

**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

## Fish

## Unit 9 • Week 26

### **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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# Fish

## Unit 9 • Week 26

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# Week 26 Overview

## Fish

This week, the children continue their discussion of *perseverance*, and the importance of “sticking to it” (persevering) in order to get things done. They reference *Backpack Bear’s Reptiles, Amphibians, & Fish Book*, and the delightful fictional story, *Swimmy*, as they learn about the fish animal group. They also learn about fishing, celebrate “Beach Day,” and have a “Kindergarten Book Club” meeting. This week we will:

- learn the *wh /hw/* digraph.
- meet the *-ing* and *-ick* word families.
- review *Backpack Bear’s Writing Rubrics* and become “editing detectives.”
- write letters to Tin Man.

## Recommended Literature

**Swimmy** — **Leo Lionni** (1910 - 1999) was an author and artist who loved to draw and write about the small animals he so often found in nature. As a child, he built elaborate terrariums and aquariums in his room. These became little homes for the frogs, mice, turtles, snails, fish, and butterflies he collected. When he went out for a walk, he gathered sand, moss, pebbles, stones, shells, and insects for their homes.

Leo Lionni had three tables. One was for drawing, painting, and paper collages. His stories came to life as art projects. Instead of words, he was always thinking of how to tell a story with pictures. The second table was for a different kind of storytelling, where he made sculptures. The third table was for his favorite collections.

Lionni was born in Holland and started drawing on his ninth birthday. He lived and worked in Italy as well as Philadelphia, Pennsylvania, and New York City.

## Starfall Books & Other Media

*ABC Rhyme Book*

*At the Beach*

*Backpack Bear’s Reptiles, Amphibians, & Fish Book* by Alice O. Shepard

*Fish and Me*

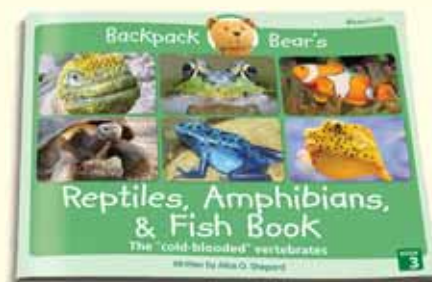
*Sing-Along Track 12*

*Star Writer Melodies*

*The Big Hit*

*Tin Man Sits*

Vertebrates (Animals with Backbones) Poster



# Preparation

Generate Vocabulary Word Cards for **Week 26**. You will use *gills*, *cartilage*, and *schools* on **Day 1** and *island* on **Day 4**. Prepare *Fish and Me* and *Tin Man Sits* for use on **Days 2** and **3**. Consider bringing real fishing gear (especially a bobber, a rod and a net) to show the children for **Day 3, Session 3**. Other items might include a tackle box and bait!

**Day 5** is "Beach Day." Early in the week, send a note home requesting that children bring beach towels, flippers, snorkels, tubes, etc. for **Session 1**. You may also consider having them bring beach towels and/or beach chairs for **Session 2**.

## Day One

For today's **Session 2**, you will need to have blank Vocabulary Word Cards on hand. Children will be asked to choose their own vocabulary to add to the Starword Wall.

## Day Two

Prepare *Fish and Me* for use in today's **Session 1**. Generate fish words: *scales\**, *lungs\**, *tail\**, *school\**, *schools\**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *swim*, *swims*, *top*, *gills*, *fish*, *kicks* on heavy stock paper and cut them apart. Note words with asterisks(\*) and manually add them to the Word Cards.

Prior to **Session 2** and the Activity Time, review *Swimmy*. Remind children the little fish swam in the form of a large fish to trick the tuna. Explain that they will make a poster of a fish similar to the one in the story.

Choose high-frequency words you would like your children to review, and duplicate several fish patterns. The children will each cut out a fish and write one high-frequency word on each one.

After computer/activity rotations are complete, mount the children's fish on a large fish-shaped poster paper or bulletin board (as in *Swimmy*). Make a black fish for the eye. You might title the poster *We Work Together to Become Good Readers*, or *We Learn to Read as a Team*.

## Day Three

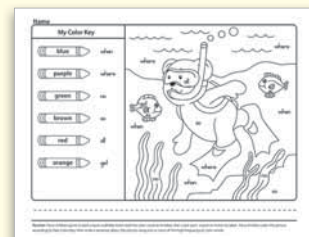
For Activity Time, generate a "Word Search" practice page using the high-frequency words *when*, *were*, *where*, *what*, *so*, *no*, *go*, *too*, and *many*. Use the Graph Generator to prepare a graph for each child for today's **Session 2**. The following words will be graphed: *and*, *did*, *dips*, *fish*, *plan*, *that*, *will*, *sits*, *get*, and *has*. Prepare *Tin Man Sits* for use in today's **Session 2**.

## Day Four

Remind children that tomorrow is "Beach Day," and review items they may bring to school, such as beach towels, visors/hats, flip-flops, sand castle toys, flippers, snorkels, fishing poles, and floats. (no swim suits) Have a few additional items available for children who forget to bring their own.

## Day Five

Generate a **Week 26** "Color by Word" practice page for each child, using high-frequency words you wish to review. Choose the skill your children most need to practice, and generate a practice page for each child.



## Day 1

I can't wait to learn about the next animal group. I wonder which one it will be?  
Love,

Backpack Bear 

## Day 2

It was so much fun learning about fish! They are very different from my animal group.  
Your friend,

Backpack Bear 

## Day 3

I am so excited that I am learning to read! I loved *Fish and Me*. Did you know that I can swim, too?

Your pal,

Backpack Bear 

## Day 4

I want to go fishing someday. Does anyone have a fishing rod I could borrow?


Love,

Backpack Bear 

## Day 5

I love going to the beach! Mox, Zac, Peg and I heard that *Tin Man* finally caught that fish!

Your friend,

Backpack Bear 

## DAY One

## DAY TWO

### Reading

Phonemic Awareness  
Phonics  
High-Frequency Words  
Comprehension  
Print Concepts

R&W p. 42

Review di-  
graphs /th/,  
/sh/, /ch/

Introduce digraph *wh* /hw/

#### Comprehension Skills:

Compare/Contrast  
Classify/Categorize

#### Comprehension Strategy:

Ask Questions



R&W p. 43

Word families  
*-ing, -ick*

*Fish and Me*

#### Comprehension Skills:

Compare/Contrast  
Classify/Categorize

Decode words



### Computer

*ABC Rhymes: Ch, Th, Sh*  
*BpB's Books: Concepts, "I-Ma-  
chine"*

*Short Vowel Pals: "Fish and Me";*  
*It's Fun to Read: "All About Me"*

### Activity

"Starfall Speedway" Short-i and  
short-u words

Write HF words on fish patterns  
and decorate

### Listening & Speaking

Literature  
Rhymes, Poems & Songs  
Vocabulary

*Backpack Bear's Reptiles,  
Amphibians, & Fish Book*

*Swimmy*

Vertebrates (Animals with Back-  
bones) Poster

"Wh Whistle Rhyme"

"Letter March Song Wh"

**Vocabulary:** gills, cartilage,  
schools

*Swimmy*

"Head, Shoulders, Knees, and  
Toes"

### Writing

### Social Studies

### Science

Observe, describe similarities  
and differences in appearance  
and behavior of plants, animals;  
Identify major structures of  
common plants, animals

Compare and contrast fish and  
humans

## DAY Three

R&W p. 44

Phoneme substitution of final sound

*Tin Man Sits*  
*Backpack Bear's Writing Rubrics*  
Editing; Quotation Marks

Graphing

HF Words: **when, where, no, so**

**Comprehension Strategies:**

Open Discussion  
Predict/Verify  
Make Connections



## DAY Four

R&W p. 45

Phoneme addition and substitution

**Comprehension Skill:**

Story Details (problem/solution)

**Comprehension Strategies:**

Ask Questions  
Open Discussion



## DAY Five

R&W p. 46

Blending

*Tin Man Sits*  
*Fish and Me*

**Comprehension Strategies:**

Summarize  
Open Discussion



<p><i>Learn to Read</i>: Row 10, "Lonely Vowel" (video) <i>BpB's Books</i>: Concepts, "I-Machine", "O-Machine"</p>	<p><i>Short Vowel Pals</i>: "Fish and Me," "Tin Man Sits" <i>ABCs</i>: Oo, Uu, Yy, Ww</p>	<p>R&amp;W p. 46 Short-i Puzzle</p>
<p>"Word Search"</p>	<p>"Go Fish" HF Words</p>	<p>Sequence <i>The Big Hit</i></p>
	<p><i>Backpack Bear's Reptiles, Amphibians, &amp; Fish Book</i> <i>At the Beach</i> <b>Vocabulary</b>: island</p>	<p>Practice page of your choice</p> <p>Illustrate a beach scene</p> <p><i>Swimmy</i> <i>At the Beach</i> <i>Backpack Bear's Reptiles, Amphibians, &amp; Fish Book</i></p>
<p>Edit for quotation marks</p>	<p>Write a letter to Tin Man about how he might catch a fish</p>	<p>Illustrate and label a beach scene</p>

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

## Phonemic Awareness / Phonics Warm-Up

## Reading

Match consonant and short-vowel sounds to appropriate letters

## Review Digraphs: /th/, /sh/, /ch/

Place the Letter Cards *th*, *sh*, and *ch* across the top row of a pocket chart. These cards will each represent a column.

Recall the /th/, /sh/, and /ch/ digraph sounds.

Place the Picture Cards for /th/, /sh/, and /ch/ face-down in random order in the pocket chart.

Volunteers turn over the Picture Cards, identify them, then place them under their corresponding Letter Cards.

## Materials

- Letter Cards: *ch*, *sh*, *th*
- Picture Cards: *cheese*, *chair*, *chick*, *chip*, *sheep*, *shell*, *ship*, *shop*, *thermometer*, *thorn*, *three*, *thumb*
- Pocket chart

1

## Introduce Fish

Display the Vertebrates (Animals with Backbones) Poster. Review the mammal, bird and reptile animal groups, and each group's distinguishing characteristics. Ask: **Which animal group do you think we will learn about next? (fish) What is a characteristic of fish that no other animal group has? If we don't know the answer, where might we look for it? Yes, Backpack Bear's Reptiles, Amphibians & Fish Book!**

Read *Backpack Bear's Reptiles, Amphibians, & Fish Book*, pages 37-43. Ask children to listen for the characteristic that distinguishes fish from other animals.

Ask: **What characteristic makes an animal a fish?** (They breathe air underwater with gills.)

Say: **I heard three words that would make good vocabulary words.** Display and explain:

**gills** — Fish live underwater, but they still breathe air. Their bodies have something called *gills*. *Gills* help fish breathe underwater. People do not have gills because they are mammals. We have lungs to breathe air. We cannot breathe underwater.

**cartilage** — strong but flexible bone-like material found in some parts of the body

**schools** — Groups of the same kind of fish that swim together are called *schools*. The word *schools* is also a homonym! What other kinds of *schools* are there?

Say: **Fish are cold-blooded. Who remembers what it means to be cold-blooded?** (If children are unable to answer, ask how they can find this information, and briefly review what it means to be cold-blooded.) **Yes, fish swim close to the water's sur-**

## Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Word Cards: *gills*, *cartilage*, *schools*

## Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Relate new vocabulary to prior knowledge

## Media Literacy

Understand the use of 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



**face to warm their bodies. When they want to cool down, they dive down deep into the water. Why do you think fish are warmer near the surface of the water?** (They feel the heat from the sun.) **Why is it cold in the deep part of the water?** (It is farther from the warmth of the sun.)

Read pages 37-43 again. Ask children to listen for characteristics that fish share with other animal groups.

- Sharks have live births like mammals, but they do not feed their young milk from their bodies.
- Reptiles have scales but they are tough scales. Fish scales are wet.
- Mammals, birds, and reptiles have backbones.
- All animal groups must be aware of predators.

Ask: **What makes the fish animal group different from all of the others?** (They breathe air in the water using gills, and they are the only animals that live their entire lives underwater!)

**Reading**

Describe common objects and events in both general and specific language

Retell familiar stories

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Compare and contrast a variety of literary works

Relate new vocabulary to prior knowledge

**Listening & Speaking**

Communicate effectively when sharing ideas

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Introduce *Swimmy***

Review the main ideas of *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*. Discuss the similarities among the stories. (They all share *perseverance* as a theme.) Children decide which two stories have the same characters and setting, and similar events.

Ask: **How is *The Big Hit* different from the other stories? How is it the same? Where does it take place?**

Display *Swimmy* and discuss the title, author/illustrator, and Caldecott Medal.

Say: **This story is similar to the other stories even though it is about fish. Listen for how *Swimmy* is like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.**

Read *Swimmy* without stopping to discuss. Then partner children to discuss the following questions:

- How is this story like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*?
- What tells us *Swimmy* did not give up?
- What might have happened if *Swimmy* hadn't come up with a plan to make a giant fish?

Say: **Listen as I read this story again. If there is a word you do not understand, raise your hand.** After you read the story again, ask children to choose words that would make good vocabulary words for the Starword Wall.

Briefly discuss the children's favorite parts of *Swimmy*. Separate the children into groups of two or three.

Give each group a Story Element Card. Children discuss their cards in relation to the text, then report their answers to the group.

**Materials**

- Swimmy* by Leo Lionni
- Blank Vocabulary Word Cards
- Story Element Cards: *What is the setting for this story? Why is it important? Who are the main characters? Name three events from the story. What happened at the end? What is the conflict or problem? How was it solved?*
- Pocket chart

**Computer**

- *ABC Rhymes*: Ch, Th, Sh
- *Backpack Bear's Books*: Concepts, "I-Machine"

**Practice****Activity**

Children play "Starfall Speedway," reading short-vowel words to advance.

**Materials**

- "Starfall Speedway"
- Short-I, Short-E, Short-A Word Cards

3

## Introduce *wh* /*hw*/ Digraph

### Step One **Read the Rhyme, p. 63**



Display the Picture Card whistle. Read the rhyme.

### Materials

- R&W, p. 42
- Pencils/crayons
- ABC Rhyme Book
- Sound Spelling Wall Card: *whistle*
- Picture Card: *whistle*
- Superhero h puppet

### Reading

Match consonant and short-vowel sounds to appropriate letters

### Step Two **Identify the sound in Initial Position**

Say: **The word *whistle* begins with the /hw/ sound. Watch my mouth: /hw/. You say, /hw/. Listen for the /hw/ sound in *whistle*.** Repeat the rhyme, and children say it with you.

### Step Three **Discriminate the sound in the Initial Position**

Children indicate if they hear /wh/ at the beginning of the following words:

when

lips

whimper

what

where

### Step Four **"The Letter March" with ASL Ww + Hh sign /Hw/**

Children sing "The Letter March" with the ASL sign for *Ww* + *Hh* and the /hw/ sound.

### Step Five **Connect Sound to Spelling**

Write *wat* on the board. Say: **I am trying to write the word *what*. Who can help us make the /hw/ sound?** Superhero h swoops in and explains that he will rescue these words by joining *w* to make a brand new sound, /hw/. Give Superhero h to a child.

The child taps the *w* with Superhero h and says, "Move over, please!" You, or the child, add the *h* after the *w* in the word. The class reads the new word, *what*. Repeat for *when* and *whale*.

Explain that /hw/ does not occur at the end of any words.

### Step Six **R&W, p. 42**

Complete R&W, p. 42 as with similar pages.



Display the Wall Card at the end of the lesson.

## Phonemic Awareness Warm-Up

## Materials

- 
- Sing-Along Track 12

## Compare and Contrast

Sing "Head, Shoulders, Knees and Toes."

Ask: **How would you like to sing the song again, but this time you'll pretend you are a fish?**

Teach the new verse, reviewing the characteristics of fish. Children compare human body parts to those of fish mentioned in the song.

**Head, Shoulders, Knees, and Toes  
(using alternate wording)**

*Fins, mouth, gills and tails, gills and tails,  
Fins, mouth, gills and tails, gills and tails,  
And eyes, and mouth and belly and scales,  
Fins, mouth, gills and tails, gills and tails.*

1

## Introduce Fish and Me

Introduce *Fish and Me*, discussing the title and cover illustration. Explain that it is a nonfiction story that compares and contrasts fish and humans.

Ask children to help you organize the information from the story on the whiteboard. As you read each page, they determine which facts belong under each category.

Page 1: "The fish can swim. She can swim too. She can swim fast."

Ask: **What can fish do?** (swim)

Write *swim* under fish.

Ask: **What can she do?** (swim)

Write *swim* under humans.

Page 2: "The fish has fins. He has hands. He flips his hands."

Ask: **What do fish have?** (fins)

Write *fins* under fish.

Ask: **What does he have?** (hands)

Write *hands* under humans.

Continue as above for the remaining pages, then review and discuss the resulting lists.

Divide the class into two groups. Reread *Fish and Me*. Each group dramatizes its respective part.

## Materials

- 
- Fish and Me*
- teacher edition
- 
- 
- Column headings
- fish*
- and
- humans*
- written on the whiteboard

## Listening &amp; Speaking

Recite short poems, rhymes, and songs

## Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

## Science

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

Identify major structures of common plants and animals

Prior to Lesson 2 and the Activity Time, review **Swimmy**. Recall how the little fish swam in a school, in the form of a large fish, in order to trick the tuna.

2

## Fish and Me Story Words

Distribute *Fish and Me* books. Children follow the text as you read the story.

Explain: **This story uses three kinds of words: high-frequency words you have learned, words that are decodable, and vocabulary words. Let's organize the words in three columns.**

Distribute the High-Frequency Word Cards.

- Children read their cards in turn, and place them in the first column of the pocket chart.
- Review the list.

Distribute decodable story Word Cards (without asterisks) and explain that these words are decodable.

- Children place their cards in turn, in the middle column of the chart.
- Children work together to decode the words. Explain that some words have more than one beginning or ending sound. Demonstrate how to blend those sounds together.
- Review the list.

Display vocabulary fish Word Cards (with asterisks \*) and explain that these words have decoding rules the children haven't yet learned.

- Read the Word Cards.
- Discuss their meanings, and place them in the third column.
- Review the list.

Reread *Fish and Me* as a group, then children partner read. Pair stronger readers with those who struggle.

### Materials

- Fish and Me* teacher edition
- Each child's copy of *Fish and Me*
- Pocket chart
- Fish words: *scales\**, *lungs\**, *tail\**, *school\**, *schools\**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *top*, *gills*, *fish*, *kicks*, *swim*, *swims*
- High-Frequency Word Cards: *a*, *at*, *can*, *gets*, *has*, *he*, *her*, *his*, *in*, *on*, *she*, *the*, *this*, *too*, *we*

### Reading

Blend vowel-consonant sounds orally to make words or syllables

Read simple one-syllable and high-frequency words

### Computer

- *Vowel Pals*: "Fish and Me"
- *It's Fun to Read*: "All About Me"

### Practice

### Activity

Children choose several high-frequency words. They write their words on fish patterns, then decorate them.

### Materials

- High-Frequency Words needing review
- Several fish patterns for each child
- Swimmy* by Leo Lionni

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

**Materials**

- R&W, p. 43
- Pencils/crayons

### Reading and Writing, Page 43

**Reading**

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

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

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

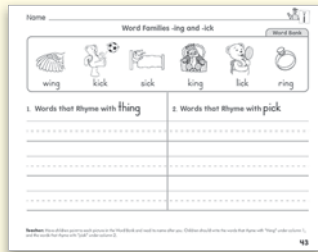
Review what makes a word family. Recall the *-it*, *-in* and *-ig* families. Ask children to name words that belong to each family.

Say: **Today we will work with two new word families.**

- Write the headings *-ing Word Family* and *-ick Word Family* on the board.
- Read each heading.
- Children think of words that belong to the *-ing* family, such as *sing*.
- Write responses in a column under the *-ing Word Family* heading. Accept nonsense words.

Repeat for the *-ick Word Family*, using *pick* as an example.

Complete R&W, p. 43 as with similar pages.



## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution of Final Sounds

Children practice making new short-i words by substituting ending sounds.

Say: **Pig**. (Emphasize the ending sound.)

A volunteer tells what the new word will be if the /g/ is changed to /l/. (pill)

Repeat for:

pick /k/	picks /ks/	pit /t/	pin /n/
----------	------------	---------	---------

sit—change to:

six /ks/	sick /k/	sip /p/	sis /s/
----------	----------	---------	---------

fin—change to:

fig /g/	fib /b/	fill /l/	fix /ks/	fit /t/
---------	---------	----------	----------	---------

him—change to:

hid /d/	his /s/	hill /l/	hit /t/	hip /p/
---------	---------	----------	---------	---------

## Reading

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

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

1

Introduce High-Frequency Words: *when, where, no, so*

Introduce the two new high-frequency words that begin like *what*.

Remind children that *wh* stands for the /hw/ sound. Children write the high-frequency word *what* on their whiteboards and read it. Children erase *a* and *t*, and add *e* and *n* to form the new word *when*.

On the board, write:

- *When* did you come to school?
- I do not know *when* to go.
- *When* will it be Monday?
- I can go *when* you tell me to go.

Read the sentences with the children. Choose volunteers to circle *when* in each sentence.

Write *there* on the board and read the word with the children. Children copy *there* on their whiteboards. They erase *th*, replace it with *wh*, and read the new word *where*.

## Materials

- Individual whiteboards/markers
- Classroom whiteboard /markers
- Starfall Dictionaries
- Classroom computer

## Reading

Read simple one-syllable and high-frequency words

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

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

## Technology

Use technology resources to support learning

On the board, write:

- *Where* are you?
- *Where* do you want to go?
- I can see *where* it is.

Read the sentences with the children. Choose volunteers to circle *where* in each sentence.

To introduce the high-frequency words *no* and *so*, navigate to *Learn to Read*: Row 10, "Lonely Vowel" and view the video.

Review high-frequency words: *be*, *me*, *we*, *he*, and *she*. Children identify the other lonely vowel (o) from the video, and write the high-frequency word *go* on their whiteboards. Children change *g* to *s* to form *so*, then read the word. Repeat for *n* and *no*.

Model entering *when*, *where*, *so*, and *no* in your Starfall Dictionary.

2

## Introduce *Tin Man Sits*

Children share their prior knowledge about fishing.

Ask: **What do you need to take along with you when you go fishing?**

Introduce *Tin Man Sits*. Children predict what the story is about based on the cover. Discuss how Tin Man might need perseverance to catch fish.

Read the book. Pause to discuss pictures and events.

After reading, ask if Tin Man was able to catch the fish. Children share their ideas about what Tin Man might try next.

Explain: **We all come across things that are difficult, or even impossible for us to do, no matter how hard we try.**

- Share such an experience.
- Children discuss whether or not they think Tin Man should keep trying to catch the fish, and why they think as they do. Accept all responses.

Distribute copies of *Tin Man Sits*. Review the book, one page at a time. Children identify high-frequency words (*and*, *will*, *get*, *it*, *has*, *not*) and discuss punctuation marks (period, quotation marks, exclamation mark, and question mark).

Distribute graphs, and instruct children to write their names on them.

Say: **This graph has words and numbers. Indicate the numbers. Let's read them together. Now, look in the first column. Here are some words that are used in *Tin Man Sits*. Let's read them together: *and*, *did*, *dips*, *fish*, *plan*, *that*, *will*, *sits*, *get*, *has*.**

Explain: **Each time we find a word from the graph in the story, you will color a square next to that word. Ready?**

### Materials

- Tin Man Sits* teacher edition
- Each child's copy of *Tin Man Sits*
- Graph page for each child
- Pencils/crayons

### Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts





3

## Capitalization and Punctuation

Distribute writing journals and direct children to turn to *Backpack Bear's Writing Rubrics* on the back. Review the five rubrics. Explain: **There is an item that is not included in *Backpack Bear's Writing Rubrics*.**

- On the board, write: *Zac said, "I like to run and jump."*
- Indicate the quotation marks. Remind children that words inside quotation marks tell the exact words a person or character said.

Say: **Let's be editing detectives! I will write a sentence on the board. Use *Backpack Bear's Writing Rubrics* to check the sentence. If you see something that needs to be changed or edited, raise your hand. Then you can do "adult writing" to the sentence!**

Volunteers do "adult writing" on the board to correct any errors.

- the fish is wet
- Fish canswim fast
- tin Man said, No, I can not swim.
- i love fish?

Children open their *R&W* books to page 44. Emphasize the inflection used when asking questions as children read the sentences.

Once the page is completed, children identify and circle previously learned high-frequency words: *and, he, said, I, want, to, get, a, the, can, not, one*. Children underline the decodable words: *Tin, Man, sat, fish, did*.

Volunteers take turns asking questions and practicing correct intonation.

Children work as partners, or in groups of three, to look through classroom books for examples of uppercase (capital) letters, quotation marks, and other punctuation.

### Materials

- Classroom books
- Starfall Writing Journals
- R&W*, p. 44
- Pencils/crayons

### Reading

Read simple one-syllable and high-frequency words

### Writing

Use capital letters to begin "important words"

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

## Computer

- *Learn to Read*: Row 10, "Lonely Vowel Video"
- *Backpack Bear's Books*: Concepts, "I-Machine" and "O-Machine"

## Practice

## Activity

Children locate the high-frequency words and circle them each time they are found in the "Word Search."

### Materials

- "Word Search" practice page for each child
- Pencils

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

Phonemic Awareness Warm-Up

Materials

None

Phoneme Addition and Substitution

Say: **What word would you make if you...**

- **add /b/ to the beginning of Rick?** (brick)
- **change the /s/ in sick to /l/?** (lick)
- **add /s/ to the beginning of lick?** (slick)
- **change the /l/ in lick to /t/?** (tick)
- **add /s/ to the beginning of tick?** (stick)
- **change the /k/ in king to /r/?** (ring)
- **add /b/ to the beginning of ring?** (bring)
- **change the /k/ in king to /w/?** (wing)
- **add /s/ to the beginning of wing?** (swing)

Reading

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

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

1

Reading and Writing, Page 45

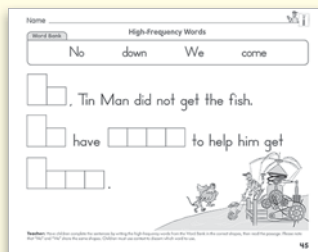
Materials

- R&W, p. 45
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Complete R&W, p. 45 as with similar pages.



2

## Write a Letter to Tin Man

Chorally read *Tin Man Sits*. Ask: **What ideas could we give Tin Man to help him catch fish? Partner share your ideas, then you can share them with the group.**

Say: **Let's write a letter to Tin Man. We can give him some ideas he might try in order to solve his problem.**

Children open their writing journals to the next available page.

Write *Dear Tin Man*, on the whiteboard. Read it aloud; children repeat. Children copy *Dear Tin Man*, on the first line of their journal pages. They then write their ideas for Tin Man beginning on the next line, using kidwriting and their dictionaries, and add illustrations.

Say: **When you are finished writing your suggestion, sign your letter like Backpack Bear signs his messages each morning. That way Tin Man will know who wrote the letter!** Demonstrate on the board.

Place Tin Man away from where the children are writing. As they finish, they softly read their letters to Tin Man.

### Materials

- Tin Man Sits* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Star Writer Melodies
- Plush Tin Man

### Reading

Connect to life experiences the information and events in texts

### Writing

Use letters and phonetically spelled words to write about experiences

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

## Computer

- *Short Vowel Pals*: "Fish and Me" and "Tin Man Sits"
- *ABCs*: li, Oo, Uu, Yy, Ww

## Practice

## Activity

Children play "Go Fish" with High-Frequency Word Cards.

### Materials

- 15-20 Sets (2 each) High-Frequency Word Cards (Choose those most needing review.)

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- World map
  - Backpack Bear's Reptile, Amphibians & Fish Book
  - At the Beach teacher edition
  - At the Beach for each child
  - Vocabulary Word Card: island

### Introduce *At the Beach*

Picture walk through pages 23-33. Use the photographs to facilitate a discussion about the environment in which fish live.

Ask: **How many of you have ever gone to the beach? What kinds of things do you enjoy doing at the beach? Do you think Tin Man enjoys the beach? Why or why not?**

Display a world map. Say: **Today we will visit a new place in the world. It has beaches, too! Our story's setting is in a country called Australia.** (Indicate Australia on the map.) **What do you notice about this country?** (It is surrounded by water.) **Land that is completely surrounded by water is called an island. Say, island.** (Indicate the northern part of Australia. See p. 30 for the location.) **Our story is about a group of people called Yolngu who live in Arnhem Land. They spend a lot of time at the beach. Let's read to find out what they do there!**

Read *At the Beach*, and ask the following questions:

<b>They want to eat them.</b>	Why do you think the people are excited to find crabs and other sea animals at the beach?
<b>litter</b>	What was the problem on page 26?
<b>They cleaned it up.</b>	What did they do to help solve the problem?
<b>Answers will vary.</b>	What kinds of things did the people in this story do that you also do at the beach?
<b>photographs of actual people experiencing the beach</b>	What tells you that this story is nonfiction?
<b>to help us learn about another place and a different culture of people</b>	Why do you think the author wrote this story?

Read the background information on pages 30-31.

Distribute individual copies of the book. Say: **You will partner and look through the book. Talk with your partner about your favorite part of the book. When you finish, you can share your favorite part of this story with the class.**

Explain: **Tomorrow is Beach Day! What kinds of things do you take to the beach?** Discuss items children can bring to school tomorrow, such as beach towels, beach hats or visors, flip-flops, flippers, snorkels, sand castle toys, fishing poles, floats, beach balls, etc. (no swim suits!)

**Reading**

Connect to life experiences the information and events in texts

Make text-to-self and world connections

Identify the author's purpose as stated in the text

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

Demonstrate an understanding of story elements

**Listening & Speaking**

Communicate effectively when sharing ideas

## Phonemic Awareness Warm-Up

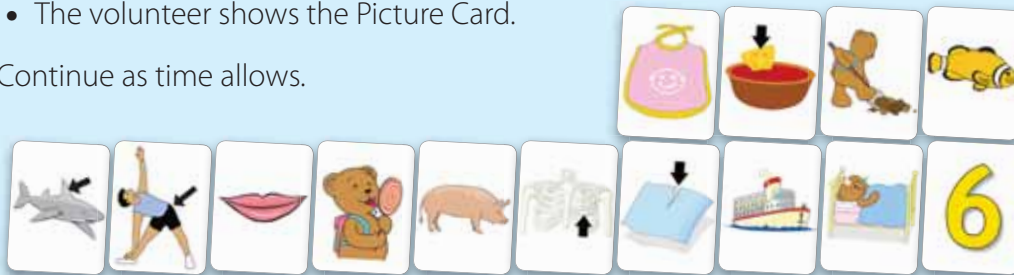
## Blending

Children listen for the sounds in a word, then blend them together to say the word.

Children sit in a semi-circle with a deck of Picture Cards placed face-down in the center.

- A volunteer chooses the top card, making sure no one else sees it.
- The volunteer says the first sound of the pictured word and the children repeat.
- He or she repeats for the second and third sounds.
- Children blend the sounds together and say the word.
- The volunteer shows the Picture Card.

Continue as time allows.



## Materials

- Picture Cards: bib, chip, dig, fish, fin, hip, lips, lick, pig, rib, rip, ship, sick, six

## Reading

Blend individual phonemes in simple, one-syllable words

1

## Beach Day Presentations

Children invite Backpack Bear, Zac, Peg, Mox, and Tin Man to their "Beach Day" presentation.

Children use their presentation voices to share "Beach Day" items. Encourage them to use complete sentences to describe their items, and explain how they would use them at the beach.

## Materials

- Children's beach items
- Additional beach items as needed, such as beach towels, visor, beach toys, fishing rod, etc.
- Backpack Bear and plush characters: Zac, Peg, Mox, Tin Man

## Reading

Connect to life experiences the information and events in texts

## Listening &amp; Speaking

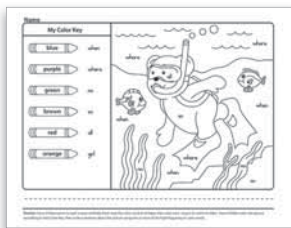
Communicate effectively when sharing ideas

**Technology**

Use technology resources to support learning

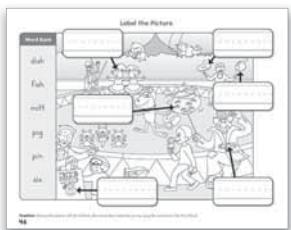
**Reading**

Read simple one-syllable and high-frequency words



**Reading**

Read simple one-syllable and high-frequency words



**Reading**

Read simple one-syllable and high-frequency words

Retell familiar stories

# Computer

1

Starfall Free Day — Children may navigate to any activity on [more.starfall.com](http://more.starfall.com).

## "Color by Word"

2

Children complete the "Color by Word."

**Materials**

- Week 26 "Color by Word" practice page for each child
- Pencils/crayons

## Reading and Writing, page 46 and Short-I Puzzles

3

Children reference the short-o puzzle box top as they complete the labeling activity on *R&W*, p.46.

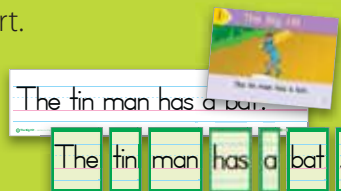
**Materials**

- R&W*, p. 46
- Short-I Puzzles
- Pencils/crayons

## Sequence *The Big Hit*

4

Children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in a pocket chart.



**Materials**

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

## Generator Practice Page

5

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

**Materials**

- Generated practice page of your choice

## Illustrate a Beach Scene

6

Children draw a picture of themselves at the beach, and label each item in the drawing. They may wish to place their beach towels on the floor to complete this activity.

Provide *Swimmy*, *At the Beach*, and *Backpack Bear's Reptiles, Amphibians, & Fish Book* for reference.

**Materials**

- Beach towels
- Large sheet of drawing paper for each child
- Pencils/crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- At the Beach* for each child

**Writing**

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

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

2

## Kindergarten Book Club

Divide the class into five groups. Distribute one of the books featured this week to each group. Children spread out their beach towels, or sit on beach chairs for their “Kindergarten Book Club Meeting.”

Invite Backpack Bear, Zac, Peg, Mox, and Tin Man to sit with their classmates.

Say: **Discuss your assigned book, then you will choose a volunteer from your group to tell the class about it.**

Each group makes a presentation to the class.

### Materials

- Swimmy*
- At the Beach*
- Tin Man Sits*
- Fish and Me*
- Backpack Bear’s Reptiles, Amphibians, & Fish Book*
- Backpack Bear and plush characters: Zac, Peg, Mox and Tin Man
- Optional: beach towels and beach chairs
- Optional: Goldfish crackers for sharing

### Listening & Speaking

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

Be sure to check for food allergies before distributing Goldfish crackers.