

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 Kindergarten

Teacher's Guide

What Animals Need

Unit 8 • Week 21

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

Starfall Education P.O. Box 359, Boulder, CO 80306 U.S.A.
Phone: 1-888-857-8990 or 303-417-6414

Authors and Credits

Senior Authors

Joan Elliott: 18 years teaching kindergarten in North Carolina and Texas public schools, 12 years teaching in Department of Education, University of North Carolina at Asheville and University of Texas at Brownsville; recipient of Christa McAuliffe Teaching Award, recipient of Fulbright fellowship to Korea

Pam Ferguson: 34 year veteran kindergarten teacher, Holy Family Catholic School, St. Petersburg, FL; serves on the Florida Catholic Conference Accreditation team for past 10 years

Consultants

Dr. Karen Cole, Associate Professor of Education, K-6 Program Coordinator, University of NC - Asheville

Dr. Greta Freeman, School of Education, University of South Carolina

Educators

Myrna Estes, 35 years, NYC; Chester, MA; Pittsfield, MA Public Schools

Judy Goetze, 35 years, Pittsfield, MA Public Schools

Stephanie Riess 15 years Pinellas County, FL Public Schools; 17 years, Diocese of St. Petersburg, FL

Heidi Suburu, 25 years, Fruitvale Public School District, Bakersfield, CA, and Elk Hills Public School District, Tupman, CA

Additional Contributors to this project:

We gratefully acknowledge the contributions of our project team of over 150 kindergarten teachers. This project would not be possible without their help.

Senior Editor and Designer

Brandi Chase

Layout Design

Marc Buchannan

Senior Artist and Print Designer

Faith Gowan

Contributing Artists and Designers

Matthew Baca, Ric Beemer, Dale Beisel, Kimberly Cooper, Craig Deeley, Catherine George, Stefan Gruber, Heather Hogan, David Lebow, Debby Lee, Frank Lee, Claire Lenth, Gina and Art Morgan of AMGG, Julie Ann Quinsay, Michael Ramirez, Jared Ramos, Scott Stebbins, and Triska Wasser

Musicians/Composers

Randy Graves, Keith Heldman and Richard James

Engineers and Quality Assurance

Kerry Dezell, Adam Griff, Tom Meyer, Larry Moiola, Steve Patschke, Troy Tazbaz, and Roger Wilson

Starfall gratefully acknowledges the following school districts where the Starfall Kindergarten Program was piloted:

Andre Agassi College Preparatory Academy, Las Vegas, NV

Boulder Valley School District, Boulder, CO

Buncombe County School District, Asheville, NC

Catholic Archdiocese of Los Angeles, Thousand Oaks, CA

Currituck County School District, Knotts Island, NC

Fruitvale School District, Bakersfield, CA

Kent City Community Schools, Kent City, MI

Los Fresnos Consolidated Independent School District, Los Fresnos, TX

Matanuska-Susitna Borough School District, Wasilla, AK

Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

Screven County School District, Screven, GA

South Sarpy School District 46, Springfield, NE

Wayne County School District, Jesup, GA

Waynesville R-VI School District, Ft. Leonard Wood, MO

Appling County School District, Surrency, GA

Briarcliff Manor School District, Briarcliff Manor, NY

Buckner-Fanning Christian School, San Antonio, TX

Catholic Diocese of St. Petersburg, St. Petersburg, FL

Episcopal Diocese of Northwest Texas, All Saints Episcopal School, Lubbock, TX

Fullerton School District, Fullerton, CA

Livermore Valley Charter School, Livermore, CA

Italy Independent School District, Italy, TX

Ogden City School District, Ogden, UT

Port Jervis City School District, Cuddebackville, NY

Rhea County School District, Spring City, TN

Saugus Union School District, Valencia, CA

Sierra Sands Unified School District, Ridgecrest, CA

Vinita Public Schools, Vinita, OK

Special thanks to the Alliance for Catholic Education's English as a New Language Program (ACE-ENL) at the University of Notre Dame for their help with the ELD component of this program.

Starfall also wishes to thank:

Stephen Schutz, Karen Bidgood, Tad Elliott, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

What Animals Need

Unit 8 • Week 21

Unit 8: Frequently Asked Questions	4
Unit 8: Reading Research	5
Week 21 Overview	6
Preparation	7
Identify and Discriminate Short-A and Short-E Words	10
Introduce Mox and Short-O	10
Introduce /sh/ Digraph	12
Review Initial Short-O Words	13
Introduce Initial Long-O Words	13
Introduce Mox's Shop	13
Review /sh/ Digraph	12
Introduce The Three Little Pigs	15
Review Initial Sounds	16
"Name that Mammal"	16
Introduce High-Frequency Words: give, him, your	17
Comprehension: The Three Little Pigs	18
Introduce Wolves by Margaret Hillert	19
Identify/Discriminate Short-O Words	20
Wolves	20
Write about Wolves / Author's Chair	21
Identify Rhyming Words in a Nursery Rhyme	22
Sequence Mox's Shop	22
Class Report	23

Frequently Asked Questions

My children seem to be more motivated to learn with Starfall. To what do you attribute this?

Keeping your children motivated is a key, underlying objective of every component of the Starfall Kindergarten Curriculum. Every lesson plan, practice activity, online activity, and event is written with the awareness that the following are intrinsic to inspiring a desire and love of learning in people of all ages, but especially in the kindergarten-aged child.

- fantasy
- being first, having a turn, and a sense of control or direction
- ownership and responsibility over materials

The Starfall Characters, with which the children interact virtually online, and imaginatively in the classroom, tap into the children's innate sense of fantasy. They "know" the characters are not real, but they "believe" they are. These characters are the heart of the program and are integrated into every learning setting. They are familiar and constant friends, encouraging the children to stretch and explore without trepidation.

Our unique instructional balance between teacher and child-directed learning styles ensures every child has an opportunity to be first, have a turn, and direct his or her learning experiences. This technique empowers the children. They become actively engaged and invested because they are able to recognize themselves as learners and teachers. Starfall children have a greater sense of self and accomplishment because they see themselves as part of the process, rather than passive recipients.

Finally, children own their Starfall materials. They learn to care for their dictionaries and journals throughout the year. They recognize the little books they take home weekly are theirs to keep as rewards for their efforts.

Starfall motivates children, because they have complete ownership and investment in the process.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

My children love writing! They use their books to spell words they do not know. They do amazing things with their dictionaries, books, and writing. I had 6th graders who struggled with these concepts. —Bakersfield, California

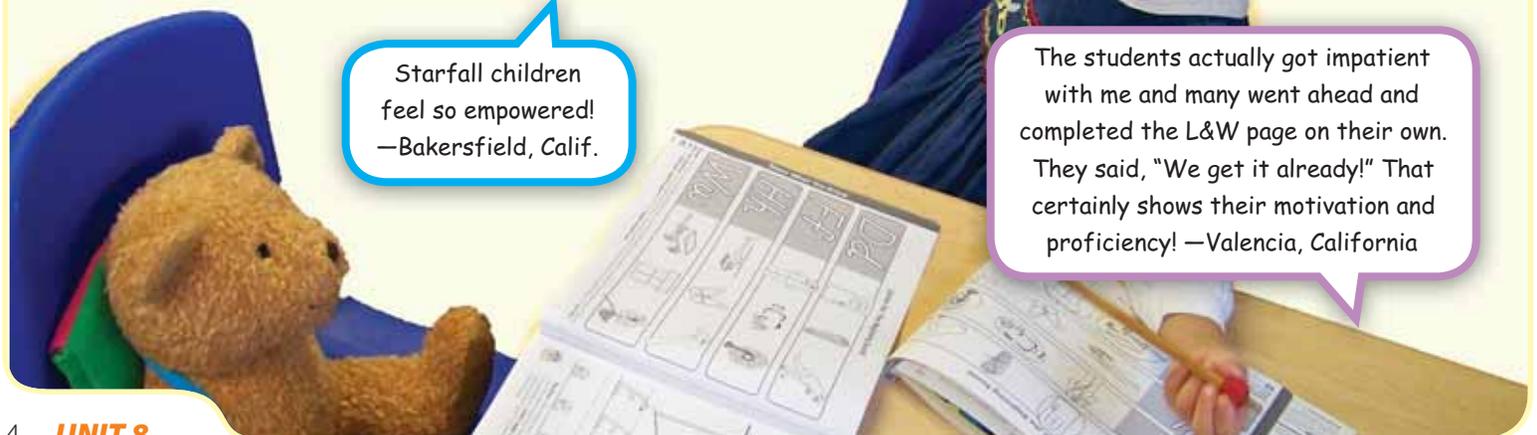
My children love the online games, stories, and activities! It's amazing how much they know about it. They have discovered all on their own that if they click on some items things move, make noises! —San Antonio, Texas

The Starfall Kindergarten Program has made every attempt to address the varied learning styles and modalities of the early childhood student. —Las Vegas, Nevada

When they see something with Backpack Bear's picture on it they are so excited and ready to learn all about it. —Ridgecrest, California

Starfall children feel so empowered! —Bakersfield, Calif.

The students actually got impatient with me and many went ahead and completed the L&W page on their own. They said, "We get it already!" That certainly shows their motivation and proficiency! —Valencia, California



Reading Research

Engaged reading is a combination of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and are intrinsically motivated using multiple strategies to comprehend. They use prior knowledge and interact socially to construct new understanding from text. Children who have never experienced purposeful and pleasurable experiences with books and literacy are apt to be unenthusiastic about learning to read and write. Those who experience continued failure tend to avoid reading and thus deny themselves the most important means to improve their reading abilities. (1)

Creating classrooms that foster the continuing desire to learn for all readers begins with carefully observing the children's responses and recognizing their needs. Effective teachers know that what children understand *now* determines what they can learn *next*. Your awareness of their understanding

tells you how to scaffold their learning and to ensure motivation. (2)

Children with high intrinsic and social motivation are active readers and high achievers. These qualities can be learned and cultivated. A Starfall Kindergarten classroom fosters reading engagement and motivation by making the role of the teacher that of facilitator. The children own the events in their student-directed classroom. You facilitate their engagement when you:

- provide real-world connections to reading.
- select interesting texts.
- assure frequent social collaboration for learning.
- give them responsibility to share information or "teach."
- explicitly teach reading strategies that empower children to succeed.

This empowering approach provides children with numerous op-

portunities for making choices, for working with their peers in hands-on activities, and for becoming fully engaged and enthusiastic about learning. Even the most reluctant reader can't help but be inspired. While engagement in reading increases the occurrence of reading outcomes (e.g., achievement, knowledge, and practices), the positive outcomes naturally increase engagement. (3)

(1) Wood, Brunner, & Ross, as cited in Oldfather, P. & West, J. (1999). *Learning through children's eyes: Social constructivism and the desire to learn*. Washington, DC: American Psychological Association, p.16.

(2) Snow, C.E., Barnes, W.S., Chandler, J., Goodman, I.F., & Hemphill, L. (1991). *Unfulfilled Expectations: Home and School Influences on Literacy*. Cambridge: Harvard University Press.

(3) Guthrie, John, (2000). "Contexts for Engagement and Motivation in Reading." In Kamil, Mosenthal, Pearson, & Barr, (Eds.), *Handbook of Reading Research: Volume III*. Mahwah, NJ: Lawrence Erlbaum Associates.



It is so exciting for the children to come to the board and be the teacher! It really keeps the rest of the class on task as they can't wait to have a turn! —Safety Harbor, Florida

Week 21 Overview



What Animals Need

This week the children review mammal characteristics and learn about two more members of the mammal animal group, the wolf and the fox, as they compare and contrast factual animals with fictional ones they meet in folk tales. They also learn how to find more information on topics that interest them. This week we will:

- meet Mox the Fox.
- learn short-o, and /sh/.
- encounter Superhero h.
- write a class report.

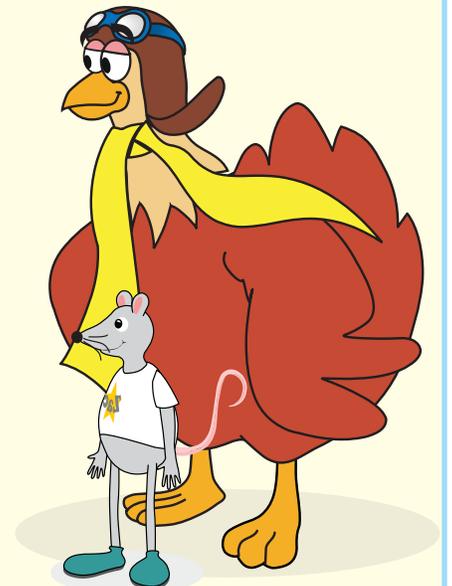
Starfall Books & Other Media

Sing-Along Track 31

ABC Rhyme Book

Mox's Shop

Wolves by Margaret Hillert



Preparation

Generate Vocabulary Word Cards for Week 21. You will use *curious*, *doubts*, and *exhausted* on **Day 2**.

Day One

None

Day Two

Have several classroom books available for today's **Session 2** and blank Vocabulary Word Cards for **Session 3**.

Prepare each child's copy of *Mox Jogs*.

Day Three

Read and familiarize yourself with "More Information about Wolves" (in the back of Margaret Hillert's *Wolves*) prior to **Session 3**.

Day Four

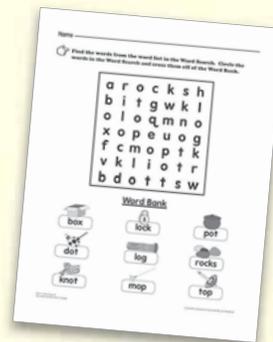
Generate a "Color by Word" practice page for each child.

Day Five

Familiarize yourself with the words to "Diddle, Diddle, Dumpling," and have them available for today's Phonemic Awareness Warm-Up.

Generate a practice page for the skill your children most need to review for use during Learning Centers.

Generate a Short-O Puzzle "Word Search" for each child.



Day 1

Our class is growing!
Zac, Peg, and I have
another new friend for
you to meet!

Love,

Backpack Bear 

Day 2

I am so glad Mox will
be part of our class.
Did you know that Mox
has a shop?

Love,

Backpack Bear 

Day 3

I never heard the story
of The Three Little
Pigs before. I wonder
if wolves are really like
that. I want to learn
more about them. Love,

Backpack Bear 

Day 4

I really enjoyed
learning about wolves!
What was the most
interesting thing you
learned?

Love,

Backpack Bear 

Day 5

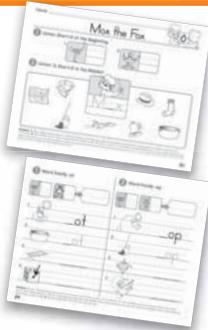
Mox told me he loved
learning about wolves.
He learned that
foxes and wolves are
members of the dog
family.

Your pal,

Backpack Bear 

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W pp. 23, 24</p> <p>Short-a words Short-e words</p> <p>Introduce short-o Introduce -ot, -op word families</p> <p>Introduce /sh/</p> 	<p>R&W p. 25</p> <p>Initial short-o words Introduce initial long-o words</p> <p><i>Mox's Shop</i></p> <p>Comprehension Skill: Identify Genre (folk tale)</p> <p>Apostrophe-s</p> 
<p>Computer</p>	<p>ABCs: Vowels, O; <i>BpB's Books</i>: Concepts, "O-Machine"</p>	<p><i>Learn to Read</i>: All of Row 4, "Mox's Shop"</p>
<p>Activity</p>	<p>Short-O Puzzles</p>	<p>"Starfall Speedway" /ch/, /sh/, and /th/ Words</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>"Short-O Song"</p> <p>"Sh Seashell Rhyme"</p> <p>"Letter March Song Sh"</p> <p>Mammals: Foxes</p>	<p><i>The Three Little Pigs</i></p> <p>"Oo Ostrich Rhyme"</p> <p>"Sh Seashell Rhyme"</p> <p>Vocabulary: curious, doubts, exhausted</p> <p>Mammals: Wolves, pigs</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</p>	<p>Review characteristics of a mammal</p>	<p>Animals given human characteristics</p>

DAY Three

R&W p. 26
Initial sounds;
Introduce /ch/

HF Words:

give, him, your

Comprehension Skills:

Identify Genre (folk tale, fiction/nonfiction); Story Details (character, setting, problem/solution); Inference

Comprehension Strategy:

Ask Questions



DAY Four

Discriminate short-o

Review word identification strategies

DAY Five

Rhyming

Mox's Shop

Comprehension Skills:

Sequence

Compare/Contrast

<p><i>Learn to Read: Row 4, "Mox's Shop"; BpB's Books: Concepts, "O-Machine," "A-Machine"; I'm Reading: Fiction/Nonfiction, "Wolves"; Yahoo Kids</i></p>	<p><i>Learn to Read: Rows, 1, 2, and 4</i></p>	<p>Starfall Free Day 1</p> <p>Short-O Puzzles 2</p> <p>Sequence <i>Mox's Shop</i> 3</p>
<p>"I Spy" HF Words</p>	<p>"Color by Word" practice page</p>	<p>Play dough or magnetic letters HF Words 4</p>
<p><i>Wolves</i> Research about foxes, wolves</p>	<p><i>Wolves</i> Author's Chair</p>	<p>Practice page of your choice 5</p> <p>"Concentration" Short-O Words 6</p> <p><i>Wolves</i> "Diddle, Diddle, Dumpling"</p>
	<p>Write facts about wolves (expository writing)</p>	<p>Write a class report together</p>
<p>Review mammals Introduce characteristics of a wolf</p>		<p>Animals given human characteristics</p>

Phonemic Awareness Warm-Up

Materials

None

Identify and Discriminate Short-A and Short-E Words

Children identify short-a and short-e words by making the ASL sign for each sound when they hear them in the following words:

mat	pen	rap	sad	get
van	men	dad	fan	set
leg	Dan	Peg	tap	man
Ed	ten	bag	pat	bet
rag	lap	red	jet	tan

Reading

Match consonant and short-vowel sounds to appropriate letters

1

Introduce Mox and Short-O

Tell children Backpack Bear would like to introduce Mox to his classmates. He communicates that Mox is:

- a mammal, like him.
- not a bear, but a member of the dog family.
- a fox.

Reveal Plush Mox the Fox, and indicate his fox characteristics: bushy tail, pointed muzzle, and pointy ears.

Review the characteristics of mammals to confirm that Mox the Fox is a mammal. Explain that foxes:

- are members of the dog family.
- have a keen sense of smell and excellent hearing which are important because they are predators (hunters).
- eat mice, rats, chickens, fruit, and insects.
- communicate with yelps and barks.

Say: **Let's welcome Mox to our class. He is excited to join us today.** Use Mox to teach the children medial /o/. When Mox is ready, he:

- asks the children to show the ASL sign for the sound /o/.
- introduces *Sing-Along Track 31, "Short-O Song."*
- leads the children in "The Letter March Song" using the short-o sound.
- leads a rhyming game with short-o words.

Distribute and complete *R&W*, p. 23.

Materials

- Plush Mox the Fox
- Sing-Along Track 31, "Short-O Song"*
- R&W*, p. 23
- Pencils/crayons

"Short-O Song"

*I know a fox who had a box
and loved the sound of /o/, /o/
fox, fox, on a box
fox, fox, on a box
fox, fox, on a box
and that's the /o/ in fox! /o/!*

Reading

Match consonant and short-vowel sounds to appropriate letters

Recognize and produce words that rhyme

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals



2

Introduce Word Families -ot, -op

Remind children that when a sound in a word changes, it changes the whole word.

Write *hat* on the board. Choose volunteers to erase the *h* and substitute consonants to form new words.

Write *hat*, *pat*, and *cat* in a column on the board. Children read each word.

Say: **Now let's use Mox's favorite sound /o/ and change the middle sound in each of these words. I wonder what new words we will make.** Volunteers change the *a* in *hat*, *pat*, and *cat* to *o* to create *hot*, *pot*, and *cot*, then read the new words.

Ask: **What do you notice about all these words?** (They rhyme.) **That's because they all end with -ot, so they are members of the -ot word family.**

- Volunteers underline *-ot* in each word.
- Children name words that belong to the *-ot* word family. Accept nonsense words.
- Repeat, changing *a* in *map* and *tap* to *o* to create the *-op* word family.

Distribute and complete *R&W*, p. 24.

Materials

- R&W*, p. 24
- Pencils/crayons

Reading

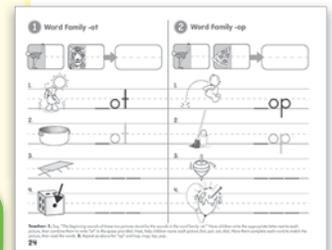
Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Understand that as letters of words change, so do the sounds

Manipulate individual phonemes in CVC words through substitution



Computer

- *ABCs: Vowels, O*
- *Backpack Bear's Books: Concepts, "O-Machine"*

Practice

Activity

Children assemble the short-o puzzles, then list short-o words in the puzzles on writing paper.

Materials

- Short-o puzzles
- Writing paper for each child
- Paper/pencils

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

3

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Introduce /sh/ Digraph

Write *th* on the board. Children make the sound /th/. Pretend you hear the Superhero *h* puppet calling you. Reveal Superhero *h*. Remind children that *h* is important, because *h* helps *t* stand for the sound /th/! Have Superhero *h* ask the children what other letter he helped. (c)

Print an *s* on the board. Superhero *h* adds *h* to the *s*. Explain that /s/ just became /sh/. Children repeat the sound /sh/.

Write *shop* on the board. Underline *sh*.

Say: **Shop begins with an s and an h but we don't say /s/ /hop/! When you see s and h together, they stand for the sound, /sh/.**

Complete the sound/spelling routine.

Step One Read the rhyme, "Shell", from the ABC Rhyme Book, p. 59.

Step Two Identify the sound /sh/ in the initial position.

Step Three Discriminate the sound /sh/ in the initial position.

ship	shelf	came	jet	shack
------	-------	------	-----	-------

Step Four Sing "The Letter March" with the ASL sign for *sh* and the sound /sh/.

Step Five Connect sound to spelling.

Step Six Discriminate the sound /sh/ in initial and final position.

shell	fish	dish	shape
cash	shop	ship	rush

Children sing "The Letter March Song" using /sh/, /th/, and /ch/.

Materials

- ABC Rhyme Book
- Superhero *h* puppet
- Wall Card: *shell* /sh/
- Picture Card: *shell*
- Letter Card: *sh*

Sh Shell

Hold a seashell to your ear.

Shh...

Is that the ocean you hear?



Display the Wall Card at the end of the lesson.

Phonemic Awareness Warm-Up

Materials

-
- ABC Rhyme Book

Review Initial Short-O Words

Introduce Initial Long-O Words

Read *ABC Rhyme Book*, "Ostrich" (p. 33).

Ask children to name the words in the rhyme that begin with short-o (Olive, ostrich), then repeat the short-o sound.

Explain: **The letter o stands for another sound called the long-o. The sound of long-o is the same as its name, /ō/.**

- Use *over* to demonstrate the /ō/ sound.
- Children repeat /ō/ *over*.
- Children discriminate short-o and long-o. They place their palms very close together if they hear a word that begins with short-o, and spread their palms wide apart if they hear a word that begins with long-o.

otter	open	ox	on
olive	oak	oxygen	okay
oatmeal	officer	obey	ocean

Day Two

Reading

Distinguish orally stated one-syllable words and separate into beginning or ending sounds

1

Introduce *Mox's Shop*

Distribute copies of *Mox's Shop* and instruct children to write their names on them.

Write *Mox's Shop* on the board and read it with the children. Review the *apostrophe-s* after Mox's name and ask children to identify what belongs to Mox. (shop)

Choral-read *Mox's Shop*.

Write the headings *Words We Know* and *New Words* on the board. Children work in pairs as "word detectives" to sort words from *Mox's Shop* into these two categories.

Read page 1: *Mox is a fox*. Partners discuss where each word belongs. Use a signal to end discussion time and choose one set of partners to share.

Ask: **In which column does Mox belong?** (*New Words*) Write *Mox* in the *New Words* column. Continue with each word in the sentence, and then for each page.

Read and discuss the *Words We Know* list. These words are high-frequency words the children have learned.

Materials

-
- Mox's Shop*
- teacher edition
-
-
- Mox's Shop*
- for each child
-
-
- Pencils
-
-
- Navigate to
- Learn to Read*
- : Row 4, "Mox's Shop"



Reading

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

Use capital letters to begin "important words"

Identify and sort common words into basic categories

Technology

Use technology resources to support learning

Read and discuss the *New Words* list:

- Blend the letter sounds to read each word.
- Ask children to explain why *Mox* and *Bob* begin with uppercase letters.
- Choose volunteers to circle words on each list that use the short-o sound.
- Write *mess* and *mix* on the board. Choose volunteers to blend the sounds together to decode the words.

Reread *Mox's Shop* together. Gather children around a classroom computer navigated to *Learn to Read: Row 4* and interact with the online version. Children compare and contrast the online story with their printed editions.

2

Review /sh/ Digraph

Read the *ABC Rhyme Book* p.59 "Sh Shell," then have children read it chorally.

Draw two boxes on the board. Say a word from the list below. Children repeat the word.

Choose volunteers to write *sh* in the first box if the word begins with /sh/ and *sh* in the last box if the word ends with /sh/.

sheep	wish	shell	wash	shout	ship
dish	short	shout	shape	cash	shoe

Distribute and complete *R&W*, p. 25.

Distribute individual whiteboards, markers, and classroom books.

Children write *sh* at the top of their whiteboards. They work as partners to look through classroom books for words that use *sh*. Both children write the words they find on their whiteboards.

Partners share their results with the group. Assist by reading the words for children when needed.

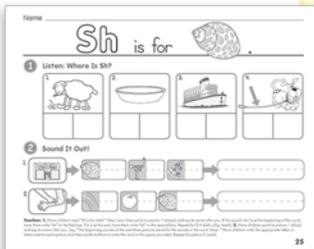
Materials

- ABC Rhyme Book*
- R&W*, p. 25
- Pencils/crayons
- Classroom books
- Whiteboards/markers

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters



Computer

Practice

Learn to Read: Row 4, "Mox's Shop." Explore games and *sh* movie.

Activity

Children identify the picture and tell if the word begins with /ch/, /sh/, or /th/ to advance.

Materials

- "Starfall Speedway"
- Picture Cards: *cheese, chick, chin, chip, shell, shin, ship, shirt, shoe, shop, thermometer, thorn, thumb*

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

3

Introduce *The Three Little Pigs*

Display *The Three Little Pigs*. Explain that it is a folk tale retold by Patricia Seibert. Ask children to name other folk tales they have heard this year.

As you picture walk through the book, introduce the vocabulary words *curious*, *doubts*, and *exhausted*.

Discuss how the animals in this story take on human characteristics, and choose volunteers to name some of them. Ask: **To which animal group do pigs and wolves belong?** (mammal)

- As you read the story, instruct children to raise their hands if they hear a word they do not understand that would make a good vocabulary word.
- Read the book. As children volunteer additional vocabulary words, write them on Vocabulary Word Cards and pause briefly to discuss their meanings.
- Discuss the new vocabulary words. Volunteers use each new word in a sentence.

Materials

- The Three Little Pigs* by Patricia Seibert
- Vocabulary Word Cards: *curious*, *doubts*, *exhausted*
- Blank Vocabulary Word Cards to write children-generated words

Reading

Use pictures and context to make predictions about story content

Retell familiar stories

Identify and sort common words into basic categories

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly

Science

Know stories sometimes give plants and animals attributes they do not really have

You may wish to choose a different version of *The Three Little Pigs*. Adjust the vocabulary list to match the version chosen.

Observe & Modify

Phonemic Awareness Warm-Up

Materials

 None

Review Initial Sounds

“Name that Mammal”

Say: **Let’s play a game called “Name that Mammal!” Listen to the clues and see if you know the answers.**

I’m a mammal whose name begins with:

rat	/r/ — I look a bit like a large mouse. My name is Zac. What am I?
koala or kangaroo	/k/ — I finish growing in my mother’s pouch. What am I?
bat	/b/ — I have wings. What am I?
dog	/d/ — I have fur. I make a great pet. What am I?
horse	/h/ — People often ride me. I also gallop. What am I?
dolphin	/d/ — I live in the water. I need to come up to breathe. I’m smaller than a whale. What am I?
sheep	/sh/ — I have four legs and I am covered with wool. What am I?
giraffe	/g/ — I breathe air with my lungs. I am tall and have a very long neck. What am I?
elephant	/e/ — I live on land. I am a very large and heavy animal. What am I?
monkey	/m/ — I am warm-blooded. I like to swing from trees. What am I?

Reading

Distinguish orally stated words and separate into beginning or ending sounds

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

1

Introduce High-Frequency Words: *give, him, your*

Distribute *R&W*, p. 26. Review high-frequency words *what, big, will, it, good, and says*. After children complete the writing portion, collect their pages. If time allows, children color the picture and add illustrations of themselves.

Materials

- R&W*, p. 26
- Pencils/crayons
- Whiteboards/markers
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words

Write *give, him, and your* on the board and read the words. Children repeat.

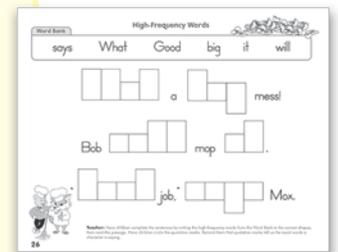
Explain: **These are new high-frequency words. We're going to play a listening game to help us learn them.**

- Demonstrate how to divide whiteboards into thirds. Children draw lines on their whiteboards to create three sections.
- Children write one high-frequency word (*give, him, your*) at the top of each section.

Say: **I will say a sentence. Listen for the words, *give, him, and your*. When you hear one of them, make a tally mark under the word on your whiteboard. Listen carefully because I might use more than one of these high-frequency words in a sentence!**

- I will *give* the pig some food to eat.
- *Your* pet needs water every day.
- We will help *him* find a safe home.
- Tyrelle will let *him* play outside.
- Mox and Bob are *your* friends.
- *Give him your* toy to throw.

Demonstrate adding *give, him, and your* to your Starfall Dictionary.



Starword

Display the new vocabulary on your Starword Wall.

Materials *The Three Little Pigs***Comprehension: *The Three Little Pigs*****Reading**

Ask and answer questions about essential elements of a text

Retell familiar stories

Demonstrate an understanding of story elements

Read *The Three Little Pigs*. Partner children to discuss the following questions:

- Who are the main characters?
- What are the settings of the story? Describe each of the settings in the story in your own words.
- Why did the three pigs leave their mother?
- Why was the wolf able to blow down the first two pigs' homes?
- How do you think the first two little pigs felt when the wolf came knocking on their doors? How would you have felt?
- How do you think the third little pig felt when the wolf came to his house?
- Why couldn't the wolf blow down the third little pig's house?
- Which pig had the best idea when building his house? Why?
- The wolf couldn't blow down the brick house, but the third little pig still had a problem. What was the problem?
- Would the story be different if all the little pigs had built brick houses?
- If you could change the ending of this story, how would the story end?

Say: **We are going to retell this story using the illustrations.** Show the first page and choose a volunteer to explain what is happening on that page. A new volunteer continues telling the story on page two. Continue for each page.

Computer**Practice**

- *Learn to Read*: Row 4: "Mox's Shop"
- *Backpack Bear's Books*: Concepts: "Short-O Machine," "Short-A Machine"

Activity

Place the Word Cards face-down in a deck to play "I Spy." Children take turns revealing words saying, "I spy the word ____." The other children find that word in their dictionaries and show the child with the card.

Materials

- Starfall Dictionaries
- High-Frequency Word Cards: *all, are, big, give, good, him, it, like, likes, look, says, some, that, them, then, there, they, us, what, will, with, your*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce *Wolves* by Margaret Hillert

Recall some folk tales the children know that have wolves as characters (*The Three Little Pigs*, *Little Red Riding Hood*).

- Children describe the wolf characters in those stories.
- Discuss whether the stories are fiction or nonfiction.

Explain: **The author, Margaret Hillert, has written a *factual* story about wolves. Do you know what the word *factual* means?** (pause) **A *factual* book teaches real information about something.** Children say, *factual*. Ask: **If this story is *factual*, is it fiction or nonfiction?**

Display *Wolves* by Margaret Hillert. Say: **Here is a nonfiction book called *Wolves* that Margaret Hillert wrote. We can read *Wolves* on the computer!**

Gather children around a computer and navigate to *I'm Reading: Fiction and Nonfiction, "Wolves."* Read the story. Children listen for new information about wolves.

Partner children to discuss the following questions. Choose volunteers to share their responses. Ask children who agree with the given answers to stand.

- The father wolf left the mother and baby wolf to look for something. What was he looking for?
- Where do the baby wolves get their food at first?
- When the baby wolf was lost, what did the mother and father wolves do?
- What was in the woods that might have hurt the baby wolf?
- Who chased the big cat away?
- What lesson do you think the baby wolf learned that day?
- What was the most interesting part of the story to you?

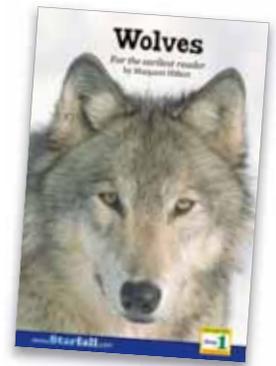
Explain that at the end of the book, the author gives additional information about wolves. Children listen as you read some facts.

Ask: **If we wanted to know more about wolves, where could we get more information?**

Discuss that one role of the librarian or media specialist is to help children find books about specific topics.

Materials

- Navigate to *I'm Reading: Fiction and Nonfiction, "Wolves"*
- Wolves* by Margaret Hillert



Reading

Ask and answer questions about essential elements of a text

Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Technology

State the main idea after viewing print media

Use simple reference resources to locate and obtain information

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals

When looking for specific information, remember that Mox is a "red fox."

Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Short-O Words

Say the following pairs of words. One has the sound of short-o in the middle, and the other does not. When children hear a word with the short-o sound, they make the ASL sign for o. Otherwise, they place their hands in their laps.

mat/pot	mop/den	fan/dot	beg/jog
hog/Zac	sad/top	sob/web	got/mad
pop/men	log/bat	tap/fog	Bob/pen

Reading

Match consonant and short-vowel sounds to appropriate letters

1

Materials

 Wolves for each child

Wolves

Reading

Read simple words and high-frequency words

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Ask children to recall some facts they learned about wolves from **Day 3's** online story.

Display *Wolves*. Explain: **You will be able to read many of the words in this book, but there are a few words we should review before you begin to read.**

Print *something*, *pretty*, *mother*, and *father* on the board. Ask: **How many words did I write? Which of these words is the word pretty?** A volunteer comes to the board and points to the word.

If the child indicates the correct word, ask how he or she knew it was the word *pretty*. If the volunteer indicates an incorrect word, review the strategies for choosing the correct word. Continue this process for *mother* and *father*.

Ask: **Which of these words is the word something?** Explain: **The word something is two words put together, or a compound word.**

Distribute *Wolves*. Children locate the words *something*, *pretty*, *mother*, and *father* in their books.

Read the story. Children track the words in their books.

Group children in threes to read the book. Children raise their hands if they need assistance to read a word. Circulate among the groups to assist.

2

Write about Wolves

Distribute *Wolves*. Instruct children to look through their books to recall facts about wolves.

Review information about wolves from the back of the book and the Internet search.

Distribute writing journals and dictionaries. Children write some facts they learned about wolves. Provide sample sentences such as:

- *I learned that wolves take care of their babies.*
- *Wolves howl when they talk.*

Children may use their *Wolves* books as a reference, but they should use their own words in their writing and add illustrations related to their sentences.

Materials

- Wolves* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Participate in creating a variety of informational/expository forms through drawing or writing

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Computer

- *Learn to Read*: Rows 1, 2, and 4

Practice

Activity

Children color the picture according to the key.

Materials

- Week 21 "Color by Word" practice page for each child
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Distinguish initial, final, and/or medial phonemes in words

3

Author's Chair

Children share their writings about wolves using their "presentation" voices. In response, children volunteer compliments to the author.

- The writer chooses a classmate to offer a compliment.
- The classmate says, "I would like to compliment (writer's name) for..."
- The writer says, "Thank you for the compliment."
- The child giving the compliment becomes the next writer in the Author's Chair.

Materials

- Starfall Writing Journals (use stories completed in **Session 2**)
- Author's Chair

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Communicate effectively when sharing ideas

Phonemic Awareness Warm-Up

Materials

- Words to *Diddle, Diddle, Dumpling*

Identify Rhyming Words in a Nursery Rhyme

Read the nursery rhyme “Diddle, Diddle, Dumpling.” Children:

- repeat the rhyme with you.
- identify the rhyming words (John, on).
- repeat the rhyme with you a second time.
- name other words that rhyme with John and on.
- identify words containing the short-o sound (John, on, off).

Diddle, Diddle, Dumpling

*Diddle, diddle, dumpling, my son John,
Went to bed with his trousers on,
One shoe off, and one shoe on,
Diddle, diddle dumpling, my son John.*

Reading

Recognize and produce words that rhyme

Distinguish initial and final phonemes in words

1

Sequence *Mox's Shop*

Children read *Mox's Shop* in unison. Ask: **What kind of shop does Mox have? How do you know?**

Children assist in ordering the story Sequence Cards, then match the Word Cards to each Sentence Strip.

Children close their eyes. Mix up the Sequence Cards. Children sequence the story to match the Sentence Strips.

Materials

- Mox's Shop* teacher edition and children's individual books
- Sequence Cards, Sentence Strips, and Individual Word Cards for *Mox's Shop*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Technology

Use technology resources to support learning

Computer

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

1

Reading

Match consonant and short-vowel sounds to appropriate letters

Puzzles

Children assemble the short-o puzzles, then complete the “Word Search” practice page.

Materials

- Short-O puzzles
- Short-O Puzzle “Word Search” for each child

2

Reading

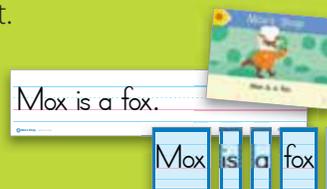
Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence *Mox's Shop*

Children review the sequence of *Mox's Shop* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in a pocket chart.



Materials

- Mox's Shop* teacher edition and/or children's copies
- Mox's Shop* Sequence Cards, Sentence Strips, Individual Word Cards
- Pocket chart

3

High-Frequency Words

Children reproduce high-frequency words using play dough or magnetic letters.

Materials

- Play dough or magnetic letters (one set per child)
- High-Frequency Word Cards: *give, good, him, says, they, what*

4

Reading

Read simple one-syllable and high-frequency words

Practice Page Generator

Choose the skill your children most need to review and generate a practice page.

Materials

- Generated practice page of your choice

5

Reading

Read simple one-syllable and high-frequency words

"Concentration"

Children shuffle Short-O Picture and Word Cards and place them face-down in the pocket chart or on the floor. They match Picture Cards to their corresponding Word Cards.

Materials

- Short-O Picture and Word Cards
- Pocket chart or floor

6

Reading

Describe common objects and events in both general and specific language

Writing

Create narratives by drawing, dictating, and/or using emergent writing

Listening & Speaking

Communicate effectively when sharing ideas
Use new vocabulary that is introduced and taught directly

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

2

Class Report

Give the definition of each new vocabulary word for this week, and ask the children to name the words. If you added additional words to your Starword Wall, include those definitions.

Display *The Three Little Pigs* and *Wolves*. Ask children to describe how the fictional wolf is different from the factual wolves:

- Fictional wolf: talks, wears clothes, blows houses down, climbs down chimney, walks on hind legs.
- Factual wolf: doesn't wear clothes, howls instead of talks, walks on all fours, hunts wild animals.

Ask children to describe how the fictional and factual wolves are similar. (Both have fur, are mammals, have four legs, etc.)

Display *Mox's Shop*. Ask children to describe how Mox the Fox is similar to and different from the fictional wolf in *The Three Little Pigs*. (Both wear clothes, talk, and walk on hind legs, but Mox works and owns a shop. In addition, Mox likes pigs and has one for a helper, etc.)

Say: **Let's write a class report telling what we learned this week. I'll begin by writing, "This week we learned..."** Choose volunteers to dictate sentences for the class report. Write the responses on the chart paper.

Read the class report.

Materials

- The Three Little Pigs*
- Wolves*
- Mox's Shop*
- Chart paper/marker