

# Mammals

**Starfall**   
Kindergarten

**Unit 6**

**Starfall Education**

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# Frequently Asked Questions

***I have a verbal and easily distracted group of students. How can I best meet their needs?***

Determining the learning styles of your children will help you address this situation, the three most common being: visual, auditory, and kinesthetic. While most use a combination of learning styles, one usually dominates.

When delivering instruction, it is important to present information such that it communicates to everyone. Often we teach from our own learning styles without realizing it! For example, visual learners tend to use verb phrases such as “look here” and “see this,” thus inadvertently diminishing the attention of auditory and kinesthetic learners.

See the table on the facing page for attributes, recommendations, and key verbs for getting and keeping the children’s attention.

***How do I determine the learning style of each child?***

A preliminary way of determining learning styles is to observe a child’s eye-movement when answering questions. While this method is not sufficient to confirm a child’s learning style, it is a useful indicator.

Ask a “thinking” question such as, “What did you do on your last birthday?” Watch the child’s eye movement as he or she thinks about the answer.

- *Visual*—Eyes look straight up and the head may tilt back. They are remembering what

they saw or will see, or are visualizing the answer.

- *Auditory*—Eyes move to the right or left. The head may move sideways. They are recalling where they heard something, or listening to themselves think of the answer.
- *Kinesthetic*—Eyes go straight down and the head may tilt down. They are remembering how they did something, or how they would do it.
- *All three*—Eyes stay forward, no movement at all, indicating a balance of all three learning styles.

Children may demonstrate both visual and kinesthetic eye-movements. The eye movement that occurs first indicates their primary learning style.

## Reading Research

There are three generally accepted learning styles: *visual*, *auditory*, and *kinesthetic*. These styles represent biological and developmental characteristics affecting how each child learns, and determine how he or she begins to concentrate on, process, and retain new and difficult information. Research indicates that after IQ, a child’s learning style contributes most significantly to his or her academic achievement.(1)

For over 40 years, Rita Dunn, Professor in the Division of Administrative Instructional Leadership, Director of the

Center of the Study of Learning and Teaching Styles at St. John’s University, Jamaica, New York, has advocated that teachers use multiple strategies to meet the learning styles of all learners. Because no one instructional method or resource will work for all children, her research suggests some children do not perform well simply because their learning styles have not been met.(2)

When there is no correlation between a child’s learning style and the way the teacher is teaching, the child often becomes inattentive and restless. What is a teacher to do?

Starfall Kindergarten teachers aim for balance in their instructional approach, and use multi-sensory techniques and strategies to engage children within each learning style. Starfall teachers recognize their own dominant learning style and purposefully develop their capacity to communicate to other learners. Our balanced approach provides:

- *visual learners* vibrantly illustrated books, posters, and computer activities, sign language, graphic organizers, and student-created stories and illustrations.



### The Kinesthetic Learner

- Makes feelings known and expresses them physically—gestures when speaking
- Seems distracted and has difficulty paying attention to auditory or visual presentations—loses interest in long discussions
- Fidgets while looking at books

### Meeting Kinesthetic Needs

- Involve kinesthetic learners directly in the instruction—they are excellent volunteers and helpers
- Incorporate movement, use ASL.
- Make up a tune and sing directions
- Drop the pitch of your voice

### Key Kinesthetic Verbs

act out, draw, give, feel, make, write, do build, get, touch, want, use



### The Auditory Learner

- Can be working on something unrelated and still hear directions and instructions
- Enjoys listening to others but can't wait to talk
- Likes hearing himself/herself and others talk during recitation, stories, and discussion

### Meeting Auditory Needs

- Encourage auditory learners to verbalize information to themselves and others—partner sharing and discussion is a must
- Stand to the right of the group when delivering directions
- Make up a tune and sing directions

### Key Auditory Verbs

ask, discuss, explain, listen, say, answer, hear, sound, talk, whisper



### The Visual Learner

- Looks around and examines
- Has great recall of words presented visually
- Recognizes words by sight and relies on configuration of letters for spelling
- Sometimes stops and stares into space

### Meeting Visual Needs

- Invite these children to help you create lists during whole group instruction. They learn best when they write things down
- Charts, webs, and images are sure means of keeping their attention
- Show the pictures during read-alouds

### Key Visual Verbs

look, show, watch, picture, see, visualize, view, imagine

- *auditory learners* computerized stories read orally, discussions, partner-reading, music, rhymes, and oral vocabulary games.
- *kinesthetic learners* manipulatives such as play dough and magnetic letters, puzzles and sequence cards, frequent movement, and interactive computer activities.

As you achieve balance in your instructional approach, you guarantee all of your children learn, at least part of the time, in the style best suited to them. This contributes to their increased comfort and ability to learn. It even enhances their willingness to

practice learning styles with which they may not be as comfortable!(3)

1. McDermott, P. (1984). "Comparative Functions of Preschool Learning Style and IQ in Predicting Future Academic Performance." *Contemporary Educational Psychology*, Volume 9, (1), 38-47.
2. Dunn, R, Dunn, K, and Perrin, J. (1994). *Teaching Young Children Through Their Individual Learning Styles*, Boston, MA: Allyn & Bacon, Inc.
3. Gilbert, J, Swainer, C. (2008)." Learning Styles: How Do They Fluctuate?" *Institute for Learning Styles Journal*, Volume 1, 29-40.

#### **Pam Ferguson, Florida**

35 years experience teaching early childhood education

#### **Joan Elliott, Texas**

31 years experience teaching early childhood education

What great activities, especially from the kinesthetic aspect. My students need to MOVE! —Wasilla, Alaska

The Starfall kindergarten program has made every attempt to address the varied learning styles and modalities of the early childhood student. —Las Vegas, Nevada

I love how you incorporate ASL in the plans. This is so great for the visual and kinesthetic learner. —St. Petersburg, Florida

# Week 15 Overview

## The Animal Kingdom

This week the children encounter the Animal Kingdom, and discover they all belong to the same animal group as Backpack Bear: mammals! They learn the characteristics that set mammals apart from the other animal groups as they listen to and discuss *Backpack Bear's Mammal Book*. This week we will:

- learn medial /a/.
- review initial short-a and preview initial long-a.
- understand that words in “word families” rhyme.

## Recommended Literature

**The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear — Don and Audrey Wood** are husband and wife. They work together as an author-illustrator team. When she writes a book, he illustrates it. Sometimes it is the other way around. One time Audrey wrote a story and also drew all the pictures. Don said he wanted to paint them, so he did. He likes oil paints. Don also likes to illustrate books using a computer to “paint” the pictures.

When Don and Audrey think of an idea for a story, they write it on a scrap of paper and throw it into a cardboard box. One time they finished a book, but it didn't seem right so they put it back in the box. Later, they pulled it out and changed the story and pictures to make it better. The name of that book was *King Bidgood's in the Bathtub*. Some of the people and animals in their illustrations look and behave just like their own family and pets.

## Starfall Books & Other Media

*Sing-Along Track 28*

“Starfall Speedway”

*Zac the Rat*

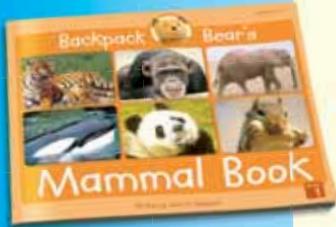
*ABC Rhyme Book*

The Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

*Short-A Puzzle (2)*

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



### The Animal Kingdom

#### Vertebrates



Animals with Backbones

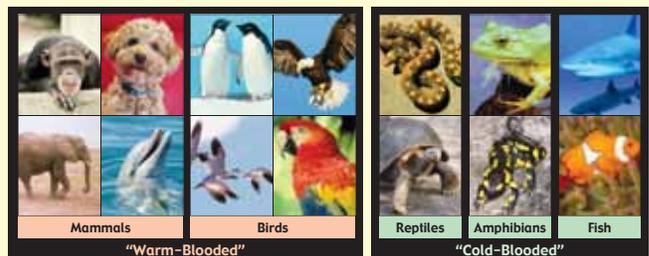
#### Invertebrates



Animals without Backbones

Starfall.com

### Vertebrates (Animals with Backbones)



Mammals

Birds

Reptiles

Amphibians

Fish

“Warm-Blooded”

“Cold-Blooded”

Starfall.com

# Preparation

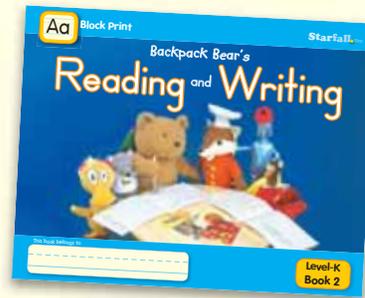
Now that individual letters have been introduced, rearrange your Word and Picture Cards: Remove the **Alphabet Dividers** and replace them with the **Short Vowel Dividers**, then organize the word and Picture Cards according to the medial vowel sounds of the words they represent. Save the **Alphabet Dividers** for use during the first half of the next school year.

Save Word Cards: *mammals, birds, reptiles, fish, and amphibians* for use throughout the second semester.

Generate and prepare:

- Vocabulary Word Cards for **Week 15**. You will use *characteristics, ripe, tromp, disguise, half, mammals, birds, reptiles, fish, and amphibians* on **Day 2**, and *limbs, survive, camouflage, and predator* on **Day 4**.
- an "ABC Rhyme" practice page for short-a. Photocopy one for each child to take home and practice with his or her parents.

This week you will begin using Level-K, Book 2: *Reading and Writing* on **Day 1**. Write each child's name on the front cover or let children write their own names.



## Day One

Familiarize yourself with the adapted vowel version of "Bingo" ahead of time.

Prepare chart paper with two columns labeled "High-Frequency Words" and "Short-a Words."

## Day Two

None

## Day Three

Prepare the *Zac the Rat* Sentence Strips and Word Cards for **Session 2**.

## Day Four

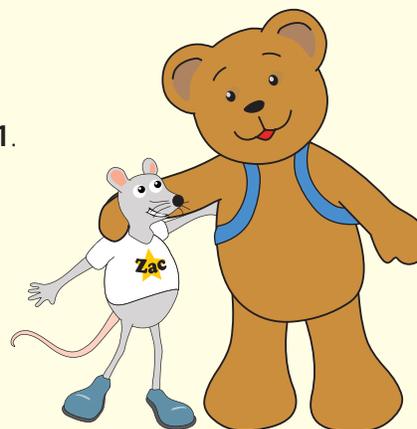
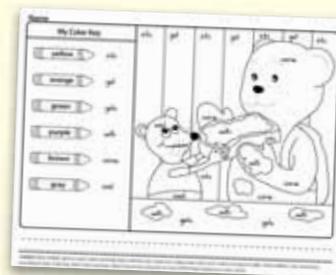
None

## Day Five

Generate and photocopy **Week 15** "Color by Word" Practice Page for each child.

Label a sheet of chart paper "Mammals" for **Session 1**. The list created in this lesson will be used again in **Week 16, Day 3**.

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



## Day 1

I have a new friend who wants to be part of our class. Would you like to meet him?

Love,

Backpack Bear 

## Day 2

I learned that I belong to a group of animals called mammals. Guess what? You do, too!

Love,

Backpack Bear 

## Day 3

I loved learning about Zac's favorite sound. The same sound is in my name! Do you hear the /a/ in Backpack?

Your Pal,

Backpack Bear 

## Day 4

I have a surprise for you! It will help us learn more about mammals.

Love,

Backpack Bear 

## Day 5

I am so glad we belong to the same animal group, the mammals! Can we make a list of other mammals?

Love,

Backpack Bear 

## DAY One

## DAY TWO

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&amp;W p. 1</p> <p>Medial /a/</p> <p>Review vowels</p> <p>Review homonyms</p> <p><i>Zac the Rat</i></p> <p>HF Words:</p> <p><b>into, get, gets</b></p>	<p>Initial short-a words</p> <p>Initial long-a words</p> <p><b>Comprehension Skills:</b></p> <p>Inference</p> <p>Classify/Categorize</p> <p><b>Comprehension Strategy:</b></p> <p>Open Discussion</p>
<p><b>Computer</b></p>	<p><i>BpB's Books: Concepts, "A-Machine"; ABCs: Zz - Aa; Learn to Read: Row 15, "Y Can Be a Vowel"</i></p>	<p><i>Learn to Read: Row 1, "Zac the Rat"; ABCs</i></p>
<p><b>Activity</b></p>	<p>"Starfall Speedway" HF Words</p>	<p>Short-a words: play dough or magnetic letters</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p>"Vowel Bingo"</p> <p>"Short-A Song"</p> <p>"Letter March Song Aa"</p>	<p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>"Aa Apple Rhyme"</p> <p>Animal Kingdom Poster</p> <p>Animals <u>with</u> Backbones Poster</p> <p>Animal Kingdom, Mammals</p> <p><b>Vocabulary:</b> mammals, birds, characteristics, reptiles, tromp, fish, amphibians, ripe, disguise, half</p>
<p><b>Writing</b></p>		
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>		<p>Observe, describe similarities and differences in appearance and behavior of plants and animals; Know stories sometimes give plants and animals attributes they don't really have; Identify major structures of plants and animals</p>



## DAY Three

R&W p. 2

Substitute initial,  
final sounds

Word Families:  
-an, -at

*Zac the Rat*

### Comprehension Skills:

Sequence  
Compare/Contrast  
Story Details (problem/solution)



## DAY Four

R&W p. 3

Inflectional  
ending: -s

**Comprehension Skill:**  
Identify Genre: nonfiction



## DAY Five

Word Families: -am, -ap

Starfall Free Day

"Starfall Speedway" Short-a

"Color by Word"

Sequence *Zac the Rat*

Practice page of your choice

Draw and label mammals

Author's Chair

Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing

*Learn to Read: Row 1, "Zac the Rat"; ABCs*

Short-a puzzles

*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*

*BpB's Books: Concepts, "A-Machine"*  
*Math Songs: 5 Little Bears; 10 Little Monkeys*

Short-a puzzle

*Backback Bear's Mammal Book*  
Vertebrates (Animals with Backbones)  
Poster

**Vocabulary:** limbs, survive, camouflage, predator

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events  
Write by moving from left to right and from top to bottom  
Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters  
Develop and demonstrate creative writing

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

Understand animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce  
  
Observe and describe similarities and differences in the appearance and behavior of animals

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

1

2

3

4

5

6

## Phonemic Awareness / Phonics Warm-Up

## Materials

- Navigate to *Learn to Read*: Row 15, "Y Can Be a Vowel"

## Review Vowels

Say: **Let's look at our Alphabet Chart. Remember, the letters are divided into two categories; consonants and vowels. Who can name the five vowels?**

Play "Jump Up, Sit Down."

- Name any letter of the alphabet except y.
- If the letter is a vowel, children sit down on the floor.
- If it is a consonant, they jump up.

Explain: **There is one letter of the alphabet that is usually a consonant, but in some words it gets to be a vowel. Sometimes y stands for the sound /i/, as in the word my. Sometimes it stands for the sound /e/, as in the word pony.**

Visit *Learn to Read*: Row 15, video "Y Can Be a Vowel."

Review the names of the vowels, *a, e, i, o, u* and sometimes *y*. Children repeat.

Sing "Vowel Bingo."

## Vowel Bingo (Melody: "Bingo")

There are some letters,  
you need to read,  
And I will sing them with you,  
*a, e, i, o, u*  
*a, e, i, o, u*  
*a, e, i, o, u*  
and then there's sometimes *y*.



1

## Introduce Zac the Rat and Medial /a/

Read Backpack Bear's message. Backpack Bear whispers, "I have a clue that might help you guess who my new friend is." Play *Sing-Along* Track 28.

Backpack Bear whispers to you, "I met Zac on *More.Starfall.com*. I told him how much fun I was having in school and he asked if he could come to school and be part of our class, too." Explain: **Zac has a favorite sound. It's in the middle of his name. Can you guess what it is? (/a/)**

Children say /a/ and name the letter that stands for the sound /a/. Zac leads children in "The Letter March."

Tell Zac you and his fellow classmates will help him learn to write his name.

- Children use their invisible rubber bands to determine the three sounds in Zac's name.
- A volunteer writes the letters on the classroom whiteboard as the children make each sound.

Explain: **Zac is a name so it starts with an uppercase letter, Z. Zac's parents wanted his name to end with c rather than k!** Blend the letter sounds together to read Zac. Children teach Zac the ASL signs that spell Zac.

## Materials

- Backpack Bear  
 Plush Zac the Rat  
 *Sing-Along* Track 28  
 *R&W*, p. 1  
 Pencils/crayons  
 Whiteboard / marker

## Reading

Match all consonant and short-vowel sounds to appropriate letters

## Technology

Use technology resources to support learning

## Reading

Blend individual phonemes in CVC words

Distinguish initial, final, and/or medial phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Blend and/or segment individual phonemes in simple, one-syllable words

Zac whispers, "I have a new book and the first page has my picture on it. It also has pictures of words with my favorite sound, /a/."

Distribute Practice Book 2: *Reading & Writing* and complete page 1.

2

## Introduce High-Frequency Words: *into*, *get*, *gets*

Write *into* on the board. Say: **This word is *into*.** (Children repeat.) **Who can find the two words in *into*?** Volunteers circle *in* and *to* on the board.

Explain: **When two words are put together to form a new word, we call it a *compound word*.**

Write *get* on the board. Say: **Let's decode this high-frequency word together, /g/ /e/ /t/, *get*.**

Write *gets* on the board. Ask children what they notice about the word (*get* + *s*). Children name the word.

Divide the class into three seated groups. Assign one of the three high-frequency words to each group. Explain: **I will say a sentence that uses one or more of these new high-frequency words. If you hear your word in the sentence, your group stands. Ready?**

- May I *get* you some food?
- Zac *gets* to be in our class!
- Put this *into* the box.
- Ready, *get* set, go!
- Please *get into* the car.
- Please put the present *into* your bag.
- Backpack Bear *gets* to be the leader today.
- The bird flew *into* the cage.
- Please *get into* bed!
- Cindy *gets* to be first.

Gather children in a semicircle. Place the High-Frequency Word Cards face-down on the floor. Play "High-Frequency Word Search."

- A volunteer chooses any face-down card, turns over the card, shows it to the class, and then reads the word.
- If the word is read correctly, the class give a "thumbs up."
- The child returns the card to the floor face-up and chooses the next volunteer.
- Continue the game until all cards have been revealed.

Write *into*, *get*, and *gets* in your Starfall Dictionary. The children follow your example.

### Materials

- High-Frequency Word Cards: *and, are, be, can, for, get, gets, go, has, he, in, is, it, like, likes, not, on, see, she, the, to, you*
- Starfall Dictionaries
- Classroom whiteboard/marker

### Reading

Read simple one-syllable and high-frequency words

Children enter new high-frequency words into their Starfall Dictionaries.



## Computer

### Practice

#### Technology

Use technology resources to support learning

- *Backpack Bear's Books: Concepts "A-Machine"*
- *ABCs: Begin with Zz and review letters backwards*
- *Learn to Read: Row 15, Skills "Y Can Be a Vowel"*

## Activity

Children review letter sounds, and blend CVC words with medial /a/, to advance on the "Starfall Speedway." If a child has difficulty reading a word, he or she may ask another child for assistance.

#### Materials

- "Starfall Speedway"
- Word Cards: *am, an, and, at, bag, bat, can, cap, cat, fan, had, ham, has, hat, jam, mad, man, map, pan, rat, sad, van, Zac*

#### Reading

Blend and/or segment individual phonemes in simple words

3

## Introduce *Zac the Rat*

Navigate to *Learn to Read: Row 1, "Zac the Rat."* Sing "The Short-A Song" along with the computer. Read the title, *Zac the Rat*.

Say: **This story was written and illustrated by a team of people who work for Starfall.**

Proceed to the first page and discuss the illustration. Children predict what might happen to Zac in the story. Read the story.

Give each child a copy of *Zac the Rat*. Children print their names on the back cover.

Read the story in unison. Say: **There are two types of words used in this story. One type is high-frequency words we have already learned, and the other is words with the short-a sound.**

Display the chart paper labeled High-Frequency Words/Short-A Words. Say: **Let's categorize the words into these two groups as we read the story together.**

- Read the first sentence together.
- Children identify high-frequency words.
- Write the words in the High-Frequency Word column.
- Read the remaining words. Children segment and blend the sounds to determine if the words use the short-a sound.
- Write the short-a words in the Short-A Words column.
- Children find the high-frequency words with short-a sounds and circle those words with a different colored marker.

#### Materials

- Navigate to *Learn to Read: Row 1, "Zac the Rat"*
- Zac the Rat* decodable book for each child
- Chart paper with two columns labeled: High-Frequency Words, Short-A Words
- Plush Zac the Rat
- Backpack Bear
- High-Frequency Word Cards: *get, into*

#### Reading

Blend and/or segment individual phonemes in simple words

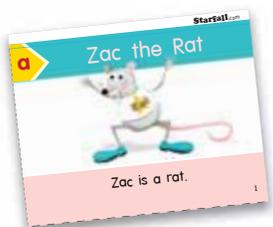
Distinguish initial, final, and/or medial phonemes in words

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

#### Technology

Use technology resources to support learning



Ask a volunteer to write the words.

When completed, your list should look like this:

High-Frequency Words	Short-A Words
is	Zac
a	rat
on	sat
can	ants
the	ran
to	jam
had	pan
and	fan
	nap
	can
	had
	and

Recall that homonyms are words that sound the same but have different meanings. Explain: **Can is a homonym. We might say, I can run. Another way we might use can is, What is in the can?**

Review the lists of words.

Collect the books.  
You will use them  
again on Day 3.

## Phonemic Awareness Warm-Up

## Materials

 ABC Rhyme Book

## Review Initial Short-A Words

## Introduce Initial Long-A Words

Review Backpack Bear's Rhyme "Aa Apple." Children repeat the rhyme as you recite it. They name the words that begin with *a*. (apple, as)

Explain: **The letter A stands for another sound. We call it long-a. The sound of long-a is the letter's own name, a. This word begins with the long-a sound, ate.**

- Children make the sound of long-a in *ate*.
- Name other words beginning with the long-a such as *April*, *apron*, and *ape*.
- Children repeat these words.

Say: **Let's play a game with words that begin with long and short-a. If you hear a word that begins with short-a, place your palms very close together, but not quite touching. (Demonstrate) If the word begins with long-a, spread your palms wide apart as if measuring something long. Ready?**

ambulance	ax	acorn	apple
Africa	age	ants	ask
apron	ate	alligator	aim

## Reading

Distinguish initial phonemes in words

## Listening &amp; Speaking

Recite short rhymes

## Reading

Identify and sort common words in basic categories (e.g., colors, shapes, foods)

## Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects)

Know that stories sometimes give plants and animals attributes they do not really have

Identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)

1

## Introduce the Animal Kingdom

Review Backpack Bear's message. Backpack Bear whispers, "I watched a TV show about mammals and other animal groups. What is a mammal? What are the other animal groups?"

Ask: **Do you remember when we sorted letters into groups of curved-line letters, straight-line letters, and letters that have both curved and straight lines? When we did this, we classified the letters based on their characteristics. A characteristic is something that makes a person or thing different from others.** (Children repeat, *characteristic*.) **Letters with the characteristic of curved lines went in the curved-line group. Letters with the characteristic of straight lines went in the straight-line group. Letters that have curved and straight characteristics went in the both group.**

## Materials

- Animal Kingdom Poster
- Animals with Backbones Poster
- Pocket chart
- Vocabulary Word Card: *characteristics*
- Word Cards: *mammals, birds, reptiles, amphibians, fish*
- Picture Cards: *cat, duck, frog, shark, snake*

Explain:

- **Scientists classify everything in the world into groups using characteristics, just as we did when we classified the letters.**
- **First, scientists look for characteristics that are the same.**
- **Next, they look for characteristics that make something special or unique.**
- **Scientists decided that every living thing with the characteristic of being able to move from one place to another is an animal and belongs in the Animal Kingdom.**

Display The Animal Kingdom Poster. Read the title. Children repeat.

Indicate and read “Animals with Backbones.” Explain: **Scientists found that some animals have backbones. You have a backbone. Your backbone is made up of 24 bones running down your back. Touch your backbone to see if you can feel it!** Children do this.

Indicate and read “Animals without Backbones.” Tell the children they will learn about animals without backbones later.

Display the Animals with Backbones Poster. Say: **When scientists looked at the characteristics of animals with backbones, they found there were five groups: mammals, birds, reptiles, amphibians, and fish. Do you remember which animal group Backpack Bear said he belonged to? (mammals)**

Place the Picture Cards *cat*, *duck*, *frog*, *shark*, *snake* in the third row of your pocket chart. Children name each animal. Say: **Each of these animals belongs to a different animal group.**

- Place the Word Card *mammals* above the *cat* Picture Card.
- Read the card, and explain that a cat belongs to the *mammal* animal group.
- Children say, *mammal*.

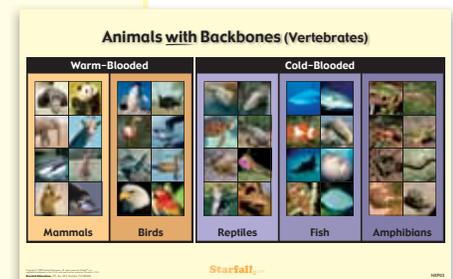
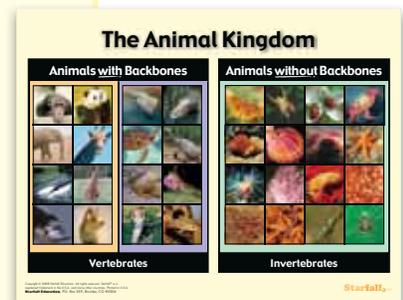
Repeat for *duck* (birds), *snake* (reptiles), *frog* (amphibians), and *shark* (fish).

Move the cat Picture Card and mammal Word Card to the center of the pocket chart. Say: **Let’s talk about mammals! When scientists looked at mammals they found two very important characteristics that made them special or unique.**

- They have hair, fur, or layers of fat to keep their bodies warm.
- Mammal mothers feed their babies milk from their bodies.

Say: **None of the other animal groups share these two characteristics, only mammals. I remember something else important from Backpack Bear’s message. In his message he told us he is a mammal. He also said his classmates are mammals. That means you and me! Look at your classmates. What mammal characteristic do you see on the top of our heads? That’s right. Hair!**

Briefly review the animal groups as you indicate and name them.



2

**Reading**

Describe common objects and events in both general and specific language

Identify the front cover, title, author, and illustrator

Use pictures and context to make predictions about story content

Ask and 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

Relate new vocabulary to prior knowledge

Use a variety of strategies to comprehend grade-level text

Answer questions about the text using creative and critical thinking strategies

**Science**

Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g. seed-bearing plants, birds, fish, insects)

**Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear***

Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. Discuss the cover, title, author, and illustrator of this story. Ask children to predict what this story might be about based on the title and cover illustration.

Ask: **What animal group do you think the little mouse belongs to?** (mammal) **How do you know?** (A mouse has hair or fur and feeds its babies with milk from the mother’s body.)

Picture-walk through the book, then read the story. Introduce new vocabulary words as you read.

<b>ripe</b>	fully developed, ready to eat
<b>tromp</b>	to walk heavily and noisily; to stomp
<b>disguise</b>	something you wear that changes the way you look, so others don’t recognize you
<b>half</b>	one of two equal parts

Review the meaning of the new vocabulary words in the context of the story.

- **ripe** — Say: **The author used the word ripe to describe the strawberry.** Children say, *ripe*, then define the word. Discuss other fruits or vegetables that can be *ripe*.
- **disguise** — Children recall the meaning of *disguise*. The mouse used a *disguise* for himself, and he also *disguised* the strawberry. Ask: **Why do you think the mouse used a disguise?**
- **tromp** — Display and read the page, “BOOM! BOOM! BOOM! The bear will *tromp* through the forest on his big, hungry feet, and SNIFF! SNIFF! SNIFF! find the strawberry.”

Children stand. Say: **One of the vocabulary words on this page is *tromp*.** (Children say, *tromp*.) **Everyone, please *tromp* around the room.** (Children *tromp*.) **Now, walk softly around the room.** (Children walk softly.) **Now *tromp* around the room again!**

Children discuss the difference between *tromping* and walking softly.

- **half** — To demonstrate, divide the class in *half*. (Make two equal groups.) The groups face each other, forming partners.

Say: **Here is *half* of the group and here is the other *half*. When the mouse divided his strawberry in *half*, he had two pieces of one strawberry.**

Read the story. Children listen to determine who is speaking to the mouse.

**Materials**

- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood
- Vocabulary Word Cards: *ripe, tromp, disguise, half*

If you have an uneven number of children, select one child to be the “counter” to ensure each group has the same number of children.

After reading, ask children to identify the speaker. Accept all answers. Explain that the speaker could have been anyone, since the text and illustrations did not tell us the answer.

Children decide if this story is fiction or nonfiction and give reasons for their decisions.

Partner children. Explain that you will ask questions and they are to discuss the answers, then share their responses.

**Ev** Do you think there really was a big, hungry bear, or do you think the person talking to the little mouse tricked him?

**Kn** Why did the little mouse need a ladder?

**Kn** How did the little mouse use the lock and chain?

**Kn** What did the little mouse use for a disguise?

**Un** Why did the little mouse cut the strawberry in half?

**Ev** If you had to keep the strawberry away from a big, hungry bear, what would you have done?

Say: **Let's use our new high-frequency words in sentences with our new vocabulary words!** Write each sentence on the board. Volunteers circle the high-frequency words in each sentence. The class identifies the vocabulary word used in each sentence.

- I can *get* a *ripe* strawberry from the store.
- I will *get into* a *disguise* to fool my friends.
- Backpack Bear *gets half* the strawberry.
- The bear will *tromp* through the forest to *get* some berries to eat.

Ask children if they remember the name of the animal group that Backpack Bear and the mouse belong to. (mammals)

Review the two characteristics of mammals:

- They have hair, fur, or layers of fat to keep their bodies warm.
- Mammal mothers feed their babies milk from their bodies.

Encourage children to find pictures of mammals in magazines at home and bring them in to share with the class.

Add *ripe*, *tromp*, *disguise*, and *half* to your Starword Wall after the second Small Group session.

# Computer

## Practice

### Technology

Use technology resources to support learning

### Reading

Match consonant and short vowel sounds to appropriate letters

Blend individual phonemes in words

- *Learn to Read*: Row 1 Book, "Zac the Rat"
- ABCs: A, Z, C, D, G, M, N, P, and T

## Activity

Children will choose Short-A Picture Cards and form the letters needed to spell the words, using play dough or magnetic letters.

### Materials

- Play dough or magnetic letters
- Picture Cards: *bag, bat, can, cap, cat, man, map, pan, rat, wag, Zac*



3

## Comprehension: Questioning

Distribute *Zac the Rat*. Read the story together.

Distribute the "six-box" drawing paper. Children write their names on the back of the paper. You may wish for children to number the boxes from one to six in the upper left corner of each box.

Say: **I will ask you some questions. You will sketch your answers using a pencil. You may use your *Zac the Rat* book for illustration suggestions.**

Ask the following questions and pause for children to sketch their answers before moving to the next question. Children can add color and detail to their illustrations at the end of the session.

### Materials

- Each child's copy of *Zac the Rat*
- Drawing paper divided into 6 boxes
- Pencils/crayons

<b>Zac</b>	Who is the main character in the story?
<b>Jam spilled and ants were crawling around.</b>	What was the problem he had?
<b>He used a pan to get rid of the ants.</b>	What did Zac try first to solve his problem?
<b>He used a fan to blow them away.</b>	What was the second thing he tried to solve his problem?
<b>fan</b>	What finally worked for him?
<b>took a nap</b>	What did he do at the end of the story?

Invite children to share their completed papers with their neighbors, then add color and detail to their illustrations.

Phonemic Awareness / Phonics Warm-Up

Materials

None

Substitute Initial/Final Sounds in CVC words with Short-A

Ask what new word would be formed if the children changed:

- the /j/ in *jam* to /h/. (ham)  
Continue with /b/, /S/, /P/, and /r/. (bam, Sam, Pam, ram)
- the /h/ in *had* to /m/. (mad)  
Continue with /s/, /b/, /p/, /d/ and /T/. (sad, bad, pad, dad, Tad)
- the /d/ in *had* to /t/. (hat)  
Continue with /m/ and /s/. (ham, has)
- the /n/ in *pan* to /m/. (Pam)  
Continue with /t/, /d/, and /l/. (pat, pad, pal)

These words may be written on the board for children who need visual clues.

Reading

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

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

Understand that the sequence of letters in the written word represents the sequence of sounds in the spoken word

1

Word Families –an and –at

Place the Word Cards *at* (on the left) and *an* (on the right) in the top row of the pocket chart. Leave a space between the words. Children read the words together.

Say: **Today we will learn two word families. I will show you pictures. The names of some of the pictures belong to the –at word family, and some belong to the –an word family. Words that belong to a word family rhyme. Ran and tan rhyme. They belong to the –an family. Mat, pat, and sat rhyme. They belong to the –at family.**

Place the Picture Cards randomly near the bottom of the pocket chart.

Indicate *at*. Children say, *at*.

- Invite a volunteer to locate and identify a Picture Card that rhymes with *at*.
- The children repeat the word.
- The volunteer places the Picture Card on the left side of the pocket chart under *at*.

Repeat for *an* with a new volunteer. Continue identifying and classifying the remaining pictures.

Complete *R&W*, p. 2.

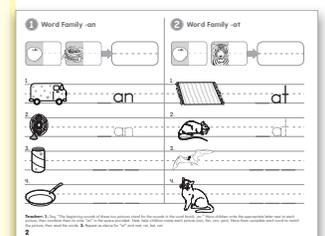
Materials

- Pocket chart
- Word Cards: *at*, *an*
- Picture Cards: *bat*, *can*, *cat*, *fan*, *hat*, *man*, *pan*, *rat*, *van*
- R&W*, p. 2
- Pencils/ crayons

Reading

Blend individual phonemes in simple, one-syllable words

Identify and sort common words in basic categories



**Reading**

Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Retell familiar stories

Auditorily segment sentences into correct number of words

**Sequence *Zac the Rat***

Distribute *Zac the Rat* to each child. Children follow along in their books as you read the story. Children partner and read to each other.

Gather the children. Place the Sequence Cards, without the sentences, in the pocket chart in random order, one below the other. Say: **Let's look at these pictures from *Zac the Rat* and see if the story makes sense in this order.**

- Children work together to reorder the pictures to match the book.
- Check together for accuracy.

Children match the correct Sentence Strip to each Sequence Card. To check for accuracy, turn the Sequence Card over to reveal the sentence. Remove the Sequence Cards from the chart. Place the Sentence Strip Word Cards, *Zac is a rat*, in random order in the pocket chart.

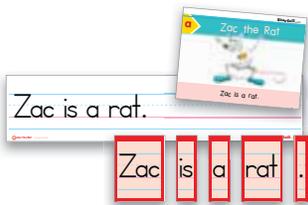
- Children read the words and determine if they make sense in this order.
- Volunteers reorder the words to form the sentence, *Zac is a rat*.

Children read the sentence together and count the number of words. Place the *Zac is a rat* Sentence Strip in the pocket chart next to the Word Cards. Say: **Let's count the number of words on this Sentence Strip.** A volunteer places each individual Word Card on top of the words in the Sentence Strip.

Continue with other sentences from *Zac the Rat*. Consider partnering children to construct sentences. This activity will be used as a learning center in future lessons.

**Materials**

- Each child's copy of *Zac the Rat*
- Zac the Rat* Sequence Picture Cards, Sentence Strips and Word Cards
- Pocket chart

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer**

- *Learn to Read: Row 1 Book, "Zac the Rat"*
- ABCs: B, F, H, J, K

**Practice****Activity**

Children complete the short-a puzzles, then list the short-a words from the puzzles on writing paper.

**Materials**

- Two Short-A Puzzles
- Writing paper/pencils

3

## Conflict and Resolution

Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. Children retell the story as you picture-walk through the pages. Ask if this story reminds them of *Zac the Rat*.

Read *Zac the Rat*. Children compare and contrast the two stories. As part of the discussion, recall the characteristics of mammals and confirm that both a mouse and a rat are members of this group.

In the pocket chart, display and read the Story Element Card: *What is the story's conflict or problem? How was it solved?* Explain: **Every story has a conflict, or problem, and a solution, or a way to solve the problem.**

- Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*.
- A volunteer identifies the story's problem.
- Children discuss the story's solution.

Repeat for *Zac the Rat*. Partner children to discuss other possible solutions to Zac's problem, then report back to the class.

### Materials

- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
- Zac the Rat* Decodable Book, teacher edition
- Story Element Card: *What is the story's conflict or problem? How was it solved?*
- Pocket chart

### Reading

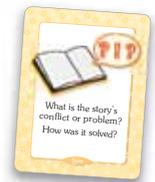
Retell familiar stories

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

### Science

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



## Materials

 None**Reading**

Read simple one-syllable and high-frequency words

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

Identify words that name actions

**Listening & Speaking**

Communicate effectively when sharing ideas

**Introduce Verbs and Inflectional Ending –s**

Say: **Words that describe actions, or things we do, are called verbs.**

Write *like* and *likes* on the board. Children identify the difference between the two words. Explain: **We often add -s to verbs depending on who is doing the action. Listen for verbs, or action words, in these sentences:**

- I *like* to read about Zac.
- Zac *likes* to play with Backpack Bear.
- We *help* Backpack Bear write his letters.
- Zac *helps* us learn the short-a sound.

Say: **I will use some other verbs in sentences. Listen carefully, and tell me how to correct the sentence so it makes sense. Ready? We *likes* to use the computer. How should we change the verb in the sentence to correct it? Yes, We *like* to use the computer.**

Continue for:

- Zac *want* to play outside.
- The teacher *need* a pencil.
- We *needs* to walk in the hallways.
- Backpack Bear *find* his book.
- We *hops* to the door.
- Zac *play* with the ants.
- Backpack Bear *bump* his nose.

1

## Introduce *Backpack Bear's Mammal Book*

Display and review the Animals with Backbones Poster. Say: **We learned about the animal group we and Backpack Bear belong to. Who remembers the name of our animal group?** (mammals) **We also learned the characteristics of mammals. Partner-discuss what you learned about the characteristics animals have to have to be members of the mammal animal group.** (Mammal mothers feed their babies milk from their bodies, and mammals have hair/fur/fat.) Partners share with the class.

Display *Backpack Bear's Mammal Book*. Say: **We will learn more about mammals in *Backpack Bear's Mammal Book*. I will read a few pages, then you will partner-share what you learned. Ready?** Read the following sets of pages. Pause for children to partner-share something they learned or heard about mammals, then report back to the class. Introduce vocabulary words during this discussion.

- **pages 2-7** — Mammals have backbones, are “warm-blooded,” feed their babies milk from the mothers’ bodies, and have hair, fur, or fat to keep their bodies warm.
- **pages 8-9** — The babies of mammals look like their parents. Mammals look for safe places to have their babies.
- **pages 10-11** — Baby kangaroos and koala bears finish growing inside their mothers’ pouches; platypus and echidnas hatch from eggs; all are fed with milk from their mothers’ bodies.
- **pages 13-19** (limbs) — Introduce *limbs*: the arms or legs of a person or four-legged animal.

Mammals have four limbs. Land animals use them to walk on land. Other mammals use them to swim. A bat uses its limbs to fly.

Mammals breathe air with lungs.

- **pages 20-21** (survive) — Introduce *survive*: to continue to live. Mammal parents teach their babies to hunt, or find, food and water to live.

Ask: **Is this book fiction or nonfiction? How do you know it is nonfiction?**

Explain that you will finish *Backpack Bear's* book later today.

### Materials

- Animals with Backbones Poster
- Backpack Bear's Mammal Book* by Alice O. Shepard
- Vocabulary Word Cards: *limbs*, *survive*

### Reading

Understand that printed materials provide information

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

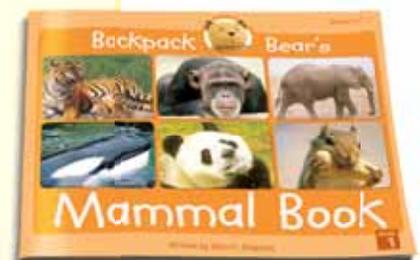
Listen to and discuss both familiar and conceptually challenging text

### Science

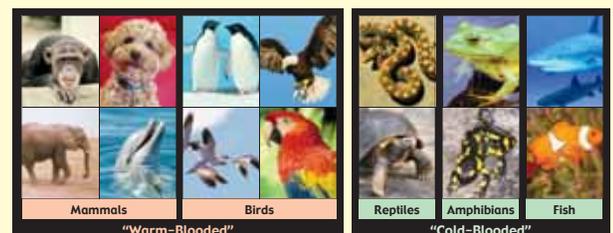
Understand animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

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

You will address pages 2-21 during this session and complete the book during Session 3.



### Vertebrates (Animals with Backbones)



2

- Materials**
- Starfall Writing Journals
  - Starfall Dictionaries
  - Pencils/crayons

## Write About Our Mammal Friends

**Writing**

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

Write by moving from left to right and from top to bottom

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

Produce, illustrate, and share a finished piece of writing

**Science**

Understand that all animals, including humans, are alike in some ways and different in others

**Technology**

Use technology resources to support learning

**Reading**

Blend individual phonemes in simple, one-syllable words

Say: **I wonder if Zac is a mammal. We know that we and Backpack Bear are mammals. How is Zac like us and Backpack Bear?** (He has hair/fur to keep him warm, and

when he was a baby he drank milk from his mother's body.) **Only mammals have hair or fur and can drink milk from their mothers' bodies, so Zac is also a mammal!**

Invite children to imagine Zac and Backpack Bear have come to their houses to play. Encourage several volunteers to share ideas about what they might do as a warm-up to the writing activity.

Distribute the writing journals, dictionaries, and pencils. Children use their dictionaries and kidwriting to write about Zac and Backpack Bear's visit to their homes. As you circulate to do adult writing, encourage children to add another sentence by asking what happened next.

As children finish, they may add illustrations and share their writing with others who have also finished. Children will share their writings with the class on **Day 5**.

### Computer

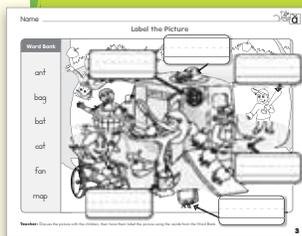
**Practice**

- *Backpack Bear's Books: Concepts, "A-Machine"*
- *Math Songs: 5 Little Bears; 10 Little Monkeys*

### Activity

Children reference the Short-A Puzzle boxes to complete *R&W*, p. 3. If time permits, children color the illustrations.

- Materials**
- Short-A Puzzles
  - R&W*, p. 3
  - Pencils/crayons



3

## Backpack Bear's Mammal Book (Part Two)

Gather children in a circle. Say: **Backpack Bear wants to know what you remember about his mammal book. We'll pass Backpack Bear around. When he comes to you, share one thing you learned from his book, then pass him to the next person. If you can't remember anything, just say "pass."** Children pass Backpack Bear around the circle as they share.

Display *Backpack Bear's Mammal Book*.

Read pages 20-21. Say: **All animals, including mammals, need to eat and drink to survive, or live. Some animals eat only meat.** (carnivores) **Some animals eat only plants.** (herbivores) **And animals like you, Zac, and Backpack Bear can eat both meat and plants!** (omnivores)

Read pages 22-23. Ask: **Are animals bad because they catch smaller animals to eat? No, they are doing what they need to do in order to survive. We call animals that hunt and eat other animals in order to survive predators.** (Children repeat, *predators*.)

Read pages 24-27. Explain: **Animals know they could become food for other animals! They have to be very careful. Some animals hide to protect themselves. Some animals have fur or hair that blends in with their environment. They almost look like the trees or grass! They are camouflaged. That means they look like they are part of the environment so it fools other animals.** (Children repeat, *camouflaged*.) **This helps protect them from predators.**

Read pages: 28-29. Review the characteristics of mammals.

Page 31: Paraphrase the information related to what it means to be "warm-blooded."

Say: **You have learned a lot about mammals in Backpack Bear's Mammal Book! Let's play "Mystery Mammal!" I'll give some clues and you name the mammal.**

<b>bear</b>	I have four limbs and a lot of fur. I use my four limbs to walk. My cousin is Backpack Bear. What am I?
<b>monkey</b>	I have four limbs. I use two of my limbs to swing from branch to branch. What am I?
<b>cow</b>	I am a female mammal. When I get older, I make milk that you can drink at meal times. What am I?
<b>whale</b>	I am one of the biggest animals that lives in the water. I use my limbs to swim. I have lungs, so I have to come to the top of the water to get air to breathe. What am I?

### Materials

- Backpack Bear's Mammal Book* by Alice O. Shepard
- Vocabulary Word Cards: *camouflage*, *predator*
- Backpack Bear

The terms **carnivore**, **herbivore**, and **omnivore** are optional during this discussion.

### Reading

Understand that printed materials provide information

### Listening & Speaking

Listen attentively to nonfiction read-alouds and demonstrate understanding

Communicate effectively when sharing ideas

### Science

Know that animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

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

<b>kangaroo</b>	I am an unusual mammal. I carry my babies in my pouch while they grow after they are born. I have four limbs and two of them help me hop. What am I?
<b>elephant</b>	I am a very large land animal. I use my big trunk to gather branches and leaves from trees to eat. What am I?
<b>camel</b>	I start with /k/ and end with /l/. I use my four limbs to walk. I can have one hump on my back or two. What am I?
<b>bat</b>	I am the only mammal that uses its limbs to fly! My wings are like your arms. I feed my young with milk from my body and I have fur. What am I?
<b>tiger</b>	I am the largest wild cat in the world! My fur is reddish-orange with large, dark stripes that help camouflage me and hide me from other animals. I am a great hunter and sneak up on other animals to kill for food. What am I?
<b>platypus</b>	I am different from other mammals because I lay eggs! I am still a mammal because I have hair and feed my babies with milk from my body. What am I?

Backpack Bear's Mammal Book will be referenced during the next two weeks.

## Phonemic Awareness / Phonics Warm-Up

Word Families *-am* and *-ap*

Place the Letter Cards *a* and *m* from Deck 1 in the pocket chart side by side. Leave space to the left to insert an additional Letter Card. Children blend the letters to identify the word *am*. Explain: **We can make new words that belong to the *-am* family.**

- A volunteer takes the top card from Letter Card Deck 1 and places it to the left of *-am* in the pocket chart.
- The child blends and reads the new word aloud (e.g., *jam*).

Volunteers continue as above, until all the Letter Cards from Deck 1 have been placed.

Repeat with Letter Cards *a* and *p* and Letter Card Deck 2.

## Materials

- Pocket chart
- Letter Card Deck 1: *a, b, h, j, m, p, r, S, s, t*
- Letter Card Deck 2: *a, c, g, l, m, p, n, r, s, t*

1

## Mammals

Display *Backpack Bear's Mammal Book*. Say: **We will picture-walk through this book and look for different mammals. When we finish, we'll make a list of mammals on chart paper.**

Allow for some discussion as you picture-walk through the book. When you finish, children suggest animals that belong to the mammal group.

- Write the names of the animals in a numbered list on the chart paper as they are given.
- If an animal is named that is not a mammal, review mammal characteristics (has hair/fur/fat to keep its body warm and feeds its babies with milk from the mother's body) to help children make the correct determination.

At the end of this session, explain that as children discover other animals that belong to the mammal group, you will add their names to the list. Review the list.

Save this list, it will be used during today's **Learning Center** rotations and again on **Week 16, Day 3**.

## Materials

- Chart paper entitled "Mammals"
- Marker
- Backpack Bear's Mammal Book*

## Reading

*Blend individual phonemes in simple, one-syllable words*

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

## Reading

*Connect to life experiences the information and events in texts*

## Listening &amp; Speaking

*Communicate effectively when sharing ideas*

## Writing

*Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing*

## Science

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

**Technology**

Use technology resources to support learning

**Computer**

1

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

**Reading**

Blend consonant-vowel-consonant sounds orally to identify words

**"Starfall Speedway"**

2

Children identify short-a CVC words to advance on the game board.

**Materials**

- "Starfall Speedway"
- Short-A Word Cards: *bag, bat, can, cap, cat, fan, ham, hat, jam, mad, man, map, pan, rat, sad, van, wag, Zac*

**Reading**

Read simple one-syllable and high-frequency words

**"Color by Word"**

3

Children reference the Color Word Bank to complete this page.

**Materials**

- Week 15 "Color by Word" Practice Page
- Pencils/crayons

**Reading**

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

**Sequence *Zac the Rat***

4

Children sequence *Zac the Rat* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in story order.



**Materials**

- Zac the Rat* Decodable Book for each child
- Zac the Rat* Sequence Cards, Sentence Strips, Word Cards
- Pocket chart

**Generator Practice Page**

5

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

**Materials**

- Generated practice page of your choice

**Reading**

Connect to life experiences the information and events in texts

**Writing**

Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing

**Draw and Label Mammals**

6

Children draw pictures of mammals and label them, referencing the chart created during **Session 1**.

**Materials**

- Chart paper list of mammals from **Session 1**
- Drawing paper
- Pencils/crayons

2

## Author's Chair

Allow time for children to complete their writings begun on **Day 4** if needed. Children who are finished look through books about mammals.

Gather around the Author's Chair. As children present their stories, their classmates ask questions or make positive comments. Each child puts away his or her writing journal after sharing.

### Materials

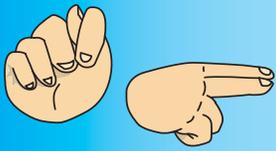
- Starfall Writing Journals
- Author's Chair

### Reading

*Connect to life experiences the information and events in texts*

### Listening & Speaking

*Communicate effectively when sharing ideas*



# Week 16 Overview

## Mammals

This week the children continue their study of the mammal animal group as they write about and illustrate mammals, and create a classroom book entitled *Mammals*. This week we will:

- review syllables and the vowel short-a.
- practice Star Writers Rubrics.
- review punctuation marks.
- learn the digraph *th* /th/.
- meet Ludwig van Beethoven.

## Recommended Literature

### **The Giant Jam Sandwich** — John Vernon Lord and Janet Burroway

worked together in writing this book. John wrote and illustrated the story. The idea for the book was a memory based on growing up with his family in England. When the book was almost finished, Janet changed the words of the story into rhymes.

John's father was a baker. When his family went on picnics, he always put some jam on a crust of bread. Then he carried it off. The wasps wanted to eat the jam so they followed the bread away from the picnic.

When John was a young boy, he was crossing a meadow with his friends, Alexander and Jonathan. A wasp hovered over Alexander's head. No matter which way he ran, he couldn't get rid of the wasp. The boys were so frightened that John made up the story about the giant jam sandwich to calm them down. The wasp flew away and the boys asked him to tell the story again over and over.

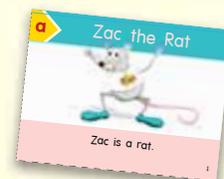
## Starfall Books & Other Media

*Zac the Rat*

*Zac and Cat*

*Sing-Along Tracks 15, 17*

*ABC Rhyme Book*



# Preparation

Generate and prepare Vocabulary Word Cards for **Week 16**. You will use *wasp, pate, nuisance, dough, yeast*, and *spade* on **Day 2** and *deaf, composer, conductor, orchestra*, and *interpreter* on **Day 3**.

## Day One

Prepare chart paper with the short-a words from *Zac and Cat* (Zac, Cat, and, bam, bat, can, has, pal, pan, pat, tap).

Prepare each child's copy of *Zac and Cat*.

## Day Two

None

## Day Three

Duplicate the "All About Mammals" blackline for yourself and each child. Be sure to have plenty of classroom books about mammals available for children to reference as they write.

Generate a "Word Search" practice page featuring the high-frequency words: *that, there, they*, and *the* for each child.

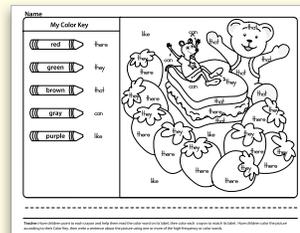
## Day Four

Create a "Superhero h puppet" from a paper bag, or use a generic puppet with a large lowercase *h* printed or pinned to the front. You will use this puppet to introduce the diagraph *th*, and other diagraphs in subsequent weeks.

## Day Five

Generate a **Week 16** "Color by Word" practice page for each child featuring the high-frequency words: *that, there, they, the*.

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



## Day 1

Zac has a new friend.  
Would you like to read  
about his new pal?

Love,

Backpack Bear 

## Day 2

Zac and I had jam  
sandwiches for dinner  
last night. What's your  
favorite sandwich?

Love,

Backpack Bear 

## Day 3

Cat and I love music.  
We have a favorite  
person who wrote  
music. Maybe we can  
learn about him today!

Your Pal,

Backpack Bear 

## Day 4

I am so excited to read  
the mammal book you  
wrote!

Love,

Backpack Bear 

## Day 5

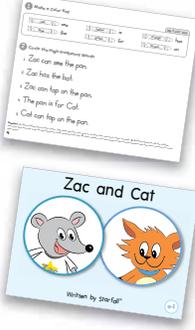
It has been fun learning  
about mammals. There  
are many animals in my  
mammal group! I think  
you are my favorite!

Love,

Backpack Bear 

## DAY One

## DAY Two

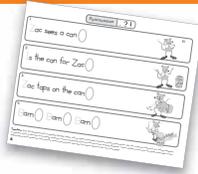
<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&amp;W p. 4</p> <p>Syllables</p> <p>“Star Writers Rubrics”</p> <p>“Zac and Cat”</p> <p><b>Comprehension Strategies:</b></p> <p>Summarize</p> <p>Make Connections</p> 	<p>R&amp;W p. 5</p> <p>Initial sound deletion</p> <p>Word Family: -at</p> <p>Proper nouns</p> <p><b>Comprehension Skills:</b></p> <p>Story Details (setting, main characters, problem/solution, change the story)</p> 
<p><b>Computer</b></p>	<p><i>Learn to Read: Row 1</i></p> <p><i>Short Vowel Pals: Zac and Cat</i></p>	<p>ABCs: Zz, Xx, Yy, Ww, Qq, Vv</p>
<p><b>Activity</b></p>	<p>“Concentration” HF Words</p>	<p>Identify CVC Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p>Count syllables in vocabulary words</p>	<p><i>The Giant Jam Sandwich</i></p> <p>“Book Chat”</p> <p><b>Vocabulary:</b> wasp, pate, nuisance, dough, yeast, spade</p> <p>“Jam”</p>
<p><b>Writing</b></p>	<p>Editing sentences for capitalization and punctuation</p>	<p>Punctuation practice</p>
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>		

## DAY Three

R&W p. 6

Segment short-a words

Punctuation: period, question mark, exclamation mark



## DAY Four

R&W p. 7

Rhyming words

Digraph /th/

HF Words:

**they, there, that**

Author's Chair



## DAY Five

Phoneme substitution

**Comprehension Strategy:**

Make Connections

Starfall Free Day

"Color by Word"

Sequence *Zac the Rat*

Write and illustrate favorite part of *The Giant Jam Sandwich*

Practice page of your choice

Play dough decodable words

*Backback Bear's Mammal Book*

"Wheel of Reading"

*Short Vowel Pals: "Zac and Cat"*  
*ABC: Sign Language*

*BpB's Books: Any row*  
*It's Fun to Read: Music,*  
*"Beethoven"*

"Word Search" HF Words

Matching Short-a Words

**Vocabulary:** deaf, composer, conductor, orchestra, interpreter

"Th Thumb Rhyme"

"Letter March Song Th"

Write about mammals

Share writings

Use knowledge of letter/sound relationships to spell simple words

Learn about Beethoven

Review characteristics of mammals

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

None

Clap and Count Syllables

Gather children around the Starword Wall. Ask: **Who can explain what a syllable is?** (Volunteers respond.) **Yes, syllables are chunks of sounds in words.** Tell children they will clap and count the number of syllables in the vocabulary words they have recently learned.

Select words with varying numbers of syllables. Children say the words, then clap and count each syllable.

Reading

Segment syllables in words

Count the number of syllables in words

1

Introduce *Zac and Cat*

Review Backpack Bear's message. Children predict who Zac's new pal might be. Backpack Bear and Zac whisper to you the following clue: The name of Zac's new friend rhymes with *rat*. Children name words that rhyme with *rat*.

Write the rhyming words *pat, sat, hat, cat, bat, mat* on the board. Discuss which words might be the name of Zac's new friend. Notice that all the words in the list have Zac's short-a vowel sound. Solve the mystery by revealing *Zac and Cat*.

Read and discuss the story.

Distribute *Zac and Cat* to each child. Children write their names on the back of their books. Ask children to notice that the words *Zac* and *Cat* both begin with capital letters inside the book. Ask: **Why is *Cat* capitalized?** (Cat is the cat's name.) Children follow along as you read. Provide time for children to examine the pictures and words. Ask the following questions:

Materials

- Zac and Cat* decodable book for each child
- Zac and Cat* teacher edition
- Chart paper prepared with list of short-a words from *Zac and Cat*

Reading

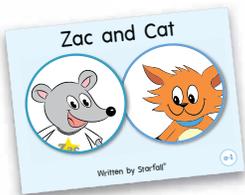
Match all consonant and short vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

Listening & Speaking

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding



(Page 2) What is Zac trying to do?	He is trying to use the pan for a drum.
How can you tell it is difficult for Zac to use the bat?	It looks too heavy for a rat to use.
Why does the jam can work better as a drum for Zac?	It is lighter and easier to hold.
(Page 5) What idea does Cat have?	Cat's idea is to use the bat as a drumstick.
On the last page of the book, what are Zac and Cat doing?	They are playing in a homemade rhythm band.

Read *Zac and Cat* again slowly. Children read along with you.

Display the list of short-a words from *Zac and Cat*. Children read the words. Instruct children to look at the title page and name the words with short-a in the middle (Zac, Cat).

- Place a tally mark by *Zac* and *Cat* on the chart paper to indicate that those words have each appeared in the story one time so far.
- Read the word *and*.
- A volunteer makes a tally mark next to *and*.

Continue though the story. Children tally the number of times each word is used.

2

## Writing Rubrics

Say: **Backpack Bear wants us to be Star Writers. He made the Star Writers Rubrics to help us remember certain things we need to do to make our writing its best. Do you remember seeing Backpack Bear's Star Writers Rubrics anywhere?**

Distribute writing journals. Say: **Backpack Bear's Star Writers Rubrics are on the back cover of your writing journal. A rubric tells us how to do something.** (Children say, *rubric*.) **The Star Writers Rubrics tell us the rules for writing. For example, a good writer begins to write on the left side of the page and moves to the right.**

- Review the rubrics printed on the back cover of the writing journals.
- Indicate the punctuation rubric. Remind children a sentence needs a "stop sign." A period is used for a statement, a question mark is used if the sentence asks a question, and an exclamation mark is used if there is special excitement in the sentence.
- Share examples of each.

Say: **Today I will do kidwriting and you will do adult writing!**

Write a sentence with capitalization and punctuation errors on the classroom whiteboard. Volunteers provide "adult writing" to correct the errors. Repeat as needed.

Distribute classroom books to the children. Read each rubric. Then children look through classroom books to determine whether the writers followed it.

Say: **The next time we write in our journals, Backpack Bear's Star Writers Rubrics will help us remember to begin our sentences with uppercase letters, end our sentences with punctuation marks, leave spaces between our words, begin at the left and move to the right, and use our dictionaries to look up words we need to use so we can spell them correctly.**

### Materials

- Starfall Writing Journals
- A classroom book for each child
- Classroom whiteboard/markers

### Reading

*Understand that printed materials provide information*

*Describe common objects and events in both general and specific language*

### Writing

*Understand end punctuation, including periods, question marks, and exclamation points*

# Computer Practice

Practice

Short Vowel Pals: Zac and Cat

## Activity

Play "Concentration" to review high-frequency words.

### Materials

- Pocket chart
- High-Frequency Word Cards: *away, do, get, gets, had, have, help, helps, her, here, his, into, was, will,* and other words of your choice

3

### Materials

- R&W, p. 4

## Reading and Writing, Page 4

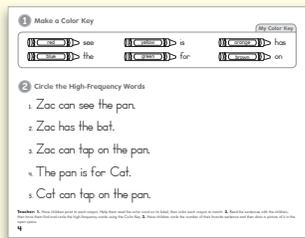
Write: *see, the, is, for, on,* and *has* on the board. Tell children you will make up a sentence using several of these high-frequency words.

Write: *The hat is on the cat.* Children read the sentence with you. Volunteers circle the high-frequency words in the sentence. Repeat for the following sentences:

- *Zac can see the jam on the can.*
- *The bag is for Zac.*

Distribute R&W, p. 4. Review the high-frequency words *see, the, is, for, has,* and *on.* Children repeat each color word after you, then color the crayon to match.

Complete the page as directed.



### Reading

Read simple one-syllable and high-frequency words

Describe common objects and events in both general and specific language

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

**Phonemic Awareness Warm-Up****Materials** None**Delete Initial Sound /t/ to Form New Words**

Say: **Let's segment, or pull apart, words. What is the beginning sound in tap?** (/t/) Say, /t/ /ap/ tap. **Here's another one. What is the beginning sound in tan?** (/t/) Say /t/ /an/, tan. **What word would we have if we took the /t/ away from tan?** (an)

**Now let's play a word game. We will make new words by taking the beginning sound /t/ away from a word. Ready? If we take the /t/ away from tax, what new word do we have?** (ax) **If we take the /t/ away from table, what new word do we have?** (able)

Continue for tally, tray, trot, toil, Troy, turn, tramp, tram, train, travel, tape, trap, track, tall.

**Reading**

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

1

**Introduce *The Giant Jam Sandwich***

Review Backpack Bear's message. Volunteers share their favorite kinds of sandwiches.

Say: **Let's pretend that a new child, who has never heard *Zac the Rat*, comes to our class. Who would be able to retell Zac's story in his or her own words?** Choose volunteers to retell the story.

Tell the children you have a funny song about jam that Zac and Backpack Bear might enjoy. Play *Sing-Along Track 17* several times, until the children are able to sing along. Make up actions to accompany the song.

Say: **This song reminds me of a story called *The Giant Jam Sandwich*.** Show the book and discuss the cover, title, author, and illustrator. As you picture-walk through the book, pause to introduce the following vocabulary:

**p. 7 wasps** — winged insects that have stingers; they belong to the insect animal family

**p. 9 pate** — the top of the head

**p. 10 nuisance** — someone or something that bothers you

**p. 14 dough** — a thick, sticky mixture of flour, water, and other ingredients, used to make bread

**p. 14 yeast** — something used to make dough rise

**p. 24 spade** — a digging tool with a flat blade, similar to a shovel

**Materials**

- Vocabulary Word Cards: *wasp, pate, nuisance, dough, yeast, spade*
- The Giant Jam Sandwich* by John Vernon Lord and Janet Burroway
- Zac the Rat* decodable book (for teacher reference)
- Sing-Along Track 17*

**Jam**

*Jam on my head,  
Jam on my toes,  
Jam on my coat,  
Jam on my nose.*

*Laughing and a-licking,  
Having me a time,  
Jam on my belly,  
But I like it fine.*

*Jam is my favorite food,  
And when I'm in a jelly mood,  
I can't ever get enough  
Of that yummy, gummy stuff.*

*Pretty soon it will be spring,  
And I'll do my gardening,  
But I'll plant no flower-bed,  
I'll plant jelly-beans instead.*

**Reading**

Recognize and produce words that rhyme

Describe common objects and events in both general and specific language

Identify the title, author, and/or illustrator

Use pictures and context to make predictions about story content

Retell familiar stories

**Vocabulary**

Use new vocabulary that is introduced and taught directly

Before reading the story say: **This story has rhyming words in it. If you hear rhyming words as I'm reading, raise your hand!** Read the story. Pause when children raise their hands to indicate the rhyming words.

Review new vocabulary:

**p. 3** — Read: "They stung Lord Swell on his fat bald *pate*." (rhymes with "plate") Children say, *pate*. Review the meaning of *pate*. Ask children if they know anyone who is bald.

**p. 7** — Say: **In this story, the author referred to the wasps as a nuisance. That's because the wasps were bothering the people.** Children say, *nuisance*. Discuss behaviors that would be considered nuisances, such as people talking too loudly or being interrupted by someone.

**p. 8** — Indicate the picture of the dough. Tell children the characters are mixing flour and yeast to make dough. Review the meanings of *yeast* and *dough*. Children repeat, *yeast, dough*. Explain that if no yeast was added to the dough, the bread would be flat like a pancake!

**p. 18-19** — Ask: **Who knows what a spade is?** Choose a volunteer to indicate a worker using a spade on page 19. Children repeat, *spade*.

2

**Materials**

- Classroom whiteboard/markers
- R&W, p. 5
- Pencils/crayons

**Reading and Writing, Page 5**

On the whiteboard, write:

Zac is a _____.	cat — ran — rat
-----------------	-----------------

Read the sentence. Children read the choices offered to complete the sentence. Ask them to consider what they know about Zac and decide which answer makes sense. Is Zac a cat? Does the sentence *Zac is a ran* make sense? Choose a volunteer to read the correct sentence, then write the word *rat* on the blank line. Reread the sentence.

Repeat for the following sentences. Children say 'blank' for the missing words.

The _____ ran and ran.	ants — hat — is
I can ____ Zac on the can.	has — see — the
_____ ants ran to the jam.	The — Zac — ran

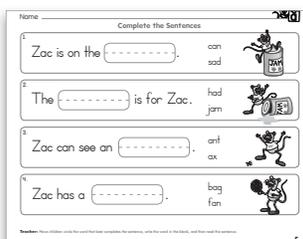
Distribute R&W books. Complete page 5 one sentence at a time. Indicate the picture clue at the end of each sentence. Children circle the word that best completes the sentence, write it in the blank, then read the sentence. If time allows, children use different-colored crayons to circle the following high-frequency words in the sentences: *has, the, is, for, see, an, can*.

**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 the letters



## Computer Practice

### Practice

ABCs: Z, X, Y, W, Q, V

### Activity

Children take turns playing “teacher.” Word Cards are placed face-down in a stack.

- The “teacher” chooses a Word Card and copies it on the whiteboard.
- The children raise their hands if they can read the CVC word.
- The “teacher” chooses a volunteer to read the word.
- That volunteer becomes the “teacher” for the next word.

#### Materials

- Word Cards: *bag, bat, can, cap, cat, man, map, pan, rat, sat, wag, Zac*
- Whiteboard/marker

# 3

## Story Elements

Display *The Giant Jam Sandwich*. Ask: **Is this story fiction or nonfiction? What in the story tells us this is a fiction, or fantasy, story?**

Place the Story Element Cards in a pocket chart and read each one aloud. As you read the story, children listen for answers to the Story Element questions.

Introduce the new game, “Book Chat.”

- Children sit facing each other in two rows on the floor.
- Ask a Story Element question about the book.
- “Book Chat” partners (children facing each other) discuss the answer.
- At your signal, they end their discussion. Choose a volunteer to give the answer.
- The first child in one of the rows moves to the end of that row, and the rest of the children shift, allowing the children to change partners.

Ask the following questions:

- What was the setting of this story?
- What was the problem in *Itching Down*?
- How did they solve their problem?
- Did the people in the story cooperate with each other to solve their problem?
- Who were the main characters in this story?
- What would you change about the story and why?

Gather children together to consider other ways the villagers might have solved their problem. Volunteers share their responses.

### Technology

Use technology resources to support learning

### Reading

Match consonant and short vowel sounds to appropriate letters

Blend individual phonemes in simple, one-syllable words

#### Materials

- The Giant Jam Sandwich*
- Pocket chart
- Story Element Cards pictured below

### Reading

Answer questions about the text using creative and critical thinking strategies

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

Demonstrate an understanding of story elements



## Phonemic Awareness / Phonics Warm-Up

## Materials

- 
- Whiteboards/markers

## Segment Short-A Words

Distribute whiteboards and markers. Say: **Let's separate sounds in words. I will say a word. You will use your invisible rubber bands to help you count the sounds you hear. Let's try one together. The word is *bat*. How many sounds do you hear in *bat*? Use your invisible rubber bands and say each sound: /b/ /a/ /t/. There are three sounds.**

**Now, let's write the sounds in *bat*: /b/, write b; /a/, write a; /t/, write t. (As you write *bat* on the board, children do the same on their whiteboards.) Now, say the word *bat*.**

Children say, *bat*. Continue for:

can	cat	bam	Zac	pan	pat	had	tap
-----	-----	-----	-----	-----	-----	-----	-----

## Reading

Blend and/or segment individual phonemes in CVC words

Count the number of sounds in syllables

1

## Punctuation

## Reading and Writing, page 6

## Materials

- 
- R&W, p. 6
- 
- 
- Three paper scraps per child
- 
- 
- Pencils/crayons

## Listening &amp; Speaking

Listen carefully and understand directions for performing tasks

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

Tell children they will review punctuation marks that will help them become fluent "Punctuation Detectives."

Make a period (.) on the board. Say: **When we finish a sentence that tells something, or makes a statement, we use a period at the end.** Give examples of statements. Children make a signal, such as a clap, to indicate a period at the end of each statement.

Make a question mark (?) on the board. Say: **This is a question mark. A question is different from a statement because it needs an answer.** As most young children struggle with this concept, you will need to provide several examples of questions, until you are certain they understand the concept. Children make a signal, such as shrugging, to indicate a question mark at the end of each example.

Make an exclamation mark (!) on the board. Say: **When we see an exclamation mark at the end of a sentence, it tells us the information in the sentence is exciting!** Give examples of sentences read with excitement. Children make a signal, such as waving hands high in the air, to indicate an exclamation mark at the end of each sentence.

Distribute three paper scraps to each child. Children copy one very large punctuation mark on each scrap (. ? !). They are now ready to be Punctuation Detectives! Explain that you will read a sentence. The children hold up the correct punctuation mark for each one.

Suggested sentences:

- *You are a boy.*
- *I am a girl.*
- *What is your name?*
- *Wow, that was fun!*
- *Tom said, "I like to read."*
- *Can I help you?*
- *You did a great job!*
- *How are you today?*

Distribute and complete *R&W*, p. 6.

2

## Write about Mammals

Review the characteristics of mammals. Say: **Backpack Bear suggested that it would be nice to write our own class book about mammals!**

Display the chart paper list of mammals from **Week 15, Day 5**. Read the list. Children each choose a mammal to write about and illustrate. As each child chooses a mammal from the list, write his or her name beside it. You may decide to print the name of the chosen mammal on scrap paper for the children to copy.

Distribute the "All About Mammals" blacklines.

Write: A \_\_\_\_\_ is a mammal. on the board. Read the sentence and have children repeat it, saying "blank" for the missing word.

Say: **Copy this sentence on the handwriting lines. What will you write in the blank space?** (the name of your mammal) **Then write a sentence telling why your animal is a mammal.**

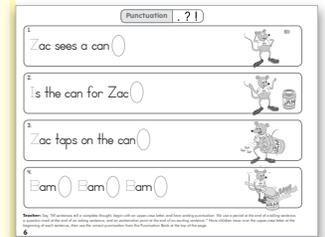
Children will illustrate their mammals in the blank space.

Children reference *Backpack Bear's Mammal Book* or other classroom mammal books for illustrations. Remind children to include true facts about their mammals.

When children have completed their writing and illustrations, they may share them with others who are finished.

### Materials

- "All About Mammals" blackline for you and each child
- Backpack Bear's Mammal Book*
- Other mammal books from classroom or library
- List of mammals from **Week 15, Day 5**
- Chart paper/marker
- Starfall Dictionaries
- Pencils/crayons
- Scrap paper



### Reading

*Understand that printed materials provide information*

### Listening & Speaking

*Communicate effectively when sharing ideas*

### Writing

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

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

Assemble the mammal writings and illustrations into a class book entitled **All About Mammals** by (Your name's) Kindergarten Class. Children will read their entries in the book to Backpack Bear on Day 4.

A paraprofessional or volunteer can work with a small group of struggling children while the others work as a larger group. Extend this session to allow children to complete their illustrations and writing, or children can complete their work as a substitute for one of the learning centers.

**Observe  
& Modify**

## Computer Practice

**Practice**

- *Short Vowel Pals* "Zac and Cat"
- *ABCs*: Interpreter button to review letters in Sign Language

## Activity

Children practice locating high-frequency words by circling the words in the Word Bank.

### Materials

- Word Search practice page
- Pencils

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Beethoven

Read Backpack Bear’s message. Backpack Bear whispers, “My favorite writer of music is a man named Beethoven. I want everyone to go to [more.starfall.com](http://more.starfall.com) to learn more about him!”

Navigate to *It’s Fun to Read: Music, “Beethoven.”* After the introduction, say: **Ludwig van Beethoven was a composer.** (Children repeat, *composer.*) **A composer is someone who writes music. Beethoven wrote his music long ago, but we still listen to it today. Have you ever listened to music without words? Most of Beethoven’s music is without words.**

Navigate to the next page. Explain and discuss the following as you interact with the page:

**Conductor** — Indicate the conductor on the left side of the computer screen. The *conductor* is the leader of the *orchestra*. It is his or her job to make sure all the musicians in the orchestra play their instruments at the right time. (Children repeat, *conductor.*)

**Orchestra** — An *orchestra* is a group of musicians who play instruments. (Children repeat, *orchestra.*)

Click on the conductor. Children listen to the music and observe the conductor’s actions.

**Deaf** — Being *deaf* means that a person cannot hear. (Children repeat, *deaf.*)

People who are *deaf* cannot hear spoken words. We use our hands to communicate our messages to them. This is sign language and we’ve been learning it all year!

Beethoven was not always *deaf*. Even though he could no longer hear the music with his ears, he could still hear the music in his head and in his heart. He kept on writing, and composed his most famous piece, his Ninth Symphony, after becoming deaf.

Navigate to the next page. Indicate the symbol at the top right corner of the page. Say: **This is an ASL sign for interpreter. Where have you seen this before?** ([more.starfall.com](http://more.starfall.com), *ABCs*)

**Interpreter** — The *interpreter* symbol means someone will sign the words that are on this page using sign language.

Click on the *interpreter* symbol to watch the *interpreter* sign the words.

Say: **Beethoven was born in Germany.** (Indicate Germany on a globe or map.) **When he was a little boy, his father taught him to play the violin and the piano. Beethoven loved music!**

### Materials

- Vocabulary Word Cards: *deaf, composer, conductor, orchestra, and interpreter*
- Globe or world map
- Navigate to, *It’s Fun to Read: Music, “Beethoven”*

### Reading

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly

### Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, from stories and folklore

### Technology

Use technology resources to support learning

## Phonemic Awareness Warm-Up

## Materials

- 
- Sing-Along Track 15

## Identify Rhyming Words in a Nursery Rhyme

Say: **Zac would like to teach you his song about the clock.** Play *Sing-Along Track 15*, "Hickory Dickory Dock."

Explain that noon is 12:00.

Play the song again. This time, children listen for words that rhyme (clock/dock, four/door, nine/fine, noon/soon).

Say: **Let's think of rhyming words for each hour on the clock. What is a word that rhymes with one?** Children respond. Continue for two through eleven. Accept nonsense words.

## Reading

Recognize and produce words that rhyme

1

## Digraph /th/, Reading and Writing Page 7

## Step One Introduce /th/ in the initial position

Say: **Backpack Bear has a rhyme about a thumb.** Read "Thumb," ABC Rhyme Book, p. 61.



Display the Picture Card *thumb*. Say: **This is a picture of a thumb.** (Children say, *thumb*.) **The word *thumb* begins with the sound /th/. Watch my mouth: /th/. You say /th/. Listen to the rhyme again. Listen for the sound /th/ in *thumb*.**

## Materials

- 
- Picture Card:
- thumb*
- 
- 
- Letter Card:
- th*
- 
- 
- Sound Spelling Wall Card:
- thumb /th/*
- 
- 
- ABC Rhyme Book
- 
- 
- Superhero puppet or a generic puppet with a large lowercase
- h*
- printed or pinned to the front
- 
- 
- R&W, p. 7
- 
- 
- Pencils

Read the rhyme again. Children repeat in unison.

## Step Two Discriminate /th/ in the initial position

Say: **Listen to these words. Give a 'thumbs up' if you hear the sound /th/ at the beginning of a word! Ready?**

thing

thorn

ship

that

Thursday

Step Three Connect /th/ to the spelling *th*

Display the Letter Card *th*. Explain: **Sometimes a letter needs help to stand for the sound a word needs.**

Print the words *tumb*, *tink*, and *tump* on the board. (Leave space after the initial *t* in each word.) Children assist in decoding these words. Explain that you are trying to spell the words *thumb*, *think*, and *thump*.

Dramatically reveal the "Superhero h puppet" to demonstrate how it saves the day when it joins *t* to stand for the sound, /th/!

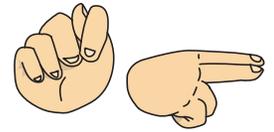
- Give the "Superhero h puppet" to a child.

## Reading

Blend vowel-consonant sounds orally to make words or syllables

Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words



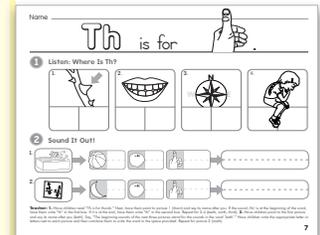
- Ask the child to come to the board and rescue the word *tumb*. He or she uses the puppet to “tap” the “t” and say, “Move over!”
- You or the child then adds “h” after the “t” in the word.
- The class reads the new word, *thumb*.
- Repeat for *tink* (think) and *tump* (thump).

Teach children the ASL sign for *th*. (To make /th/, sign *t* and *h* together quickly.) Sing “The Letter March” with the ASL sign for *th* and the sound /th/.

#### Step Four Introduce /th/ in the final position

Say: **Listen for the sound /th/ at the end of these words. If you hear /th/ at the end of the word, give a “thumbs up.” If you don’t hear /th/ at the end, give a “thumbs down.”** (Exaggerate the sound /th/ as you say these words: *with, bath, start, fourth, hot*.)

Distribute and complete *R&W*, p. 7.



2

## Introduce High-Frequency Words: *they, there, that*

Review the sound /th/ by having children volunteer words that begin with /th/. Tell children you have three new high-frequency words that begin with the sound /th/.

Write *the* on the board. Say: **You already know a high-frequency word that uses the sound /th/ at the beginning, *the*. One of our new words blends /th/ with the word *at*.**

Write *that* on the board. Blend the /th/ and /at/. Ask: **What is our new word?** (that) Children use the ASL signs to finger spell *that*.

Tell children you have two other /th/ words. Write *they* and *there* on the board. Indicate and read each word.

Touch one of the three new high-frequency words; children read the word. Repeat several times. Volunteers come to the board to play “teacher” and touch one of the words. Children read the word indicated.

Place the new High-Frequency Word Cards *they, there, and that* in the pocket chart. The class reads each word as you place it.

Write the following sentences on the board. Read each sentence. Children repeat the sentence as you track each word. Volunteers circle the high-frequency words beginning with /th/ in each sentence:

- *There* are cats and rats in the box.
- *They* can run and hop.
- *That* is a big rat!
- I see *there* are ants in the jam.
- Will *they* like the jam?
- Will you give me *that*?

If time allows, children locate *there, they, and that* in classroom books.

#### Materials

- Starfall Dictionaries
- Pencils
- High-Frequency Word Cards: *that, there, they*
- Pocket chart

#### Reading

Read simple one-syllable and high-frequency words

Children enter new high-frequency words into their Starfall Dictionaries.



## Computer

Practice

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

- *It's Fun to Read: Music: "Beethoven"*
- *Backpack Bear's Books: Explore any row.*

## Activity

Shuffle the Picture Cards. Children:

- place the Picture Cards face-up in the pocket chart.
- place the Word Cards face-down in a deck.
- draw a Word Card and place it next to the corresponding Picture Card.

### Materials

- Pocket chart
- Picture and Word Cards: *bag, bat, can, cap, cat, fan, ham, jam, mad, man, map, pan, rat, sad, van, wag, Zac*

Children play again, this time placing the Word Cards in the pocket chart and finding the corresponding Picture Cards.



3

### Reading

Understand that printed materials provide information

Produce, illustrate, and share a finished piece of writing

### Science

Understand that animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

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

## Author's Chair

Each child sits in the Author's Chair and shares his or her page from the class book, *All About Mammals*.

### Materials

- Kindergarten Mammal Book*
- Author's Chair

## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution Using Short-A Words

Say: **Let's make some new short-a words by changing beginning sounds.**

**What new word would we make if we changed the /b/ in *bam* to /h/?** (ham)

Continue for:

/j/am, /P/am, /r/am and /S/am.

- **if we changed the /c/ in *cat* to /b/?** (bat)

Continue for /h/at, /m/at, /p/at, and /r/at.

- **if we changed the /c/ in *can* to /m/?** (man)

Continue for /p/an, /r/an, /t/an, /v/an, /f/an.

- **if we changed the /t/ in *tap* to /c/?** (cap)

Continue for /g/ap, /l/ap, /m/ap, /n/ap.

## Reading

*Track and represent changes in simple syllables and words with two and three sounds as one sound is substituted*

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

1

## "Wheel of Reading"

## Materials

 Starword Wall

Review this week's vocabulary words by referencing the Starword Wall. Explain that you will choose words from the Starword Wall for the "Wheel of Reading" game. After the word is revealed, ask children to use it in a sentence.

## Reading

*Relate new vocabulary to prior knowledge*

**Technology**

Use technology resources to support learning

# Computer

1

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

**Reading**

Read simple one-syllable and high-frequency words

# "Color by Word"

Children reference the Color Word Bank to complete this page.

**Materials**

- Week 16 "Color by Word" Practice Page
- Pencils/crayons

2

**Reading**

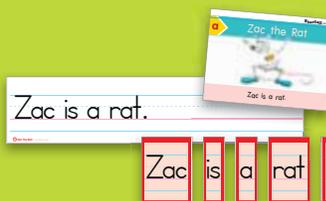
Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Read simple one-syllable and high-frequency words

# Sequence *Zac the Rat*

Children work together to sequence *Zac the Rat*, and match the Sentence Strips and individual Word Cards to form sentences.



**Materials**

- Zac the Rat* decodable book
- Zac the Rat* Sequence Cards, Sentence Strips, and individual Word Cards

3

**Writing**

Draw a picture about ideas from stories read aloud

Use knowledge of letter/sound relationships to spell simple words

# Writing

Children copy the title, *The Giant Jam Sandwich*, on their drawing paper. They choose their favorite parts of the story to illustrate and label with kidwriting.

**Materials**

- Drawing paper
- Pencil/crayons
- The Giant Jam Sandwich*

4

# Generator Practice Page

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

**Materials**

- Generated practice page of your choice

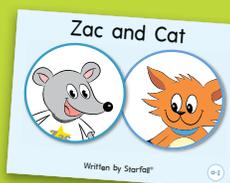
5

**Reading**

Read simple one-syllable and high-frequency words

# Play Dough

Children form words from the decodable story *Zac and Cat* using play dough.



**Materials**

- Zac and Cat* decodable books
- Play dough

6

2

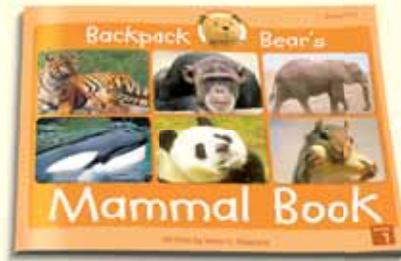
## Mammals

Say: **Backpack Bear wants us to read his book again. This time he wants me to leave out words to see if you can add them!** As you read, select key words to omit.

Volunteers supply the missing words.

### Materials

- Backpack Bear's Mammal Book
- Backpack Bear



### Reading

Connect to life experiences the information and events in texts

### Science

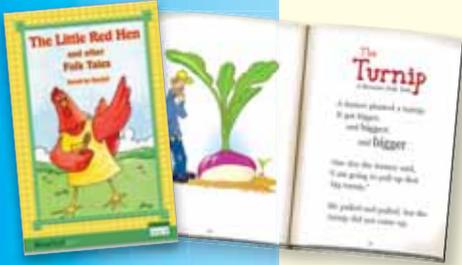
Understand that all animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

# Week 17 Overview

## More about Mammals

This week, the children will continue their study of mammals as they review how to tell the difference between living and nonliving things, and how to compare and contrast plants and animals. This week we will:

- write our own group stories.
- make Backpack Bear puppets.
- review cause and effect and folk tales.
- learn about the forces of push and pull.



## Starfall Books & Other Media

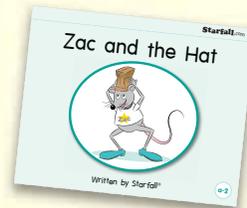
*Zac and the Hat*

*Zac and Cat*

*The Little Red Hen and other Folk Tales*: "The Turnip, a Russian Folk Tale" retold by Starfall

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

Animal Kingdom Poster



# Preparation

## Day One

Generate Vocabulary Word Cards for Week 17. You will use *cooperation* and *enormous* on **Day 4**.

Provide one classroom book for each child.

You will need a lunch-sized brown paper bag.

## Day Two

Select several different-colored markers for today's shared writing lesson.

Generate a "Color By Word" practice page and photocopy one for each child. Recommended high-frequency words: *all, some, there, that, they, get, gets, into*

Children will create Backpack Bear puppets today. Each child will need a lunch-sized brown paper bag. Photocopy the "Puppet: Head" (1 per 3 children) and "Puppet: Body" (1 per child) blacklines.

## Day Three

Children will use their Backpack Bear puppets from **Day 2**.

Have a real turnip on hand when you introduce the folk tale "The Turnip."

## Day Four

If available, have other versions of the folk tale "The Turnip" handy, so the children can compare and contrast to the Starfall version.

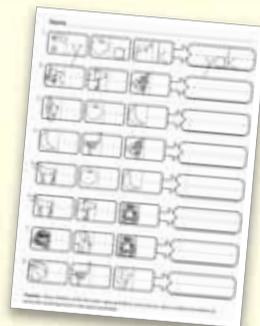
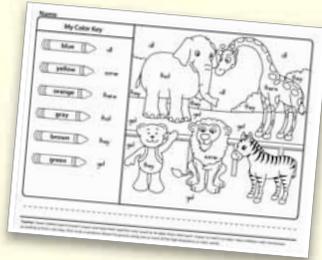
Prepare a sheet of chart paper with three headings; *Push, Pull, and Push and Pull*.

## Day Five

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

For each child, generate a Unit 6 "Decodable Words: Blend Practice 2" practice page, featuring short-a CVC words.

Modify the "Starfall Speedway" board game by writing short-a CVC nonsense words in the blank spaces using a permanent marker. (Nail polish remover will erase permanent marker from this surface.) Suggested words: *das, tas, ras, nas, zan, san, gad, yad, bab, hab, gat, quat, lat, jat, zam, fam*.



## Day 1

It's fun to spell words!  
I wish we could write  
some of the new words  
we have learned.

Love,

Backpack Bear 🐻

## Day 2

I love how Zac used his  
bag for a hat! I have a  
great idea for how to  
use a bag. I'll share it  
with you later! Your pal,

Backpack Bear 🐻

## Day 3

What great puppets  
you made! I noticed  
how well you followed  
directions!

Love,

Backpack Bear 🐻

## Day 4

I loved the story about  
the turnip! Have you  
ever eaten a turnip?  
Your friend,

Backpack Bear 🐻

## Day 5

I enjoyed listening to  
the stories you wrote.  
Can you read them to  
the class today?

Love,

Backpack Bear 🐻

## DAY One

## DAY Two

### Reading

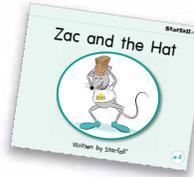
Phonemic Awareness  
Phonics  
High-Frequency Words  
Comprehension  
Print Concepts

"See It! Say It! Spell It!"

*Zac and the Hat*

HF Words:

**all, some**



#### Comprehension Skills:

Compare/Contrast  
Classify/Categorize

#### Comprehension Strategy

Predict/Verify

R&W p. 8

Rhyming

*Zac and the Hat*

Shared writing

#### Comprehension Skills:

Story Details (setting, plot, characters)



### Computer

*Short Vowel Pals: "Zac and Cat"*  
BpB's Books: Concepts, "A-Machine"

*Short Vowel Pals: "Zac and the Hat"*  
Motion Songs: Jam

### Activity

Blend CVC Words

"Color by Word" Week 17

### Listening & Speaking

Literature  
Rhymes, Poems & Songs  
Vocabulary

Living and nonliving things

### Writing

Write consonant-vowel-consonant words

Write about Zac and Dad

### Social Studies

### Science

Compare and contrast plants and animals

## DAY Three

R&W pp. 9, 10

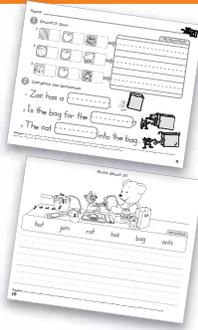
Decodable words

### Comprehension Skills:

Cause/Effect  
Identify Genre (folk tale)  
Story Details (setting, main idea, characters, lesson)

### Comprehension Strategies:

Predict/Verify  
Make Connections



## DAY Four

Syllables

### Comprehension Skills:

Compare/Contrast  
Cause/Effect

### Comprehension Strategy:

Make Connections

## DAY Five

Rhyming

### Comprehension Strategy:

Predict/Verify

Story presentations

		Starfall Free Day <b>1</b>
		Blend Short-A CVC Words <b>2</b>
<i>More Holidays:</i> "Garden Shop" ABCs: Any letter	<i>I'm Reading:</i> Folk Tales, "The Turnip" ABCs: Jj, Ll, Yy, Ww, Kk, Hh	"Starfall Speedway" HF Words <b>3</b>
"Concentration" HF Words	Draw, label "Enormous Things"	"Concentration" HF Words <b>4</b>
<i>The Little Red Hen and other Folk Tales:</i> "The Turnip"  Dramatization	<i>The Little Red Hen and other Folk Tales:</i> "The Turnip"  Force, push, pull  <b>Vocabulary:</b> cooperation, enormous	Practice page of your choice <b>5</b>
		Draw and Label <b>6</b>
		Animal Kingdom Poster Vertebrates (Animals with Backbones) Poster Mammals
Write about going on a picnic with Backpack Bear and Zac  Write a new folk tale, as a shared story, based on "The Turnip"	Write a shared story scripted by the teacher	Produce, illustrate, and share a finished piece of writing
Characteristics of plants and animals	Know there is a relationship between force and motion	Characteristics of mammals

## Phonemic Awareness / Phonics Warm-Up

## Materials

- Whiteboards/markers
- Word Cards: *can, fan, had, jam, rat, Zac*

## "See It! Say It! Spell It!"

Play the game to practice spelling short-a CVC words:

- Hold up the Word Card, *Zac*. Children say, *Zac*.
- Children look carefully at how the word is spelled.
- Place the Word Card behind your back.
- Children sound out each letter to write the word on their whiteboards.
- When the children finish writing, hold up the Word Card.
- Children check their spelling.

Continue as above for *can, fan, had, jam, rat*.

When children are ready, omit the "See It" step. Children listen to the word, then write it on their whiteboards before checking.

## Observe &amp; Modify

1

## Compare and Contrast Plants and Animals

Display the Picture Cards, *plant* and *rock*. Say: **A few weeks ago, we talked about living and nonliving things.** (Name the pictures displayed.) **Is a plant living or nonliving? Is a rock living or nonliving? Let's review how we can tell if something is living or nonliving. If the answer to these questions is yes, the object is living!**

- Does it need food and water?
- Does it grow and change?
- Does it move?
- Does it breathe?

Distribute one Picture Card to each child. Say: **Let's classify these pictures into two groups: living and nonliving. We'll use the *plant* column for living things and the *rock* column for nonliving.**

- A volunteer brings his or her Picture Card forward and names the picture.
- The volunteer places the Picture Card in the correct column.
- If a card is placed incorrectly, review the four questions to help children determine correct placement.

## Materials

- Pocket chart
- One Picture Card for each child in your class: *apple, bus, dog, drum, hat, kangaroo, lamp, leaf, lion, mouse, peach, rat, rug, sheep, sock, tree, truck, umbrella, vegetables, whale*
- Picture Cards: *plant, rock, zebra*

## Reading

Blend vowel-consonant sounds to make words

## Writing

Write consonant-vowel-consonant words

## Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

## Science

Compare and sort common objects by physical attributes

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

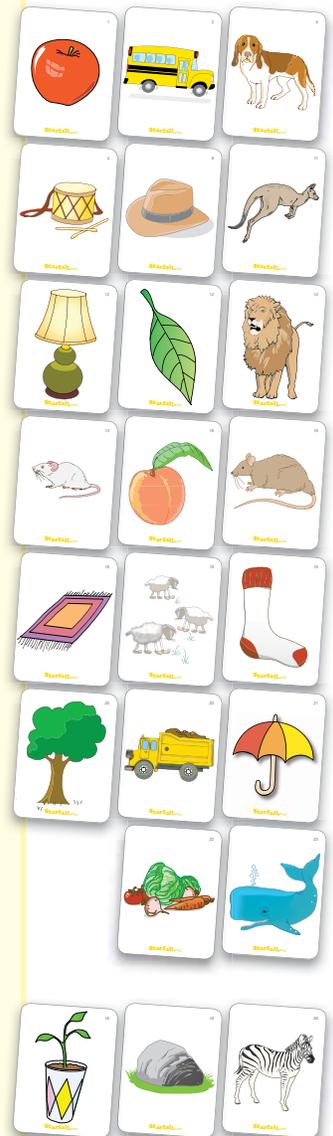
Remove the nonliving column of Picture Cards. Exchange the *rock* Picture Card with the *zebra* Picture Card. Say: **Look at the pictures of the living things. What two different kinds of things do you notice in this group?** (plants and animals) **We will classify these living things into plants and animals.**

Volunteers place the animal Picture Cards under the *zebra* card forming two groups, plants and animals.

Once the cards are classified, say: **Plants and animals are both living things.**

Compare the similarities between plants and animals, then contrast them. Do this orally, or if you prefer, write the children’s observations on a chart on the board. Responses might include:

<i>Plants</i>	<i>Both Plants &amp; Animals</i>	<i>Animals</i>
Most plants are rooted and stay in one place.	move	Most animals move around from place to place.
Plants make their own food from sunlight.	need food, water, and sunlight	Animals depend on plants and other animals for food.
Plants do not make sounds.		Most animals make sounds to communicate with each other.
Most plants begin growing in the ground.	grow and change	Animals begin growing inside their mothers.
Plants need help pollinating and spreading their seeds.	reproduce themselves	Animals do not need help reproducing.
Plants breathe in carbon dioxide.	breathe	Animals breathe in oxygen.



**Reading**

Read simple one-syllable and high-frequency words

Match print to speech

**Science**

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

**Materials**

- Whiteboards/markers
- Starfall Dictionaries
- One classroom book for each child

**Introduce High-Frequency Words: *all, some***

Distribute whiteboards and markers. Say: **Let's learn two high-frequency words! Draw a line down the middle of your whiteboard, from the top to the bottom, to divide it in half.**

Write *all* on the board. Say: **This word is *all*.** (Children repeat, *all*.) **Write *all* on the left side of your whiteboards.**

Write *some* on the board. Say: **This word is *some*.** (Children repeat, *some*.) **Write *some* on the right side of your whiteboards.**

Tell the children you will read a sentence. They listen for the words *all* or *some* in the sentence. When they hear either word, the children point to it on their whiteboards.

- *All* children are living.
- *Some* animals live in water, but break the surface to breathe oxygen from the air.
- *All* living things need air.
- I want *some* water for my plants.
- *Some* plants are tall and *some* are short.
- *All* people belong to the Animal Kingdom.

Continue, inviting children to construct additional sentences using *all* or *some*.

Distribute the classroom books. Say: **Look through your book for the words *all* and *some*. When you locate one of the words in your book, place a tally mark under the word on your whiteboards.**

Enter *all* and *some* in your dictionary. Children follow your example.

Children enter new high-frequency words into their Starfall Dictionaries.



**Technology**

Use technology resources to support learning

**Reading**

Match consonant and short-vowel sounds to appropriate letters

**Computer Practice**

**Practice**

- *Short Vowel Pals*: "Zac and Cat"
- *Backpack Bear's Books*: Concepts: "A-Machine"

**Activity**

Children choose a Picture Card and then use magnetic letters or play dough to form the word. Encourage them to check their work with their classmates.

**Materials**

- Magnetic letters (one set per child) or play dough
- Picture Cards: *bag, bat, pan, rat, van, jam, map*



3

## Introduce *Zac and the Hat*

Display the paper bag. Say: **Let's think of the many different ways we could use this bag.** Accept responses such as lunch bag, to hold things, cut apart to use the paper, a puppet. **You'll never guess how Zac used his paper bag!**

Display *Zac and the Hat*. Read the title. Children look at the illustration on the front cover of the book and predict how Zac used his paper bag (as a hat). Read the story. After reading, discuss:

### What happened to Zac's hat?

**p. 3 — Look at Zac's face. How do you think he feels? How do you know he is sad? What made Zac feel better?**

**p. 4 — Look at Zac's face now. Does he feel better? Why do you think he feels better?**

**p. 5 — What do Zac and his dad decide to do with the hat?**

**p. 6 — How does the story end? What do you think Zac and Dad will do when they wake up?**

Distribute children's copies of *Zac and the Hat*. Read the story together.

Explain that there are many high-frequency words in this story. Make two columns on the classroom whiteboard: High-Frequency Words; Short-A Words.

Read the title and column headings.

Say: **We will read each page and list the high-frequency words on the board.** Children identify the high-frequency words (*and, the, has, a, on, for*). You or a child writes them on the board.

Say: **Listen to this story again. As I read, listen carefully to all the words in the story that are not high-frequency words.**

Reread the story. Say: **What did you notice about the other words in the story?** List these words under the column titled Short-A Words (*Zac, hat, bag, sat, dad, claps, nap*).

Ask: **Which high-frequency words have the sound /a/?** (and, has)

### Materials

- Zac and the Hat*, teacher edition
- Zac and the Hat* for each child
- Lunch-sized brown paper bag
- Classroom whiteboard/marker

### Reading

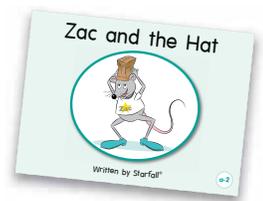
Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Identify and sort common words into basic categories



Collect the books.  
You will use them  
again on Day 2,  
Session 3.

## Phonemic Awareness Warm-Up

## Materials

 None

## Short-A Rhyming Words

Children listen carefully as you read each sentence to identify the three rhyming words within, then name other rhyming words.

*Pam* loves strawberry *jam* with *ham*. (ram, bam, lamb, Sam, am, clam, ma'am)

*Zac* has a *sack* in his *backpack*. (Jack, rack, lack, tack, crack, quack, yak)

*Tad* had a letter from *Dad*. (fad, sad, lad, mad, pad, add, glad)

Did the *fat rat* wear a red *hat*? (bat, that, gnat, scat, sat, mat, cat, pat)

Can *Dan* turn on the *fan*? (an, man, plan, tan, than, ran, van)

The *cat sat* on a yellow *mat*. (bat, hat, pat, that, rat, gnat, fat, scat, chat, flat)

*Mag* put the *rag* in a little *bag*. (tag, sag, drag, flag, lag, zigzag, wag)

## Reading

Recognize and produce words that rhyme

1

## Shared Writing

Children read *Zac and the Hat* together. Children identify the characters, setting, and main events of the story.

Say: **Pretend you are napping with Zac and Dad. What will you, Zac, and Dad do when everyone wakes up?**

Children share their responses in complete sentences. Write each response in a numbered list on chart paper, using different-colored markers for each sentence. After a sufficient number of sentences are volunteered, read the sentences.

## Materials

- Zac and the Hat*
- Chart paper/markers in several different colors

Save this list of sentences. You will use it today in **Session 2**.

2

## Reading and Writing, Page 8

Review the high-frequency words in the Word Bank. Children complete the sentence by writing the high-frequency words from the Word Bank in the correct shapes, then read the story.

Refer to the responses listed on the chart paper from **Session 1**. Children choose one of the sentences, or write their own, in the space provided at the bottom of the page and then illustrate their choices.

## Materials

- Zac and the Hat* decodable book
- R&W*, p. 8
- Pencils/crayons
- Chart-paper list from **Session 1**
- Starfall Dictionaries

## Reading

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

## Writing

Create narratives by drawing, dictating, and/or using emergent writing

## Reading

Read simple one-syllable and high-frequency words

## Writing

Create narratives by drawing, dictating, and/or using emergent writing

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

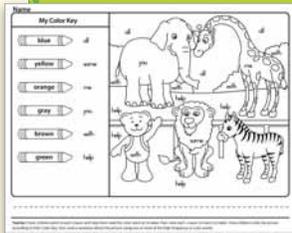
## Computer

- *Short Vowel Pals*: “Zac and the Hat,” “Zac and Cat”
- *Motion Songs*: Jam

## Practice

## Activity

Children color the picture according to the key.



### Materials

- Week 17** “Color by Word” for each child
- Pencils/crayons

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Backpack Bear Puppet

Recall Backpack Bear’s message. Backpack Bear whispers, “I’ll show them my idea in a few minutes!”

- Distribute *Zac and the Hat*.
- Recall the earlier lesson in which the children discussed the many different ways a brown paper bag could be used.
- Ask Zac how he used the bag in this story (as a hat).
- Volunteers retell the story of *Zac and the Hat* in their own words.
- Read *Zac and the Hat* together.

Backpack Bear whispers, “It’s time to show everyone my idea!” Display the lunch bags and the “Puppet” blackline. Show a completed puppet as an example.

Say: **Backpack Bear made this pattern so we can each make a puppet using a paper bag!** Demonstrate how to glue Backpack Bear’s head on the flap and his body on the bag. Distribute a bag and pattern page to each child.

Children write their names on the completed puppets.

### Materials

- Lunch-sized paper bag for each child
- “Puppet” blackline for each child
- Crayons/scissors/glue sticks
- Each child’s copy of *Zac and the Hat*
- Backpack Bear
- Plush Zac the Rat

### Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

### Listening & Speaking

Listen carefully and understand directions for performing tasks

Collect the puppets. You will use them again on Day 3, Session 2.



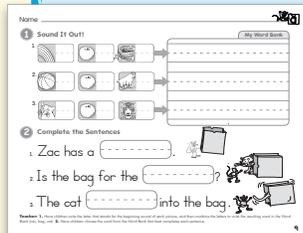
## Phonemic Awareness / Phonics Warm-Up

## Materials

- R&W, p. 9
- Pencils/crayons

## Reading and Writing, Page 9

Complete as directed at the bottom of the page.



## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple and high-frequency words

1

## Materials

- Plush Zac the Rat

## Cause and Effect

Gather children in a circle. Explain: **Zac taught you a game called “what if” and he’d like for you to play it with him.**

Say: **Think about plants and animals! I will ask some “what if” questions. You will take turns giving the answers. The “what if” is the cause and your answer is the effect.**

Partner children. Hand Zac to the first pair of children. They answer the “what if” question together, then pass Zac to the next pair on their left.

What if:

- you watered a plant?
- there were no more plants on earth?
- animals stopped eating plants?
- plants could eat animals?
- the sun stopped shining?
- plants didn’t get water for a long time?
- plants could talk?
- plants didn’t breathe out oxygen (air)?
- animals stood still and plants could walk?
- it never rained?
- people were plants instead of animals?
- plants were born in hospitals?
- people grew in soil?
- animals grew on trees?

## Reading

Connect to life experiences the information and events in texts

Make text-to-self and world connections

Answer questions using creative and critical thinking strategies

2

## Reading and Writing, Page 10

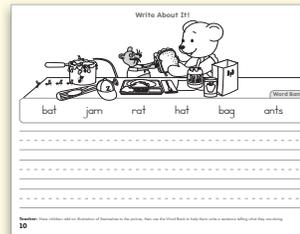
Distribute *R&W*, p.10 and the puppets. Children discuss the picture, read the words in the Word Bank, and locate those items in the picture.

Explain that the children will add illustrations of themselves to the picture, and then write sentences to tell what they are doing at the picnic! Remind children they may use the words in the Word Bank, kidwriting, and dictionaries to write their sentences. Quickly review the Star Writers Writing Rubrics.

Say: **If you aren't able to think of an idea, ask your Backpack Bear puppet to whisper some ideas to you!**

### Materials

- R&W*, p. 10
- Paper bag puppets from **Day 2**
- Pencils/crayons
- Starfall Dictionaries



### Reading

Read simple one-syllable and high-frequency words

### Writing

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

Write consonant-vowel-consonant words

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

Draw pictures about ideas generated from class discussions

## Computer

- *More Holidays*: "Garden Shop"
- *ABCs*: Any letter

## Practice

## Activity

Children shuffle the High-Frequency Word Cards, then place them face-down in a pocket chart. They play "Concentration" to match the cards.

### Materials

- Pocket chart
- Two each High-Frequency Word Cards of your choice (for review)

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

**Materials**

- The Little Red Hen and other Folk Tales*: “The Turnip, a Russian Folk Tale”, retold by Starfall
- A turnip

## Introduce *The Little Red Hen and other Folk Tales*, “The Turnip”

**Reading**

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Identify familiar literary forms

Open *The Little Red Hen and other Folk Tales* to page 85, “The Turnip.” Read the title and tell the children this story is a Russian folk tale. Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren, and often teach a moral or a lesson.

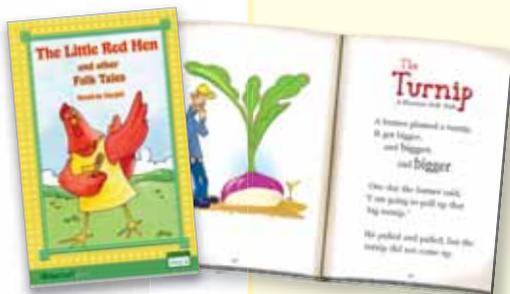
- Ask children to make predictions based on the title picture.
- Indicate the turnip and display an actual turnip. Explain that a turnip is a vegetable people can eat. It grows under the ground like carrots, onions, radishes, beets, and potatoes. It must be pulled out of the ground before it can be cooked and eaten.
- Read the story and check predictions.

Partner children to discuss the following:

<b>farmer, his wife, little girl, black dog, yellow cat, brown mouse</b>	Who are the characters in this story?
<b>on a farm; outside</b>	Where does the story take place or what is the setting?
<b>The characters kept trying to pull up the turnip.</b>	What happened over and over again?
<b>They helped each other in order to get the job done.</b>	How did the characters in the story treat each other?
<b>Working together, we can get things done that we couldn't do alone.</b>	What did we learn from the story that we can use in the classroom?

Dramatize the folk tale:

- Assign several children the parts of each character, or repeat the story several times to give all the children an opportunity to participate.
- Arrange the children playing the characters in story order (farmer, farmer’s wife, little girl, black dog, yellow cat, brown mouse).
- Children dramatize the story as you read.



## Phonemic Awareness Warm-Up

## Syllables

Use vocabulary words of varying lengths from your Starword Wall to blend and segment syllables.

- Choose a word, divide it into syllables, and ask children to blend the syllables together to form the word.
- Choose a word, segment the word in syllables, children clap for each syllable, and determine how many syllables are in the word.

## Materials

- Starword Wall

## Reading

Identify, blend, and segment syllables in words

1

## Cooperation

Read "The Turnip." Children chime in during predictable phrases.

Explain: **This Russian folk tale has been told to children and grandchildren for years and years. There are many different versions. What remains the same is there is a turnip, which is too big for one person to pull from the ground. Several characters, from largest to smallest, work together to pull it up.**

If you have other versions of this folk tale, show them to the children and briefly discuss similarities and differences.

Say: **The turnip was too big for one person to pull up out of the ground. In our story and other stories like it, the characters always have the same problem. Who knows what the problem was?**

Explain: **It took cooperation, or all of the characters working together, to pull the turnip from the ground.** Children repeat, *cooperation*. Ask them to think of times when it took cooperation to get things done in their classroom. Discuss.

**He asked for help.**

How did the farmer get the job done?

Say: **The funny part about the story "The Turnip" is that the first person trying to pull up the turnip is the largest, and the last one is the smallest. The story reminds us that when we cooperate, everyone helps get the job done, from largest to smallest. Just think, the big farmer and his family couldn't have pulled up the turnip without the help of the little mouse!**

Say: **The farmer in this story is big, but the turnip is enormous. What do you think enormous means?** (Children respond.) **Enormous means very, very big.** Children repeat, *enormous*. Ask them to name other words meaning very big, or enormous.

## Materials

- The Little Red Hen and other Folk Tales*, "The Turnip"
- Chart paper
- Vocabulary words: *cooperation, enormous*
- Optional: other versions of "The Turnip"

## Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Identify characters and important events

Use new vocabulary that is introduced and taught directly

Participate actively when predictable and patterned selections are read aloud

Save this list for use in today's Independent Practice Activity.

Say: **Let's see how many things we can think of that are enormous. We'll make a list.**

- Children name enormous things (elephants, whales, buildings, fields, stadiums, the world, ships, planets, stars, hippos, rhinos, trucks, etc.).
- List enormous items on chart paper as they are named.
- Read the list aloud when it is complete.

Say: **We would have to cooperate if we wanted to move one of these enormous things!**

2

## Write a Shared Story

Display "The Turnip." Say: **Think about the characters in the story. What did you notice about their sizes?**

(The farmer is the largest, and each character helping the farmer gets smaller.) **Let's see if we can remember all of the characters in the story. It will help us remember all of them if we start with the farmer, who is the largest, and name the rest of the characters in order.**

- Children name the characters in order of appearance.
- List the characters on the whiteboard as they are named.
- Use the book, if needed, to remind the children of the characters and their order.

Say: **We should write our own folk tale! Instead of moving an enormous turnip, the characters in our story could move something else. What could it be?** Children:

- volunteer ideas, then choose one.
- discuss where the object will be moved and why.

Write the children's object on the board.

Next, children decide who the six characters in their story will be. Encourage them to use adjectives for each character, such as those in the story (black dog, little girl, etc.), and to choose characters of various sizes.

- List the children's characters on the whiteboard in random order, apart from the original story characters.
- Recall the size order of the original list of story characters written on the board.
- Children order their new characters from largest to smallest.
- Write the names of their new characters next to the original characters they replace.

Say: **Now we are ready to write our story!**

- Children bend the story line in "The Turnip" to write their own similar, yet unique, story.
- Write the story on chart paper as children dictate their ideas.
- Remind them to use the object and characters decided upon in this lesson, and to introduce their characters in order from largest to smallest.
- Read the story.

### Materials

- The Little Red Hen and other Folk Tales*, "The Turnip"
- Whiteboard/chart paper/marker

### Reading

Retell familiar stories

Answer questions about essential elements of a text

Connect to life experiences the information and events in text

Participate in writing simple stories, poems, rhymes, or song lyrics

### Writing

Connect thoughts and oral language to generate ideas

Create a group draft, scripted by the teacher

Save the stories generated in each session. You will use them again during Day 5, Session 1.

## Computer Practice

### Practice

- *I'm Reading*: Folk Tales, "The Turnip"
- *ABCs*: J, L, Y, W, K, H

## Draw and Label

Children illustrate and label one or more items from the "enormous things" list generated during **Session 1**.

### Materials

- Chart paper list from **Session 1**
- Drawing paper
- Pencil/crayons

3

## Force — Push and Pull

### Materials

- A child's chair or desk
- Prepared chart paper

Place a child's desk or chair in the front of the room and look at it with a puzzled expression on your face. Backpack Bear whispers "What you are doing?" Say: **I am watching the chair to see if it moves.**

Backpack Bear whispers again. Say: **Backpack Bear says I should ask you, can this chair move?** Children explain that the chair cannot move by itself.

*Push* the chair a few feet across the classroom. Ask: **What made the chair move?** (Children respond.) **Yes, the chair moved because I pushed it.**

Now, *pull* the chair back to its original position. Again ask: **What made the chair move? Yes, the chair moved this time because I pulled it.**

Explain: **The chair cannot move by itself. It needs a force to act upon it in order for it to move.** (Children repeat, *force*.) **A force is the push or pull that makes objects move. What story did we read in which a farmer and his friends used force to get something out of the ground?** ("The Turnip") **What force did they use to get the turnip out of the ground, push or pull?** (pull)

**Let's play a game to see how well we understand. We can be "force detectives." We will look for objects in our classroom that we can move if we use the forces of pushing, pulling, or both pushing and pulling.** Display the prepared chart paper. **I will make a list of the objects and the forces you use.**

- Choose a volunteer and whisper the direction to either *push* or *pull* a specific classroom object (e.g., pull the door open, or push a book across a table).
- The volunteer performs the action.
- The class decides which force, *push*, *pull*, or *push and pull*, the volunteer used to cause the movement of the object.
- Write the name of the object in the appropriate column on the chart paper.

Repeat with several volunteers and directions. Use suggestions on the following page for additional practice. Children may mime situations if items are not available.

### Technology

Use technology resources to support learning

### Writing

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

### Science

Know that there is a relationship between force and motion

### Writing

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

<i>Push</i>	<i>Pull</i>	<i>Push and Pull</i>
golf club, tennis racket, baseball and bat	projector screen	open a door
toy car	fishing pole	erase the whiteboard
wind blowing grass or leaves	a wagon	mop the floor
light switch	open a drawer	wash a table or window
ride a bike	drink from a straw	brush your teeth
fan blowing papers	tug of war	mow the lawn
writing and coloring	open a closet door	vacuum the carpet
use a remote or dial a phone	jump rope	open or close a window
drinking fountain and water faucet	open a curtain or blinds	use a bow and arrow
push a gas pedal, grocery cart, or stroller	get a marker or crayon	
type on a keyboard		
use a pencil sharpener		

## Phonemic Awareness Warm-Up

## Rhyming Words

Write the words: *yes* and *no* on the board. Children copy the word *yes* on one side of their whiteboards and *no* on the other side.

Explain: **I will say a set of words. If the words rhyme, hold up the side of your whiteboard that says yes! If they do not rhyme, hold up no! Ready?**

flag/drag	tail/tag/tab
snake/rake	plate/gate
clam/ham/jam	make/take/brake
van/tag/rat	snap/pan/rain
sat/hat/mat	mall/tall/small

## Materials

- Individual whiteboards/markers

1

## Presentation of Stories

Invite the authors of the first story to come forward. Volunteers from that group:

- Name the item they chose for their story.
- Name the characters chosen for their story.

Read the story. Encourage the class to give compliments and/or ask the group questions about their story. Repeat for the other group.

## Materials

- Small group stories from **Day 4, Session 2**

## Reading

*Distinguish rhyming and non-rhyming words*

## Listening and Speaking

*Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding*

## Writing

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

**Technology**

Use technology resources to support learning

## Computer

1

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

**Reading**

Blend individual phonemes in simple, one-syllable words

## Blending Short-A CVC Words

2

Children identify individual letters and blend them to form words.

**Materials**

- "Blend Practice 2" featuring short-a CVC words

**Reading**

Read simple one-syllable and high-frequency words

## "Starfall Speedway"

3

Children read short-a CVC nonsense words to advance.

**Materials**

- "Starfall Speedway"

**Reading**

Read simple one-syllable and high-frequency words

## "Concentration"

4

Children match High-Frequency Word Cards, read the word, then give matches to Backpack Bear to hold.

**Materials**

- Pocket chart
- High-Frequency Word Cards (two each of words needing additional practice)
- Backpack Bear

## Generator Practice Page

5

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

**Materials**

- Generated Practice Page of your choice

**Reading**

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

## Draw and Label

6

Children draw pictures of the story "The Turnip" and label pictures using kidwriting, or by copying words from the text.

**Materials**

- The Little Red Hen and other Folk Tales: "The Turnip"*

2

## Mammals

Review the Animal Kingdom and Animals with Backbones Posters. Emphasize the five animal groups with backbones.

Ask: **Which animal group have we been learning about?**

Display and read the title: *Backpack Bear's Mammal Book*. Ask:

**Is this story fiction or nonfiction? How do you know?**

**Why do you think the author, Alice O. Shepard, wrote this story?**

Read the story. Leave out key words or phrases, inviting the class to complete the word or sentence.

Say: **What did you learn about mammals from *Backpack Bear's Mammal Book*?**

Explain: **Next week we will learn about another animal group. Which animal group do you think we might learn about?** Ask children to give reasons for their choices. (Accept all guesses without disclosing which animal group it will be.)

### Materials

- Backpack Bear's Mammal Book
- Backpack Bear
- Animal Kingdom Poster
- Animals with Backbones Poster

### Reading

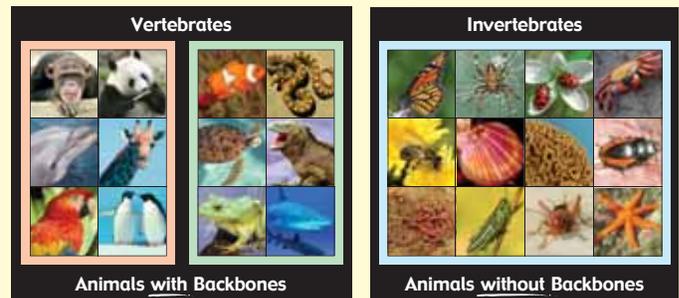
Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Identify the author's purpose as stated in the text

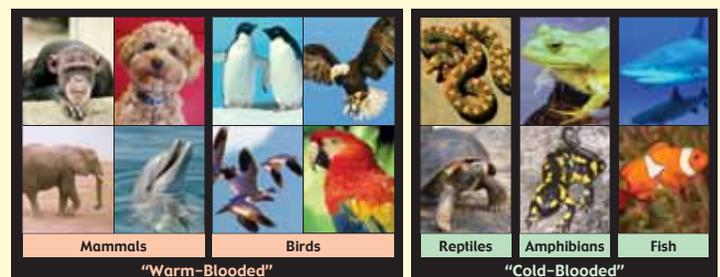
### Science

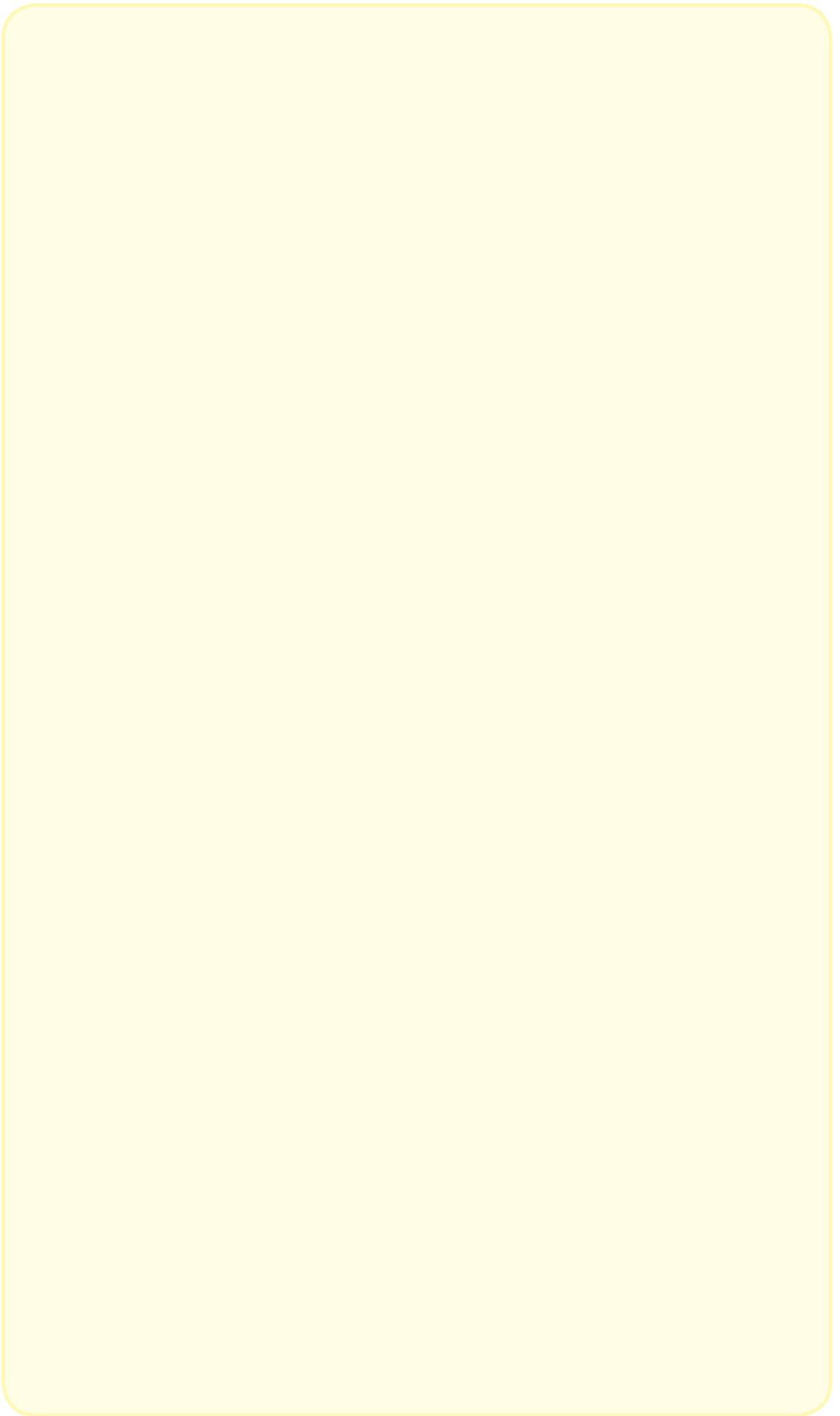
Understand that all animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

### The Animal Kingdom



### Vertebrates (Animals with Backbones)





# Unit 6 Bibliography

## At and Below Level (Wordless Books)

<b><i>My Mommy and Me</i></b>	<b><i>I Went Walking/Sali de paseo</i></b>	<b><i>Animal Alphabet: Slide and Seek the ABC's</i></b>	<b><i>Farm Charm</i></b>
Macnaughton, Tina	Williams, Sue	Lluch, Alex	Pixton, Kaaren
Good Books, 2008	Libros Viajeros, 2006	Wedding Solutions, 2005	TyBook, Inc. 2006
Little Mouse loves to have fun with her Mommy. Also available is "My Daddy and Me" about a bear cub and his father.	A colorful, playful animal tale in the style of <i>Brown Bear, Brown Bear, What Did You See?</i> Bilingual text in Spanish and English.	Sturdy, sliding panels reveal an animal for each letter, along with the corresponding uppercase and lowercase letter.	Sheep, duck, goat, pig, cow, and other charming and debonair farm animals are illustrated from a child's perspective.

## Above Level (Beginning Readers)

<b><i>Animal Friends: A Global Celebration of Children and Animals</i></b>	<b><i>Whales and Dolphins (Eye Wonder)</i></b>	<b><i>Is a Camel a Mammal? The Cat in the Hat's Learning Library: All About Mammals</i></b>	<b><i>Knut the Baby Polar Bear</i></b>
Ajmera, Maya and Ivanka, John - Global Fund for Children (NGO)	Bingham, Caroline	Rabe, Tish	Hatkoff, Juliana and Isabella
Charlesbridge, 2002	DK Pub., 2003	Random House, 1998	Cartwheel Books, 2008
Each page shows a photograph from a different culture, with a child holding a different animal.	Dancing dolphins, seals, otters, sea lions, and other residents of the deep blue sea go about daily life. Nonfiction.	Familiar Dr. Seuss characters tell a rhyming story about animals that are mammals, and how they can be different and similar.	A true story about a baby polar bear who was abandoned by his mother and raised by Thomas, a zookeeper, who also taught Knut how to swim and play.

## Teacher Read Aloud

<b><i>Animal Dads</i></b>	<b><i>Owen and Mzee: A Day Together</i></b>	<b><i>Mammalabilia</i></b>	<b><i>The Amazing Book of Mammal Records</i></b>
Collard III, Sneed	Hatkoff, Craig and Isabella	Florian, Douglas	Woods, Samuel
Houghton Mifflin, 2000	Cartwheel Books, 2008	Voyager Books, 2004	Blackbirch Press, 2000
Presents the caregiving and nurturing roles animal fathers play, and accurately depicts familiar and unusual animals.	A true story about baby hippo Owen, who can't find his mother and chooses giant tortoise Mzee as his friend.	Clever poetry, graced with folk art illustrations, go whimsically hand in hand with the zoological subjects of this book.	Natural science notes provide curious facts about mammals in a question-and-answer format.

<b><i>Mammals</i></b>	<b><i>Mammals</i></b>	<b><i>Animals Born Alive and Well</i></b>	<b><i>Polar Slumber/ Sueño polar</i></b>
Theodorou, Rod	McEvoy, Paul	Heller, Ruth	Rockhill, Dennis
Heinemann, 2007	Chelsea Clubhouse, 2003	Penguin Young Readers, 1999	Raven Tree Press, 2008
Introduces the birth, development, and care of baby mammals. Bilingual edition available: "Mamiferos/Mammals."	Describes what carnivores, primates, rodents, and mammals with fins, wings, or hooves have in common.	Introduces animals from the smallest to the largest, as well as some prehistoric and unusual mammals.	A child with a white teddy bear builds a snow polar bear. While she sleeps, it comes to life. After a night of adventures, only paw prints remain in the morning.

## Professional Development

Adams, Marilyn Jager, *Beginning to Read: Thinking and Learning about Print*. MIT Press, 1994, ISBN 0262510766 or 978-0262510769.



# All About Mammals

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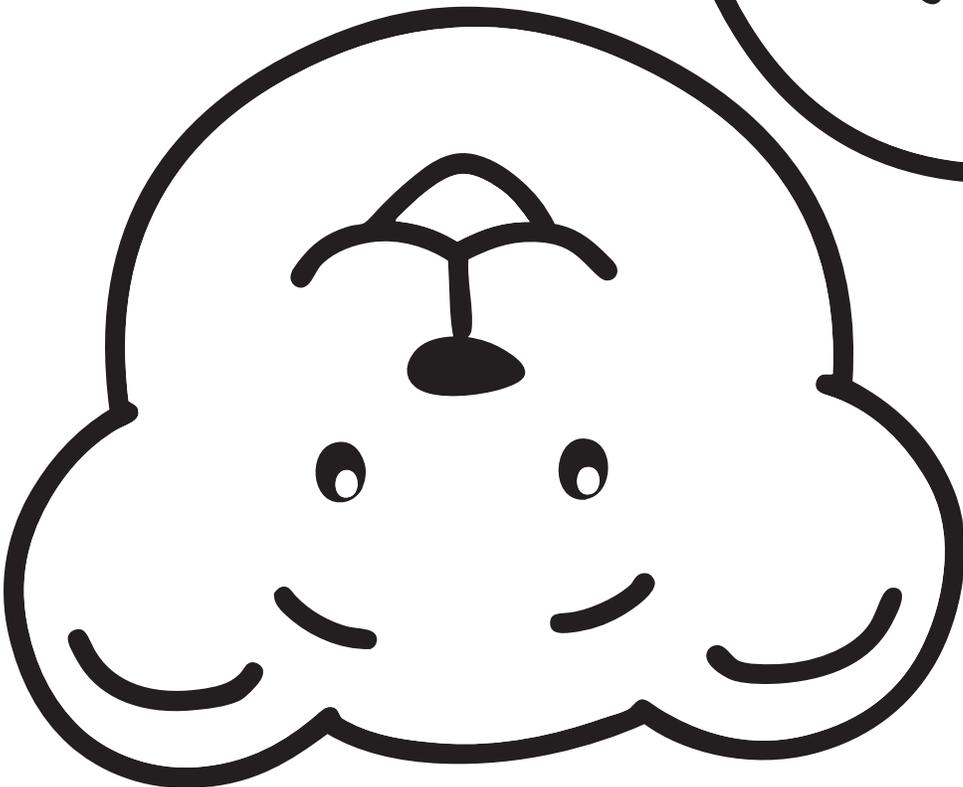
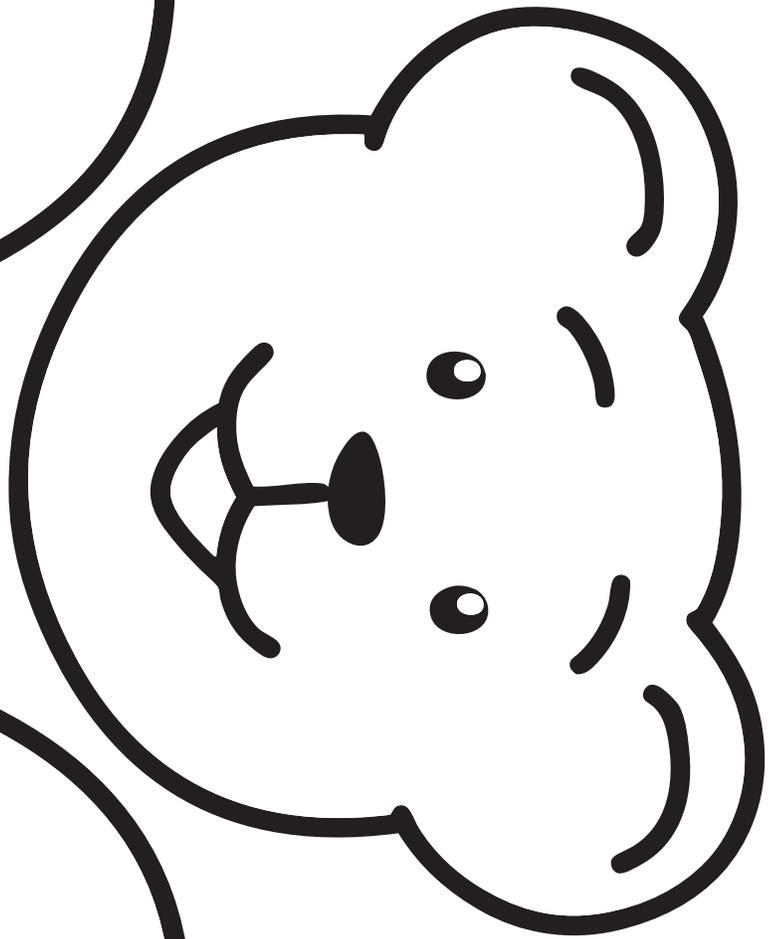
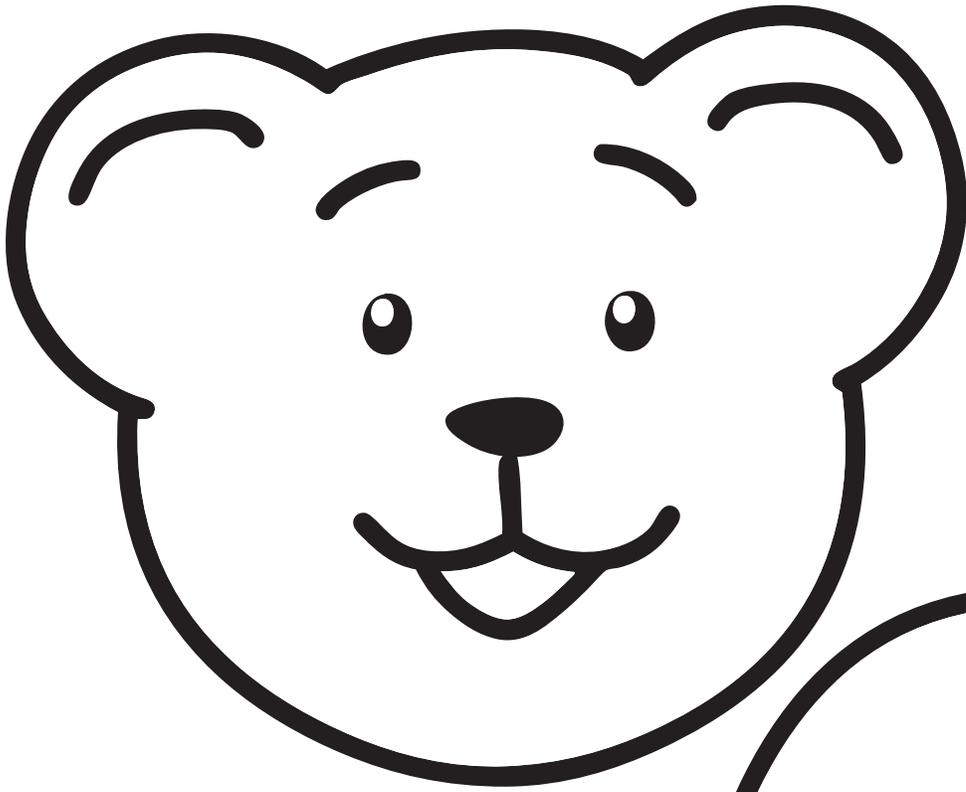
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Backpack Bear Puppet: Head



# Backpack Bear Puppet: Body

