchestra. It is his or her job to make sure all the musicians in the orchestra play their instruments at the right time. (The children repeat, *conductor*.)

Click on the conductor. Children listen to the music and observe the conductor's actions.

Orchestra

An *orchestra* is a group of musicians who play instruments. (The children repeat, *orchestra*.)

Deaf

Being deaf means that a person cannot hear. (The children repeat, *deaf*.)

Explain: **People who are *deaf* cannot hear spoken words or other sounds. We use our hands to communicate our messages to them. This is sign language and we've been learning it all year! Beethoven was not always deaf. Even though he could no longer hear the music with his ears, he could still hear the music in his head and in his heart. He kept writing and composed his most famous piece, his Ninth Symphony, after becoming deaf.**

Navigate to the next page and indicate the symbol at the top right corner of the page. Say: **This is an ASL sign for *interpreter*. Where have you seen this before? (Starfall.com, ABCs) The *interpreter* symbol means someone will sign the words that are on this page using sign language.**

Click on the interpreter symbol to watch the interpreter sign the words.

ELA

RI.K.4 Ask and answer questions about unknown words.

L.K.6 Use acquired words and phrases.

Technology

ML.10 Use technology resources to support learning.

Social Studies

SS.SS.HK.2g Learn examples of honesty, courage, determination, responsibility, and patriotism from stories and folklore.

SS.SS.ST.4d Understand maps and globes help locate places on Earth.

Say: **Beethoven was born in Germany.** (Indicate Germany on a globe or map.)
When he was a little boy, his father taught him to play the violin and the piano.
Beethoven loved music.



Formative Assessment

The children partner to share and discuss one thing they learned about Beethoven. Volunteers share responses.

ELA

ML.10 Use technology resources to support learning.

ELA

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

ELA

L.K.2.D Spell simple words phonetically.

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

W.8c Draw and Label

ELA

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

L.K.1.A Print upper- and lower case letters.

Computer

1

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

"Color by Word"

2

The children reference the color word bank to complete the "Color By Word" worksheet for Week 17.

Materials

- ☐ Pencils, crayons
- ☐ Week 17 "Color by Word" worksheet for each child

Writing

3

The children copy the title *The Giant Jam Sandwich* on drawing paper. They choose their favorite parts of the story to illustrate, and label the illustrations using kid writing.

Materials

- ☐ Pencil, crayons
- ☐ Drawing paper
- ☐ *The Giant Jam Sandwich*

Play Dough

4

The children form words from the Take-Home Book *Zac and Cat* using play dough.

Materials

- ☐ Play dough
- ☐ *Zac and Cat* Take-Home Books

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Review *Backpack Bear's Mammal Book*

Say: **Backpack Bear would like us to read his book again. This time he asked me to leave out words so you can add them.** As you read, pause to allow children to ask questions. Select key words to omit and volunteers supply the missing words.

Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Backpack Bear



No Formative Assessment

ELA

L.K.6 Use acquired words and phrases

LIT.RA.7d Make text to self connections

Science

SS.SC.LS.2 Understand different types of plants and animals

SS.SC.LS.2c Understand plants and animals have internal and external structures that keep them alive.