

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

If you have questions or comments, please contact us.

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# Starfall Kindergarten

## Teacher's Guide

## Exercise

## Unit 8 • Week 22

### **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

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# Exercise

## Unit 8 • Week 22

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# Week 22 Overview

## Exercise

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

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

## Recommended Literature

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

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

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

## Starfall Books & Other Media

*ABC Rhyme Book*

*Mox Jogs*

*Hop, Bend, Stomp*

*Sing-Along Track 15*



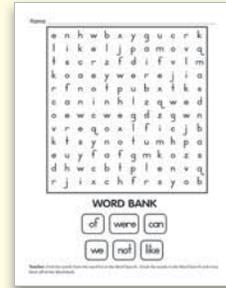
# Preparation

Generate Vocabulary Word Cards for Week 22. You will use *muscle* and *jog* on **Day 1**, and *lap* on **Day 3**.

## Day One

You will need a flashlight for today's Phonemic Awareness lesson.

Generate a "Word Search" practice page for each child, featuring high-frequency words needing review.



## Day Two

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

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

Download and duplicate the High-Frequency Sentence page and cut it into strips.

## Day Three

Prepare each child's copy of *Hop, Bend, Stomp*.

Prepare a chart paper, as pictured to the right, for today's **Session 1**.

lap	bend	jog
	rest	logs
	step	rocks
		drop
		hop
		stomp

For **Session 2**, you will need "Blend Practice 2" and to generate the following action words: *run, jog, hop, mix, zip, wag, sit, and cut*.

## Day Four

For **Session 1**, you will need blank Vocabulary Cards. Children will generate their own list of vocabulary words as you read *One Fine Day*.

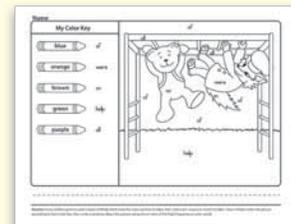
## Day Five

Generate a Week 22 "Color by Word" practice page for each child.

Generate Word Cards: *old woman, fox, cow, field, stream, fair maiden, peddler, hen, and miller*.

Select several High-Frequency Word Cards for the children to practice.

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



## Day 1

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

Your pal,

Backpack Bear 

## Day 2

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

Love,

Backpack Bear 

## Day 3

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

Love,

Backpack Bear 

## Day 4

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

Love,

Backpack Bear 

## Day 5

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

Love,

Backpack Bear 

## DAY One

## DAY Two

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>Discriminate initial/final /sh/</p> <p><i>Mox Jogs</i></p> <p>Word families -ox, -og</p> <p><b>Comprehension Skills:</b> Compare/Contrast Story Details (character, setting, problem/solution);</p> <p><b>Comprehension Strategies:</b> Predict/Verify Summarize</p>	<p>R&amp;W pp. 27, 28</p> <p>Discriminate initial/final sounds</p> <p><i>Mox's Shop</i> <i>Mox Jogs</i></p> <p>Apostrophe-s</p> 
<p><b>Computer</b></p>	<p><i>It's Fun to Read: All About Me</i> (any activity)</p>	<p><i>Short Vowel Pals: "Mox Jogs";</i> <i>Learn to Read: Row 4 (all), "Mox's Shop";</i> <i>BpB's Books: Concepts, "O-Machine"</i></p>
<p><b>Activity</b></p>	<p>"Word Search" HF Words</p>	<p>"Starfall Speedway" HF Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p>"Sh Shell Rhyme"</p> <p><b>Vocabulary:</b> muscle, nouns, verbs, jog</p>	
<p><b>Writing</b></p>		<p>Write about exercising with Mox using verbs</p>
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Seek information via observation, exploration, investigation; Show awareness of changes that occur in themselves and their environment</p>	

## DAY Three

R&W p. 29

Phoneme substitution

*Hop, Bend, Stomp*



## DAY Four

R&W p. 30

Digraph ck /k/  
Word families  
-ock, -og

### Comprehension Skill:

Cause/Effect

### Comprehension Strategy:

Make Connections

HF Words:

**of, were**



## DAY Five

Phoneme segmentation and blending

*Mox's Shop*

*Mox Jogs*

*Hop, Bend, Stomp*

### Comprehension Skill:

Sequence

### Comprehension Strategy:

Summarize

Starfall Free Day

"Color by Word"

"Read-Form-Write" HF Words

*Short Vowel Pals:* "Hop, Bend, Stomp"  
*ABCs:* Review letter sounds

*Learn to Read:* Rows 1-4;  
*Short Vowel Pals:* "Mox Jogs,"  
"Hop, Bend, Stomp"

Blend Practice 2: CVCs, verbs

"Concentration" HF Words

"Starfall Speedway" CVC Words

Homonyms

Choral reading

**Vocabulary:** lap

*One Fine Day*

"Hickory, Dickory, Dock"

Caldecott Medal

Practice page of your choice

Draw and label a park scene

*One Fine Day*

Use punctuation

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

1

2

3

4

5

6

## Phonemic Awareness Warm-Up

## Materials

- ABC Rhyme Book
- Flashlight

## Identify/Discriminate Words with Initial/Final /sh/

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

- Read *Sh Shell*, page 59. Children repeat the rhyme with you.
- Read the list below. Children face the front of the room for words that begin with /sh/, and the back of the room for words that end with /sh/:

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

## Reading

Distinguish initial and final phonemes in words

1

## Introduce Exercise and Heart

## Materials

- Vocabulary Word Card: *muscle*

## Reading

Connect to life experiences the information and events in texts

## Science

Seek information through observation, exploration, and investigations

Show an awareness of changes that occur in themselves and their environment

Say: **I am going to describe something we all have that is very important. Try to guess what I am describing.** (Make a fist.) **This is the size of a special muscle you have inside your body. It makes a “lub-dub” sound. It is always working for you, without you even having to think about it. Doctors listen to it with a stethoscope.**

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

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

Instruct children to indicate where they place their hands when they say the Pledge of Allegiance. Tell children to make a fist and place it over their hearts.

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

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

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

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

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

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

Children run in place, do jumping jacks, and hop. Instruct them to place their hands in front of their mouths and notice that they are breathing faster. Next, they place their hands on their necks and feel how much faster their pulse is. Explain that exercise helps keep our hearts strong.

2

## Distinguish Nouns and Verbs

Display the Word Cards *nouns* and *verbs* side by side in the top row of the pocket chart. Remind children that a *noun* names a person, place or thing. A *noun* can also name an animal.

Name each Picture Card as you place it in the pocket chart. Choose volunteers to identify the Picture Cards that show nouns (apples, bus, pen), and place them under *nouns*.

Point to and read the Word Card, *verbs*.

Explain: **A word that names an action is called a verb.** Children repeat, *verb*.

Name the remaining Picture Cards. Children determine if the pictures show actions. Volunteers place the Picture Cards under *verbs*.

Say: **Physical education and recess are not just for fun, they also help keep us healthy.**

Read the following sentences. Children stand if the sentence describes something healthy or stay seated if the sentence describes an unhealthy activity.

- Zac rode his bike to the store.
- Peg stayed inside and played video games all day.
- Backpack Bear walked to school with his parents.
- Bob is eating potato chips and candy.
- Mox is running in the park.

Mox whispers that a verb he likes is *jumping*. Ask Mox to pantomime *jumping* for the class.

### Materials

- Word Cards: *nouns*, *verbs*
- Pocket chart
- Picture Cards: *apple*, *bus*, *cut*, *hop*, *pen*, *run*
- Plush Mox the Fox
- Chart paper (1 sheet will be used for both groups)
- Marker

### Reading

Connect to life experiences the information and events in texts

Identify and sort common words into basic categories

Describe common objects and events in both general and specific language



Say: **Jumping is an action. Let's make a list of other verbs, or action words. We can begin with Mox's word, jumping.** (Number the responses.)

Write *jumping* on the chart paper. Choose a volunteer to whisper another action to you. The child then pantomimes the action for the class to guess.

Add the verb to the list. Be sure to use the *-ing* suffix.

Continue until each child has a turn, then review the list.

Ask: **What do you notice about each word?** (They all end in *-ing*.) **If I take *-ing* away from the word *jumping*, what word is left? Yes, *jump*. The word *jumping* is the word *jump* with *ing* added to the end.**

Demonstrate how using the wrong verb form sounds "funny" in sentences such as:

- I running down the street.
- I am run down the street.

Choose volunteers to underline the *ing* suffix at the end of each verb in your list of verbs.

If a verb is repeated during Group 2, place an asterisk next to it. Add additional words generated by the second group. Save this list for use on Day 2.

If children ask about doubled consonants, briefly explain that sometimes when we add *ing* to a word, we double the final consonant letter before adding *ing*.

**Observe & Modify**

## Computer

**Practice**

- *It's Fun to Read: "All About Me."* Children navigate to any activity in this area.

## Activity

Distribute and complete the high-frequency "Word Search."

### Materials

- High-frequency "Word Search" for each child
- Pencils

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Introduce *Mox Jogs*

Write *Mox* on the board. Children read, *Mox*.

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

Repeat for *jog* (*h-hog*; *d-dog*; *l-log*).

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

Display *Mox Jogs*. Choose volunteers to describe what *Mox* is doing on the cover of the book. Read the title.

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

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

Children make predictions about the story *Mox Jogs* based on the cover. Ask:

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

Read the story. Children:

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

Children will receive their own copies of *Mox Jogs* on **Day 2**.

### Materials

- Mox Jogs* teacher edition
- Vocabulary Word Card: *jog*

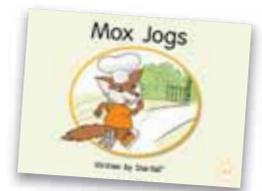
### Reading

*Describe common objects and events in both general and specific language*

*Use pictures and context to make predictions about story content*

*Retell familiar stories*

*Demonstrate an understanding of story elements*



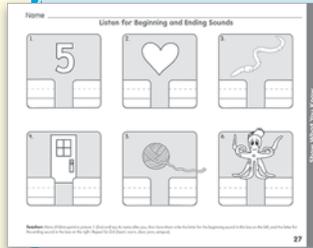
Phonemic Awareness / Phonics Warm-Up

Materials

- R&W, p. 27

Reading and Writing, page 27

Distribute and complete R&W, p.27.



Reading

Distinguish initial and final phonemes in words

Match consonant and short-vowel sounds to appropriate letters

1

Mox Jogs

Materials

- Mox Jogs teacher edition
- Mox Jogs book for each child
- Classroom whiteboard
- Pencil/crayons

Reading

Manipulate individual phonemes in words through addition, deletion, and substitution

Recognize and produce words that rhyme

Read simple one-syllable and high-frequency words

Distribute *Mox Jogs*, pencils, and crayons. Read the story together. After reading:

- Children locate the high-frequency words they have learned. (*and, on, will, with*)
- Write the high-frequency words on the board as volunteers name them.
- Children circle these words in their books as follows: *and*—red; *on*—blue; *will*—orange; *with*—brown.

Ask: **How do we read words that are not high-frequency words? Yes, we decode them!** List the decodable words as above. Children use their invisible rubber bands to sound out the decodable words:

Mox	jogs	logs	Zac	Cat
let	pass	stop	stops	

Read the list. Children locate the two words that rhyme. (*jogs, logs*)

Ask: **What word do we have when we take away the /s/ from *jogs*?** Repeat for *logs* and *stops*.

Play "I Spy." Volunteers identify the words on the list.

Read *Mox Jogs* together. Ask: **If we added you as a character in this story, on which page would you appear? Why?** Children share their responses, then add illustrations of themselves accordingly.

2

## Write about Exercising with Mox

Review the list of verbs from **Day 1**.

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

After children individually share their ideas, they write about them in their writing journals. As children finish, invite them to read their writings to Mox.

### Materials

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

### Reading

Connect to life experiences the information and events in texts

### Writing

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

Use end punctuation including periods, question marks, and exclamation points

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

## Computer

## Practice

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

## Activity

Children read high-frequency and CVC words in sentences to advance.

### Materials

- "Starfall Speedway"
- High-Frequency Sentence Strips

3

## Reading and Writing, Page 28

Review the purpose of the *apostrophe-s* after *Mox* in the book title, *Mox's Shop*.

Children think of different kinds of shops that Backpack Bear, Zac, Peg, and Mox could own. Mox whispers to you, "I have a bakery shop." Say: **Mox says that he has a bakery shop.**

Write *Mox's Bakery Shop* on the board. Children read, *Mox's Bakery Shop*.

Choose a volunteer to circle the apostrophe in Mox's name.

Children volunteer shop ideas for each of the characters. Write them on the board, (e.g., Backpack Bear's Book Shop) and invite the volunteers to circle the apostrophes.

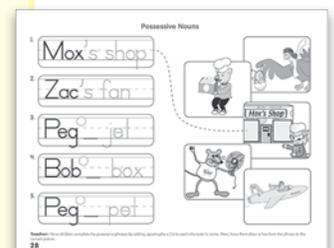
Distribute and complete *R&W* p. 28.

### Materials

- R&W*, p. 28
- Pencils
- Classroom whiteboard/marker

### Reading

Connect to life experiences the information and events in texts



## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution

Change the ending sounds to make new short-o words.

Ask: **What new word will we make if we change the /g/ in dog to /l/?** (doll)

Continue for the following:

dog	dot /t/	Don /n/	dock /k/	docks /x/
mop	mock /k/	mom /m/	moss /s/	mob /b/
not	nod /d/	knob /b/	knock /k/	knocks /x/
rot	rob /b/	rock /k/	rod /d/	rocks /x/

## Reading

Manipulate individual phonemes in words through addition, deletion, and substitution

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

1

## Introduce Hop, Bend, Stomp

Review the High-Frequency Word Cards: *a, and, can, I, on*.

Display the chart paper. Ask: **Why do you think I wrote the words in three separate columns?** (by vowel sound)

- Choose a volunteer to blend the word *lap*.
- Children repeat, *lap*.
- Define *lap*: a complete circle around a track, as in running. *Lap* is a homonym; you can *run a lap*; *sit on someone's lap*, or a kitten can *lap* up milk.
- Choose volunteers to blend the words in the second column.

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

- Cover the *s* at the end.
- Choose a volunteer to blend *log*.
- Uncover the *s*.
- Children blend the new word, *logs*.

Indicate *rocks*.

- Children blend the /r/ and /o/ together, then pause.
- Recall that *ck* stands for one sound, /k/.
- Children blend /ro/ /k/, *rock*.
- They add /s/ to read, *rocks*.

Choose volunteers to blend *drop, hop, and stomp*. Read the words chorally.

## Materials

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

## Reading

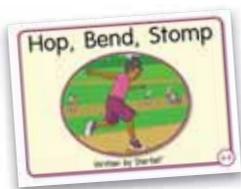
Read simple one-syllable and high-frequency words

Blend individual phonemes in simple, one-syllable words

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Make text-to-self connections





**Reading**

*Read simple one-syllable and high-frequency words*

*Identify words that name actions*

*Demonstrate an understanding of story elements (beginning, middle, end, characters, details, and setting)*

*Use appropriate intonation and expression during unison oral reading with the teacher*

**Choral Reading: *Hop, Bend, Stomp***

Review the words on the chart from **Day 1**.

Ask which of the words on the chart are verbs, or words that name actions. (jog, bend, drop, hop, step, stomp) Say each verb as children demonstrate the actions in place.

Explain that as you read *Hop, Bend, Stomp*, children should perform each action in place. Read the story and pause for children to demonstrate.

Ask: **What is the setting of this story? Who are the characters? What was this story about? How does this kind of exercise help your heart?**

Distribute *Hop, Bend, Stomp* to each child. Children read the book in unison, paying close attention to the ending punctuation. Then partner children to read the books again.

Divide the class into groups of four. Instruct groups to practice reading the story in unison. Invite each group to read the story chorally to the class.

**Materials**

- List of nouns and verbs from **Day 1**
- Hop, Bend, Stomp* teacher edition
- Each child's copy of *Hop, Bend, Stomp*

## Phonemic Awareness Warm-Up

## Materials

 Sing-Along Track 15

## Day Four

## Digraph ck /k/

Play *Sing-Along* Track 15, "Hickory, Dickory, Dock." Choose volunteers to name words that rhyme with *dock*. Write them on the board. (*clock, rock, sock, lock*)

Say: **Dock**. (Children clap for each sound they hear in *dock*, then repeat the word.) **When we clapped out the sounds for dock, we only clapped three times but I wrote four letters.**

Explain: **Most of the time when we hear the sound /k/ at the end of the word, it is spelled ck. The letters c and k don't like to stand alone at the end of a word, so they stick together!**

Write *Zac* on the board. Say: **Zac's name does not follow this rule! You will find that names often break the rules.**

Write *ck* on the board. Say: **These two letters work together to make just one sound.**

Indicate the words listed on the board. (*clock, rock, sock, lock*) Choose volunteers to circle *ck* in each word. Explain: **These words belong to the -ock word family.**

## Reading

Recognize and produce words that rhyme

Blend individual phonemes in simple, one-syllable words

1

Introduce *One Fine Day*

Display *One Fine Day*. Children identify the animal on the cover. Read the title. Indicate the Caldecott Medal and explain that this book won the Caldecott award in 1972 for its excellent illustrations.

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

Say: **"One fine day" a red fox got plenty of exercise walking through the great forest. When he reached the other side, he was very thirsty. The red fox stole milk from an old farm woman, then lost his tail when the old woman used her knife to cut it off. The red fox spent the rest of the day trying to earn his tail back. Do you think this is a true story? Do you think someone would really cut off a fox's tail?**

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

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

Discuss the following:

## Materials

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

## Reading

Use pictures and context to make predictions about story content

Answer questions about text using creative and critical thinking strategies

Use new vocabulary that is introduced and taught directly

Identify the front cover, title, author, and/or illustrator

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

2

## Introduce Word Families -og, -ock

Recite “Hickory, Dickory, Dock” in unison. Indicate the rhyming words *dock* and *clock* and remind children that these words belong to the -ock word family.

On the board, write *Mox can jog*. Children read the sentence, and provide words that rhyme with *jog* (*dog, hog, log, frog*, and nonsense words). Clap for each sound heard in the words provided.

Explain: **These words rhyme because they all have the same middle and ending sounds. They all end with the letters o and g and belong to the -og word family.**

Complete *R&W*, p. 30.

Children identify *box, cot, dog, lock, and top* Picture Cards as you place them side by side in the top row of a pocket chart. Place the remaining Picture Cards in a basket.

Children take turns drawing cards and classifying them by word family. Once completed, your pocket chart should look something like the images pictured. Children determine which word family has the most members and which has the least.

### Materials

- R&W*, p. 30
- Pocket chart
- Basket or bag
- Picture Cards: *box, cot, dog, drop, fox, frog, hop, hot, log, lock, Mox, pop, pot, rock, shop, stop, top*

### Reading

Recognize and produce words that rhyme

Manipulate individual phonemes in words through addition, deletion, and substitution

Blend individual phonemes in words



## Computer

## Practice

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

## Activity

Children will use the two sets of Word Cards to play “Concentration.”

### Materials

- Two of each High-Frequency Word Card your children need to review
- Pocket chart

3

## Introduce High-Frequency Words: *of*, *were*

Write *All of us ran to the shop.* on the classroom whiteboard. Volunteers circle the known high-frequency words *all*, *us*, *to*, *the*, and decode the words *ran* and *shop*.

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

Write: *Were you eating an apple?* on the board.

- Volunteers circle the known high-frequency words *you* and *an*.
- Indicate and read *eating*. Recall adding *-ing* to verbs.
- Indicate and read *apple*.

Explain: **There is only one word left and that word is the new high-frequency word *were*.** Children repeat, *were*.

Read the sentence with the children.

Write *were* on the board. Compare *were* and *where*.

Write: *He was eating.* Instruct children to read the sentence. Now, write: *We was eating.* Instruct children to read this sentence.

Ask: **What is wrong with the sentence? It doesn't sound right!** Children correct the sentence: *We were eating.* Continue with other examples.

Write the stem: *All of us* \_\_\_\_\_. Choose volunteers to complete the sentence. Write the responses as they are given; each volunteer circles the word *of* in the new sentence. Repeat for the sentence stem, *Were you eating* \_\_\_\_\_?

### Materials

- Starfall Dictionaries
- Pencil
- Classroom whiteboard/marker

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

### Reading

Read simple one-syllable and high-frequency words

## Phonemic Awareness Warm-Up

## Materials

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

## Phoneme Segmentation and Blending

Seat children in a circle. Place the deck of Picture Cards in the middle, face-down.

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

Choose a volunteer to play “teacher” and continue as above.

## Reading

Blend individual phonemes in simple, one-syllable words



1

Sequence *One Fine Day*

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

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

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

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

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

If time permits, reread the story. As you come to the person or place indicated on one of the cards, volunteers remove that card from the pocket chart.

## Materials

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

## Reading

Retell familiar stories

Demonstrate an understanding of story elements

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](http://more.starfall.com).

1

**"Color by Word"**

Children complete the "Color by Word" practice page.

**Materials**

- Week 22 "Color by Word" practice page for each child
- Pencils/crayons

**2****Reading**

Read simple one-syllable and high-frequency words

**Read-Form-Write**

Children draw cards from a deck of selected High-Frequency Word Cards. Each child:

- reads the drawn words.
- forms the words using magnetic letters or play dough.
- writes the words in a column on paper.

**Materials**

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

**3****Reading**

Read simple one-syllable and high-frequency words

**"Starfall Speedway"**

Children advance by reading the CVC words.

**Materials**

- CVC Word Cards containing short-a and short-o
- "Starfall Speedway"

**4****Reading**

Read simple one-syllable and high-frequency words

**Generator Practice Page**

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

**Materials**

- Generated practice page of your choice

**5****Draw and Label**

Children illustrate a picture of Backpack Bear, Zac, Mox, and themselves playing at the park, and label all characters.

**Materials**

- Large sheet of drawing paper for each child
- Pencil/crayons

**6****Reading**

Draw a picture about ideas from stories read aloud or generated through class discussion

**2****Kindergarten Book Club**

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

Indicate each book. Choose a volunteer to summarize each story.

Ask: **Which stories helped us learn about exercise?** (Children respond.) Ask: **Which story taught us the importance of making good choices?** Children vote on their favorite story of the week.

**Materials**

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

**Reading**

Describe common objects and events in both general and specific language

Retell familiar stories

**Listening & Speaking**

Communicate effectively when sharing ideas, relating experiences, and retelling stories heard