

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 **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall Kindergarten

Teacher's Guide

Cumulative Review

Unit 10 • Week 31

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.



Cumulative Review

Unit 10 • Week 31

Week 31 Overview	4
Preparation	5
Mastery Checklist	5
Print Concepts Progress Checklist	6
Phonemic Awareness Progress Checklist	6
Phonics Progress Checklist	7
Writing Progress Checklist	7
Vocabulary and Concepts Progress Checklist	8
Comprehension Progress Checklist	9
<i>Listening and Speaking</i> Progress Checklist	10
Fluency Progress Checklist	10
Computer and Media Progress Checklist	11
Starword Vocabulary by Week	12
Recommended Literature by Week	13
Decodable Books Follow Up	14

Day 1

Backpack Bear 


Day 2

Backpack Bear 

Day 3

Backpack Bear 

Day 4

Backpack Bear 

Day 5

Backpack Bear 

WEEK 31 — OVERVIEW

Week 31 Overview

Cumulative Review

This review week allows children the opportunity to practice the skills introduced prior to and during **Weeks 25-30**. The suggested activities serve to review the specific skills introduced.

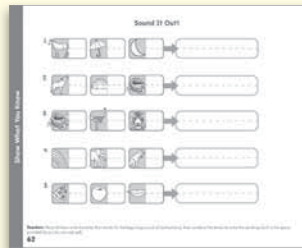
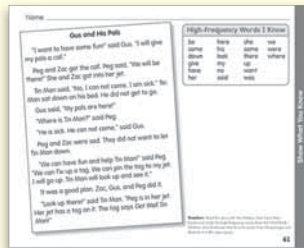
The following pages list instructional areas and skills in which your children should show progress. Reflect on these lists and the results of your individual assessments. Ask yourself: Where do my children have difficulty? Which skills do they need to practice? You may also wish to repeat and/or add any Whole or Small Group Sessions or Learning Center Activities that might have been shortened or omitted due to lack of time.

This week also provides time for the children to celebrate all they have learned this year. They are to be commended, and should be reminded throughout the week of how much they have grown since the beginning of the school year. Consider having the children look at work that you have saved from the beginning of the year as proof. They should be pleasantly surprised!

Preparation

Here are a few tips to help you get the most out of this review, and to plan your week:

- Be sure to create Backpack Bear's daily messages! Space provided at left.
- Children will complete Practice Book 2: *Reading & Writing*, pages 61-64 this week.
- Celebrate the completion of the *Reading & Writing* book by distributing the Super Star Awards!
- Additional follow-up lesson plans for decodable books *Gus and His Dog*, *Peg and the Box*, and *Zig Zag* are provided at the end of this review.
- Complete This Bright-Star Award in the Cut-Up/Take-Home Book.



Cumulative Review

Suggested Review Activities

Practice capitalizing names and first words in sentences on the board.

Daily writing of sentences using kidwriting and adult writing.

Provide opportunities for the children to identify everyday printed materials using ads in newspapers and magazines.

Provide magazine and newspaper articles, and instruct children to highlight words that are capitalized and/or find all the punctuation marks.

Planning Notes:

Suggested Review Activities

Children identify initial, medial, and final sounds in short vowel words.

Play and sing "The Clever Hen" (Track 35) and "Peg and Gus" (Track 27) on the *Sing-Along* CD.

Construct sentences in a pocket chart using High-Frequency Word Cards and Picture Cards.

Choose challenging words from the Starword Wall and have children determine the number of syllables in each word.

Navigate to the Motion Songs and invite children to join in singing.

Planning Notes:

Print Concepts Progress Checklist

- Recognize that sentences in print are made up of separate words
- Use capitalization and punctuation
- Match oral words to printed words
- Understand the concept of word, and construct meaning from illustrations and graphics
- Identify color words
- Understand that printed materials provide information
- Alphabetize words in a dictionary
- Understand directionality in print
- Identify types of everyday print materials (storybooks, poems, signs, labels, etc.)
- Identify parts of a book (cover, title page, author, illustrator)

Phonemic Awareness Progress Checklist

- Identify and discriminate short vowel sounds
- Identify and produce words that rhyme, and distinguish non-rhyming words
- Understand that the sequence of letters in the written word represents the sequence of sounds in the spoken word
- Manipulate individual phonemes in CVC words through addition, deletion, and substitution
- Identify alliteration and homophones
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds
- Segment onsets and rimes
- Identify initial and final sounds
- Track auditorily each word in a sentence

Phonics Progress Checklist

- Match short vowel sounds to appropriate letters
- Identify all initial and final sounds
- Recognize word families –am, –an, –ap, –at, –all, ell, –en, –et, –op, –og, –in, –it, –ip, –ig, –ing, –ick, –um, –uff, –un
- Recognize digraphs (sh, wh, th, ch)
- Identify short vowel rhyming words
- Blend sounds from letters into recognizable words
- Decode CVC nonsense words

Writing Progress Checklist

- Use letters and phonetically spelled words to write a story
- Write high-frequency words
- Write short vowel words
- Use inventive or kidwriting to write sentences
- Use the dictionary as a writing tool
- Spell independently using sounds of the alphabet and knowledge of letter names
- Participate in creating a variety of informational/expository forms, as well as narrative and persuasive writings
- Produce, illustrate and share a finished piece of writing
- Connect thoughts and oral language to generate ideas by drawing a picture about ideas from stories read aloud, or generated through class discussion

Cumulative Review

Suggested Review Activities

Practice short vowel words by playing “Go Fish” or “Old Maid.”

Provide the children with challenging short vowel word families; begin with consonants and then build to include blends.

Play “Wheel of Reading” and “I Spy” to review high-frequency words.

Prepare practice pages using the generators.

Planning Notes:

Suggested Review Activities

Provide story starters and children complete the stories by writing the endings.

Children practice adult writing on sentences that have obvious errors, including no capitalization and punctuation, or no spaces between words.

Children write thank-you notes to school staff that have helped them this year (media specialist, cafeteria worker, coach, secretary, etc.).

Produce shared writings, having the class write a group story, then edit and revise the story.

Children write individual letters to one of the Starfall characters.

Partner children to “peer edit” writings using Backpack Bear’s rubrics (found on the back of the writing journal).

Planning Notes:

Cumulative Review

Suggested Review Activities

Create opportunities for children to share experiences, favorite stories, rhymes, information, and ideas in a logical sequence. Encourage them to elaborate on the details.

Practice distinguishing between statements and questions.

Children take turns secretly choosing classroom objects then describing them for the class to guess.

Children choose their favorite books and explain their choices to the class.



Suggested Review Activities

Model reading to children in a manner that sounds like natural speech, and have children echo you.

Provide daily opportunities for rapid letter and sound naming for mastery.

Place High-Frequency Word Cards in rows in a pocket chart, and have children practice reading a row at a time as quickly as they can.

Listening and Speaking Progress Checklist

- Listen carefully and understand directions for performing tasks
- Communicate effectively when sharing ideas, relating experiences, and retelling stories heard
- Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding
- Repeat auditory sequences (letters, words, numbers, rhythmic patterns)
- Comprehend the wide array of informational text that is part of our day-to-day experience
- Relate an experience in a logical sequence

Fluency Progress Checklist

- Use appropriate intonation and expression during unison oral reading with the teacher
- Automatically read a small set of high-frequency words
- Spontaneously read alphabet letters in random order
- Read previously taught grade-level text with appropriate expression
- Use punctuation as clues when reading

Starword Vocabulary by Week

Unit 9

W

Vocabulary

Be sure to add any vocabulary words generated by the class to these word lists.

Reptiles, Fish & Amphibians

25 root, shame, strike, scales, perseverance, adapt, evolution, naturalist, tortoise, trait

26 gills, cartilage, schools, island

27 tadpole, metamorphosis, porous, endangered, habitat, confident

Unit 10

Invertebrates

28 invertebrates, mollusk, rust, arthropods, exoskeleton

29 insects, antennae, thorax, abdomen

30 larva, pupa, molts, chrysalis, transparent, omnivore, carnivore, herbivore, hibernate

Recommended Literature by Week

Unit 9

Reptiles, Fish & Amphibians

W	Genre	Book Title	Author
25	fiction	<i>The Tortoise and the Hare</i>	Aesop's fable retold by Janet Stevens
	nonfiction	<i>Charles Darwin, How He Discovered Evolution</i>	Stephen Allen
	fiction	<i>The Big Hit</i>	Starfall
	fiction	<i>I Can Do It!</i>	Margaret Hillert
	nonfiction	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i>	Alice O. Shepard
26	fiction	<i>Tin Man Sits</i>	Starfall
	fiction	<i>Fish and Me</i>	Starfall
	fiction	<i>Swimmy</i>	Leo Lionni
	nonfiction	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i>	Alice O. Shepard
	fiction	<i>At the Beach</i>	Margaret Hillert
27	fiction	<i>Fix the Jet</i>	Starfall
	fiction	<i>The Salamander Room</i>	Anne Mazer
	nonfiction	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i>	Alice O. Shepard

Unit 10

Invertebrates

28	fiction	<i>Gus the Duck</i>	Starfall
	fiction	<i>Anansi the Spider: A Tale from the Ashanti</i>	A folktale retold by Gerald McDermott
	nonfiction	<i>Backpack Bear's Invertebrates Book</i>	Alice O. Shepard
29	fiction	<i>Bug in a Jug</i>	Starfall
	nonfiction	<i>Backpack Bear's Plant Book</i>	Alice O. Shepard
	nonfiction	<i>Backpack Bear's Invertebrates Book</i>	Alice O. Shepard
	fiction	<i>Gus the Duck</i>	Starfall
30	nonfiction	<i>Monarch Butterflies</i>	Gail Gibbons
	nonfiction	<i>Backpack Bear's Invertebrates Book</i>	Alice O. Shepard
	nonfiction	<i>Backpack Bear's Bird Book</i>	Alice O. Shepard
	nonfiction	<i>Backpack Bear's Mammal Book</i>	Alice O. Shepard
	nonfiction	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i>	Alice O. Shepard

Decodable Books



1

Gus and His Dog

Children picture walk and discuss the following:

Cover – Who do you think the characters are?

Page 1 – What is Gus tugging? What is another word for tug? (pull) Tug and pull are synonyms because they mean almost the same thing.

Page 2 – What is Gus' dog doing? (lying down, sitting) Why do you think he is lying down? Have you ever taken a dog on a walk? What happens when you walk a large dog? (The dog pulls the person holding the leash.) What should Gus do to get his dog to move?

Page 3 – What is Gus doing to get the dog to move? (begging) Do people or dogs usually beg? (dogs) Did Gus' begging get the dog to move? (no)

Page 4 – What is Gus doing now? (hugging his dog) Why is Gus hugging his dog? (Accept reasonable answers.) Does his dog love him? How do you know?

Page 5 – What does the dog do to show he loves Gus? Why did the dog finally go?

Page 6 – Where are Gus and his dog?

Read the story to the children.

Materials

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

2

Follow-Up Lesson #1

Explain to the children that they will play a game to help them decide if *Gus and His Dog* is fiction or nonfiction.

Distribute books and read them together, pausing on each page to discuss the following questions to help determine the story's genre. As each page is read, a volunteer makes tally marks on the chart paper in the appropriate columns.

Page 1 – Could the owner of a dog have to tug? (yes) This part is factual or nonfiction. Could a duck take a dog on a walk? (no) This part is fiction.

Page 2 – Could a dog sit down in the middle of its walk? (yes)

Page 3 – Could a dog owner beg his or her dog to walk? (yes)

Page 4 – Would a dog owner give his or her dog a hug? (yes)

Materials

- Gus and His Dog* children's copies
- Chart paper with column headings fiction/nonfiction

Page 5 – Could a dog’s owner get a big, wet, dog kiss? (yes)

Page 6 – Could a dog and its owner take a ride on a Ferris wheel? (no)

Indicate the tally marks. Discuss the fact that the story included both events that could really happen, and some that can’t. Explain that since there were events that could not happen, the story is considered fiction.

Discuss what changes would have to be made for the story to be considered non-fiction. (The dog owner would have to be a person and the dog could not ride the Ferris wheel.)

3

Follow-Up Lesson #2

Remind the children that many stories have morals, or lessons, that we can learn by reading them. Recall *Gus and His Dog* and explain that this story had several lessons. Choose volunteers to name them. Accept reasonable answers such as: When people don’t do things we want them to do, treating them kindly might help. If we are afraid to do something, it helps to have a good friend to encourage us.

Distribute individual copies of *Gus and His Dog*. Indicate the chart paper and vowel headings, reviewing the short vowel sounds. Explain that the children are going to look at each page of their books and find words that belong in each column.

Begin with the title page, and ask children to find words in their books that belong under the columns on the chart paper. (Example: Gus should be written in the “u” column.)

Write *Gus* in the “u” column; children circle it, and all other “u” words with blue crayons.

And should be written in the “a” column; children circle it, and all other “a” words with black crayons.

Continue this process throughout the book, using red for “e” words, green for “i” words, and purple for “o” words.

Review the lists when they are complete.

Materials

- Gus and His Dog* children’s copies
- Chart paper with headings: a, e, i, o, u

Decodable Books



1

Peg and the Box

Materials

- Peg and the Box* children's copies
- Classroom whiteboard

Distribute *Peg and the Box* books. Children follow along as you read the story aloud, pausing to discuss the following questions:

Title Page – What does Peg have in the box? (pizza)

Page 1 – Why do you think Peg is sweating so much? (The box is too heavy for her.) What should she do? (She should ask someone to help.) How can you tell the box is hot? (There is steam coming off of it in the picture.)

Page 2 – What do you notice around the word *Help*? (quotation marks) That means someone is talking. Who does Peg ask for help? (Zac) Where are Peg and Zac? (They are in a city.) How can you tell? (There are buildings in the background.) Do you think Zac is a good friend? (yes) Why? (He is helpful.)

Page 3 – What do you think Tin Man and Gus were doing before they helped? (They were fishing.) How do you know? (They had fishing poles.) Why did Peg ask them to help? (The box was still too heavy.)

Page 4 – Who did Peg ask for help next? (Mox) Did Mox help? (yes)

Page 5 – Where are the characters taking the pizza? (Accept reasonable answers.)

Page 6 – What happens when everyone works together? (They get the job done.) What do you think the lesson, or moral, of the story is? (When people work together it is easier to get the job done.) Can you think of a story that was similar to this one, but the friends didn't help? (*The Little Red Hen*)

Compare and contrast *Peg and the Box* and *The Little Red Hen*, listing similarities and differences on the board.

2

Follow-Up Lesson #1

Materials

- Peg and the Box* children's copies
- Crayons

Distribute children's books and read the story together. Then re-read each page and have children:

- Locate the nouns and circle them with their orange crayons. If the nouns begin with capital letters, children should circle them in red.
- Circle verbs in green and adjectives in purple.
- Color the pictures of nouns the same color as the circles around the words; Peg should be colored red and the box should be orange.

3

Follow-Up Lesson #2

Write *pizza* on the board. Choose volunteers to name adjectives that describe pizza. List them on the board as they are named. Have children take turns making up sentences using the word *pizza* and several adjectives. (Example: Delicious, chewy, cheesy pizza is my favorite.)

Next, ask children to name things they could do with pizza, such as eat, chew, swallow, taste, buy, and share, and list them on the board. Make up a sentence using several of the verb suggestions. (Example: I can't wait to chew and swallow the pizza.)

Finally, have the children make up sentences to tell who they would like to eat the pizza with, and where they would like to eat it. (Example: Mia and I will eat our pizza at the park.) Call attention to the similarity between the format of this sentence and *Peg and the Box*: Peg had a big, hot box, then she had to carry it a long way, then she shared it with her friends.

Distribute journals, dictionaries, and children's copies of *Peg and the Box*, and have children write sentences following the same format.

Materials

- Peg and the Box* children's copies
- Starfall Dictionaries
- Starfall Writing Journals

Decodable Books



1

Zig-Zag

Read Backpack Bear's message and ask children if they know what a zigzag is (a line with sharp pointed turns). Show the children a baseball and indicate the zigzag stitches. Explain:

A zigzag stitch is very strong and it keeps things from falling apart. Because baseballs are hit very hard, they need strong stitches to hold them together. These stitches were made with sewing machines.

Discuss the following vocabulary:

top – a shirt or a blouse

pal – a close friend; a buddy

Distribute children's copies of *Zig-Zag* and read the story aloud as the children follow. Pause to discuss the following:

Title page – What is it called when two words that are together begin with the same sound? (alliteration) Indicate that the title of this book is an example of alliteration.

Page 1 – What is the story's setting? (a garden, yard, or park) What season do you think it is? (spring or summer) Why? (There are butterflies in the picture, and Zac is wearing warm-weather clothes.)

Page 3 – What is Tin Man doing? (He is fixing Zac's top.)

Page 4 – What kind of stitch is Tin Man making? (zigzag) Why do you think he is making zigzag stitches? (They will make the top stronger so it doesn't rip again.)

Page 6 – What are the pals doing? (They are marching around in zigzag fashion.)

Volunteers hold the Starfall plush characters and zigzag around the classroom. Consider playing music as the children zigzag. Sing the "Zig-Zag" song, Track 48. Pause to pass the plush characters, and continue zigzagging. Continue until all have had a turn.

Materials

- Zig-Zag* children's copies
- Backpack Bear's message: I heard we were going to read a story about zigzags today, and I thought it would be really fun to zigzag around the classroom.
- A baseball
- Starfall plush characters
- Zig-Zag Sing-Along* Track #48

2

Follow-Up Lesson #1

Partner the children to read *Zig-Zag*. Gather them back together and explain that you will make several statements. They are to indicate whether the sentences are true or false by making the ASL sign for *t* if the sentence is true, and the ASL sign for *f* if it is false. Be sure the children understand the meanings of true and false before you begin.

Materials

- Children's copies of *Zig-Zag*
- Drawing paper
- Crayons/pencils

true	Zac ripped his shirt.
true	Tin Man knows how to sew.
false	<i>Zig-Zag</i> takes place in winter.
true	Pals sometimes like to do the same things.
true	A rip is a tear.
false	Pals are not friends.
false	Another word for top is pants.
true	The setting of the story could be a park.
false	The setting is also a store.
true	Another word for top is shirt or blouse.
false	Tin Man's house is a setting in the story too.

Distribute drawing paper, pencils and crayons. Instruct the children to draw pictures of themselves with their pals or friends. In their illustrations the children should include background, and work zigzags into as many places as they can. (Examples: plants, flowers, street signs, toys, lightning, etc.)

When the illustrations are complete, the children write sentences about them. As they finish, children may share with others who have also finished.