

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

Butterflies

Unit 10 • Week 30

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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Butterflies

Unit 10 • Week 30

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Week 30 Overview

Butterflies

This week, the children meet a very special member of the insect animal group, the butterfly. They discuss the butterfly's life cycle and learn that a butterfly begins life as a caterpillar, then undergoes a metamorphosis. The children also review the animal kingdom during a meeting of the Kindergarten Book Club. This week we will:

- discover the power of silent e.
- learn about "vowel teams."
- become illustrators of our own books.
- write a shared story about our plush character friends.

Recommended Literature

Monarch Butterfly — Gail Gibbons is an author and illustrator who made her first picture book when she was four years old. It was held together with strips of yarn. Her kindergarten teacher noticed her talent, and soon little Gail started taking art lessons. As an adult, she stays busy researching, writing and illustrating her own nonfiction books about things that fascinate her.

Her book ideas start with questions such as "Why?" and "How?" Then she reads about the subject and asks even more questions before putting words down. Finally, she paints with watercolors or draws with ink or colored pencils. She prefers to illustrate her own books, and she sometimes illustrates books for other authors.

Gibbons lives with her husband, a dog named Wilbur, and two cats, Miles and Davis. They have two homes. One is in Vermont. The other is a little farmhouse on an island off the coast of Maine. She likes gardening, swimming, and boating, but her favorite hobbies are reading and creating even more books.

Starfall Books & Other Media

Get Up, Cub

The Butterfly Book

The Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

Invertebrates (Animals without Backbones) Poster

Backpack Bear's Bird Book

Backpack Bear's Mammal Book

Backpack Bear's Invertebrates Book

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



Preparation

Generate Vocabulary Word Cards for **Week 30**. You will use *larva* and *pupa* on **Day 1**, *molts*, *chrysalis* and *transparent* on **Day 2**, and *omnivore*, *carnivore*, *herbivore*, and *hibernate* on **Day 4**.

Day One

Prior to the Phonics Warm-Up, create an Amazing Silent E wand by printing an “e” on a paper star and attaching it to a fly swatter.

You will introduce butterflies in Session 3. If time allows, prepare and show a time-lapse video of a caterpillar undergoing metamorphosis from the internet.

Day Two

None

Day Three

Duplicate a copy of *The Butterfly Book* (2 pages, double-sided) for each child, then fold them into booklet form.

Day Four

Prepare *Get Up, Cub* for each child, for use in **Session 1**.

Generate a *Get Up, Cub* graph for each child, for use during learning centers.

Type the shared story from **Session 3**, leaving a space above for the children to illustrate.

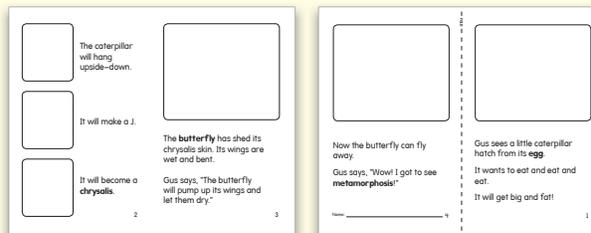
Day Five

Photocopy the typed, shared story from **Day 4** for each child, for use in **Session 1**.

Generate a **Week 30** “Color by Word” practice page for each child, for use during learning centers.

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

Staple drawing paper covers to the front of *The Butterfly Books* for learning centers.



Day 1

It's fun having Zac, Peg, Mox, Gus, and Tin Man in class with us. I learn so much from them. Do you?
Love,

Backpack Bear 

Day 2

I loved learning about butterflies. It's amazing how they change from caterpillars into beautiful butterflies!
Your friend,

Backpack Bear 

Day 3

I went for a walk with Gus yesterday. Guess what we saw, beautiful butterflies flying!
Love,

Backpack Bear 

Day 4

When I was a cub, my mother taught me how to fish and catch insects. Now I can do those things all by myself!
Your pal,

Backpack Bear 

Day 5

I really liked hearing the story you wrote yesterday!
Love,

Backpack Bear 

DAY One

DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 57

Silent E

Long vowel
rhyme

HF Words: **make, take**

Comprehension Strategy:
Summarize



R&W p. 58-59

Sentence
completion

HF Word: **eat**



Computer

Learn to Read: Row 5, "Silent E" Movie; Row 6, "Play" (both Long-E activities)

Learn to Read: Row 11, "Two Vowel" Video
Short Vowel Pals: Any previously introduced story

Activity

"Starfall Speedway" Short Vowel Words

High-Frequency Word "Concentration"

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Backpack Bear's Invertebrates Book

Butterfly life cycle
Metamorphosis

Vocabulary: larva, pupa

Monarch Butterfly

Vocabulary: molts, chrysalis, transparent

Writing

Social Studies

Science

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

DAY Three

DAY Four

DAY Five

"See It! Spell It! Show It!"

Comprehension Strategy:

Open Discussion

Phoneme deletion and substitution

Get Up, Cub

Comprehension Skill:

Inference

Comprehension Strategy:

Ask Questions

Rhyming

Comprehension Skill:

Story Details (characters, setting)

Comprehension Strategies:

Summarize

Open Discussion

Starfall Free Day

"Color by Word"

ABCs: Children choose letters to review

Short Vowel Pals: "Get Up, Cub"
BpB's Books: Concepts, "U-Machine"

R&W, p. 60



Play dough HF Words

Get Up, Cub "Graph"

Illustrate cover of *The Butterfly Book*

The Butterfly Book

Vocabulary: omnivore, carnivore, herbivore, hibernate

Practice page of your choice

Alphabetize Letter Cards

Vertebrates (Animals with Backbones) Poster and Invertebrates (Animals without Backbones) Poster

Backpack Bear's Bird, Mammal, Invertebrates and Reptiles, Amphibians, & Fish Books

Write shared story about an adventure of the Starfall friends

Phonemic Awareness / Phonics Warm-Up

Materials

-
- Silent E Wand

Silent E

Introduce the Amazing Silent E Wand and explain its powers. Say: **When silent e appears at the end of a word, it casts a spell on its vowel friend, which makes the vowel say its name! Watch!**

- Write *at* on the board.
- Add *e* to the end.
- Use the Silent E Wand to tap the *a*, then say *a*.
- Read: **ate**. Children repeat.

Explain: **When a vowel says its own name, the vowel stands for the long vowel sound. We say the letter's name, not its short vowel sound.**

Navigate to *Learn to Read*: Row 5, "The Amazing Silent E" movie.

Say: **Let's try some!** Navigate to *Learn to Read*: Row 6, "Play." Volunteers take turns playing the long vowel game.

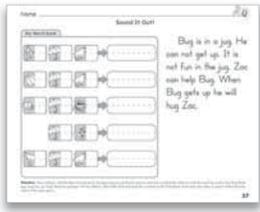
Reading

Match consonant and short-vowel sounds to appropriate letters

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

Technology

Use technology resources to support learning



Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Listen carefully and understand directions for performing tasks

1

Reading and Writing, Page 57

Children complete this page as directed.

Materials

-
- R&W, p. 57
-
-
- Pencils/crayons

2

Introduce High-Frequency Words: *make, take*

Say: **Let's see what happens when silent e works its magic on these words.**

- A volunteer holds the Amazing Silent E Wand.
- Write *tap* on the board.
- Children read *tap*.
- Add *e* to the end.
- The volunteer comes to the board and taps the *a* with the wand.

Say: **Now a gets to say its name while e is silent! This word is *tape*. Say, *tape*.** Repeat as above on children's whiteboards.

- Children write *at* on their whiteboards.
- They read *at*.
- Children add *e* to the end.
- A volunteer comes to the board and taps the *a* with the wand.

Materials

-
- Silent E Wand
-
-
- Plush Zac
-
-
- Classroom whiteboard/markers
-
-
- Individual whiteboards/markers
-
-
- Starfall Dictionaries
-
-
- Classroom books

- The volunteer waves the wand over the group.
- Children read aloud: *ate*.

Repeat for the following word pairs:

can/cane	cap/cape	man/mane	mat/mate
plan/plane	rat/rate	tap/tape	van/vane

Say: **Our two new high-frequency words both use the Amazing Silent E.**

Print *m a k* on the board. Say: **Let's decode this word, /m/ /a/ /k/. Hmm, that doesn't sound like a word. Oh! I forgot! This word is supposed to have a silent e!**

Add *e* to the end, tap the *a* with the Silent *E* wand, and decode *make*. Children write *make* on their whiteboards. Repeat for *take*.

Distribute classroom books. Children search the books for the words *make* and *take*.

Computer

- *Learn to Read*: Row 5, "The Amazing Silent E" movie
- *Learn to Read*: Row 6, "Play," both Long-E activities

Practice

Activity

Children read the words to advance.

Materials

- "Starfall Speedway"
- Short-a, short-e, short-i, short-o, and short-u Word Cards

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce Butterflies

Display *Backpack Bear's Invertebrates Book*.

Say: **Today we are going to learn about an insect called a butterfly. Let's read *Backpack Bear's Invertebrates Book* to learn about butterflies.**

Read pages 26-29. Say: **A butterfly does not start out looking like a butterfly! It goes through a change called *metamorphosis*. A butterfly lays her egg on a leaf. When the egg hatches, the creature that emerges doesn't look like a butterfly. It's a tiny caterpillar! Another name for the caterpillar is *larvae*.** (Children repeat, *larvae*.) **Let's look at the metamorphosis to see how the tiny caterpillar, or *larvae*, becomes a beautiful butterfly.**

Display page 26. Discuss the life cycle diagram of the butterfly. Introduce the vocabulary words *larva* and *pupa* during the discussion.

Children partner share to recall the life cycle of the butterfly. Select volunteers to share the life cycle with the class.

Materials

- Backpack Bear's Invertebrates Book*
- Vocabulary Word Cards: *larva*, *pupa*

Reading

Describe common objects and events in both general and specific language

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals

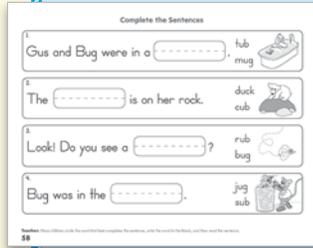
Relate new vocabulary to prior knowledge

Phonemic Awareness / Phonics Warm-Up

- Materials**
- R&W, p. 58
 - Pencils/crayons

Sentence Completion

Children complete R&W, page 58, as described.



Reading

Read simple one-syllable and high-frequency words

Writing

Write consonant-vowel-consonant words

1

- Materials**
- Whiteboards/markers
 - Amazing Silent E Wand
 - Starfall Dictionaries

Introduce High-Frequency Word: *eat*

Review the powers of the Amazing Silent E.

To practice, children write the word *mad* on their whiteboards and hold them up so you can check spelling. Children read the word *mad*, then add silent *e* to the end.

Ask: **What is the new word?** (made) Continue for:

at/ate	can/cane	fin/fine	hid/hide
rob/robe	not/note	cub/cube	tap/tape

Say: **Here is something else about long vowels. Listen to this rhyme: When vowel teams go a-walking, the first one does the talking.** Ask children to repeat the rhyme several times.

Write *team* on the board. Children name the two vowels in the word. Ask: **Which vowel is first? (e) If e is first, which vowel will do the talking? (e) What will a say?** (Nothing, it is silent!)

Sound out the word *team*. Emphasize the long-*e* sound. Put your finger to your mouth at *a*, to emphasize that it does not represent a separate sound.

Restate the rhyme. Ask: **We know e is doing the talking, but what did it say? Yes, it says its name. Remember, when a vowel says its name, it means that the vowel stands for the long vowel sound.** Sound out the word *team* a second time.

Explain: **Now that you know about vowel teams, you will have an easy time reading our new high-frequency word.**

Write *eat* on the board. Children write *eat* on their whiteboards, then segment and blend orally to read the word. Continue for *leaf, weak, meat, read*.

View *Learn to Read*: Row 11, "Two Vowel" video.

Reading

Read simple one-syllable and high-frequency words

Technology

Use technology resources to support learning

2

Reading and Writing, Page 59

Complete *R&W*, page 59. Children add illustrations of themselves to the picture, then write sentences to tell what they are doing.

If time allows, children may color the illustrations and share their writings with others who have also finished. Provide paper to children who wish to continue writing.

Materials

- R&W*, p. 59
- Pencils/crayons



Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

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

Computer

- *Short Vowel Pals*: Review any previously introduced stories.

Practice

Activity

Children play “Concentration” to review high-frequency words. Add any additional high frequency words that may need review.

Materials

- Two of each Word Card: *said, you, from, little, big, says, like, some*
- Pocket chart

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce *Monarch Butterfly*

Say: ***Monarch Butterfly* is a nonfiction book that will teach us more about butterflies.**

Read *Monarch Butterfly*. Children partner share to discuss one new thing they learned about butterflies, then share responses with the class.

Say: **The author used new vocabulary words in her nonfiction book about butterflies.** Read each Vocabulary Word Card (*molts, chrysalis, transparent*) as you display it in the pocket chart.

Read the story again. Children raise their hands when they hear one of the vocabulary words used in the story. Pause to discuss the vocabulary words.

Ask and discuss:

- **What are the stages of a butterfly’s life cycle?** (egg, caterpillar or larvae, pupa or chrysalis, butterfly)
- **What happens once the caterpillar is fully grown and ready to enter the pupa or chrysalis stage?** (It attaches itself to a leaf or twig, and forms a chrysalis.)
- **What happens after the chrysalis splits open?** (The butterfly begins to pull itself out.)
- **Why does the monarch butterfly need to migrate to the south?** (Cold weather would kill the butterfly.)

If time allows, volunteers choose their favorite pages in the book and explain their choices to the group.

Materials

- Monarch Butterfly* by Gail Gibbons
- Vocabulary Word Cards: *molts, chrysalis, transparent*
- Pocket chart

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Listening & Speaking

Communicate effectively when sharing ideas

Science

Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals

Phonemic Awareness / Phonics Warm-Up

Materials

- Whiteboards/markers
- Word Cards: *bug, bus, cub, cup, Gus, hug, hut, jug, mug, nut, pup, rug, sub, sun, tub*

"See It! Spell It! Show It!"

To play the game:

- Read a Word Card, but do not show it.
- Children write the word on their whiteboards.
- Show the Word Card.
- Children check their answers.

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

1

The Butterfly Book

Distribute copies of *The Butterfly Book*. Children should notice there are no illustrations. Explain: **Starfall is the author of this book and you will be the illustrators!**

Children fold the page in half, then turn to the last page and write their names on the line.

Say: **This book uses high-frequency words you know, new decodable words, and other words that you may not know.** Read the story as children follow along.

Divide the class into groups of three. The groups will work together to read the book.

Say: **If you come to a word you do not know, write it on the classroom whiteboard.**

After all groups have read the book, gather the children back together and review the words written on the board. Discuss and demonstrate the strategies that could be used to read the words. Explain that some words, *hang, metamorphosis, and chrysalis*, just need to be memorized. Read the story together.

Collect the books to be used again during **Session 2**.

Materials

- Children's copies of *The Butterfly Book*
- Classroom whiteboard/markers

2

Illustrate The Butterfly Book

Page through *The Butterfly Book* and discuss the types of illustrations the children would expect to see. Children will sketch their ideas in pencil, as directed below. They will color their illustrations during **Session 3**, and create covers for their books during **Day 5 Learning Centers**.

Page 1 — Read the text, then ask:

- **Who is the character on this page?** (Gus)
- **What is the setting? Where is he?** (outside)
- **What does he see?** (a caterpillar hatching from an egg, then eating)

Materials

- Children's copies of *The Butterfly Book*
- Pencils/crayons

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Reading

Read simple one-syllable and high-frequency words

Ask and answer questions about essential elements of a text

Writing

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

- **What picture would you expect to see on this page?** (Gus, a caterpillar, food such as leaves, the egg)

Children underline the words *Gus*, *egg*, and *eat*, then sketch their pictures.

Page 2 — Read the text, then ask:

- **How many illustrations will we draw for this page? How do you know that?** (3, There are three boxes.)
- **What should each illustration show?**
- **What is a chrysalis?** (The caterpillar forms this and changes into a butterfly while inside it.)

Explain: **A caterpillar always hangs its chrysalis upside down attached to a twig or a branch.**

Children underline the words *caterpillar*, *upside down*, and *chrysalis* with their pencils, then they sketch their pictures.

Page 3 — Read the text. Explain: **The butterfly's wings are wet and crumpled when it emerges from the chrysalis. Its body is fat and filled with blood. The butterfly hangs upside down and pumps its wings. The butterfly opens and closes its wings slowly. Some of the blood in its body goes into its wings and dries.**

Children discuss possible illustrations, then sketch their pictures.

Page 4 — Read the text. Explain: **Now that the butterfly's wings are pumped up, and have dried, the butterfly can fly away.**

Say: **Gus said that he got to see metamorphosis. He means that he got to watch the whole transformation from a caterpillar into a butterfly. The tiny caterpillar hatched from an egg, transformed into a chrysalis, then transformed into a butterfly. That is metamorphosis.**

Children discuss their illustration ideas, then sketch their pictures.

Computer

- *ABCs*: Children may choose letters to review

Practice

Activity

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

Materials

- Play dough or magnetic letters
- High-Frequency Word Cards: *make, take, eat, saw, went, put*

3

Add Details to *The Butterfly Book*

Children read *The Butterfly Book* in unison. They color and add details to the illustrations drawn during **Session 2**.

Materials

- The Butterfly Book*
- Pencil/crayons

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

Phonemic Awareness Warm-Up

Materials

 None

Phoneme Deletion and Substitution

Write the word *us* on the board. Children identify the word.

Change *u* to *i* and ask children to read the new word. (is) Continue to change the initial, medial, or final sound to form new words. Change only one sound each time:

us	is	it	hit	hip
lip	lap	map	man	men
met	pet	pot	got	up
cup	cap	can	pan	pen
Peg	leg	log	jog	log
big	beg	bag	bog	bug

Reading

Manipulate individual phonemes through addition, deletion, and substitution

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

1

Introduce *Get Up, Cub*

Display the Vocabulary Word Cards. Introduce each word and discuss its meaning.

omnivore — an animal that eats plants and animals

carnivore — an animal that eats only animals

herbivore — an animal that eats only plants

hibernate — to sleep through the winter months

Display *Get Up, Cub* and read the title. Dialogue as you picture walk:

Title page

- **Is a cub a baby, or an adult bear?** (baby)
- **What season do you think it is? Why?** (winter; Cub is hibernating.)

Page 1

- **Where is Cub?** (Cub is in his den, which is a shelter for a bear. It can be a cave, or tree, etc.)
- **The bear needs to wake up. Why?** (Winter is over; it's time to find food.)

Page 2

- **Why must Cub dig for the nuts?** (They are buried.)
- **Are nuts plants or animals?** (Nuts are plants because they grow on trees.)

Materials

- Get Up, Cub* teacher edition
- Get Up, Cub* for each child
- Vocabulary Word Cards: *omnivore, carnivore, herbivore, hibernate*
- Picture Cards: *moth, butterfly*

Reading

Read simple one-syllable and high-frequency words

Ask and answer questions about essential elements of a text

- **If the bear eats nuts, is he a carnivore?** (No, carnivores do not eat plants.)
- **How was Cub able to find the nuts?** (He has a strong sense of smell so he can find food.)

Page 3

- **What is the bear picking?** (berries)
- **Are berries plants or animals?** (plants)
- **Is it a good idea for you and me to eat wild berries?** (No, some wild berries are poisonous.)

Page 4

- **How is Cub catching the fish?** (with his sharp claws)
- **Who taught him to catch fish?** (his mother)
- **Is a fish a plant or an animal?** (animal)
- **If Cub eats fish and berries, is he a carnivore, herbivore or omnivore?** (He is an omnivore because he eats both animals and plants.)

Page 5

- **Is the moth a plant or an animal?** (animal)
- **What kind of animal?** (insect)
- **Moths are similar to butterflies, but they are not the same.** (Display the butterfly and moth Picture Cards.)

*Butterfly**Moth*

	<i>Butterfly</i>	<i>Moth</i>
Antennae	long, club-like	feathery
Color	usually bright	usually dull
Resting	wings usually closed	wings usually open
Activity	usually daytime	usually nighttime
Pupa	chrysalis	cocoon
Flight	Wings do not hook together.	Hind and fore wings hook together.

- **Do bears eat insects?** (Yes, they eat many different kinds of things, because it takes a lot of food to fill them up.)

Page 6

- **Why is Cub tired?** (It is winter; getting all that food was hard work!)

Reading

Read simple one-syllable and high-frequency words

Read *Get Up, Cub*

Display the teacher edition of *Get Up, Cub*.

Say: **There are some words in this story that we need to review.**

Write each of the following words on the classroom whiteboard one at a time. As you discuss each word, ask children to write it on their whiteboards. Discuss the strategy needed to read the word. Direct children to circle the bold part of the word (*st, s, sh, th, ck, ch, sm, ts*).

fast	<i>st</i> blend
lips	adding <i>s</i> to a word
fish	review the /sh/ digraph
moth	review the /th/ digraph
picks	review that /ck/ is one sound
rocks	review /ck/
smell	<i>sm</i> blend
nuts	adding <i>s</i> to a word

Distribute *Get Up, Cub*. Children read the story in unison.

Ask them which part of this book they think Backpack Bear liked best and why.

Children partner read the story.

Materials

- Get Up, Cub* teacher edition
- Get Up, Cub* children's copies
- Classroom whiteboard/marker
- Whiteboards/markers

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

Computer

- *Short Vowel Pals*: "Get Up, Cub"
- *Backpack Bear's Books*: Concepts, U-Machine

Practice**Activity**

Children graph words used in *Get Up, Cub*.

Materials

- Get Up, Cub* graph for each child
- Pencils/crayons

3

Write a Shared Story

Display the plush characters and Backpack Bear.

Say: **Let's work together to write a story about Zac, Peg, Mox, Gus, Tin Man, and Backpack Bear!**

Write the story on loose leaf paper as the children dictate it to you. As children develop the story, encourage them to use the information they have learned about animals. Consider using one of the story starters below:

- One day Zac, Peg, Mox, Gus, Tin Man and Backpack Bear took a trip to the forest in Peg's jet. You will not believe what they saw just as they landed!
- Once when Zac, Peg, Mox, Gus, Tin Man and Backpack Bear went on an overnight camping trip...
- One day Zac, Peg, Mox, Tin Man, Gus and Backpack Bear decided to go to the zoo. When they arrived, they noticed the doors to all the animal cages were open!

When the story is complete, read it to the children.

Materials

- Plush Zac, Peg, Tin Man, Mox, and Gus
- Backpack Bear
- Loose-leaf paper/pencil

Listening & Speaking

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

Writing

Create a group draft scripted by the teacher

Type the story, leaving a space at the top for children to illustrate.

Phonemic Awareness Warm-Up

Materials

 None

Rhyming Words

Children identify the three rhyming words in each sentence, then name as many other rhyming words as they can.

- Gus made a *fuss* when he missed the *bus*.
- The *bug* in the *jug* needs a *hug*.
- Backpack Bear will *huff* and *puff* when he carries heavy *stuff*.
- Don't *bump* your knee when you *jump* over a *stump*.
- Can you *hum* while you are chewing *some gum*?
- Peg *spun* round and round in the *sun* eating a *bun*.

Reading

Recognize and produce words that rhyme

Reading

Demonstrate an understanding of story elements

Produce, illustrate and share a finished piece of writing

Technology

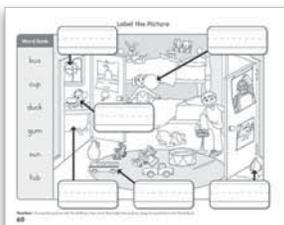
Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Reading

Read simple one-syllable and high-frequency words



1

Shared Writing Story

Give each child a copy of the shared writing from **Day 4**.
Read the story as children follow.

Discuss the characters, setting, and main idea. Children illustrate the story in the space at the top. As they finish, children partner to share their work.

Materials

- Shared writing from **Day 4** for each child
- Pencils/crayons

Computer

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

1

"Color by Word"

Children complete the "Color by Word" practice page.

Materials

- Week 30** "Color by Word" for each child
- Pencils/crayons

2

Reading and Writing, Page 60

Children use the cover of the Short-U Puzzles to complete *R&W*, p. 60.

Materials

- R&W*, p. 60
- Short-U Puzzles
- Pencils/crayons

3

The Butterfly Cover

Write *The Butterfly Book* on the classroom whiteboard for children to copy. Children read *The Butterfly Book* together as a group. They copy the title of the book on their covers, then add illustrations.

Materials

- The Butterfly Book*, individual copies begun on **Day 3**
- Pencils/crayons

4

Reading

Read simple one-syllable and high-frequency words

Writing

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

Generator Practice Page

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

Materials

- Generated practice page of your choice

5

Alphabetizing

Children arrange the Letter Cards in alphabetical order, from left to right and top to bottom, in the pocket chart.

Children work together to match the Sound-Spelling Picture Card to each letter, and place it on top of the Letter Card. If children finish early, they mix up the cards and repeat the activity.

Materials

- Pocket chart
- Lowercase Letter Cards a - z
- Sound Spelling Picture Cards: Apple to Zebra

6

Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Match consonant and short-vowel sounds to appropriate letters

2

Kindergarten Book Club

Say: **During our Kindergarten Book Club we will review the animal kingdom!**

Review the Animal Kingdom Posters. Ask children to identify the distinguishing characteristics of each animal group.

Divide the class into four groups, and assign each group one of the animal books.

Designate a “facilitator” to lead each group and display each page of the book for their groups to examine and discuss.

Explain that the groups will make presentations to the class about their assigned books.

Gather the class together. Each group makes a presentation about its book, displaying pictures as necessary.

Materials

- The Animal Kingdom Poster
- Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters
- Backpack Bear
- Backpack Bear's Mammal Book*
- Backpack Bear's Bird Book*
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Backpack Bear's Invertebrates Book*

Reading

Retell important facts from a text heard or read

Listening & Speaking

Communicate effectively when sharing ideas 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