



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide

Exercise

Unit 8 • Week 23

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall Education Foundation
P.O. Box 359, Boulder, CO 80306 U.S.A.

Exercise

Unit 8 • Week 23

Week 23

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Week 23 Overview

Exercise

This week the children learn about a very special muscle, the heart. They discuss its location, feel it working to pump blood through their bodies, and experience the effects of exercise. They also discover that exercise helps keep their hearts and bodies healthy and strong. This week we will:

- learn that exercise affects our hearts and bodies.
- write about exercising with Mox.
- distinguish nouns and verbs.
- review word families.

Recommended Literature

One Fine Day — Nonny Hogrogian is an author and illustrator who loves folk tales. She especially likes fantasy stories such as the fairy tales she heard as a child about her parents' homeland of Armenia. Even though she was born in New York City, she thinks of herself as Armenian. Nonny went to art school, where she learned how to illustrate stories by painting and drawing with colored pencils or pen and ink.

Her favorite method of illustration is woodcutting. This is a difficult and tricky process of drawing a picture backwards on a block of wood. Then a very sharp knife is used to carefully cut away part of the wood. This is similar to writing poetry. Many words can be used to tell about something but most are whittled away, one by one. Did you know that Nonny Hogrogian loves poetry?

The final step in woodcutting is when the wood is inked and the picture is either stamped or pressed on paper. For Nonny, this technique is very special because she feels that it is an authentic way to honor the illustrators of folk and fairy tale books from long ago. Nonny Hogrogian is one of only five children's book illustrators to be awarded the Caldecott Medal twice.

Starfall Books & Other Media

ABC Rhyme Book

Mox Jogs

Mox's Day Chapter Book

Hop, Bend, Stomp

Sing-Along Volume 2

Reading & Writing Books

Starfall Dictionaries

Starfall Writing Journals

Starfall's Selected Nursery Rhymes



Preparation

Generate Vocabulary Cards for Week 23. You will use *muscle* and *jog* on Day 1, and *lap* on Day 2.

Day One

Prepare a sheet of chart paper with the headings “Nouns” and “Verbs” for today’s Magic Writing Moment. You will also need to generate *Nouns* and *Verbs* word cards.

For Session 2 prepare a sheet of chart paper for each group with columns labeled *Root Word* (black), *Add -s, -es* (red) and *Add -ing* (green).

Generate a “Word Search” worksheet for each child, featuring high frequency words needing review.

Prepare each child’s copy of *Mox Jogs* for Session 3.

Day Two

You will use the list of nouns and verbs from Day 1 for today’s Magic Writing Moment. Create a name card for each child using index cards.

You will need the list of verbs from Day 1 in today’s Session 2.

Prior to Session 3, divide a sheet of chart paper into 3 columns. In the first column write *lap*, in the second column write *bend, rest, step* and in the third column write *jog, logs, rocks, drop, hop, stomp*. (Pictured)

Also, prepare each child’s copy of *Hop, Bend, Stomp*.

lap	bend	jog
	rest	logs
	step	rocks
		drop
		hop
		stomp

Day Three

You will need the chart paper from Day 2 and writing paper for each child for today’s Magic Writing Moment.

You will use the list of verbs from Day 1 in Session 1.

For Session 2, place an apron, a spoon, and cupcake liners (or a muffin tin) in a grocery bag.

For today’s Activity, generate a “Blend Practice 2” worksheet for each child.

You will use blank cards for additional vocabulary in Session 3.

Day Four

The children will complete their writing papers from Day 3 during today's Magic Writing Moment.

They will use two sets of High Frequency Word Cards for words they most need to practice during today's Activity.

Have two index cards available for each child for Session 3.

Day Five

The children will need their writing papers from Day 4 for today's Magic Writing Moment.

You will need a flashlight for the Phonological Awareness Warm Up.

Generate a Week 23 "Color by Word" worksheet for each child for Learning Center 2.

Select several High Frequency Word Cards for the children to practice in Learning Center 3.



Day 1

I love to run and play outside. Exercise always makes me feel good. Do you like to exercise?

Your pal,

Backpack Bear



Day 2

Mox and Bob are lucky to have a shop. If I had a shop, it would be Backpack Bear's Toy Shop!

Love,

Backpack Bear



Day 3

Zac, Peg, Mox, Bob and I had fun exercising this morning. We stretched first and then drank plenty of water!

Love,

Backpack Bear



Day 4

I heard the teacher say that today was going to be one fine day! I wonder what (he/she) meant.

Love,

Backpack Bear



Day 5

I am glad the fox got his tail sewn back on! I learned a good lesson from that story. Did you?

Love,

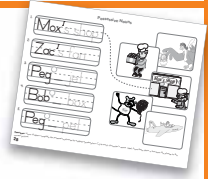
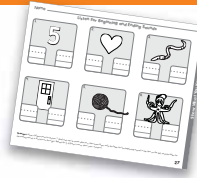
Backpack Bear



DAY One

DAY Two

Magic Writing Moment	Categorize Nouns and Verbs	Use nouns and verbs to form sentences
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 27 Beginning and Ending Sounds <i>Mox Jogs</i> Verbs and Verb Endings Comprehension Skills: Compare/Contrast Story Details (character, setting, problem/solution) Comprehension Strategies: Predict/Verify Summarize	R&W p. 28 Discriminate initial/final sounds <i>Mox's Shop</i> <i>Mox Jogs</i> Introduce <i>Hop, Bend, Stomp</i> Apostrophe-s and possessives High Frequency Words: of, were, work, works Make text-to-self connections
Computer	<i>I'm Reading:</i> "Three Little Plays"	<i>Short Vowel Pals:</i> "Mox Jogs"; <i>Learn to Read:</i> Row 4 (all), "Mox's Shop"; <i>BpB's Books:</i> Concepts, "O-Machine"
Activity	"Word Search" HF Words	High Frequency Words
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	Vocabulary: muscle, jog	Partner read <i>Hop, Bend, Stomp</i>
Writing		Write about exercising with Mox
Science	Exercise and the Heart	



DAY Three

DAY Four

DAY Five

Write sentences	Add details to sentences	Illustrate sentences
<p>R&W p. 29</p> <p>High Frequency Words review</p> <p><i>Hop, Bend, Stomp</i></p> <p>Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Match visual text (illustrations) to words</p> <p>Use visual text to identify unknown words</p> <p>Introduce <i>One Fine Day</i></p> <p>Comprehension Skill: Cause/Effect</p> <p>Comprehension Strategy: Make Connections</p>	<p>R&W p. 30</p> <p>Phoneme substitution and blending</p> <p>Word families -ock, -og</p> <p><i>One Fine Day</i></p> <p>Short and Long Vowels</p> <p>Comprehension Skills: Sequencing Identify Characters</p> <p>Comprehension Strategy: Summarize</p> <p>Identify nouns</p>	<p>Identify/Discriminate /sh/</p> <p>Introduce <i>Mox's Day</i>, Chapter 2</p> <p><i>Mox's Shop</i> <i>Mox Jogs</i> <i>Hop, Bend, Stomp</i></p> <p>Comprehension Skill: Story Elements</p> <p>Comprehension Strategies: Summarize Identify characters, settings</p>
		Starfall Free Day 1
		"Color by Word" 2
<p><i>Short Vowel Pals</i>: "Hop, Bend, Stomp"</p> <p>ABCs: Review letter sounds</p>	<p><i>Learn to Read</i>: Rows 1-4; <i>Short Vowel Pals</i>: "Mox Jogs," "Hop, Bend, Stomp"</p>	"Read-Form-Write" HF Words 3
Blend Practice 2: CVCs, verbs	"Concentration" HF Words	"Starfall Speedway" CVC Words 4
<p>Homonyms</p> <p>Choral reading</p> <p>"Mix a Pancake"</p> <p>Caldecott Medal</p>	<p><i>One Fine Day</i></p> <p>"Hickory, Dickory, Dock"</p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p>
		<p><i>One Fine Day</i></p> <p>"Sh Shell Rhyme"</p> <p>Dramatize <i>Mox's Day</i> chapters 1 and 2</p> <p>Kindergarten Book Club</p>
Use punctuation		
		Observe, describe similarities and differences in appearance and behavior of plants, animals

Language

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

L.K.1B Use frequently occurring nouns and verbs

Magic Writing Moment**Categorize Nouns and Verbs**

Say: **Today let's categorize or make groups of nouns and verbs. Who remembers what a noun is?**

Lead the children to recall that a noun is a word that names someone (person) or something (place or thing).

Ask: **Who remembers what a verb is?** Recall that a verb is a word that names an action or something you do. Identify the word cards *Noun* and *Verb* as you place them in the top row of a pocket chart to create headings.

Distribute the Picture Cards. The children take turns to identify their Picture Cards and place them in the appropriate columns. They may ask their classmates for assistance if necessary.

Write the words in the appropriate columns on the chart paper and number the rows.

Materials

- ☐ Picture Cards (*apple, bug, bus, cheese, clock, cut, dig, dog, drop, eat, egg, fall (verb), frog, hat, hop, hug, jet, jump, kick, lamp, log, rip, rock, run, sing, yell*)
- ☐ Prepared chart paper labeled: *Nouns, Verbs*
- ☐ Prepared word cards: *Nouns, Verbs*
- ☐ Red and blue markers
- ☐ Pocket chart

Save the chart paper for use on Day 2.

Consider having your ELL children act out the verbs rather than simply discussing them.

ELL**Reading: Foundational Skills**

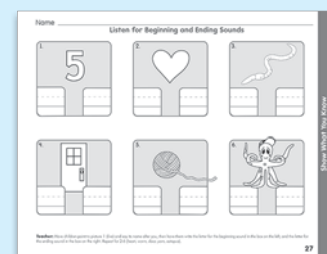
RF.K.2.D Isolate and pronounce initial and final sounds (phonemes) in words

Phonics Warm-Up**Beginning and Ending Sounds**

Distribute *Reading & Writing Books* and the children turn to page 27. Complete the page together with the children as you have similar pages.

Materials

- ☐ *Reading & Writing Books*, p. 27
- ☐ Pencils



1

Materials☐ Vocabulary Card: *muscle***Introduce Exercise and the Heart**

Say: **I will describe a special part of our bodies that is very important. Try to guess what I describe.**

Make a fist and continue: **This is the size of a special muscle inside our bodies. It makes a “lub-dub” sound as it works. It is always working, and you don’t even have to think about it. When you visit the doctor’s office your doctor listens to this muscle with a stethoscope. Have you guessed what it is?**

After the children guess, encourage them to share what they know about the heart.

Say: **Let’s find out where your heart is.**

Instruct the children to indicate where they place their hands when they say the Pledge of Allegiance. They make fists and place them over their hearts.

Say: **The heart is a special *muscle*.** (Children repeat, *muscle*.) **It is different from the muscles in our arms and legs. Let’s find out how these muscles are different. Hold one arm out in front of you and place your other hand on the top part of your arm.** (Demonstrate) **Now, bend your arm at the elbow and make your muscle tight.** (Demonstrate flexing a muscle.)

Ask: **How does your arm muscle feel?** Discuss with the children how they had to think in order to move their arms up and flex their muscles.

Say: **The heart muscle is different. It keeps working and you don’t have to do anything! It flexes by itself, even while you are sleeping. It is the main muscle of your body. Your heart has a very important job. It must pump blood to all the different parts of your body.**

Ask: **Do you know what happens to your heart when you run, jump, skip, or exercise?** Volunteers respond.

Explain that when we exercise, our muscles need more blood, so our hearts must pump faster and work harder to get the blood to all the other muscles. Exercise makes our heart muscles stronger.

**Formative Assessment**

Say: **Let’s try an experiment. You can feel your heartbeat by placing your hand over your heart or by placing your fingers on the side of your neck.** (Demonstrate and help children locate their pulse on the carotid artery on their necks.) **Let’s be still and feel the beats in our necks.**

Continue: **Now let’s exercise and see what happens.** Lead the children to run in place, do jumping jacks, and hop.

Say: **Place your hand in front of your mouth and notice if you are breathing faster. Now place your hand on your neck and feel how much faster your pulse is.** Explain that exercise helps keep our hearts strong.

Science

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.1B Use frequently occurring nouns and verbs

L.K.4.A Identify new meanings for familiar words and apply them accurately

L.K.5.D Distinguish shades of meaning among verbs by acting them out

Materials

- ☐ Black, red and green markers
- ☐ Plush Mox the Fox
- ☐ Prepared chart paper for each group

Verbs and Verb Endings

Explain: **Earlier we talked about verbs. Remember, a verb is a word that names an action or something you do.** Children repeat, *verb*.

Mox whispers that a verb he likes is *jump*. Ask: **Mox, will you demonstrate jumping for the class?** Mox does this.

Say: **Jump names an action, so the word jump is a verb.**

Indicate the chart paper and identify the headings, *Root Word*, *Add -s or -es*, and *Add -ing*.

Say: **Let's make a list of verbs, or action words. We can begin with Mox's word jump.** Write *jump* on the chart paper under *Root Word*.

Demonstrate how using the root word form of the verb sounds "funny" in sentences such as, *He jump down the street*. Say: **He jumps down the street. Which sentence sounds correct? What do you hear at the end of the word jump in the correct sentence?**

Write *jump* in the *add -s, es* column with a black marker. Ask: **What should be added to the word jump to make it jumps?** A volunteer uses the red marker to add *s* to *jump*.

Write *jump* in the *-ing* column with a black marker. Say: **Listen to this word, jumping. What should be added to jump to make it jumping?** A volunteer uses a green marker to add *ing* to *jump*.

Review all three forms of *jump*; *jump*, *jumps*, and *jumping*.

Repeat with *walk*, *walks*, and *walking*.

Note: For the following sets of verbs, briefly identify the use of *es* and doubling the consonant before adding *ing*. It is not important for the children to understand the associated rules at this time.

Continue with the following words: *run*, *runs*, *running*; *jog*, *jogs*, *jogging*; *march*, *marches*, *marching*; and *stroll*, *strolls*, *strolling*.

**Formative Assessment**

Lead the children to discuss the differences between *run* and *jog*, *march* and *stroll*, and to recognize that *march* has two meanings.

Computer

Practice

- *I'm Reading:* "Three Little Plays"

The children may navigate to any activity in this area of *Starfall.com*.

Activity

The children read high frequency words to complete the high frequency "Word Search."

Materials

- ☐ High Frequency "Word Search" for each child
- ☐ Pencils

3

Introduce *Mox Jogs*

Write *Mox* on the board, and the children read it.

Change the first letter in *Mox*'s name to *b*, then *f*. The children read the new words (*box* and *fox*). Explain that these words rhyme and belong to the -ox word family.

Repeat for *jog* (*hog*, *dog* and *log*).

Say: **Mox has a special story about one of his favorite exercises.**

Indicate *Mox Jogs*, and choose volunteers to describe what *Mox* is doing on the cover, then read the title.

Ask: **What is different about the words *jog* and *jogs*?** (s) **What does *jog* mean?** (moving faster than walking, but slower than running)

The children *walk* around the classroom. They "freeze" at your signal. Next they *run* in place until you signal again. Finally, they *jog* in place.

Say: **Let's make predictions about the story *Mox Jogs* based on the cover.**

Ask:

- **Where is *Mox* going while he's jogging?**
- **Will he jog alone or with friends?**
- **Every story has a problem and a solution. What do you think *Mox*'s problem might be?**

Read the story and the children:

- compare their predictions to what actually occurs.
- identify the characters and setting.
- retell the story.
- predict what might happen next if the story continued.

Materials

- ☐ *Mox Jogs* for the teacher and each child
- ☐ Vocabulary Card: *jog*
- ☐ Pencils

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

Language

L.K.5 Explore word relationships and nuances in word meanings

Reading: Literature

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

Literary Response & Analysis

LIT.RA.7b Make predictions based on illustrations and context

LIT.RA.7c Make inferences based on titles

**Formative Assessment**

Distribute *Mox Jogs* and the children write their names in their books.

Partner the children to read the story. Then gather them together to read the story together as a class.

If possible, have an assistant or volunteer work with ELL children to check their comprehension, or have them review the story on *Starfall.com*. The children should be encouraged to respond in English.

ELL

Magic Writing Moment

Use Nouns and Verbs to Form Sentences

Indicate the chart paper from Day 1, and write Backpack Bear before the words on line 1.

Example: (Backpack Bear) (noun) hop (verb)
lamp (noun)

Ask Backpack Bear to make up a sentence using his name, and the noun and verb next to it on the chart. Explain that it can be a silly sentence. He whispers a sentence to you such as *Backpack Bear will hop over the lamp.*

Continue with volunteers taking turns to draw name cards from the basket. Write a name at the beginning of each row on the chart paper. Continue until all names have been assigned to a row number.

Explain: **We will make up sentences using the nouns and verbs tomorrow.**

Materials

- ☐ Name cards for each child
(index cards)
- ☐ Chart paper from Day 1
- ☐ Backpack Bear
- ☐ Basket

Write Backpack Bear's sentence on writing paper for use on Day 4, and save the chart paper for use on Day 3.

Language

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

L.K.1B Use frequently occurring nouns and verbs

Phonics Warm-Up

Possessives

Indicate the Punctuation Anchor Chart. Review the use of the apostrophe to form possessives.

Say: **Let's hear how it sounds when we use apostrophes to show ownership. I'll start. This is (Miss Smith's) classroom.** Volunteers take turns to use their names and 's to form possessives.

Distribute *Reading & Writing Books* and the children turn to page 28. Complete the page together with the children.

Materials

- ☐ Reading & Writing Books p. 28
- ☐ Punctuation Anchor Chart



Language

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

Materials

- ☐ Classroom whiteboard, marker
- ☐ Starfall Dictionaries
- ☐ Pencil

**Reading:
Foundational Skills**

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

Introduce High Frequency Words: *of, were, work, works*

Say: **Today we will learn four new high frequency words.**

Write *work* on the board. Say: **This word is *work*. Say, *work*. What do I add to *work* to make it *works*? You just learned two new high frequency words, *work* and *works*.**

On the board write *All of us work with Mox*. Volunteers circle the high frequency words *all*, *us*, *with*, and *work*.

Explain: **There is only one word left and that word is the new high frequency word *of*.** (Children repeat, *of*.) **Even though we hear /ov/, the word is spelled o-f.** Write *of* on the board, and the children read the sentence with you.

Next write *We were at work with Zac and Peg*.

Volunteers circle the high frequency words *We*, *with*, *and*, *work*, and *at*.

Explain: **There is only one word left and that word is the new high frequency word, *were*.** (Children repeat *were*.) Read the sentence with the children.

Write *work*, *works*, *of*, and *were* on the board. Say: **Let's be word detectives.** Write the following sentences on the board. Volunteers take turns circling the target high frequency word(s) in each of the sentences.

- I got out *of* the van.
- Zac *works* with Peg.
- We *were* helping Mox with the cupcakes.
- I can *work* with you to make muffins.
- All *of* us *were* at Mox's shop.
- One *of* us will have to go with Mox.
- Mox *works* with Peg, and Zac will *work* with Backpack Bear.

**Formative Assessment**

The children write *of*, *were*, *work*, and *works*, in their *Starfall Dictionaries*.

2

Write About Exercising with Mox

Say: **Yesterday we made a list of verbs. Let's review that list.** Review the list of verbs from Day 1.

Continue: **Let's surprise Mox. Pretend you invite Mox to your house to exercise. What exercise would you and Mox do?**

Materials

- ☐ Starfall Writing Journals
- ☐ List of verbs from Day 1
- ☐ Starfall Dictionaries
- ☐ Plush Mox the Fox
- ☐ Pencils, crayons

Writing

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

Language

L.K.1.B Use frequently occurring nouns and verbs



Formative Assessment

The children individually share their ideas. They use the list of verbs and kid writing to write about what they would do with Mox in their writing journals. Circulate and do adult writing.

As the children finish, they may read their writings to Mox.

Consider having ELL children illustrate the exercise they would do with Mox, then describe their illustrations to an assistant or volunteer who can assist them in forming and writing their sentences.

ELL

Computer

- *Short Vowel Pals*: "Mox Jogs"
- *Learn to Read*: Row 4, "Mox's Shop" and related games/movie
- *Backpack Bear's Books*: Concepts, "O- Machine"

Practice

Activity

The children use play dough to spell newly introduced high frequency words.

Materials

- ☐ High Frequency Word Cards:
work, works, of, were, give,
gives, put, puts, your
- ☐ Play dough

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

**Reading:
Foundational Skills**

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

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

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

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

**Introduce *Hop, Bend, Stomp***

Say: **Let's review some high frequency words.** Indicate the High Frequency Word Cards and review: *a, and, can, I, and on.*

Indicate the chart paper. Ask: **Why do you think the words are divided into three separate columns?** (vowel sounds)

Indicate the Vocabulary Card *lap* and a volunteer blends the word. The children repeat, *lap*.

Ask: **What is a lap?** Volunteers respond. Define *lap* as a complete circle around a track, as in running. *Lap* is a homonym; you can *run a lap*; *sit on someone's lap*, or a kitten can *lap* up milk.

Volunteers blend the words in the second column.

Indicate *jog* in the third column. Choose a volunteer to blend the word. Indicate the word *logs*.

- Cover the *s* at the end.
- Choose a volunteer to blend *log*.
- Uncover the *s*.
- The children blend the new word, *logs*.
- Indicate *rocks*.
- The children blend the /r/ and /o/ together, then pause.
- Recall that *ck* stands for one sound, /k/.
- The children blend /ro/ /k/, *rock*.
- They add /s/ to read, *rocks*.

Volunteers blend *drop, hop, and stomp* then read the words chorally.

Indicate *Hop, Bend, Stomp*. Relate the words in the title to the words on the chart. The children describe the cover illustration.

Indicate the boy in the wheelchair. Explain: **A person in a wheelchair cannot use his or her legs the same way most people do. People in wheelchairs often use the muscles in their arms to make the wheelchair move. It is just as important for people in wheelchairs to exercise as it is for those who are not in wheelchairs.**

Page through the book and discuss how each child is getting exercise, including the child in the wheelchair.

Distribute copies of *Hop, Bend, Stomp*. Read the book aloud as the children follow along. When you are finished reading, children make text-to-self connections by indicating whether they have ever experienced these activities.

Materials

- ☐ *Hop, Bend, Stomp* for the teacher and each child
- ☐ High Frequency Word Cards: *a, and, can, I, on*
- ☐ Prepared chart paper
- ☐ Vocabulary Card: *lap*

**Formative Assessment**

Partner the children to read *Hop, Bend, Stomp*.

Magic Writing Moment

Write Sentences

Say: **Today you will use the noun and verb next to your name to make up a sentence, just like Backpack Bear did yesterday.**

Remind the children how to use their names, nouns, and verbs to form sentences. Form several sentences together as examples.

Distribute writing paper and pencils. The children use the chart as a reference to write sentences using their names and assigned nouns and verbs. Explain: **Tomorrow you will finish your sentences and help each other edit them.**

Materials

- ☐ Chart paper from Day 2
- ☐ Writing paper
- ☐ Pencils

Writing

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

Language

L.K.1.B Use frequently occurring nouns and verbs

Phonics Warm-Up

High Frequency Words Review

Distribute *Reading & Writing Books* and the children turn to page 29. Review the high frequency words in the Word Bank.

Read sentence one saying *blank* for the missing word. Together, choose the word that best fits this sentence. The children write the word in the configuration box.

Repeat for each sentence then read the completed story together.

Materials

- ☐ Reading & Writing Books, p. 29
- ☐ Pencils



Reading:

Foundational Skills

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

1

Choral Reading: *Hop, Bend, Stomp*

Review the list of verbs from Day 1. Volunteers identify then dramatize each verb.

Explain: **As I read *Hop, Bend, Stomp*, we will perform each action in our places.**
Read the story and pause for the children to demonstrate the verbs.

Ask:

- **What is the setting of this story?**
- **Who are the characters?**
- **What is this story about?**
- **How does this kind of exercise help your heart?**
- **What might happen if someone never exercises?**

Distribute *Hop, Bend, Stomp* to each child. The children read the book in unison, paying close attention to ending punctuation.

Materials

- ☐ *Hop, Bend, Stomp* for the teacher and each child
- ☐ List of verbs from Day 1

Reading: Literature

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

Reading:

Foundational Skills

RF.K.4 Reads texts with understanding

Speaking & Listening

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

Language

L.K.2.B Recognize and name end punctuation



Formative Assessment

Divide the children into groups of four and instruct the groups to practice reading the story in unison. The groups take turns to read the story chorally to the class.

2

Introduce *Mox's Day*, Chapter 1

Reading: Literature

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

Literary Response & Analysis

LIT.RA.7b Use illustrations and context to make predictions about text



Say: **Guess what! Mox wrote a chapter book for us. He would like us to guess, or predict, what his book is about. He has some clues for us. Here is the first clue.**

Play *Sing Along* Volume 2 Track 25, "Mix a Pancake."

Ask: **What do you think Mox's book is about?**

The children make predictions.

Continue: **Here is the next clue.** Indicate the shopping bag of items. Volunteers take turns removing the items and identifying them. Ask: **Would any of you like to change your predictions now that you have another clue?** Volunteers refine their predictions.

Indicate *Mox's Day*. Explain: **We will only read chapter one today.**

Step One Use visual text

Say: **Let's use the illustrations to check our predictions.** The children discuss whether the illustrations in chapter 1 support their predictions.

Ask: **How do these illustrations or visual text, help us know what *Mox's Day* is about?** Discuss.

Step Two Match visual text to words

Say: **Listen to the words that go with the illustrations. Give a "thumbs up" if you think the illustrations or visual text goes with the words.** Do this page-by-page.

Step Three Identify unknown words

Distribute *Mox's Day*. Say: **Sometimes stories have words we are not able to read yet. What strategy can we use to help us read those words? Yes, the illustrations can help us.**

Demonstrate by reading the text on page 3 and stopping before the word "cupcakes." Instruct the children to use the illustration for help to read the word.

Explain: **You will work with a partner to read chapter 1. When you come to a word you do not know, look at the illustration for help then write the word on the board.**

Partner the children to read chapter 1.

Materials

- ☐ *Sing-Along* Volume 2 Track 25, "Mix a Pancake"
- ☐ Apron, spoon, and cupcake liners (or a muffin tin) in a shopping bag
- ☐ *Mox's Day* Chapter Books



Formative Assessment

Review the words the children wrote on the board and discuss how the illustrations helped identify them.

Computer

Practice

- *Short Vowel Pals*, “Hop, Bend, Stomp”
- *ABCs*: review letter/sounds

Activity

The children blend CVC words to identify verbs. After completing the worksheet, they illustrate themselves performing one of the actions on the back of the paper.

Materials

- ☐ “Blend Practice 2” worksheet for each child
- ☐ Pencils, crayons

3

Introduce *One Fine Day*

Indicate *One Fine Day* and the children identify the animal on the cover. Read the title and indicate the Caldecott Medal. Explain: **This book won the Caldecott Medal in 1972 for its excellent illustrations. Only one children’s book can win each year.**

Review print concepts such as title, author, illustrator, and genre. (In this case, the author and illustrator are the same person.)

Say: **“One fine day” a red fox got plenty of exercise walking through the great forest. When he reached the other side, he was very thirsty. The red fox stole milk from an old farm woman then lost his tail when the old woman used her knife to cut it off. The red fox spent the rest of the day trying to earn his tail back. Do you think this is a true story? Why not?**

Prior to reading the book, instruct the children to raise their hands if they hear a word they do not understand and would make a good vocabulary word.

Read the book. As vocabulary words are volunteered, write them on Vocabulary Cards and pause briefly to discuss their meanings. Review the new vocabulary words and their meanings after you finish reading the book.

Materials

- ☐ *One Fine Day* by Nonny Hogrogian
- ☐ Blank Vocabulary Cards

Reading: Foundational Skills

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

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

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

Media Literacy

ML.10 Use technology resources to support learning

Reading: Literature

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

RL.K.6 Name the author and illustrator of a story and identify their roles

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Formative Assessment

Discuss the following:

- **What is the problem in this story?**
- **What did the fox do that caused him to lose his tail?**
- **What might the old woman have done if the fox had asked politely for some milk to drink?**
- **Was the fox really sorry for what he did, or did he just want his tail back?**
- **Is there a moral to this folk tale? If so, what is it?**
- **If you get into trouble for doing something wrong at home or school, what can you do to make things right again?**

Writing

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

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

Magic Writing Moment**Add Details to Sentences**

Distribute writing papers from Day 3 and allow time for the children to finish writing their sentences.

Say: **Backpack Bear wrote his sentence on writing paper. Let's help him add more detail.**

Copy Backpack Bear's sentence onto the board for the children to see. Demonstrate peer editing by helping Backpack Bear add detail to his sentence. For example, use carets (^) to add words to the sentence *Backpack Bear will hop over the lamp*, such as *Backpack Bear will hop over the yellow school bus*.

Explain: **You will work with a partner. Partner #1 will read his or her sentence and partner #2 will help add details to the sentence. Then you will switch and follow the same procedure for partner #2.**

Partner the children to peer edit. Circulate and assist as necessary.

Materials

- ☐ Chart paper from Days 2 and 3
- ☐ Backpack Bear's writing paper from Day 2
- ☐ Writing papers from Day 3
- ☐ Pencils

Partner ELL children with advanced peers who can assist them with their editing.

ELL**Phonological Awareness Warm-Up****Phoneme Segmentation and Blending**

The children sit in a circle. Place the deck of Picture Cards in the middle of the circle face down.

- Choose the top card from the deck making sure no one else can see it.
- Say the first sound of the pictured word.
- The class repeats the sound.
- Say the second sound and the class repeats that sound.
- Say the last sound.
- The class repeats the sound then blends the sounds to say the word.
- Show the card to the children.

Choose a volunteer to play "teacher" and continue as above.

Materials

- ☐ Picture Cards: *bag, bat, box, cot, fan, fox, ham, hat, jet, log, map, top, van, web, Zac*

Reading:**Foundational Skills**

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

Listening & Speaking

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

1

Sequence *One Fine Day*

Step One Determine first, next, last

Before reading *One Fine Day*, instruct the children to pay close attention to what happens first, next, and so on. Emphasize that when the fox asks for help from others, he must listen and remember everything in order so he can get his tail back. As you read, omit words and pause for the children to supply them.

Step Two Name people and places

After reading, tell the children you have cards that name all of the people and places in the story. Place the cards in random order down the left side of a pocket chart.

As you place each card, instruct the children to look at the letters and use strategies to read which person or place the card names. Discuss how our knowledge of letters and letter sounds helps us read words.

Step Three Order characters and settings

Choose volunteers to help order the characters and settings. Do not correct the volunteers if they order them incorrectly.

Materials

- ☐ Word Cards: *old woman, fox, cow, field, stream, fair maiden, peddler, hen, miller*
- ☐ *One Fine Day*
- ☐ Pocket chart

Reading: Literature

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

Reading: Foundational Skills

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



Formative Assessment

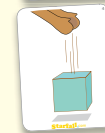
Reread the story. The children listen for the order of appearance of the characters. As each character is mentioned, move that character's name to the right side of the pocket chart to form a column. In this way, the children will check whether their original order is correct. The final column from top to bottom should read: *fox, old woman, cow, field, stream, fair maiden, peddler, hen, miller*.

**Reading:
Foundational Skills****RF.K.2.A** Recognize and produce rhyming words**RF.K.2.E** Add or substitute individual sounds (phonemes) in one-syllable words to make new words**Introduce Word Families: -ock, -og**Indicate *Nursery Rhymes Big Book* page 17.Recite “Hickory, Dickory, Dock” in unison. Indicate the rhyming words *dock* and *clock* and remind the children that these words belong to the -ock word family.On the board write *Mox can jog*. The children read the sentence, and provide words that rhyme with *jog* (*dog*, *hog*, *log*, *frog*, and nonsense words). Clap for each sound heard in the words provided.Explain: **These words rhyme because they all have the same middle and ending sounds. They all end with the letters o and g, that makes them members of the -og word family.****Materials**

- ☐ Reading & Writing Books, p. 30
- ☐ Picture Cards (*box, cot, dog, drop, fox, frog, hop, hot, log, lock, Mox, pop, pot, rock, shop, stop, top*)
- ☐ *Nursery Rhymes Big Book*, page 17
- ☐ Basket or bag
- ☐ Pocket chart

**Formative Assessment**Distribute *Reading & Writing Books* and the children turn to page 30. They identify *box, cot, dog, lock*, and *top* Picture Cards as you place them side-by-side in the top row of a pocket chart. Place the remaining Picture Cards in a basket.

Volunteers take turns to draw cards and classify them by word family. Once completed, your pocket chart should look something like the images pictured. The children determine which word family has the most members and which has the least.

**Reading:
Foundational Skills****RF.K.1** Understand basic features and organization of print**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**Media Literacy****ML.10** Use technology resources to support learning**Computer**

- *Learn to Read*: Rows 1-4
- *Short Vowel Pals*: “Mox Jogs” and “Hop, Bend, Stomp”

Practice**Activity**

The children use the two sets of High Frequency Word Cards to play “Concentration.”

Materials

- ☐ Two of each High Frequency Word Cards needing review
- ☐ Pocket chart

3

Short and Long Vowels

Say: **Today let's talk about vowels that have short sounds and long sounds.**

Write Mox on the board. Say: **Listen to this word, Mox. Use your invisible rubber band to pull those sounds apart, /m/, /o/, /x/. The "o" in Mox is short. Let's make a smiley face over the o.** (Do this.)

Distribute two index cards to each child. Instruct the children to draw a large "smiley face" on one of the index cards.

Write *bake* on the board. Say: **Listen to this word *bake*. Do you hear short-a in *bake*? No, you hear the long sound /ā/ in *bake*. A says its name.** Make a straight line over *a* in *bake*. Explain that a straight line over the vowel tells us the vowel is long, or says its own name.

Instruct the children to draw a long straight line on their second index card.



Formative Assessment

Explain: **Now we are ready to play a listening game. If you hear the short-a sound in a word I say, hold up your smiley face.** (Demonstrate) **If you hear the long vowel or the name of the vowel, hold up your straight line.** (Demonstrate)

Over exaggerate the vowel sound in each of the following words. Pause after each word for the children to respond. Discuss the correct response before going on to the next word.

hot	cap	wake	hop	hope	eggs	dots
open	take	win	box	wave	plan	eat

Materials

- ☐ Two index cards for each child
- ☐ Crayons

Reading: Foundational Skills

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

Writing

W.8b Produce, illustrate, and share writing

Reading: Foundational Skills

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

**Magic Writing Moment****Illustrate Sentences**

The children illustrate their sentences then share their illustrations and sentences with others who finish.

Materials

- ☐ Writing papers from Day 4
- ☐ Crayons

Phonological Awareness Warm-Up**Identify/Discriminate Words with Initial/Final /sh/**

Turn off the lights and instruct a volunteer to shine a flashlight on the *sh* Sound-Spelling Wall Card on your classroom Alphabet Chart. Say: **The spotlight is on /sh/.** The children say, /sh/.

Indicate page 59 of the *ABC Rhyme Book* and read *Sh Shell*, then the children repeat the rhyme with you emphasizing /sh/.

Say: **If a word I say begins with /sh/, face the front of the classroom.**
If the word ends with /sh/ face the back of the classroom.

Read the following words, pausing after each to allow time for the children to respond. Discuss the correct response before going on to the next word.

bush	show	cash	fresh	sheet
flash	hush	share	slosh	shut
squish	leash	shy	trash	push

Materials

- ☐ *ABC Rhyme Book*
- ☐ Flashlight

Sh Shell

Hold a seashell to your ear.

Shh...

Is that the ocean you hear?

1

Mox's Day, Chapter 2

Reread Chapter 1 (*Wake up, Mox*) of *Mox's Day*. Ask:

Now that the cupcakes are ready what do you think will happen? (Discuss) **There's one way to find out!**

Divide the children into groups of three with a strong reader in each group, and distribute copies of *Mox's Day* to each group.

Say: **Raise your hand if you come to a word you cannot read.** Allow the children to spread out throughout the classroom to read chapter 2 together. Assist them as necessary.

At your signal the children gather back together in a group. Ask: **Who can tell us what happened in the second chapter of Mox's book?** Volunteers respond and the children discuss the chapter.



Formative Assessment

Say: **Let's dramatize the first two chapters of Mox's book. First we need the characters.** The children identify the characters introduced in the story so far. (Mox, Zac, Bob, Zac's Dad, Peg) Assign volunteers to play these characters.

Ask: **Does the story take place in one setting or place, or more than one? Right, it takes place in two different settings, Mox's house and Mox's shop.**

Designate areas in the classroom for the different settings and place the characters. Mox is in bed, Zac and Bob are in the shop, Zac's dad and Peg are off to the side, outside the shop.

The children act out the story as you read the first two chapters. If time allows, choose new characters and repeat.

Explain: **You will have to wait until next week to find out how the story ends.**

Materials

- ☐ *Mox's Day* for the teacher and each group

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Literary Response & Analysis

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

Reading: Literature

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

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

Reading: Foundational Skills

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

Reading: Foundational Skills

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

Computer**1**

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

"Color by Word"**2**

The children complete the "Color by Word" worksheet.

Materials

- ☐ Pencils, crayons
- ☐ Week 23 "Color by Word" worksheet for each child

Read-Form-Write**3**

The children take turns to draw cards from a deck of selected High Frequency Word Cards. They read the words, form them using magnetic letters or play dough, and write them in a column on writing paper.

Materials

- ☐ Pencils
- ☐ Writing paper
- ☐ High Frequency Word Cards
- ☐ Magnetic letters or play dough

"Starfall Speedway"**4**

The children read the short-a and short-o CVC Word Cards to advance on the Starfall Speedway.

Materials

- ☐ "Starfall Speedway"
- ☐ Short-a and short-o CVC Word Cards

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Kindergarten Book Club

Backpack Bear, Zac, Mox, and Peg sit among their classmates as you display the four books read this week, *Mox's Shop*, *Mox Jogs*, *One Fine Day*, and *Hop, Bend, Stomp*.

Note: Do not include *Mox's Day*, since the children have not finished reading the story.

Indicate each book individually, and volunteers summarize each story. The volunteers may then ask the class questions about the story.

Materials

- ☐ *Mox's Shop*, *Mox Jogs*, and *Hop, Bend, Stomp*
- ☐ Plush Backpack Bear, Mox, Peg, and Zac
- ☐ *One Fine Day*

Reading: Literature

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

RL.K.2 Retell familiar stories



Formative Assessment

Ask: **Which stories helped us learn about exercise? Which story taught us the importance of making good choices?** Volunteers discuss the answers to these questions. The children vote on their favorite story of the week.