

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
Invertebrates
Unit 10 • Week 28

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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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

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Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

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Livermore Valley Charter School, Livermore, CA

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Sierra Sands Unified School District, Ridgecrest, CA

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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.

Invertebrates

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Frequently Asked Questions

My children will be using a different program in first grade. How can I be sure they will have the necessary skills to enter any first grade program?

Starfall has done extensive research to ensure that children receive the necessary instruction to successfully integrate into any first grade program.

Occasionally, children move to other schools, districts or states. It is of primary importance to Starfall, that children be prepared to integrate into any situation with the necessary skills. Testimonies from first grade teachers assure us that children are not only prepared, but are more than ready to be successful first graders after having completed the Starfall Kindergarten Program.

How can I effectively communicate to the first grade teacher the skills covered in the kindergarten program?

It is customary for first grade programs to provide a review of the skills presented in kindergarten. While this review is necessary, it is helpful to communicate with the first grade teacher the skills in which your children have demonstrated proficiency. For example, if in the first few weeks of school the objective is to introduce the high-frequency words 'is,' 'the,' and 'for,' it would be helpful for the first grade teacher to know that these words were previously introduced, practiced, and mastered throughout the kindergarten program.

A copy of the Kindergarten Progress Monitoring tool will provide

the first grade teacher with an overview of the skills introduced, reviewed, and expected to be mastered. A summary for each child will show the level at which those skills were mastered. It will also provide a list of high-frequency words introduced in kindergarten.

Meeting personally with the first grade teacher, or sending letters if children will be moving to other schools, to communicate what children accomplished during their kindergarten year, will help make the transition easier.



I know the first grade teachers will be very much surprised at how much the children learned from the Starfall program, and how well the children can read, plus the vocabulary words they know!
-Vinita, Oklahoma

A first grade teacher walked in when the children were using the Story Element Cards, and she was blown away! I loved the prompting we give for finding the correct card. I always save the last card for a struggler. We did the game three times, so everyone got a chance.
-Bakersfield, California

Will all of my students be ready for first grade after completing the Starfall Kindergarten Program?

Readiness for first grade must be determined on an individual basis. Children who demonstrate significant learning challenges may need additional support prior to entering a traditional first grade classroom.

Starfall strives to meet the needs of each child through repeated review, and most importantly provides the motivation needed for children to see themselves as successful learners and readers. However, at times this is not enough for some children. This, of course, is true of any kindergarten program. Home access to Starfall.com assists children with learning challenges. This tool provides children with continued reinforcement over the

summer, and will assist in providing meaningful practice in skills they may still struggle with during the year.

Often children who are not ready to enter a first grade program struggle in areas of maturity, such as limited attention span or small motor coordination. These are areas that must be developed with maturity if they are not due to a diagnosed learning difference.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

My substitute was shocked that the kids know so many high frequency words. He said that some first graders don't know as many words as my students. -Valencia, California



They are learning so many high-frequency words! The first grade teachers will be thrilled. -Bakersfield, California

I am truly amazed as to what this program has done for my children. It has really given them a gift and I am so happy to be sending them off to first grade reading and writing. I really am truly amazed. You have developed a wonderful program and I am so happy that I became one of the pilot teachers this year.

Thank you again, I am really excited for next year!
-Pittsfield, Massachusetts

After teaching kindergarten for over 31 years, this is absolutely the best reading program that I have used. I am so excited about next year and looking forward to doing an even better job with Starfall. -Jesup, Georgia



All who visit our class are impressed with the students' skill level. The principal and assistant principal regularly stop by to hear the children read and to celebrate their successes. Administration has already requested that we meet with first grade to begin planning for the kindergarteners' transition in the fall. They want to make certain that the first-grade teachers are prepared to "pick up the ball and run with it", given our students' reading and writing levels in comparison to years past. We simply can't thank you enough for what Starfall has contributed to our children's growth and development. - Las Vegas, Nevada

Week 28 Overview

Invertebrates

This week, the children meet some interesting members of the animal kingdom as they learn about the invertebrates group, animals without backbones. They are also introduced to a special group of invertebrates called arthropods, and they compare them to humans. This week we will:

- meet Gus the Duck.
- learn the sounds of short-u and long-u.
- write, illustrate and share our own stories.

Recommended Literature

Anansi the Spider — **Gerald McDermott** is an author and illustrator who loves folk tales and legends. He started taking art lessons when he was four. For the next ten years, he sketched and painted every Saturday at the Detroit Institute of the Arts. As a child, he was an actor in a radio show. While still in college, he worked as a designer in public television before making his own animated films about folk tales.

Before writing a story, Gerald McDermott walks around, saying the story out loud over and over. Eventually, the words begin to take on a poetic rhythm of their own. You might say the story tells itself to him. That is the moment he has been waiting for, when he gets to write down the words.

Next, he studies the traditional folk art that goes with each folk tale. He looks carefully at the colors. Then he starts drawing tiny pictures called “thumbnail sketches.” When he is satisfied that the right pictures tell the story, he draws bigger pictures. Finally, he blends the folk art with his unique contemporary style. He deliberately chooses the colors and words to help readers experience the powerful message in the story.

Starfall Books & Other Media

ABC Rhyme Book

Gus the Duck

The Animal Kingdom Poster

Invertebrates (Animals without Backbones) Poster

Backpack Bear's Invertebrates Book by Alice O. Shepard



Preparation

Generate Vocabulary Word Cards for **Week 28**. You will use *invertebrates* and *mollusks* on **Day 1**, *rust* on **Day 2**, and *arthropods* and *exoskeleton* on **Day 3**.

Day One

Prior to **Session 1**, hide plush Gus the Duck in the classroom. The children will search for him during this session.

Cut apart the Invertebrate Picture Cards and laminate for **Session 3**.

Day Two

Prepare a chart paper with the *Gus and Tin Man* story printed on it for **Session 2**. Generate word cards: *snack, swim, pond, rust, catch*.

Duplicate the *Gus and Tin Man* blackline for each child for use during **Session 3**.

Day Three

None

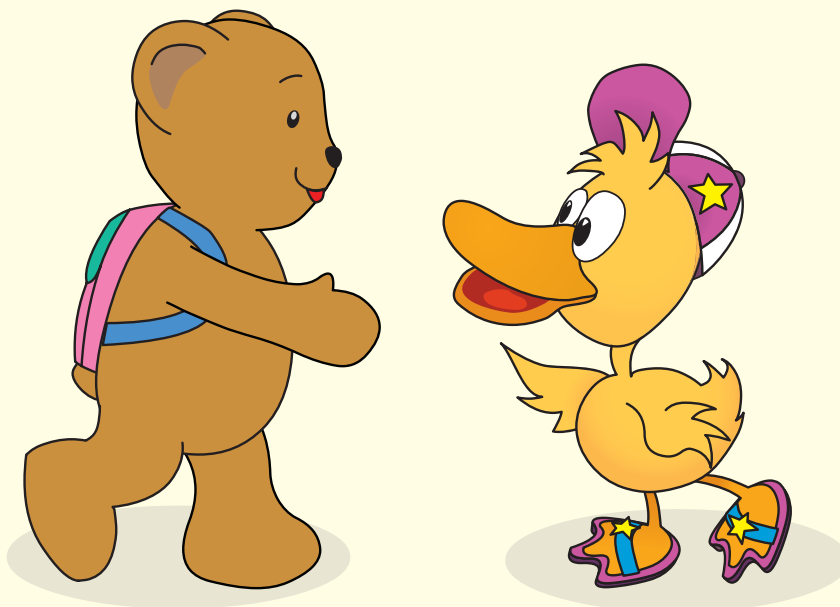
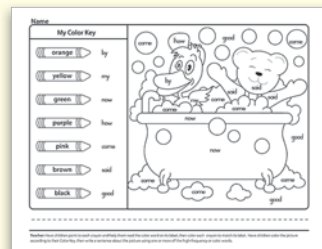
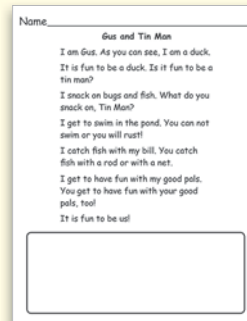
Day Four

For **Session 2**, have one-half sheet of drawing paper, and a black, green, red, yellow, and orange crayon for each child.

Day Five

Generate a **Week 28** "Color by Word" practice page for each child.

Choose the skill your children most need to review, and generate a practice page for each child.



Day 1

Tin Man is bringing a new friend to school today! I wonder who it will be.

Love,

Backpack Bear 

Day 2

It is fun to have Gus with us in class. Don't you think ducks are interesting?

Love,

Backpack Bear 

Day 3

I loved Gus' story. He is a very good writer!

Your friend,

Backpack Bear 

Day 4

I saw a book about spiders on the teacher's desk this morning. Can we hear the story?

Love,

Backpack Bear 

Day 5

Anansi the Spider is one of my favorite stories! Can we act it out?

Love,

Backpack Bear 

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W, p. 51</p> <p>Rhyming</p> <p><i>Gus the Duck</i></p> <p>Comprehension Strategies: Ask Questions Open Discussion</p> 	<p>Long-u</p> <p>Comprehension Skill: Compare/Contrast</p> <p>HF Words: my, by, now, how</p>
<p>Computer</p>	<p><i>Learn to Read</i>: Row 3, "Vowels Save the Day"; Row 5, "Gus the Duck"; <i>ABCs</i>: Review Aa, Ee, Ii, Oo, and the vowels /a, e, i, o/</p>	<p><i>Learn to Read</i>: Row 15; Row 5, "Gus the Duck" and related games; <i>BpB's Books</i>: Concepts, "U-Machine"</p>
<p>Activity</p>	<p>"Go Fish" HF Words</p>	<p>Play dough or magnetic letters HF words</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>BpB's Invertebrates Book</i> "Aa Apple, Ee Elephant, Ii Igloo, Oo Ostrich, Uu Umbrella Rhymes"</p> <p>Animal Kingdom, Invertebrates (Animals <u>without</u> Backbones) Posters</p> <p>Fingerspelling</p> <p>Vocabulary: invertebrates, mollusk</p>	<p>Vocabulary: rust</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</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. 52

Word families
-um, -uff, -un

Gus the Duck

Comprehension Skills:

Compare/Contrast
Classify/Categorize

Comprehension Strategy

Make Connections



DAY Four

R&W, p. 53

Rhyming

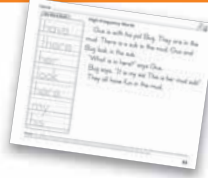
Gus the Duck

Comprehension Skills:

Identify Genre (folk tale)
Story Details (characters, setting, problem/solution)

Comprehension Strategies:

Ask Questions
Open Discussion



DAY Five

Identify/discriminate short-u words

Starfall Free Day

"Color by Word"

Short-u Puzzle

Sequence *Gus the Duck*

Practice page of your choice

"Concentration" Pictures-words

Learn to Read: Row 5, "Gus the Duck" and related games; Row 10, "Lonely Vowel" (video)

BpB's Books: Concepts, All Vowel Machines

Sequence *Gus the Duck*

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

Backpack Bear's Invertebrates Book

Invertebrates (Animals without Backbones) Poster

Vocabulary: arthropods, exoskeleton

Anansi the Spider

"Itsy Bitsy Spider"

Write about Gus and his friend

Know stories sometimes give animals attributes they do not really have

Phonemic Awareness Warm-Up

Materials

-
- ABC Rhyme Book*

ABC Rhymes for /a/, /e/, /i/, and /o/

Read the “Aa Apple” rhyme on page 5 of the *ABC Rhyme Book* together.

Children name all the words in the rhyme that have short-a as a beginning or medial sound.

Repeat for “Ee Elephant” (page 13), “Ii Igloo” (page 21), and “Oo Ostrich” (page 33).

Reading

Identify or distinguish individual phonemes in words

1

Introduce Gus and Short-U

Recall Backpack Bear’s message. Ask children if they know who Tin Man’s friend is. Tell them they will find out soon.

Distribute Zac, Peg, Mox, and Tin Man to volunteers. Invite each volunteer to stand in front of the class and tell what his or her character’s vowel sound is, then each volunteer chooses a child to say a word with that vowel sound. Say: **There are five vowel sounds. One is missing!**

Name the vowels *a*, *e*, *i*, and *o*. Children say each vowel’s sound, then determine which vowel is missing. (*u*)

Ask one or more children to search the room for Gus the Duck. When he is found, introduce Gus to the children. Gus whispers to you that he couldn’t wait to teach his classmates his short-u sound, /u/.

- Print the letters *U* and *u* on the board.
- Children say the letter name and make the sound /u/.
- Children make the ASL *Uu* sign and make the sound /u/.
- Read the “Uu Umbrella” rhyme on page 45 of the *ABC Rhyme Book*.
- Review words that begin with /u/. (up, umbrella, under)

Gus whispers to you that he has his own page in the *Reading and Writing* book!

Distribute *R&W* p. 51, pencils, and crayons. Complete as directed.

Navigate to *Learn to Read*: Row 5, “Gus the Duck.”

Children read along with you to preview the story together.

Materials

-
- Plush Zac, Peg, Mox, Tin Man, and Gus the Duck
-
-
- ABC Rhyme Book*
-
-
- R&W*
- , p. 51
-
-
- Pencils/crayons
-
-
- Classroom computer



Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Technology

Use technology resources to support learning

2

Introduce *Gus the Duck*

Read *Gus the Duck*. Ask: **What do you notice about many of the words in this story?** (They contain short-u.)

Distribute *Gus the Duck*. Children write their names on the covers. To strengthen fluency, read one page with expression. Children repeat that page. Continue for each page, until you complete the story. Invite the children to read the story once again in unison.

Children work in pairs to find the words from the story that have the short-u sound, and list the words on their whiteboards.

Gather children to share their lists. Create two columns on the classroom whiteboard. Title one *Short-U Words* and the other *High-Frequency Words*. As children read their lists, you or a volunteer writes each word in the *Short-U Words* column:

Gus	runs	mud	tub	suds
hugs	bugs	sub	fun	rubs

Review the resulting list.

Ask: **What do you notice about the remaining words from the story?** (They are high-frequency words.)

Volunteers identify the high-frequency words and write them in the High-Frequency Words column.

in	the	The	is	it	gets	and	has
----	-----	-----	----	----	------	-----	-----

Say: **Let's do some fingerspelling with words that have the short-u sound. Fingerspelling is when you spell using the ASL signs for each letter.**

State a word and children repeat it. Children fingerspell the words using ASL. You could also fingerspell a word for children to decode.

Computer

- *ABCs*: Review Aa, Ee, Ii, Oo and the vowel bubbles /a/, /e/, /i/, /o/
- *Learn to Read*: Row 3, "Vowels Save the Day" (movie)

Activity

Children play "Go Fish" using selected High-Frequency Word Cards.

Materials

- Gus the Duck* teacher edition
- Each child's copy of *Gus the Duck*
- Pencils
- Whiteboards/markers
- Classroom whiteboard/marker

Reading

Blend vowel-consonant sounds orally to make words or syllables

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Practice

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Materials

- Pocket chart
- Two of each High-Frequency Word Cards: *about, give, him, no, of, one, out, so, than, them, then, this, were, when, where, your*

Reading

Connect to life experiences the information and events in texts

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 animals

Identify major structures of common animals

**Introduce Invertebrates**

Display the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups; animals with backbones, called vertebrates, and animals without backbones, called invertebrates. We have learned about animals with backbones. Let's name the five different groups of animals that belong to this group.** (mammals, birds, reptiles, fish, amphibians) **Now, Backpack Bear wants us to learn about animals without backbones!**

Display *Backpack Bear's Invertebrates Book*. Discuss the cover illustrations.

Read pages 5-7. Ask: **How are invertebrates different from vertebrates?** (no backbone)

Read page 8. Ask: **How many different groups are invertebrates divided into?** (6)

Discuss the categories of invertebrates listed below by engaging in the following discussion. As each group is mentioned, display the Invertebrates Overlay Card that corresponds.

Arthropods — Say: **There is a large group of invertebrates that belong to a special group called arthropods.** (Children repeat, arthropods.) **Arthropod is a Latin word! 'Arthro' means joint, and 'pod' means foot! So arthropod means jointed foot. All arthropods have jointed legs. And guess what, you have jointed legs too!**

Ask children to stand and bend their legs. Explain that where their legs bend is a joint. Without this joint, they could not bend their legs. Ask if they know other parts of their bodies that have joints. (arms)

Ask: **Are you arthropods?** (no) **Why not?** (You have a backbone!)

Soft Bodies — Say: **Soft bodied invertebrates are called mollusks. Say, mollusks. Mollusks comes from a Latin word "mollis," which means soft. Most mollusks have a shell to protect their soft bodies. Some mollusks, like the octopus and squid, do not have shells.**

Ask: **Have you ever been to the beach and seen shells on the shore? At one time the shells were the skeletons of mollusks!**

Spiny Skins — Ask: **How many of you have seen a starfish? Did you know that a starfish is not really a fish? It is an invertebrate called a "sea star." Its skin is spiny. We call it an echinoderm.** Children repeat, echinoderm. **That's a big vocabulary word! Echino means "spiny" and derm means "skin." Echinoderm means "spiny skin."**

Stinging Tentacles — Ask: **Do you think jellyfish are made of jelly? No! They are not made of jelly, and they aren't fish. They are invertebrates that can sting. Stinging is how they protect themselves. We call them stinging tentacle invertebrates.** Children repeat, *stinging tentacles*.

Materials

- The Animal Kingdom Poster
- Invertebrates (Animals without Backbones) Poster
- Pocket Chart
- Downloadable Invertebrate Overlay Cards
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Vocabulary Word Cards: *invertebrates, mollusk*

Natural Sponges — Say: **Natural sponges are one of the very oldest animals still alive today! Did you know that some types of sponges we use in our homes used to be animals that lived in the ocean?**

Worms — Ask: **What does recycling mean? Are you recyclers?** Explain: **Worms are long, thin animals that live in the soil. They have soft, long, rounded bodies, and no legs or backbones. They do a very important job for our planet. They are recyclers too. Worms are underground farmers who turn the soil over like a plow. Without the help of worms, plants and animal that die and fall to the ground would stay right where they fall, and just keep piling up!**

We have learned that there are many different types of invertebrates. Turn to your partner and share what you learned from *Backpack Bear's Invertebrates Book*.

Display the Invertebrates (Animals without Backbones) Poster. Explain: **This poster will help us remember the types of invertebrates we have learned about today.**



Phonemic Awareness Warm-Up

Materials

 None

Long-U

Children identify the initial sound in *up*, *under*, and *umbrella*.

Explain: **The letter *u* can stand for another sound called long-*u*. The sound of long-*u* is the letter's name /u/. Listen to this word: *use*. Say it with me, *use*.**

Children indicate whether the following words begin with short-*u* or long-*u* by placing their palms very close together, but not quite touching for short-*u*, and spreading their palms wide apart for long-*u*.

uncle	uniform	united	underline	universe
understand	usual	umpire	useful	uphill
ukulele	unlock	unicorn	unhappy	utilize

Reading

Identify or distinguish initial or medial phonemes in words

1

Introduce High-Frequency Words: *my*, *by*, *now*, *how*

Materials

- Whiteboards/markers
- Classroom computer
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words

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

Technology

Use technology resources to support learning

Distribute whiteboards and markers. Children draw a vertical line down the middle of their whiteboards.

Write *now* on the board. Read the word, and have children repeat it. Children write the word *now* on the left side of their whiteboards.

Ask: **If we change the /n/ in *now* to /h/, what is the new word?**

Children say, *how*. They write the word *how* under *now* on their whiteboards. Children read both words aloud.

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

Gather children around a classroom computer. Navigate to *Learn to Read*: Row 15. Remind children that sometimes *y* can be used as a vowel. View the movie.

Return to the whiteboard. Write *my* on the board.

Children say *my*, and write *my* on the right side of their whiteboards.

Ask: **If we change the /m/ to /b/, what is the new word?**

Children say *by*. They write the word *by* under *my* on their whiteboards. Children read both words aloud.

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

Write the following sentences on the board:

- My pal is here now.
- Will you sit by me now?
- How are you?
- How many pens are there in my box?
- Can you find the cat by the dish?

Choose a volunteer to read each sentence. Another volunteer circles the new high-frequency word(s) in each sentence.

Children review both sets of words and then enter *my*, *by*, *now*, and *how* in their dictionaries.

2

Gus and Tin Man

Display Plush Gus the Duck and Tin Man. Children compare and contrast the characters.

Say: **Gus has written a story for us. He said he used words we could read, so maybe we can read his story together later!**

Use a pointer as you read Gus' story from the chart paper, then discuss:

- Who was telling this story? (Gus)
- Who was he speaking to? (Tin Man)
- What did Gus say he liked to eat as a snack? (bugs and fish)
- What do you think Tin Man might like for a snack?
- How did Gus say he caught his fish? (in his bill)
- How does Tin Man catch his fish? (with a rod or a net)

Explain: **Gus said that Tin Man would rust if he went swimming. Tin Man is made of tin. Tin is a metal, and when it gets wet, it rusts. To rust is to turn reddish-brown and crack or peel.**

Show the Vocabulary Word Card: *rust*.

Children say, *rust*.

Explain: **This story uses decodable words and high-frequency words that you already know.**

Materials

- Plush Gus the Duck and Tin Man
- Starfall Dictionaries
- Gus and Tin Man* Story
- Vocabulary Word Card: *rust*
- Word Cards: *snack*, *swim*, *pond*, *rust*, *catch*
- Pointer

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Blend individual phonemes in words

Gus and Tin Man

I am *Gus*. As you can *see*, I am a duck.

It is fun to be a duck. *Is* it fun to be a tin man?

I *snack* on bugs and fish. What do you *snack* on, Tin Man?

I *get* to swim in a pond. You can not swim or you will *rust*!

I catch fish with my bill. You catch fish with a rod or with a net.

I *get* to have fun with my good pals.

You *get* to have fun with your good pals too!

It is fun to be us!

Say: **Some of the decodable words have blends. When two or more consonants are blended together, each consonant sound can be heard in the blend.**

- Display the Vocabulary Word Card *rust*.
- Children identify the location of the blend.
- They use their invisible rubber bands to blend the sounds.
- Volunteers use a pointer to locate the word in the story.

Repeat for *snack*, *swim*, *pond*, and *gland*.

Ask children to join you in reading the story together.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Learn to Read*: Row 5, "Gus the Duck" and related games
- *Backpack Bear's Books*: Concepts "U-Machine"

Activity

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

Materials

- Play dough or magnetic letters/whiteboards
- High Frequency Word Cards: *by, my, how, now, out, about, one*

3

Illustrate *Gus and Tin Man* Story

Distribute *Gus and Tin Man* blacklines. Children point to each word as you read the story together. Partner the children to read the story again. Pair a stronger reader with a struggling reader.

Children illustrate the story in the space provided.

Materials

- Gus and Tin Man* chart paper story
- Gus and Tin Man* blacklines
- Pencils/crayons

Reading

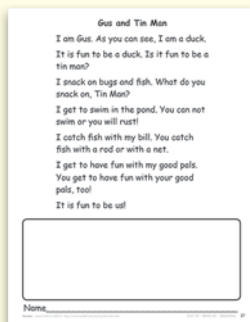
Blend vowel-consonant sounds orally to make words or syllables

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

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



Phonemic Awareness / Phonics Warm-Up

Word Families *-um, -uff, and -un*

Write *hum* on the board.

Say: **If we change the /h/ in *hum* to /s/, what is the new word?** Choose a volunteer to erase the *h* and replace it with *s*. Children say: *sum*.

Say: **If we change the /s/ in *sum* to /g/, what is the new word?** The volunteer erases the *s* and replaces it with *g*. Children say: *gum*. Continue for:

yum	mum	drum
-----	-----	------

Choose a new volunteer, and repeat as above for the word family *-uff*.

buff	cuff	muff	tuff	stuff
------	------	------	------	-------

Choose a new volunteer and repeat as above for the word family *-un*.

sun	fun	nun	run	bun
-----	-----	-----	-----	-----

Materials

- Classroom whiteboard/marker

Reading

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

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

1

Introduce Arthropods

Place the Invertebrates Picture Cards face-down in the pocket chart, in any order. Review the six groups of invertebrates, by having volunteers turn over the Picture Cards, one at a time. The volunteer then calls on a child to identify the invertebrate group represented by the Picture Card.

Continue until all groups have been identified.

Ask: **Where else do you see these invertebrate animal groups in our classroom?** (Invertebrates Poster)

Display *Backpack Bear's Invertebrates Book*. Read and discuss pages 11-13.

After page 13, say: **Stand up straight and tall. What holds your body up? You have bones that are connected under your skin. They form a skeleton. Your skeleton is on the inside of your body. Arthropods have skeletons too, but theirs are on the outside. We call that an exoskeleton! Say, exoskeleton.**

Read pages 14-16. Lead children in a discussion comparing and contrasting themselves to arthropods. Use the following chart to assist in the comparison.

Say: **Let's see how we are the same, and how we are different, from this group of invertebrates called arthropods!**

Materials

- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Downloadable Invertebrate Overlay Cards
- Pocket Chart
- Invertebrates (Animals without Backbones) Poster
- Vocabulary Word Cards: *arthropods, exoskeleton*

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Connect to life experiences the information and events in texts

Make text-to-self connection

Compare and contrast

Science

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

Identify major structures of common animals

Arthropods are divided into three groups: spiders, insects, and crustaceans (lobsters, crabs, shrimp, barnacles).

People	Arthropods
vertebrates with backbones	invertebrates without backbones
big	small
warm-blooded	cold-blooded
skeleton inside	skeleton outside
only one skeleton for life	shed their skeletons and grow or find new ones (molting)
live only on land	some live on land; some in the water
two legs	six or more legs
legs are jointed	legs are jointed
eat plants for food	eat plants for food
eat arthropods	Arthropods do not eat you!

Refer to page 14. Say: **Let's read this page again.** (Read the page.) **Did you know that spiders are not insects? They look like insects, but there is one characteristic that makes them different. Talk with your partner and discuss how a spider and an insect are different.** Volunteers share that a spider has eight legs, and insects have six.

Ask: **What can most spiders do that insects can not do?** (spin a web) **Their webs help catch insects, which they need for food. Insects get caught in the sticky web and are trapped. They become dinner for the spider!**

Say: **Next week we will learn all about the arthropods called insects.**

2

Write Gus Stories

Children read *Gus the Duck* in unison.

Volunteers share responses to the following questions:

- Why did Gus get into the tub?
- What did Gus find in the tub?
- What surprise was in the sub?
- Did Gus and the bug end up being friends?
- How did you know?

Say: **Today you will write a story about Gus and his new friend, Bug. What do**

Materials

- Gus the Duck* teacher edition
- Gus the Duck* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Plush Gus the Duck

Reading

Connect to life experiences the information and events in texts

Retell familiar stories

Writing

Produce, illustrate and share a finished piece of writing

you think Gus and his new friend might do tomorrow? (Children share ideas.)
Let's surprise Gus and write stories for him!

Children use kidwriting to write their stories, then illustrate them. Provide adult writing. As children finish, ask them to read their stories to Gus.

Computer

Practice

- *Learn to Read*: Row 5, "Gus the Duck" and Games
- *Learn to Read*: Row 10, "Lonely Vowel"
- "Calendar"

Activity

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

Materials

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

Reading and Writing, Page 52

Children complete *R&W*, p.52, according to directions.

Ask children to name additional words that rhyme with: *cub*, *bug*, *bun*, *cup*, and *hut*. Write the words on the board as they are given, or ask a volunteer to do so.

Say: **Our new high-frequency words rhyme. Listen, now, how; by, my.**

- Write *now*, *my*, *how*, and *by* on the board in random order.
- Volunteers circle words that rhyme, using a different colored marker for each rhyming pair.
- The class reads the selected words.

Materials

- R&W*, p. 52
- Pencils/crayons
- Classroom whiteboard/marker

Reading

Identify and produce words that rhyme

Read simple one-syllable and high-frequency words

Identify, blend, and segment onset and rime



Reading

Distinguish rhyming and non-rhyming words

Phonemic Awareness Warm-Up**Materials**
 None
Rhyming Words

Teach children "The Itsy Bitsy Spider." Repeat several times, and add actions. For example, children can use one arm as the waterspout and the other hand to be the spider.

Ask: **Did you hear some rhyming words in this song? Listen to these words. If they rhyme, pretend your spider is crawling up your arm.**

spider/waterspout	sun/rain
waterspout/out	rain/again

Let's try some more. Listen to these words. Make your spider crawl up your arm if the words rhyme!

bug/bowl	bug/snug	hum/hunt	Gus/bus	sun/fun
ruff/tough	duck/dog	up/cup	rub/tub	hut/hit

The Itsy Bitsy Spider

*The itsy bitsy spider
Climbed up the waterspout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
So the itsy bitsy spider
Climbed up the spout again!*

1

"High-Frequency Spider Game"**Reading**

Read simple one-syllable and high-frequency words

Ask: **Who remembers the parts of a spider?** (2 body parts and 8 legs)

Draw two large spiders, including the two main body sections and eight legs, side by side on the classroom whiteboard. The drawings need to be low enough for children to have access to them.

Say: **We're going to play the "High-Frequency Spider Game."** Divide the class into two teams. Children will sit one behind the other in two rows. Assign one spider to each team. Label the spiders: Team 1; Team 2.

Directions:

- Flash a High-Frequency Word Card.
- The first person on Team One will name the word. If that person needs help reading the word, he or she may ask the person behind him or her.
- If the high-frequency word is read correctly, that person will come to the board and erase one part of the spider, then return to the end of his or her team's line.
- Team Two will get the next word. If the children read the word correctly, they erase one part of their spider.

The object of the game is to be the first team to erase all the parts of the spider!

Materials

- Classroom whiteboard/marker/eraser
- High-Frequency Word Cards (teacher's choice)

2

Introduce *Anansi the Spider*

Say: **Here is the book Backpack Bear wanted us to read. The title of this book is *Anansi the Spider: A Tale from the Ashanti*. It is a folk tale, retold and illustrated by Gerald McDermott.** Indicate the Caldecott Award for illustrations on the book cover. **This folk tale is from Ghana, West Africa.** Locate Africa on the map in the book. Ask: **Is a folk tale a true story?** Remind children that often storytellers have animals act like humans. In this story, the spiders talk. Ask: **Can spiders really talk?**

Picture walk through the book, and ask: **What do you notice about the illustrations? What shapes do you see? What colors? In this folktale, Anansi the Spider sets out on a journey and gets into all sorts of trouble. Each of his six spider sons does one thing to help save their father. Listen as we read the story to find out how each son helped.** Read the story.

Discuss the various shapes of the six spider sons. Indicate the shape in the center of each of the six sons' bodies that stands for his special talent.

Reread the book, and then ask the following questions:

- Ap** How do you think Anansi felt when he got lost? How can you tell?
- Ev** What would have happened if the six sons had fought over who would help their father, instead of using their special talents to save him?
- Ap** Anansi's sons worked together as a team to save him. What word do we use to describe working together to solve a problem? (cooperation)
- Un** What was the mysterious and beautiful globe of light that Anansi found in the forest at night?
- Sy** Why couldn't Anansi decide which son should receive the bright globe as a reward? How did the ending of the story solve Anansi's problem?
- Ev** What lesson could we learn from this folk tale about cooperation?
- An** What talent do you have that you can use to help others?

Ask: **Who was the main character?** (Anansi) Review the names of the other characters in the story. Ask children to share which character was their favorite and explain why.

Materials

- Anansi the Spider* by Gerald McDermott
- One-half sheet of drawing paper for each child
- Black, green, red, yellow, blue and orange crayons for each child

Reading

Answer questions about essential elements of a text

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

Science

Know stories sometimes give animals attributes they don't really have

Say: **Choose your favorite character and create your own drawing of that character.**

Children use drawing paper to create their own spiders, using the traditional Ashanti colors: black, green, red, yellow, blue and orange. Display the book and the children’s completed illustrations in the classroom.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Backpack Bear’s Books: Concepts, All Vowel Machines*

Activity

Children read the words to advance. Remind them to look carefully at the middle sound of each word!

Materials

- “Starfall Speedway”
- Short-U and Short-I Word Cards

3

Reading and Writing, Page 53

Read *Gus the Duck*. Choose volunteers to retell the story in their own words.

Ask children to open their *Reading and Writing* books to page 53. Explain that they will read another story about Gus on this page.

Draw attention to the high-frequency words in the “Words I Know” box. Children circle each word as you say it.

Complete the page as directed.

Materials

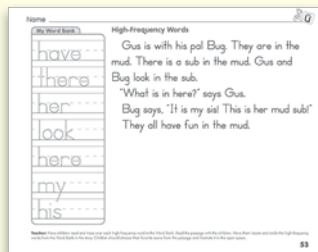
- R&W*, p. 53
- Pencils/crayons
- Gus the Duck* teacher edition

Reading

Read simple one-syllable and high-frequency words

Match consonant and short-vowel sounds to appropriate letters

Retell familiar stories



Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Short-U Words

Children indicate when they hear words that have the short-u sound.

Practice with *mud*, *pop*, and *red*, then proceed with:

bun	log	pup	rod
bus	lid	nap	bug
zap	sun	pot	puff
leg	gum	run	hop

Reading

Distinguish medial phonemes in CVC words

1

Dramatize *Anansi the Spider*

Say: **Backpack Bear asked if we could dramatize the story *Anansi the Spider*. Let's do that now! First we need to list the characters in the book.**

Write character names on the board as children name them, referencing the book as necessary. Divide the class into two groups. The first group of actors will take turns going to the board and writing their names beside their chosen characters. This group will mime the roles of Anansi, his sons, Fish, Falcon, the villagers, etc., as you read the story. The other group will serve as the audience. Repeat, with the second group dramatizing the story, so that all children can participate. Invite another class to attend the dramatizations.

Materials

Anansi the Spider
 Classroom whiteboard/ marker

Reading

Participate actively when predictable and patterned selections are read aloud

You may wish to draw names for the actors. The remaining children make up the audience, and give their compliments to the cast.

Technology

Use technology resources to support learning

Computer

1

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

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

2

Children complete the "Color by Word" practice page.

Materials

- Week 28 "Color by Word" practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Short-U Puzzles

3

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

Materials

- Short-U Puzzles
- Writing paper
- Pencils

Reading

Read simple one-syllable and high-frequency words
Identify sequence of events in a story

Sequence *Gus the Duck*

4

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

Materials

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* 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

Reading

Read simple one-syllable and high-frequency words

"Concentration"

6

Children match the Word Cards to the Picture Cards.

Materials

- Word and Picture Cards:
bug, cub, cup, cut, hug, hut, jug, mug, nut, pup, rug, sub, tub, up

2

Build a Word

Distribute a Letter Card to each child. Children will use their knowledge of the alphabet and letter sounds to build words as a team.

- Choose a word from the list below. Call out the three letters that spell the word in random order (e.g., for bug call out g–b–u).
- Children holding the letters come to the front of the room and confer with each other to build the word.
- When they've made their decision, they face the class, standing side-by-side in the correct order, without identifying the word.
- The class reads the word aloud.

If the three children have spelled the word correctly, they return to their seats. If the word is spelled incorrectly, class members help make corrections.

bug	cat	fox	hen	rip	mud
jet	van	yum	sap	lot	wax
zip	yak	rob	cub	fan	wig
fed	hot	jam	kit	lid	sun
vet	zap	cup	hog	wet	box

Materials

- One of each of the Lowercase Letter Cards a-z (omit q)

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words