

**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](mailto: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

# Amphibians

## Unit 9 • Week 27

### **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.

# Amphibians

## Unit 9 • Week 27

<b>Week 27 Overview</b>	<b>4</b>
<b>Preparation</b>	<b>5</b>
<i>Reading and Writing</i> , Page 47	8
Introduce Amphibians	8
Introduce High-Frequency Words: <i>one, out, about</i>	9
Introduce <i>The Salamander Room</i>	10
Phoneme Addition—Initial Blends	12
Shared Writing	12
Illustrate the Shared Writing	13
Author’s Chair	13
Identify and Discriminate Initial and Medial Short-I	14
Introduce <i>Fix the Jet</i>	14
<i>Reading and Writing</i> , Page 48	15
Deleting and Adding Beginning Sounds	16
Phoneme Substitution	17
<i>Reading and Writing</i> , Page 49	17
Reading Sentences	17
Medial Short Vowel Sounds /a/, /e/, /i/, /o/	18
<i>Reading and Writing</i> , Page 50	19
Classify Animals with Backbones (Vertebrates)	19
Kindergarten Book Club	22

# Week 27 Overview

## Amphibians

This week, the children continue their study of the animal kingdom as they are introduced to and learn the unique characteristics of the amphibian animal group. They meet real members of the amphibian family in *Backpack Bear's Reptiles, Amphibians, & Fish Book*, and hear a fictional story about a boy who wants to keep an amphibian as a pet in *The Salamander Room*. This week we will:

- understand that animals need food, shelter, water, and space in order to live.
- practice initial blends.
- write a group story about keeping an amphibian (frog) as a pet.

## Recommended Literature

**The Salamander Room** — **Anne Mazer** is an author who loves crazy colors and patterns that don't match. She painted the rooms in her house three of her favorite colors: yellow, orange, and violet. As a child, she loved to read different kinds of books such as fantasy, fairy tales, historical fiction, and adventure stories.

Anne likes magic, and wonders how it would feel to become invisible. Something else she thinks would be fun is turning lima beans into popcorn. Her favorite foods are rice pudding, blueberries, and popcorn!

When she was young, Anne wanted to be an artist. She studied art and then moved to Paris, France, for three years where she learned to read stories and books written in French. Now she lives in New York state, where she happily writes books (in English) inspired by the antics of her younger brothers and sisters as well as her own children.

## Starfall Books & Other Media

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

Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

*ABC Rhyme Book*

*Fix the Jet*

*The Big Hit*

Sing-Along Tracks 28-31

*Backpack Bear's Mammal Book* by Alice O. Shepard

*Backpack Bear's Bird Book* by Alice O. Shepard



# Preparation

Generate Vocabulary Word Cards for **Week 27**. You will use *tadpole*, *metamorphosis*, *porous*, *endangered*, *habitat*, and other words generated from *The Salamander Room* on **Day 1** and *confident* on **Day 3**.

## Day One

Prior to **Session 3**, prepare a chart paper with a graphic organizer consisting of a center oval and four ovals radiating out, each containing one of the following words: *food*, *shelter*, *water*, *space*. (See the Lesson Plan for **Day 1**.) Prepare a word card: *salamander*, and tape it in the center oval. This chart is for reference only during **Session 3**.

Generate a "Word Search" practice page, using short-i decodable words, for each child for use during Activity Time.

## Day Two

For **Session 1**, you will need the graphic organizer from **Day 1, Session 3**. Replace the word card *salamander* on the graphic organizer with *frog*.

The children will illustrate their shared story in their journals in **Session 2**. Instruct them to open their journals to blank pages side by side. They should illustrate the blank page on the left. Type the story they wrote, and make a copy for each child to paste onto the blank page on the right at your convenience.

## Day Three

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

## Day Four

Prior to **Session 2**, prepare a chart paper with the sentences listed in the lesson. Be sure to place a blank in each sentence where the missing word belongs, and do not include the answer, which appears in parentheses.

For Activity time you will need short-i and short-e Word Cards for "Starfall Speedway."

## Day Five

In **Session 1**, the children will classify animals according to their animal families. You will need to have the Picture Cards and Animal Kingdom Word Cards available.

Prior to **Session 2**, generate a **Week 27** "Color by Word" practice page for each child.

For **Session 3**, you will need an assortment of short-i Picture Cards.

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

## Day 1

Mox and I went for a walk last night and found some frogs. Do you know what kind of animal a frog is?

Love,

Backpack Bear 

## Day 2

The Salamander Room was a great story! I dreamed about having a special bedroom for the salamander last night!

Your friend,

Backpack Bear 

## Day 3

Have you ever tried to fix something and just wanted to give up? I have, but I never give up!

Love,

Backpack Bear 

## Day 4

I loved hearing your stories. You are such great writers!

Your pal,

Backpack Bear 

## Day 5

What fun to learn about all those animals! I never knew there were so many different animal groups.

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>R&amp;W p. 47</p> <p>Beginning, middle, ending sounds</p>  <p><b>Comprehension Skills:</b> Classify/Categorize Identify Genre (fiction)</p> <p><b>Comprehension Strategies:</b> Ask Questions Make Connections</p> <p>HF Words: <b>one, out, about</b></p>	<p>Phoneme addition, initial blends</p> <p><b>Comprehension Skills:</b> Inference Classify/Categorize</p> <p><b>Comprehension Strategies:</b> Ask Questions Make Connections</p> <p>Editing: title, punctuation, descriptive words</p>
<p><b>Computer</b></p>	<p><i>Learn to Read:</i> Row 7, “ink”; Row 3, “ig, ip”; Rows 1-4, repeat any activities</p>	<p><i>Learn to Read:</i> Row 8 “Sight Words” <i>Colors:</i> All colors</p>
<p><b>Activity</b></p>	<p>“Short-I Decodable Words Puzzle Search”</p>	<p>“Concentration” HF Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>Backpack Bear’s Reptiles, Amphibians, &amp; Fish Book</i></p> <p><i>The Salamander Room</i></p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Animals Kingdom Poster</p> <p><b>Vocabulary:</b> tadpole, metamorphosis, porous, endangered, habitat</p>	<p><i>The Salamander Room</i></p> <p><i>Backpack Bear’s Reptiles, Amphibians, &amp; Fish Book</i></p>
<p><b>Writing</b></p>		<p>Write a shared story about keeping a frog in a room</p>
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>	

## DAY Three

R&W p. 48

Initial, medial short-i

*Fix the Jet*

Quotation Marks

Deleting and adding phonemes

**Comprehension Skills:**

Identify Genre (fiction)

Draw Conclusions

Inference

Story Details (problem/solution)

**Comprehension Strategy**

Open Discussion



## DAY Four

R&W p. 49

Phoneme substitution

Medial short vowel sounds

**Comprehension Skill:**

Classify/Categorize



## DAY Five

R&W p. 50

**Comprehension Skill**

Classify/Categorize

**Comprehension Strategy:**

Summarize



Starfall Free Day

"Color by Word"

Form Short-I CVC Words with play dough or magnetic letters

Sequence *The Big Hit*

Practice page of your choice

Draw, label amphibian scene

*Backpack Bear's Mammal Book*

*Backpack Bear's Bird Book*

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

*Short Vowel Pals: "Fix the Jet"; I'm Reading: Fiction/Nonfiction, "I Can Do It"; Folk Tales, Chicken Little; "The Little Red Hen"*

"HF Word Search"

*ABC Rhyme Book*

**Vocabulary:** confident

*Short Vowel Pals: "Fish and Me," "Tin Man Sits," "Fix the Jet"; ABCs: Begin backwards with Zz and review the alphabet*

"Starfall Speedway"

"Short-a Song"

"Short-e Song"

"Short-i Song"

"Short-o Song"

1

2

3

4

5

6



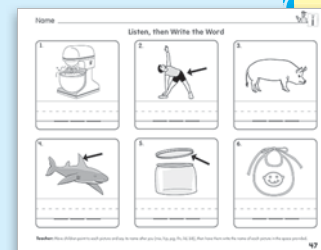
## Phonemic Awareness Warm-Up

## Materials

- R&W, p. 47
- Pencils/crayons

## Reading and Writing, Page 47

Children complete the page by writing letters that stand for the sounds to form words.



## Reading

Match consonant and short-vowel sounds to appropriate letters

1

## Introduce Amphibians

Display the Animal Kingdom Poster. Review the mammal, bird, reptile, and fish animal groups and their distinguishing characteristics. Say: **Backpack Bear asked us if we knew what kind of animal a frog is. Let's read his animal book to find out!**

Read *Backpack Bear's Reptiles, Amphibians, & Fish Book*, pages 23-35. Ask children if they now know to which animal group a frog belongs. (amphibians)

Ask: **What characteristics make an animal an amphibian?**

(soft, moist, porous skin; most live in water during early life, and on land as adults)

Say: **This is a good time to talk about some new vocabulary words we heard!**

Display the Vocabulary Word Cards and explain:

**tadpole** — a tailed fishlike stage in the life cycle of an amphibian

**metamorphosis** — a major change in the form of some animals that happens as the animal becomes an adult

**porous** — allows air and water to pass through

**endangered** — describes a type of animal or plant that has become very rare, and could die out completely because of changes in its environment

Say: **Amphibians are "cold-blooded." What other animals have we learned about that are also "cold-blooded"? Yes, reptiles and fish!**

Explain: **The word amphibian means two lives. Amphibians go through a life cycle.** (Open to page 30.) **Let's read about the life cycle of an amphibian.**

Read page 30. **Let's pretend we are amphibians!**

## Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Animal Kingdom Poster
- Vertebrates (Animals with Backbones) Poster
- Backpack Bear
- Vocabulary Word Cards: *tadpole*, *metamorphosis*, *porous*, *endangered*

## 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

## Science

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

Identify major structures of common plants and animals



- **First you are eggs! Circle up in a ball and pretend you are eggs!** — Explain that amphibians lay their eggs in water.
- **Now you are ready to hatch and become a tadpole. You are still underwater and have no arms or legs, just a tail!** — Explain that in this stage, amphibians are under the water and breathing with gills.
- **It's time to grow your back legs. Here they come!** — Amphibians grow their back legs first, while retaining their tails. They are still breathing with gills under the water.
- **You're growing! Here come your front legs!** — This is the last stage before the amphibian jumps to land and begins using its newly formed lungs.
- **Now you are an adult frog. You have your front and back legs, you have lost almost all of your tail, and you JUMP on land! You breathe using your lungs now.**
- Read pages 23-35 again. After reading, ask children to share what they learned.

Say: **We have learned about reptiles, fish, and amphibians.** (Turn to and read page 45.) **How can we help protect these animals, so they can be safe?**

## 2

## Introduce High-Frequency Words: *one, out, about*

Distribute whiteboards and markers. Write the numeral 1 on the board. Children say, *one*. Write *one* on the board.

Explain: **This is the word *one*. *One* isn't spelled like it sounds.**

Instruct children to draw one frog. Say: **Let's label our frogs.**

Write *one frog* on the board. Children copy *one frog* next to their pictures of the frogs. Read *one frog* together.

Children erase their whiteboards. Write *out* on the board and say the word. Children write *out* on their whiteboards and say, *out*.

Explain: **The word *out* begins with two vowels: *o* and *u*. When you see *ou* in a word, they often stand for a sound we say when we get hurt: /ou/!**

Say: **We can make other words by adding sounds to the beginning. Let's try!**

Write *pout, shout, bout, route, snout, and scout* on the classroom whiteboard, and name each word. Volunteers circle the word *out* in each.

Say: **Erase your whiteboards. Write our new high-frequency word *out* in the center of your whiteboards again.** (Demonstrate on a classroom board.) **We are going to add two new letters to the beginning of *out*. Watch!** (Add *ab* to the beginning of *out*.) **What new word do we have?** (about) **Add *ab* to your word.**

Write the following sentences, one at a time, on the board. Children read each sentence. Assist in decoding words or identifying words that are not decodable. A volunteer circles the new high-frequency word(s) used in each sentence.

### Materials

- Classroom whiteboard/markers
- Individual whiteboards/markers
- Starfall Dictionaries
- Classroom books (optional)

### Reading

Read simple one-syllable and high-frequency words

### Listening & Speaking

Listen carefully and understand directions for performing tasks

- One frog can hop.
- A frog will jump *out* in the sun.
- A frog is *about one* inch from the rock.
- I want to learn *about* amphibians.
- We can see *one* frog on *one* log.
- The frog is *about* to hop *out* of the pond.

If time allows, children search through classroom books to locate *one*, *out*, and *about* in text.

## Computer

### Practice

- *Learn to Read*: Row 7, “ink” game; Row 3, “ig, ip” games
- Repeat any activities from Rows 1-4

## Activity

Children assemble short-i puzzles and complete the “Word Search” practice page.

### Materials

- “Word Search” practice page for each child
- Short-I Puzzles
- Pencil/crayons

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Introduce *The Salamander Room*

Say: **We just learned about a special animal group called amphibians. Have you ever wished you could have a pet amphibian? Well, a boy named Brian did, and here is his story!**

Read *The Salamander Room*.

Ask: **Is this story fiction or nonfiction?** (fiction) **What tells us it is fiction?**

Say: **We learned a new vocabulary word, *endangered*.** (Children repeat, *endangered*.) **All animals need four things to survive: food, shelter, water, and space. If animals do not have the kind of food, shelter, water, and space they need, they cannot survive, and they become *endangered*.** Review the meaning of *endangered*. **An animal’s *habitat* provides him or her with food, shelter, water, and space.** Children repeat, *habitat*.

Display and review the chart paper diagram. This diagram will only be used as a reference during this lesson. You will complete it on **Day 2, Session 1**.

Say: **Listen to this story again. This time listen to see if Brian set up his bedroom as a good habitat for his salamander. Remember, he needs to provide the right kind of food, shelter, water, and space.**

### Materials

- The Salamander Room* by Anne Mazer
- Backpack Bear’s Reptiles, Amphibians, & Fish Book*
- Prepared chart paper
- Vocabulary Word Card: *habitat*
- Blank Vocabulary Word Cards for words generated from *The Salamander Room*

### Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Relate new vocabulary to prior knowledge

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

Read the story again and pause after each of the following:

- “I will bring him crickets to sing him...good-night stories.”

Ask: **What did Brian bring in to provide shelter?** (a drawer filled with leaves)

- “I will bring boulders that he can creep over.”

Ask: **What kind of space did he provide?** (boulder) **Is that all a salamander needs to survive?** (No, a salamander also needs water and food.)

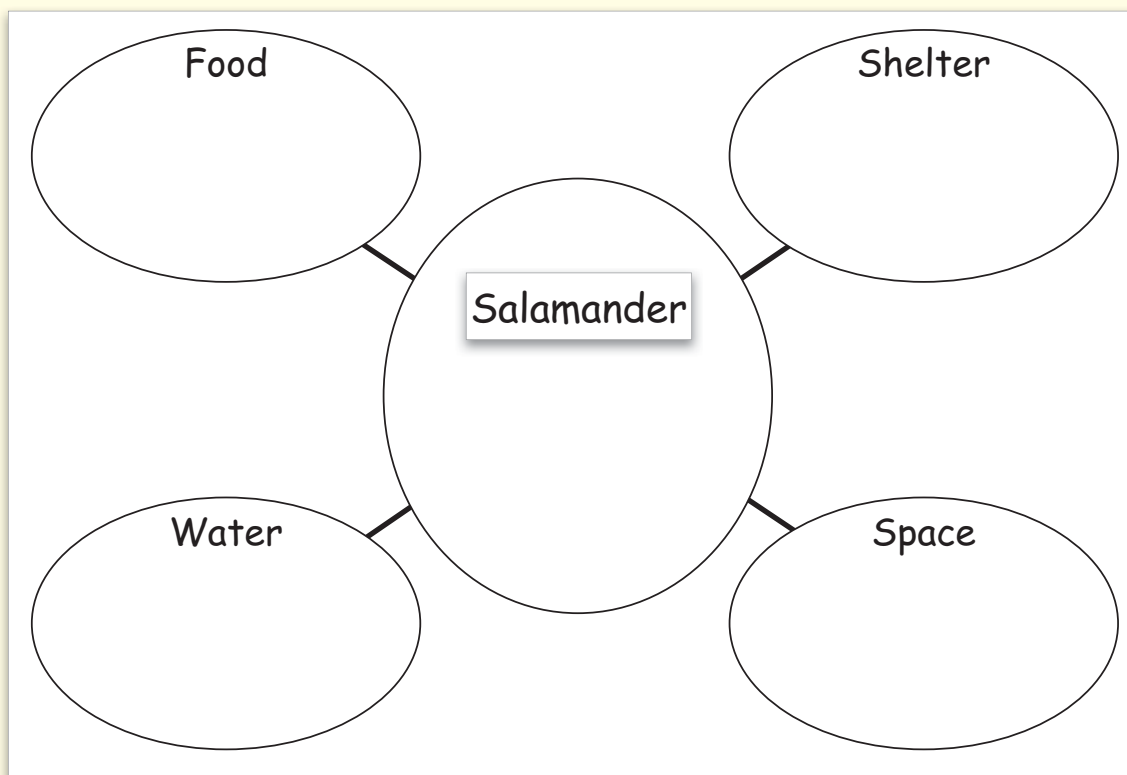
- “I will bring insects to live in my room...salamander.”

Ask: **What food did Brian bring in?** (insects) **Let’s review our chart. What shelter did Brian provide? Does the salamander have space? What food did he catch? What else does his salamander need?** (water)

- “And I will make little pools of water...can drink.”

Ask: **Now, does the salamander have everything it needs in the habitat?** (yes) **Would the salamander be endangered if it lived in the bedroom?** (no) **Why?**

Save the chart for future lessons.



## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Addition—Initial Blends

Children add a sound to the beginning of words to form new words.

Say the word *no* and children repeat. Ask: **What new word will we have if we add /s/ to the beginning of no?** (snow)

Add:

- /s/ to mile (smile)
- /k/ to lick (click)
- /s/ to top (stop)
- /k/ to lip (clip)
- /t/ to rip (trip)
- /g/ to rip (grip)
- /k/ to rib (crib)
- /s/ to nip (snip)
- /s/ to lid (slid)
- /s/ to pin (spin)

## Reading

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

1

## Listening &amp; Speaking

Relate an experience in a logical sequence

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

## Writing

Connect thoughts and oral language to generate ideas

Create a group draft, scripted by the teacher

Revise a draft by adding additional details to the draft and checking for logical thinking with prompting

## Science

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

## Shared Writing

Review and discuss *The Salamander Room* as you picture walk through the book.

Say: **Let's write a story about keeping an amphibian in our bedrooms. Pretend you decided to keep a frog in your bedroom. Look at the chart we discussed yesterday. What does your bedroom, or habitat, need in order to keep a frog alive in it? Right! The frog would need food, shelter, water, and space.**

Discuss each of the four categories. As children respond to each category, write their responses on the chart.

After the discussion, use the responses to write a group story. Vary the sentence structure, and include several different ideas such as:

- If I was going to keep a frog in my bedroom, I would need a pond for the frog to play in and keep its skin moist.
- My frog would like to sit on a rock or lily pad. I can find one for it.
- I would have to catch insects for the frog to eat.

After the shared story is written, ask: **Did we include everything we would need in our frog habitat? Let's read our story.**

## Materials

- The Salamander Room*
- Chart paper/markers
- "Salamander habitat" diagram from **Day 1**
- Word Card: *frog*

Say: **Let's add more details to our story.** Indicate specific places in the story that could use adjectives, and encourage children to add descriptive words. Say: **When we add to our writing like this, we are editing to make it better!**

Ask children to close their eyes as you read the story. Discuss possible titles, and have children determine a title for their story.

2

## Illustrate the Shared Writing

Display the story written during **Session 1**. Say: **Listen carefully to the story you wrote. You will be the illustrator for this story. As you listen, think about what you might want to include in your illustration.**

Distribute writing journals. Explain: **You will use the left page of your journal to draw your illustrations. I will type the story you wrote, and then you will glue it on the right page.**

Say: **Draw a picture of our story in the top section. Write a sentence telling something you will do with your frog on the writing lines.** Type the story and duplicate it for each child. At your convenience, children glue the stories to the right side of their journal pages next to their illustrations.

Children will share their illustrations and sentences during **Session 3**.

### Materials

- Chart paper story from **Session 1**
- Starfall Dictionaries
- Pencils/crayons
- Starfall Writing Journals

### Writing

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

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

*Children will open their journals to expose two blank pages side by side. They will draw their illustrations on the left blank page. The right side will contain the typed story written during **Session 1**, which may be added later.*

## Computer

- *Learn to Read: Row 8, "Sight Words"*
- *Colors: All*

### Practice

## Activity

Children play "Concentration" to review high-frequency words.

### Materials

- Two of each High-Frequency Word Card: *one, out, about* and any others children need to review
- Pocket chart

### Technology

*Use technology resources to support learning*

### Reading

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

### Listening & Speaking

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

### Writing

*Produce, illustrate, and share a finished piece of writing*

3

## Author's Chair

Children share their illustrations of the group story completed during **Session 2**. The "audience" may ask questions about the illustrations, or give compliments to the authors/illustrators.

### Materials

- Starfall Writing Journals
- Author's chair

## Phonemic Awareness Warm-Up

## Materials

 ABC Rhyme Book

## Identify and Discriminate Initial and Medial Short-i

Read the “li Igloo” rhyme in the *ABC Rhyme Book*, page 21. Children listen for and name the words that begin with short-i. (inside, igloo, it’s, in)

Read “li Igloo” again. This time, children listen for and name the words that have short-i in the middle. (sit, this, wind)

Read the following words. Children indicate when they hear words that begin with short-i:

insect	iguana	apple	incredible	eat
out	inch	ant	imitate	itch
ear	imagine	ink	apron	ignore

Repeat for medial short-i.

miss	bit	mat	rip	will
lip	nap	lid	log	sit
nip	hen	fill	fib	mop
did	red	big	mitt	sat

## Reading

*Distinguish initial and medial phonemes in words*

## Reading

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

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

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

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

*Ask and answer questions about essential elements of a text*

1

Introduce *Fix the Jet*

Display *Fix the Jet*. Read the title and author’s name. Children predict what the story is about from the cover illustration.

As you read the story, discuss:

Page 1: What is wrong with this jet?

- Can it fly that way?
- Can it be fixed?

Page 2: Who is coming to help Peg?

- What did they bring with them?
- Do they have the right tools to fix the jet?

## Materials

- Fix the Jet* for each child
- Fix the Jet* teacher edition
- Vocabulary Word Card: *confident*

Page 3: How will hitting the jet help fix it?

- What kind of sign is Peg giving to Zac?

Page 4: How is Tin Man using his tools?

- After Tin Man twists it, what else does he need to do?

Page 5: Did Tin Man and Zac fix the jet?

- Why do you think they were able to fix the jet?
- What can Peg do now?

Page 6: What do you notice in the picture under the jet?

- Who remembers what you need in order to see your shadow?
- Did they give up, or did they persevere until they finished the job?
- Do you think Tin Man and Zac are proud of themselves?

Ask: **When Zac and Tin Man came to help Peg, do you think they were confident or overconfident? To be confident means you feel sure you can do something. To be overconfident means thinking you can do more than you are able to do.** Discuss.

Distribute *Fix the Jet*. Children write their names on their books, then read them independently. After reading:

- Ask children if *Fix the Jet* is fiction or nonfiction; children explain their answers.
- Children turn to their neighbors and discuss their favorite parts of the story.
- Volunteers share their responses with the class.

2

## Reading and Writing, Page 48

Turn to page 1 of *Fix the Jet*. Tell children to focus on Peg's facial expression.

Ask:

- **What can we tell about Peg's feelings or thoughts by looking at this picture?**
- **Can Peg fix the jet herself?**
- **What might she do to solve her problem?**

Say: **Peg didn't know how to fix the jet, but instead of giving up, she asked her friends to help her solve the problem. Which friends did Peg ask for help?**

Explain: **Sometimes finding the solution to a problem means asking for help. If I had a flat tire on my bike, I'm not sure I could fix it, even if I had the right tools. How could I get the tire on my bike fixed?**

Reiterate: **Sometimes the best way to solve a problem, or find an answer, is to ask for help!**

### Materials

- Fix the Jet* teacher edition
- Fix the Jet* for each child
- R&W*, p. 48
- 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

Write consonant-vowel-consonant words

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





Distribute *R&W*, p. 48.

- Review quotation marks and their purpose.
- Using words from the Word Bank, children suggest sentences telling how Tin Man replied.
- Children select one of the suggested sentences, which you then write on the board.
- Children copy the sentence, ending it with the closing quotation marks.

You may wish to have children write their own individual sentences. Children may use their **Fix the Jet** books for reference.

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer**

**Practice**

- *Short Vowel Pals*: "Fix the Jet"
- *I'm Reading*: Fiction/Nonfiction, "I Can Do It"
- *I'm Reading*: Folk Tales, "Chicken Little" and "The Little Red Hen" (Children pay close attention to the use of quotation marks.)

**Activity**

Children complete the High-Frequency "Word Search" practice page.

**Materials**

- "Word Search" practice page for each child
- Pencil/crayons

**3**

**Materials**

- Whiteboards/markers

**Deleting and Adding Beginning Sounds**

**Reading**

Recognize and produce words that rhyme

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

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

Say: **I will say a word, and then I will ask you to delete, or take away, the beginning sound and say the new word. If you take away the /t/ from tin, what new word do you have?** (in)

**Let's try another word, man. If you take the /m/ away from man, what new word do you have?** (an)

Repeat for: Peg (egg), hit (it), will (ill).

Distribute whiteboards and markers. Say: **Write the word pat. Erase the p. What new word do you have?** (at)

Repeat for: tall, box, yam, his.

Say: **Now let's make new words by adding beginning sounds! Write at on your whiteboard. What sound could we add to at to make a new word? Write a letter that stands for that sound on your whiteboard.** (Children share responses.)

Accept nonsense words, but identify them as such.

Ask: **What do you notice about all these words?** (They rhyme.)

Repeat for: in, it, am, all.

## Phonemic Awareness Warm-Up

## Phoneme Substitution

Distribute whiteboards and markers.

- Write *sit* on the board.
- Children identify the word.
- Erase *i* and write *a*.
- Children read the new word.

Continue changing initial, medial (/a/, /e/, /o/, /i/), or ending sounds.

Sample sequences:

- hit, hip, lip, lap, rap, rip, rib, rid, red, bed, bid
- hit, hot, not, net, set, sat, pat, pan, pen
- pit, pin, tin, win, wig, jig, jog, log, leg, beg, big

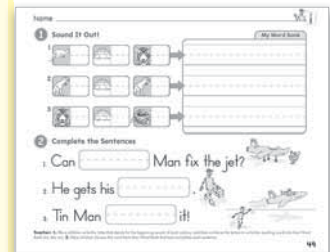
## Materials

- Whiteboards/markers

## 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 49

Complete *R&W*, page 49 as with similar pages.

## Materials

- R&W*, p. 49
- Pencils/crayons

## Reading

Read simple one-syllable and high-frequency words

2

## Reading Sentences

Display the chart paper sentences. Distribute whiteboards and markers.

Choose a volunteer to read the first sentence, saying “blank” for the missing word. Read the sentence again, this time supplying the missing word.

Children sound out the missing word and write it on their whiteboards. They then re-read the sentence, holding up their whiteboards when the word is used. Continue for the remaining sentences.

If time allows, divide the children into two groups. Assign one group high-frequency words and the other decodable words. Re-read each sentence. Ask the groups to identify words in each sentence that belong to their group, either high-frequency words or decodable words. Remind them that some words fit into both categories.

## Materials

- Whiteboards/markers
- Prepared chart paper
- Pocket chart

## Reading

Match consonant and short-vowel sounds to appropriate letters

One frog can \_\_\_\_\_. (hop)  
 This is about a \_\_\_\_\_. (fish)  
 I have too many \_\_\_\_\_. (pets)  
 Where is the \_\_\_\_\_? (jet)  
 When will Tin Man \_\_\_\_\_ the jet? (fix)  
 Tin Man said, “No, I \_\_\_\_\_ not fix it.” (can)  
 The frogs were \_\_\_\_\_ on the bed! (not)  
 Look \_\_\_\_\_ him get the frog! (at)  
 Tin Man hit the jet so he could fix \_\_\_\_\_. (it)  
 Would you like to help the \_\_\_\_\_? (frog)  
 They can hop out of the \_\_\_\_\_. (pot)  
 There is one \_\_\_\_\_ for you and me. (job)

Omit the red words from your chart paper. They are listed here for your reference.

## Computer

Practice

### Technology

Use technology resources to support learning

### Reading

Blend individual phonemes in simple, one-syllable words

Read simple one-syllable and high-frequency words

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

- *Short Vowel Pals*: “Fish and Me”, “Tin Man Sits” and “Fix the Jet”
- *ABCs*: Begin backwards with Zz and review the alphabet

### Activity

Distribute the Short-I Word Wheel. Children cut out the wheel and strip on the dotted lines. Affix the strip under the wheel with a paper fastener.

#### Materials

- Short-I Word Wheel Generator Page (-ing word family)
- One brad or fastener for each child (to complete the Word Wheel)
- Pencils/crayons
- Scissors

3

## Medial Short Vowel Sounds /a/, /e/, /i/, /o/

#### Materials

- Plush characters: Zac, Peg, Mox, Tin Man
- Sing-Along Tracks* 28-31

### Reading

Match consonant and short-vowel sounds to appropriate letters

Display Zac, Peg, Tin Man, and Mox. Play *Sing-Along Tracks* 28 through 31. Children sing each character’s vowel song.

Divide the class into four teams; Team *a*, Team *e*, Team *i*, and Team *o*. Children on each team sit behind each other in a line. The first child in line holds the respective plush character and is the “team leader.”

Play as follows:

- Say a word from the list below. The suggested words contain blends and digraphs. Articulate the words clearly.
- The team that represents the word’s medial sound stands.
- The team leader hands the plush character to the next child in line, and goes to the end of the line so each child has a turn as “team leader.”

crab	belt	dish	block	bath
chest	gift	cloth	band	dress
limb	dock	class	fence	pick
frog	dance	left	ship	shock
flag	neck	sink	month	grass
shell	sticks	stop	path	sled
string	trot	sand	sick	best

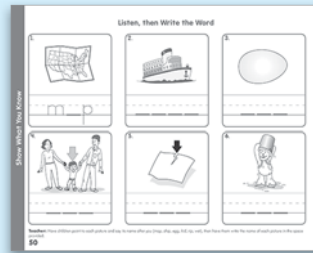
## Phonemic Awareness Warm-Up

## Reading and Writing, Page 50

Complete as with similar pages.

## Materials

- R&W, p. 50
- Pencils/crayons



## Reading

Identify or distinguish initial, final, and/or medial phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

1

## Classify Animals with Backbones (Vertebrates)

Display the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups; animals with backbones and animals without backbones.**

Display the Vertebrates (Animals with Backbones) Poster. Say: **We've been learning about animals with backbones, the vertebrates. There are five groups of animals with backbones. Who can name those groups? (mammals, birds, reptiles, fish, and amphibians) Two of these groups are "warm-blooded." Which animal groups are "warm-blooded"? (mammals, birds) Which are "cold-blooded"? (reptiles, fish, amphibians)**

Place the Animal Kingdom Word Cards across the top row of a pocket chart. Place the Picture Cards face-up on the floor, or in the bottom rows of the pocket chart. Children form a semicircle around the pictures and the pocket chart.

Explain: **Listen to these clues that describe one of the animal Picture Cards. I will choose a volunteer to pick the correct animal card and classify it as an amphibian, a mammal, a bird, a reptile, or a fish.**

Read the following clues:

<b>alligator</b>	I live in water and on land. I am "cold-blooded" and have scaly skin. I am one of the few reptiles that cares for its young.
<b>turtle</b>	I am a reptile. I lay eggs and have a hard shell. Once I am born, I must survive on my own.
<b>snake</b>	I have dry scales and slither because I have no legs. I lie in the sun to get warm because I am "cold-blooded."

## Materials

- Picture Cards: *alligator, bat, chick, dinosaur, duck, elephant, fish, frog, girl, hen, kangaroo, koala, ostrich, penguin, pig, salamander, shark, snake, turtle, whale*
- Animal Kingdom Word Cards: *amphibians, mammals, birds, reptiles, fish*
- Pocket chart
- Animal Kingdom Poster
- Vertebrates (Animals with Backbones) Poster

## 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



<b>koala</b>	I am a special kind of mammal. I don't look like my parents when I'm born. I finish growing inside my mother's pouch. I like to climb in trees.
<b>duck</b>	I am "warm-blooded" and have wings. I belong to the bird family and spend much of my time in the water.
<b>hen</b>	I am a feathered animal. I lay eggs that some people like to eat for breakfast.
<b>ostrich</b>	I am a member of the bird family, but I don't use my wings to fly. My legs are very powerful and I can run fast!
<b>penguin</b>	I have feathers. I like to swim. I look like I am flying under water, but I cannot fly through the air.
<b>salamander</b>	I look like a lizard, but I do not have scales. I breathe and drink water through my skin. I can grow new limbs, and also a tail, if I lose them.
<b>frog</b>	I am "cold-blooded" and I am born with gills. I go through a metamorphosis, and later grow lungs. I love to hop!
<b>fish</b>	I have scales and breathe through gills.
<b>shark</b>	I am a fish and have live births. I use my fins to swim. Many people are afraid of me when they are in the ocean.
<b>pig</b>	I am a mammal and feed milk to my babies. I have four short limbs. Authors have written books about me, two of my brothers, and a wolf.
<b>girl</b>	I am a mammal who looks like you! I am not a boy.
<b>whale</b>	I am the largest mammal that lives in the ocean, and I have hair. I breathe air and have live babies.
<b>dinosaur</b>	I am an extinct reptile, so I no longer live on earth. Some scientists proved that I am closely related to birds!
<b>kangaroo</b>	I am a mammal, and carry my babies in my pouch after they are born. I have very strong back legs and very short front legs.
<b>elephant</b>	I am the largest land animal. I have a trunk. I am "warm-blooded" and usually have only one baby at a time.
<b>bat</b>	I am the only mammal that flies.
<b>chick</b>	I am a baby with very soft feathers. I hatched from a hen's egg.

## Computer

1

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

### Technology

Use technology resources to support learning

## "Color by Word"

2

Children complete the "Color by Word" practice page.

### Materials

- Week 27 "Color by Word" for each child
- Pencils/crayons

### Reading

Read simple one-syllable and high-frequency words

## Short-I CVC Words

3

Children use magnetic letters or play dough to spell the Short-I Picture Card words.

### Materials

- Magnetic letters/whiteboards or play dough
- An assortment of Short-I Picture Cards

### Reading

Read simple one-syllable and high-frequency words

## 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

### Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

## 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

### Writing

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

## Draw and Label Amphibians in a Scene

6

Each child draws and labels a scene which includes amphibians, then writes a sentence describing his or her picture.

### Materials

- Large piece of drawing paper for each child
- Pencils/crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*



**Listening & Speaking**

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

**Science**

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

Identify major structures of common animals

**Kindergarten Book Club**

Say: **During our Kindergarten Book Club, we will review the animals that belong to the vertebrates group, or those who have backbones.**

- Write the titles of the three books on the whiteboard in columns.
- Read the title of each book.
- Under each title, write numbers corresponding to one-third of the total number of children in the class. (Example: For 21 children, write the numbers 1-7 under each book.) Invite children to come to the whiteboard and sign up for the book they want to review. Once the number limit has been reached for each book, children make an alternate choice.
- Children form groups according to book choices.

Say: **Discuss your assigned book, then Backpack Bear will choose volunteers from your group to tell the class about it.**

Each group makes a presentation to the class.

**Materials**

- Backpack Bear
- Backpack Bear's Mammal Book
- Backpack Bear's Bird Book
- Backpack Bear's Reptiles, Amphibians, & Fish Book
- Classroom whiteboard/markers