



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

**Teacher's Guide**  
**The Five Senses**  
**Unit 8 • Week 24**

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

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

# The Five Senses

## Unit 8 • Week 24

### Week 24

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# Week 24 Overview

## The Five Senses

This week the children will learn about the five senses, and discover how their senses help them understand the world around them. They will also learn about popcorn through literature and personal experience, and use sensory words to describe popcorn in a factual writing. This week we will:

- meet Helen Keller.
- discover sensory words.
- review quotation marks.

## Recommended Literature

**The Popcorn Book — Tomie dePaola** (pronounced “Tommy da-POW-la”) is an author and illustrator who loves dogs. Once he had four Welsh terriers named Morgie, Moffie, Madison, and Markus. The dogs followed him all day long, hoping to get something very special, a crunchy carrot treat.

Tomie dePaola likes dogs so much he wrote several books about the Barker Twins. He named them “Barker” because the books are actually based on Morgie, Moffie, Madison, and Markus, who like to bark and bark.

Now he has a new Airedale named Brontë. When he’s not writing and drawing, Tomie likes to garden, cook, and watch movies. His favorite food is popcorn. Did you know his favorite color is white? I wonder why. Do you know?

## Starfall Books & Other Media

*Pop! Pop! Pop!*

*Mox’s Shop*

*ABC Rhyme Book*

*Star Writer Melodies*

*How I Know My World: A book about the senses* by Brandi Chase

*The Little Red Hen and other Folk Tales: “Chicken Little”*

Helen Keller Historical Figures Posters

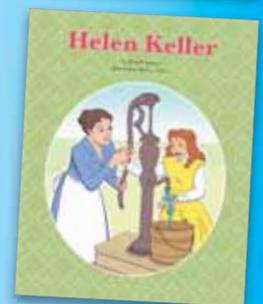
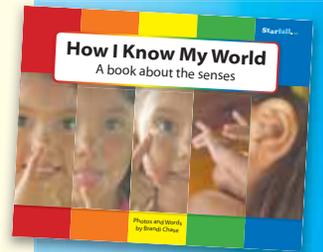
*Sing-Along Volume 1*

*Reading & Writing Books*

*Starfall Dictionaries*

*Helen Keller* by Pam Ferguson

*Mox’s Day Chapter Books*



# Preparation

Generate Vocabulary Cards for Week 24. You will use *senses* and *kernel* on Day 1, *archaeologist*, *method*, *colonist*, *blizzard* on Day 2, and *examine*, *hull*, and *boil* on Day 4.

## Day One

Prepare a sheet of chart paper by creating two columns labeled Nouns and Adjectives. You will also need a copy of *Mox's Shop* and *Mox's Day* for display.

For Session 2, you will need a large marshmallow for each child, hand sanitizer, a blank sheet of chart paper, and a marker.

Prior to Session 3, place unpopped popcorn kernels in a lunch-sized brown paper bag and staple the bag closed. Also, write one of each of the story words (*adds, and, gets, has, helps, hot, it, job, Mox, pop, pot, set, the, to*) on a scrap of white paper.

## Day Two

You will need the list of adjectives from Day 1 and a sheet of blank chart paper.

For Session 2 you will use the list of adjectives from Day 1 and 2 sheets of chart paper for each group.

## Day Three

You will use the chart paper list of nouns and adjectives from Day 2 and a sheet of chart paper labeled *Mox's Menu* for today's Magic Writing Moment.

For Session 3 you will need two of each High Frequency Word Card: *that, they, there, this, than, them, and then*.

## Day Four

Remember to remove Mox from your classroom prior to today's lessons.

You will use *Mox's Menu* for today's Magic Writing Moment. You will also need to generate a sheet of journal writing paper with lines and a blank space for an illustration (as in earlier weeks) for each child.

For today's Session 1, you will need a bed sheet, an air popcorn popper, and a bag of popcorn kernels. If an air popcorn popper is not available, use a microwave to pop the popcorn in advance.

Prepare a note from Mox as pictured.

For Session 3, you will need a banana and a blindfold.

Optional: Consider having popcorn as a snack today.

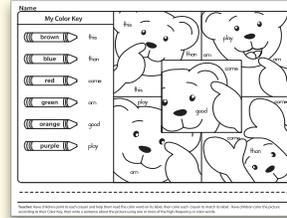


## Day Five

The children will complete their individual writings and illustrations from Day 4.

Generate a Week 24 "Color by Word" worksheet for each child.

Have several sample birthday cards and chart paper available for Session 1.



## Day 1

Last night, I smelled the fire of a family roasting marshmallows. Do you like the smell of roasting marshmallows?

Love,

Backpack Bear 

## Day 2

Peg, Mox, Bob, Zac and I had a fun popcorn party last night! Have you ever watched popcorn pop?

Love,

Backpack Bear 

## Day 3

I read your sentences to friends last night. They have never seen a marshmallow. Now, they want to try one!

Love,

Backpack Bear 

## Day 4

Zac and I played with Superhero h last night. We thought of as many words as we could that use th, ch, and sh!

Love,

Backpack Bear 

## Day 5

It was fun learning about the senses. My family uses senses to find food. How do you use your senses?

Love,

Backpack Bear 



## DAY One

## DAY Two

	DAY One	DAY Two
<b>Magic Writing Moment</b>	List nouns	Use adjectives to describe nouns
<b>Reading</b> Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	Long-O <i>Pop! Pop! Pop!</i> Sensory words (adjectives) <b>Comprehension Skill:</b> Author's Intention <b>Comprehension Strategies:</b> Make Connections Predict/Verify	R&W p. 31 Discriminate initial/medial /o/ Blending Introduce caret editing symbol <b>Comprehension Strategies:</b> Predict/Verify Ask Questions Adjectives
<b>Computer</b>	<i>Learn to Read:</i> Row 9, All Activities <i>Talking Library:</i> Nonfiction, "How I Know My World"	<i>Short Vowel Pals:</i> "Pop! Pop! Pop!" <i>Learn to Read:</i> Row 11, All Activities
<b>Activity</b>	Play dough or magnetic letters: Medial Short-O Words	"Starfall Speedway" HF Words
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>How I Know My World:</i> A book about the senses <i>The Little Red Hen and other Folk Tales:</i> "Chicken Little" "Head, Shoulders, Knees, and Toes" <b>Vocabulary:</b> senses, kernel	<i>The Popcorn Book</i> <b>Vocabulary:</b> archaeologist, method, colonist, blizzard "Oo Ostrich"
<b>Writing</b>	Group write sensory words about marshmallows	Shared writing story about a marshmallow
<b>Social Studies</b>		Understand how people lived in earlier times and how their lives would be different today
<b>Science</b>	Observe common objects by using the five senses	



## DAY Three

## DAY Four

## DAY Five

<p>Create Mox's Menu (nouns and adjectives)</p>	<p>Complete sentences using Mox's Menu</p>	<p>Add detail to expand sentences</p>
<p>R&amp;W p. 32</p> <p>Phoneme substitution</p> <p><i>Pop! Pop! Pop!</i></p> <p>HF Words: <b>than, them, then</b></p> <p>Review quotation marks</p> <p>Introduce <i>Mox's Day</i>, Chapter 3</p> <p><b>Comprehension Skill:</b> Make text-to-self connections</p> <p><b>Comprehension Strategy:</b> Share personal experiences</p> 	<p>R&amp;W p. 34</p> <p>Initial and final digraphs /sh/, /th/, /ch/</p> <p><b>Comprehension Skill:</b> Cause/Effect</p> <p><b>Comprehension Strategies:</b> Summarize Predict/Verify Open Discussion</p> 	<p>R&amp;W p. 36</p> <p>Rhyming Pairs</p> 
<p><i>I'm Reading:</i> Folk Tales, "Chicken Little"</p> <p><i>BpB's Books:</i> Concepts, "O-Machine," "E-Machine"</p>	<p><i>Learn to Read:</i> Rows 9 and 11</p> <p><i>Short Vowel Pals:</i> "Pop! Pop! Pop!"</p> <p><i>Talking Library:</i> Nonfiction, "How I Know My World"</p>	<p>R&amp;W p. 37</p>
<p>R&amp;W, p. 33</p>	<p>R&amp;W, p. 35</p>	<p>Illustrate Mox's Birthday Card</p>
<p>Introduce graphing</p> <p>Partner read <i>Mox's Day</i>, Chapter 3</p>	<p><i>The Popcorn Book</i></p> <p>Helen Keller Historical Figures Poster</p> <p><b>Vocabulary:</b> examine, hull, boil</p> <p>Read <i>Mox's Day</i> in groups</p> <p><i>Helen Keller</i> by Pam Ferguson</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p>Review high frequency words</p> <p><i>We Can Help</i></p> <p>R&amp;W, p.38</p>
	<p>Write a letter to Mox using sensory words (adjectives) and factual information about popcorn</p>	<p>Write a group birthday card for Mox</p> <p>Illustrate favorite part of a story</p>
	<p>Know triumphs in American legends, historical accounts</p>	

- 1
- 2
- 3
- 4
- 5
- 6

**Language**

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

**Magic Writing Moment****List Nouns**

Indicate Mox's books. Say: **Mox loves to bake. Let's make a list of things Mox could bake in his shop. I will list them on this chart paper in the column labeled nouns.** Indicate the chart paper. **Why do they belong here? Yes, they belong here because nouns are the names of things.**

List the items the children name under the "Nouns" heading. Say: **We made a list of things Mox could bake. Remember, we call words that name things, nouns. Say, nouns.**

Explain: **Tomorrow we will describe the things Mox will bake and create another list on the other side of the chart paper.**

**Materials**

- Prepared chart paper labeled "Nouns" and "Adjectives"
- Mox's Shop* and *Mox's Day*
- Plush Mox the Fox

Save the chart paper for use on Day 2.

**Phonics Warm-Up****Long Vowel O**

Gather the children around a classroom computer navigated to *Learn to Read*, Row 9. Explore Row 9 "Play-Nose" and "Robot and Mr. Mole." Demonstrate the Long-o activity. The children will revisit this activity during Computer Time.

**Materials**

- Classroom computer navigated to *Learn to Read*

If you have an interactive board, the children may take turns to navigate through the activities.

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

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

1

## Introduce *How I Know My World: A book about the senses*

Play *Sing-Along* Volume 1, Track 12 and the children sing, “Head, Shoulders, Knees and Toes.” Volunteers identify and discuss the body parts mentioned in the song.

Draw a stick figure on the board *without* eyes, ears, mouth, nose, hands, or feet. Backpack Bear whispers, “Something is missing from your drawing!” As children identify the missing parts, add them to the stick figure.

Explain: **Each of these body parts is a tool for one of our senses. Our senses make us aware of what is around us. We have five senses, seeing, hearing, smelling, tasting, and feeling. Let’s see if we can match our senses with our body parts.** (Point to each body part as you name it.)

- **We use our eyes to \_\_\_\_.** (see)
- **We use our ears to \_\_\_\_.** (hear)
- **We use our tongues to \_\_\_\_.** (taste)
- **We use our noses to \_\_\_\_.** (smell)
- **We use our hands to \_\_\_\_.** (feel)

Explain: **Your hands and feet are covered with skin. In fact, your entire body is covered with skin! When you touch something, it is your skin that gives you information about what you are feeling. Your skin tells you what is hot, cold, or wet.**

Indicate *How I Know My World: A book about the senses* and say: **Here is a book about our senses. Let’s read it to learn more about them.** As you read the text, discuss each photograph and children identify additional examples for using each sense.

Ask: **Why do you think the author wrote this story?** (to teach about the senses) **Is this book fiction or nonfiction? Why? How did the author organize or decide what to write on each page?** (The pages are organized by senses.)

Read Backpack Bear’s message and ask: **Which of the five senses did Backpack Bear use?**



### Formative Assessment

Navigate a classroom computer to *The Talking Library*: Nonfiction, “How I Know My World.” The children indicate the senses on each page by touching their noses, eyes, and so on during the reading.

As the children are pointing to body parts, it would be helpful for ELL children to repeat the names of the body parts in their native languages.

ELL

### Materials

- Sing-Along* Volume 1 Track 12, “Heads, Shoulders, Knees and Toes”
- How I Know My World: A book about the senses* by Brandi Chase
- Vocabulary Card: *senses*
- Classroom computer navigated to *The Talking Library*
- Backpack Bear

### Reading: Literature

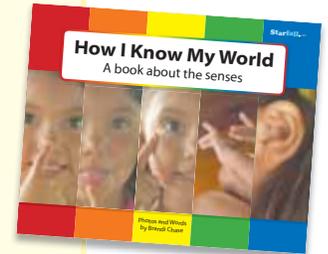
**RL.K.7** Describe the relationship between illustrations and text

### Reading: Foundational Skills

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

### Science

**SC.IE.1f** Use five senses to observe the natural world



**Language**

**L.K.5.B** Understand frequently occurring verbs and adjectives

**Science**

**SC.IE.1f** Use five senses to observe the natural world

## Prewriting: Introduce Sensory Words

Indicate and recall the story of “Chicken Little.” Ask: **How did Foxy Loxy help the characters use their senses to prove whether or not the sky was falling?**

Indicate the bag of marshmallows. Explain: **We use words to describe things around us. What color is a marshmallow? I might say, look at the white marshmallow. White is a word that describes the marshmallow. We used our sense of sight to describe the marshmallow. Words that describe something by using our senses are called sensory words.** Children repeat, *sensory words*.

Indicate *How I Know My World*, page 22. As the children identify the senses, write them in a column on chart paper, leaving several lines between each sense. Review the senses. Say: **Let’s examine a marshmallow and write other sensory words to describe it.**

Distribute hand sanitizer and the children sanitize their hands. Distribute a marshmallow to each child and say: **You can’t eat the marshmallow yet. When do you think you can eat it? Right, you can eat it when we talk about the sense of taste.**

### Materials

- The Little Red Hen and other Folk Tales: “Chicken Little”*
- Blank chart paper, markers
- A large marshmallow for each child
- How I Know My World: A book about the senses*
- Hand sanitizer



### Formative Assessment

Partner the children and instruct them to examine the marshmallows using their sense of sight. The children generate words that describe how a marshmallow looks, and you list the words on the chart paper next to “see.”

Repeat for each sense. Allow the children to eat the marshmallows prior to discussing “taste.”

Review the list of generated words. Say: **Sensory words are called adjectives.** Children repeat, *adjectives*. **Adjectives are words that describe things.**

For Group 2, place an asterisk (\*) next to repeated responses and add responses unique to the group.

Check for food allergies before distributing marshmallows.

**Observe  
& Modify**

Save the chart paper for use on Day 2.

## Computer

## Practice

- *Learn to Read*: Row 9, All Activities
- *Talking Library*: Nonfiction, "How I Know My World"

## Activity

The children use magnetic letters or play dough to form the short-o words associated with the Picture Cards.

### Materials

- Magnetic letters or play dough
- Medial short-o Picture Cards

3

## Introduce *Pop! Pop! Pop!*

Indicate the paper bag of popcorn kernels. Ask:  
**What do you think might be in this bag? Can you tell what is inside by using your sense of sight? Why not? You will need to use your other senses to discover what's in the bag.**

Pass the bag around.

- Instruct the first several children to shake the bag, and use their sense of hearing to predict what is inside.
- Instruct the next several children to feel through the closed bag, then make their predictions based on their sense of touch.
- Instruct the remaining children to smell the bag then make their predictions based on their sense of smell.

Say: **Here's a clue. The things in this bag grow on a cob. You have to heat them before they can be eaten.** Accept all guesses, but do not tell the children if their answers are correct.

Open the bag and pass it around for all the children to see. The children use their sense of sight to confirm their prediction, popcorn.

Explain: **Popcorn is a grain. Each grain of corn is called a kernel.** Children repeat, *kernel*.

Indicate *Pop! Pop! Pop!* The children predict what the story is about by looking at the cover. Read the story, then discuss it, relating your discussion to the senses.

### Materials

- Paper bag of popcorn kernels
- Prepared story word paper scraps
- Vocabulary Card: *kernel*
- Pop! Pop! Pop!*

### Media Literacy

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

### 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)

### Literary Response & Analysis

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

### Science

**SC.IE.1f** Use five senses to observe the natural world





### Formative Assessment

Play “Pop, Pop, Pop:”

- Hold up each scrap of paper.
- The children read each word as it is shown.
- Crumple the papers to make “popcorn words.”
- Select 3 or 4 children to come forward; give each of them a “popcorn word.”
- Teach the chant *Pop, pop, pop—up they go. Where they’ll fall—we don’t know!*
- The children holding “popcorn words” toss them in the air.
- Volunteers pick up “popcorn words,” open them, and identify the words.
- Repeat with the remaining words. If needed, crumple previous papers so all of the children get a turn.

**Magic Writing Moment**

**Materials**

- Chart paper from Day 1
- Plush Mox the Fox
- Marker

**Use Adjectives to Describe Nouns**

Say: **Yesterday we learned about words that describe things. Who remembers what they are called? Yes, words that describe things are called *adjectives*. Say, *adjectives*.** (The children say, *adjectives*.) **What do we call words that name things? Right, they are called nouns. Say, *nouns*.** (The children say, *nouns*.)

Continue: **Today we will use adjectives to describe the things Mox likes to bake.** Indicate the chart paper list from Day 1 and review the nouns.

Say: **Let's think of words that describe these nouns, or things Mox likes to bake. I can think of some. How about using the adjectives *sweet* and *delicious* to describe the noun *cake*?**

Partner the children. Each pair chooses one bakery item from the list of nouns, then they think of words that describe it. Volunteers share their adjectives with the class and you write them in the adjectives column. Repeat as time allows.

Save the chart paper for use on Day 3.

**Language**

- L.K.5.B** Understand frequently occurring verbs and adjectives
- L.K.1B** Use frequently occurring nouns and verbs

**Phonological Awareness Warm-Up**

**Materials**

- ABC Rhyme Book*

**Identify and Discriminate Initial and Medial /o/**

Indicate page 33 of the *ABC Rhyme Book* and read the "Oo Ostrich" rhyme.

Say: **Say *ostrich*. What o sound did you hear in *ostrich*, short-o or long-o? Yes, *ostrich* begins with the sound of short-o.**

Continue: **If you hear the short-o sound at the beginning of a word I say, jump up. If you don't hear short-o do nothing. Ready?** Say the following words pausing after each to allow the children time to respond.

**Oo Ostrich**  
*Olive Ostrich went out one day  
 Stuck her head in the sand  
 And stayed that way!*

odd	April	ox	Oscar	egg
green	car	on	pumpkin	offer

Say: **This time if you hear the short-o sound in the middle of the words I say put your hands on your head. If you don't hear short-o do nothing.**

Say the following words pausing after each to allow the children time to respond.

box	three	sock	pan	pig
top	let	log	pet	shop

**Reading: Foundational Skills**

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

1

## Blending Practice

Say: **Today we will practice blending sounds to form words.** Review how to do this by practicing several examples together. (Example: /d/ /o/ /g/ = dog; /s/ /a/ /t/ = sat)

### Materials

- Reading & Writing Books, p. 31
- Pencils, crayons

### ELA

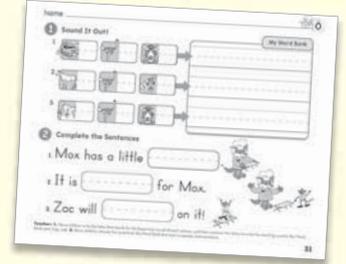
**RF.K.3** Apply phonics/word analysis skills in decoding words

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



### Formative Assessment

Continue: **Now you are ready to try this on your own.** Distribute *Reading & Writing Books* and the children turn to page 31. They blend sounds to write words, then complete the sentences.



2

## Shared Writing About Marshmallows

Indicate the list of sensory words from Day 1. Say: **Let's review the adjectives we listed to describe marshmallows. Who remembers what an adjective is? Right, an adjective is a word that describes a noun.**

Review the list.

Continue: **Let's use sensory words (adjectives) to write about a marshmallow. We can begin by writing a topic or beginning sentence.**

Write *This is a marshmallow* on chart paper. Read the sentence and the children repeat it.

Ask: **If we didn't know what a marshmallow is, would this sentence help? No, it doesn't describe or tell us much about a marshmallow. How can we write about a marshmallow and describe it better for someone who has never seen one?**

- A volunteer chooses a sensory word (adjective) from the list that could be used to describe the marshmallow.
- Demonstrate and explain a new editing symbol, the "caret" (^).
- Use a marker to form a "caret" and insert the adjective before the word *marshmallow*.
- Read the edited sentence together.

### Materials

- List of sensory words (adjectives) from Day 1
- Two sheets of chart paper for each group
- Marker

### ELA

**L.K.5.B** Understand frequently occurring verbs and adjectives

**L.K.1.F** Produce and expand sentences

**W.8a** Create a group draft scripted by the teacher

A volunteer forms another sentence describing the marshmallow.

- Write the sentence on chart paper.
- Children suggest other words from the list of sensory words (adjectives) that could be used to describe a marshmallow.
- Insert the words using the “caret” editing symbol.

Review the list of sensory words (adjectives) as necessary.



### Formative Assessment

Indicate the second sheet of chart paper.

Say: **Now let’s edit our sentences by rewriting them so they will be easier to read. This is called a “clean copy” or a final draft.** The children offer their thoughts as you rewrite the sentences.

As sentences are offered, have ELL children repeat them and check their understanding.

**ELL**

### Computer

- *Short Vowel Pals*: “Pop! Pop! Pop!”
- *Learn to Read*: Row 11, “Soap Boat” - all activities

### Practice

### Activity

The children read the high frequency words to advance on the Starfall Speedway.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | High Frequency Word Cards<br>needing review |
| <input type="checkbox"/> | “Starfall Speedway”                         |

### 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

**Vocabulary**

**VOC.3a** Listen to and discuss familiar and conceptually challenging text

**Literary Response & Analysis**

**LIT.RA.7c** Make inferences based on titles

**Reading: Literature**

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

**Language**

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

## Introduce *The Popcorn Book*

Recall Backpack Bear's message and enlist the children's help to retell *Pop! Pop! Pop!*

Indicate *The Popcorn Book* by Tomie dePaola and say:

**Here is another book about popcorn. The title is *The Popcorn Book* and it was written by Tomie dePaola.**

**Look at the cover. Would you predict this book is similar to *Pop! Pop! Pop!* or that it is about a popcorn party?** Volunteers share predictions.

Page through sections of *The Popcorn Book* and indicate the speech bubbles throughout.

Explain: **As the characters in this story are making popcorn, one is reading about how popcorn came to be. I wonder if he learns why popcorn pops, or who discovered popcorn. I wonder why some people store unpopped popcorn in the refrigerator. What do you wonder?** Volunteers share their thoughts.

Before reading the story, review the vocabulary word *kernel*, and introduce:

<b>archaeologist</b>	a person who studies things that show how people lived long ago
<b>method</b>	a way of doing something (There can be different methods for doing the same thing. For example, you can pop popcorn in a microwave, on a stove, or over a campfire.)
<b>colonist</b>	a name given to the first settlers who came to America
<b>blizzard</b>	a storm with a lot of snow and wind

**Materials**
 *Pop! Pop! Pop!*
 *The Popcorn Book* by

Tomie dePaola

 Vocabulary Cards:

*archaeologist, method,*
*colonist, blizzard*
**Formative Assessment**

After reading the story, discuss:

- **How do archaeologists learn about people who lived long ago?**
- **How did Native Americans pop popcorn?**
- **What was another method of popping popcorn mentioned in the story?**
- **Why did the author call the flying popcorn a blizzard?**
- **Why was there another popcorn blizzard at the end of the story?**

## Magic Writing Moment

## Create Mox's Menu

Ask: **Who knows what a menu is?** Volunteers respond. **A menu tells what people can buy or order in a shop or restaurant. Let's create a menu for Mox's shop.**

Indicate the chart paper from Day 2 and continue: **We can use this list for ideas. Mox has a suggestion for the first item on the menu.** Mox whispers sweet, delicious cake.

Indicate the chart paper labeled "Mox's Menu," and write *sweet, delicious cake*.

Say: **Let's partner to think of other items we can add to Mox's Menu.** The children partner to discuss items to add to the menu using adjectives and nouns from the chart paper.

Write the children's responses on Mox's Menu.

## Materials

- Chart paper from Day 2
- Chart paper labeled "Mox's Menu"
- Plush Mox the Fox
- Markers

## Language

**L.K.5.B** Understand frequently occurring verbs and adjectives

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

Save Mox's Menu for use on Day 4.

## Phonics Warm-Up

## Phoneme Substitution

## Materials

- Individual whiteboards, markers

## Step One Initial sound substitution in two-letter words

- Children write *in* on their whiteboards then read the word.
- They erase *i* and replace it with *o*.
- Read the new word, *on*.
- Repeat for *a*, resulting in *an*.

## Step Two Final sound substitution in two-letter words

- Children write *it*, then read the word.
- Repeat as above, changing the ending sound to form *in*, *if*, and *is*.

## Step Three Medial sound substitution in three-letter words

- Children write *pat* then read the word.
- Repeat as above, changing the medial sound to make *pot*, *pit*, and *pet*.

## Step Four Final sound substitution in three-letter words

- Children write *man* then read the word.
- Repeat as above, changing the final sound to make *map*, *mat*, and *mad*.

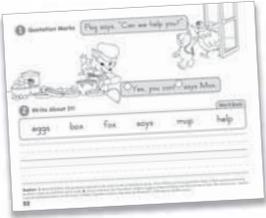
## Reading: Foundational Skills

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

1

**Language**

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

**Shared Writing**

Distribute *Reading & Writing Books* and the children turn to page 32. They read the first sentence, *Peg says, "Can we help you?"* Indicate the quotation marks and ask:

- **Who is the speaker in this sentence? How do we know?**
- **To whom is the speaker talking?**
- **What do we call the marks that show the exact words someone is saying? Right, we call them quotation marks.**

The children use pencils to circle the quotation marks. Indicate the picture of Mox cooking. Read, "*Yes, you can!*" says Mox. Ask: **What tells us that Mox is speaking?** (quotation marks) **What marks are missing in this sentence?**

The children place the quotation marks in the bubbles.

Continue: **Look at the words in the Word Bank. Let's read these words together.** (Children read the words.) **Who can think of a sentence that tells one way we might help Mox? Use some of the words from the Word Bank.**

**Materials**

- Reading & Writing Books*, p. 32
- Pencils, crayons

**Formative Assessment**

Write the sentences on the board as the children respond. The class then chooses one of the sentences. Erase the others and instruct the children to copy the chosen sentence. They then illustrate it including themselves in the illustration.

2

**Mox's Day, Chapter 3**

Say: **Today we will read chapter 3 of *Mox's Day*, but first let's review chapters 1 and 2.** The children retell chapters one and two in their own words.

Say: **Chapters 1 and 2 tell us about Mox's day. Everyone is leaving to go home. What do you think will happen next for Mox? Why do you think that?**

Volunteers respond.

Continue: **The next chapter is called "A Surprise." What do you think the surprise is?**

Read "A Surprise" and the children share their own birthday experiences.

Say: **Let's look at some of the words the author used in this chapter.** Write and discuss the words *done*, *open*, *thank*, and *didn't*.

Distribute *Mox's Day* and partner the children to read chapter 3.

**Materials**

- Mox's Day* for each child
- Whiteboard, markers

**Literary Response & Analysis**

**LIT.RA.7d** Make text to self connections

**Reading: Foundational Skills**

**RF.K.4** Read texts with understanding

**Language**

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

**Reading: Literature**

**RL.K.2** Retell familiar stories



## Formative Assessment

The children read chapter 3 together as a group.

If possible have a volunteer or assistant listen to ELL children read chapter 3 aloud.

**ELL**

### Computer

- *I'm Reading: Folk Tales, "Chicken Little"*
- *Backpack Bear's Books: Concepts, "Short-O Machine" and "Short-E Machine"*

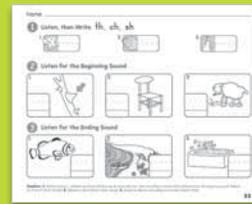
### Practice

### Activity

Distribute *Reading & Writing Books* and the children turn to page 33. They complete the page by writing the digraphs represented by the pictures then coloring the page.

### Materials

- Reading & Writing Books*, p. 33
- Pencils, crayons



### Media Literacy

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

### Reading: Foundational Skills

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

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

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

**3**

## Introduce High Frequency Words: *than, them, then*

Say: **Let's play "Mystery Word."** Place the High Frequency Word Cards face down in a pocket chart to play "Concentration."

Say: **We have three new mystery high frequency words in our game. When we find the mystery words, we'll let Backpack Bear hold them for us.** The children play "Concentration."

Ask: **What did you observe about all of the words?** (They all begin with /th/.) **Since all these words begin with the same sound, it's important to look closely at the whole word to read it correctly.**

Distribute *Starfall Dictionaries*. Write *this* on the board, and say the word.

### Materials

- Individual whiteboards, markers
- Two each of High Frequency Word Card: *that, they, there, this, than, them, then*
- Classroom whiteboard, red marker
- Starfall Dictionaries*
- Backpack Bear
- Pocket chart
- Pencils

### Reading: Foundational Skills

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

Explain: **We learned the high frequency word, *this*. Find the word *this* in your dictionary. The word *this* points something out. Listen. *This* is a pencil. I like *this* picture. Who can think of other sentences using the word *this*?**

The children generate sentences using the word *this*. Volunteers circle /th/ with a red marker.

Write *than* on the board, and say the word. Explain: **When we use the word *than* we are comparing two things. Listen, the pencil is longer *than* a crayon. I have a towel that is bigger *than* yours. Who can compare two things using the word *than* in your sentence?**

The children generate sentences using the word *than* and volunteers circle /th/ with a red marker.

Write *them* and *then* on the board. Say: **Let's be letter detectives. There is only one different letter in these two words? What letter is different?**

Distribute whiteboards and markers. Say: **Listen to my sentence. I will use the word *this*, *than*, *them*, or *then*. Write the word I use on your whiteboards. Ready?**

- ***This* is my favorite story.**
- **Give the paper to *them*.**
- **You are smaller *than* I am.**
- **I will write a sentence *then* draw a picture.**



### **Formative Assessment**

The children enter *than*, *them*, and *then* in their *Starfall Dictionaries*.

## Magic Writing Moment

## Complete Sentences Using Mox's Menu

Say: **Yesterday we created a menu for Mox. Today you will get to choose something from the menu to complete this sentence.** On the board write *Mox will bake \_\_\_\_\_ .*

The children copy the sentence and fill in the blanks using one item from the chart paper and an adjective to describe it. They illustrate their menu items.

Save the writing papers for use on Day 5.

## Materials

- Generated journal writing paper
- Mox's Menu (chart paper)
- Pencils, crayons

## Writing

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

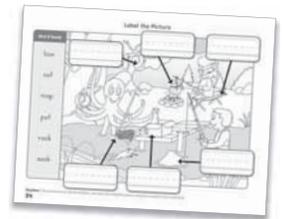
## Phonics Warm-Up

## Labeling

Distribute *Reading & Writing Books* and the children turn to page 34. Discuss the illustration, then the children label it using the words from the Word Bank. If time allows, they color the illustration.

## Materials

- Reading & Writing Books* p. 34
- Pencils, crayons



## Listening &amp; Speaking

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

## Writing

**W.8c** Draw and label

1

## Make Popcorn!

Say: **I found a note from Mox when I came to school this morning.** Read Mox's note.

Continue: **You will have to listen very carefully today, so you can share what you learned with Mox.**

Instruct the children to close their eyes and listen as you shake the bag of popcorn kernels. A volunteer tells which sense the children used (hearing) and describes what they heard.

Say: **I will give each of you a popcorn kernel to examine. To examine something means to look at it closely.** The children examine the popcorn kernels.

Continue: **Now that you have examined your kernel who can think of an adjective that describes how the kernel looks and feels.** Accept responses.

Explain: **The outside covering of the kernel is called the hull. The hull protects what is inside the kernel. Two things are inside, a seed and water. Does anyone remember how the seed gets out of the hull?**

## Materials

- A paper bag of popcorn kernels
- Vocabulary Cards: *examine, hull, boil*
- Mox's note to the children
- Air popcorn popper
- The Popcorn Book*
- Bed sheet
- Optional:** Popped popcorn for snack

## Vocabulary

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

## Science

**SC.IE.1** Ask and answer questions to understand science concepts

**SC.IE.1f** Use five senses to observe the natural world

Remember to remove Mox from your classroom prior to today's lessons.

Recall *The Popcorn Book*, and review how popcorn is popped.

Ask: **If we want to make our own popcorn, what do we need to do with the kernels? Yes, we must heat them.**

Explain and discuss:

- **When a kernel of popcorn gets really hot, the water inside of it begins to bubble. When we make water so hot that it bubbles, we boil it. Hot, bubbling water is boiling water.**
- **As water boils, it changes into steam.**
- **Steam is made of tiny droplets of hot water moving quickly up and out into the air.**
- **When the water inside a popcorn kernel boils, it turns into steam.**
- **The steam pushes so hard against the hull that it makes the hull of the kernel explode into fluffy, white popcorn.**



### Formative Assessment

Ask: **What causes the popcorn to explode?** (Water inside the kernel turns into steam when it is heated.) **What would happen to the kernels if you forgot to turn on the popcorn popper?** (Popcorn would not pop.)

Place a sheet on the floor under the popcorn popper and pop the corn. Leave the top off the popper and the popcorn will “explode” out of it. The children eat the popcorn for a snack.

If an air popcorn popper is unavailable, use a microwave to pop the popcorn in advance.

**Observe  
& Modify**

2

## Mox's Day

### Materials

Mox's Day Chapter Books

### Fluency

**FL.6** Demonstrate ability to read with accuracy and expression

**FL.6b** Use appropriate intonation and expression during oral reading

Say: **Today we will read the chapters of Mox's Day in groups.**

Divide the children into 3 groups, selecting a strong reader for each. Assign a chapter and designate an area for each group.

Circulate as the groups practice reading their chapters. At your signal the groups come back together.



### Formative Assessment

The groups read their chapters aloud in order.

## Computer

## Practice

- *Talking Library*: Nonfiction, "How I Know My World"
- *Learn to Read*: Rows 9 and 11
- *Short Vowel Pals*: "Pop! Pop! Pop!"

## Activity

Distribute *Reading & Writing Books* and the children turn to page 35. They complete this page by writing the name of each illustration in the spaces then coloring the illustrations.

### Materials

- Reading & Writing Books* p. 35
- Pencils, crayons



## 3

## Introduce Helen Keller

Explain: **Some people cannot use all of their senses. For example, we may know some people who cannot hear. These people are deaf. We learned about a composer who could not hear. Who was that composer?** (Beethoven) **People who are deaf use their sense of sight and can read lips. Let's try it.**

Mouth the word *me*. A volunteer tells you what word you said. The children read your lips and say, *me*.

Continue: **Many people who are deaf communicate using American Sign Language. You have learned the ASL alphabet. You can communicate with people who are deaf by spelling words using ASL.**

Ask: **Imagine how it would be if you could not see. People who do not have sight are blind. People who are blind use their other senses to learn about the world around them.**

Choose a volunteer, and blindfold him or her. Hold a banana in front of the volunteer, out of reach and smell. The volunteer identifies the object you are holding.

Ask: **Why can't (child's name) identify this object?** (He or she can't see it.) **Is there another sense he or she could use to identify it?**

The children suggest using another sense, such as *touch*. Hand the banana to the volunteer, and ask him or her to identify it.

### Materials

- Helen Keller Historical Figures Posters
- Helen Keller* by Pam Ferguson
- Blindfold
- Banana

### Reading: Foundational Skills

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

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

### Science

**SC.IE.1f** Use five senses to observe the natural world

### Writing

**W.8c** Draw and label

### Reading: Informational Text

**RI.K.2** Identify the main topic and key details of a text

**RI.K.10** Actively engage in group reading activities

### Social Studies

**SS.HK.2b** Know triumphs in American legends and historical accounts through stories of famous Americans

### Science

**SC.IE.1f** Use five senses to observe the natural world



Peel the banana and give it to the volunteer to *smell*, then *taste* to confirm his or her guess.

Remove the blindfold. The volunteer shares what it was like to be blindfolded and not be able to see.

Indicate the Helen Keller Historical Figures Posters. Say: **Let's meet a woman who was both *deaf* and *blind*. Her name was Helen Keller. She had to use her senses of smell, touch, and taste to learn about her world.**

Read the narrative on the back of the poster. Indicate the picture of Anne Sullivan and Helen Keller at the water pump.

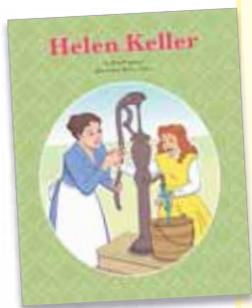
Indicate the book, *Helen Keller*. Say: **This book is a biography. A biography is someone's life story. The title of the book is *Helen Keller* and the author is Pam Ferguson. The illustrator is Rebecca Cohen.**

Read the book and discuss the challenges of Helen Keller living without two of her senses.



### **Formative Assessment**

Partner the children to discuss what they learned about Helen Keller, then gather them to share their responses.



**Magic Writing Moment****Add Detail to Expand Sentences**

Say: **Today you will complete your writings and illustrations.** Remind the children that their illustrations should match the adjectives they used to describe their baked goods.

Say: **As you are finishing your sentences and illustrations, invite a friend to give you ideas or suggestions about how to make your writing even better.**

Display the writings and allow the children to share them throughout the day.

**Materials**

- Individual writings from Day 4
- Pencils, crayons

**Writing**

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

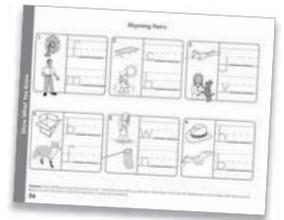
**Phonics Warm-Up****Rhyming Pairs**

Distribute *Reading & Writing Books* and the children turn to page 36. They point to each picture in set 1 and say its name after you (fan/man).

Instruct the children to trace the dotted letters and complete each rhyming word. They repeat for each set of rhyming pairs to complete the page.

**Materials**

- Reading & Writing Books* p. 36
- Pencils

**Phonological Awareness**

**PA.2b** Distinguishing rhyming and non rhyming words

1

**Make a Birthday Card for Mox**

Say: **Today let's make a birthday card for Mox.**

Indicate sample birthday cards. The children identify the parts of the card (cover, inside message, signature).

Explain: **We can make a class birthday card for Mox from all of us. We'll use chart paper.**

Ask: **What should we write at the top of the card?** (Happy Birthday, Mox!) **Now let's write a birthday message for Mox.** The children dictate messages for you to write on the chart paper.

Say: **The last thing is for us to sign the card.** The children decide what closing words they would like to use before their signatures (love, from, your friend).

**Materials**

- Sample birthday cards
- Several markers
- Chart paper

**Writing**

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

**Formative Assessment**

Each child uses a marker to write his or her name under the message.

They will create illustrations for Mox during learning center time.

**Media Literacy**

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

## Computer

1

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

**Reading:**

**Foundational Skills**

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

## “Color by Word”

The children locate high frequency words in the illustration and use the Word Bank to color according to the color key.

**Materials**

2

- Pencils, crayons
- Week 24 “Color by Word” worksheet for each child

**Reading:**

**Foundational Skills**

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

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

## Sound It Out

The children write the letter that stands for the beginning sound of the name of each illustration, then they blend the letters to write the resulting words in the spaces provided.

**Materials**

3

- Pencils
- Reading & Writing Books* p. 37

**Writing**

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

## Illustrate Mox’s Birthday Card

The children create illustrations to include in Mox’s birthday card created in Session 1.

Present the birthday card with all of the illustrations to Mox and display them on a bulletin board.

**Materials**

4

- Pencils
- Drawing paper
- Crayons or markers

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

2

## Show What You Know

Distribute *Reading & Writing Books* and the children turn to page 38.

Read the story and discuss it with the children. Indicate the "High Frequency Words I Know" box.

Say: **Here are many of the high frequency words you have learned so far. Let's play "I Spy." See if you can find the high frequency words in the story, *We Can Help*, and circle them with your pencil.** The children do this.



### Formative Assessment

Reread *We Can Help* together. The children choose their favorite parts of the story and illustrate them.

As children finish, they share their illustrations with each other and explain why they chose to illustrate the parts of the story they did.

### Materials

- Reading & Writing Books* p. 38
- Pencils, crayons

### Reading: Foundational Skills

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

### Speaking & Listening

**SL.K.1** Participate in conversations with diverse partners about kindergarten topics and texts

