

Birds

Starfall 
Kindergarten

Unit 7

Starfall Education

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Unit 7: Birds

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Frequently Asked Questions

Most states list few comprehension standards for kindergarten children, yet we notice Starfall includes many comprehension activities. Is this necessary at this age?

Comprehension skills and strategies teach children to remember what they read, communicate to others about what they have read, and monitor and reflect upon their own understanding. These reading habits are worth instilling early, and practicing often, as *understanding* is the desired outcome of all communication, whether written or spoken. Children attuned to understanding recognize that reading, listening, and conversing require their active participation.

When teaching comprehension, it is most effective to explicitly name the skill or strategy, demonstrate how it helps the child's

understanding, and explain how the strategy might be applied in other cases. In so doing, the children receive a "comprehension toolbox." With practice, children learn to pull from their toolboxes to creatively and skillfully build their own understandings.

The benefits of this practice are revealed in the children's writing. When children understand textual features they use those features in their own compositions.

Does vocabulary instruction affect comprehension?

Vocabulary instruction awakens children's interest in word meanings. A child who is curious about the meaning of words monitors his or her understanding and asks for clarification—two key comprehension strategies.

What is the difference between a comprehension skill and a comprehension strategy?

Comprehension skills help us recognize and express features of the text. Comprehension strategies are processes that help us to become interactive readers, and thereby to better reflect upon what we read and deepen our understanding.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

The Story Element Cards required higher level thinking, but the children were amazing. A first grade teacher walked in while they were interacting with them and she was blown away! — Bakersfield, California

In reviewing the book and asking questions the children have begun to discuss different topics. Instead of simply saying a character was sad or happy, they add topics and build off each other's ideas. —Las Vegas, Nevada

Th children's comprehension skills have increased. Their responses are thoughtful & there is real discussion among the partners. —Tampa, Florida



Reading Research

Extensive research conducted by P. David Pearson (et al.) at the University of California at Berkeley defines comprehension instruction as a complex and fluid process of teacher-student interaction in which the teacher plays a pivotal role in helping students gradually construct meaning. A teacher's instructional practices must explicitly demonstrate how readers make sense of text. (1)

We help children construct meaning when we teach and apply comprehension skills and strategies to the stories we read aloud, to those they read themselves, and to classroom discussion. (2)

A comprehension skill is an activity that children complete for the purpose of learning about the features of text. A comprehension strategy is a specific procedure readers use while they are reading to help them better understand the meaning of text.

The National Reading Panel report recommends when teaching reading strategies that the educator explicitly name the strategy, tell why it was selected for the current situation, and show how it can be applied to other situations. In this way, children will become independent of the teacher. (3) (For a list of skills and strategies below.)

Starfall Kindergarten teachers explicitly introduce and model comprehension skills and strategies, gradually transferring their application and practice to the children. Children demonstrate their growing comprehension abilities through:

- symposium-style discussion based on Bloom's Taxonomy.
- partner sharing, at which time they discuss the text with a classmate.
- identifying unknown vocabulary words in oral reading.
- writing.

A Starfall Kindergarten classroom is a lively environment full of discussion, as conversation between peers enhances comprehension. Discussion is a prime opportunity for children to relate new information and refine their understanding. (4)

(1) Pearson, D, et al. (1992). "Developing Expertise in Reading Comprehension." In S. Jay Samuels & Alan E. Farstrup (Eds.) *What Research Has to Say About Reading Instruction*, (2nd ed. 145-190). Newark, DE: International Reading Association.

(2) Armbruster, B. B., et al. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read* (49-53). Washington, D.C.: Center for the Improvement of Early Reading Achievement.

(3) National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, D.C.: U.S. Government Printing Office.

(4) Stewart, M. (2003). *Building Effective Practice: Using Small Discoveries to Enhance Literacy Learning*. *The Reading Teacher*, Vol. 56, No. 6, 540-547.

Comprehension Skills

- Cause/Effect
- Classify/Categorize
- Compare/Contrast
- Story Details (setting, characters, problem/solution)
- Sequence
- Fact/Opinion
- Identify Genre (fiction, nonfiction, folk tale, poetry)
- Author's Intention
- Draw Conclusions

Comprehension Strategies

- Predict/Verify
- Visualize
- Make connections between self, other texts, and the world
- Ask Questions
- Summarize
- Monitor for Understanding
- Ask for clarification
- Open Discussion



Week 18 Overview

Birds

This week the children learn about the bird animal group. They meet several kinds of birds, and come to understand bird characteristics through *Backpack Bear's Bird Book*. The children will be introduced to a new Starfall character, Peg the Hen, and will meet fictional birds as they reexamine a popular folk tale. This week we will:

- learn the sound of short-e.
- learn the ck digraph.
- write an informational newspaper story about birds.



Recommended Literature

The Little Red Hen — Paul Galdone (circa 1914 - 1986) was an author and an illustrator who loved to write stories, poems, and folk tales in his own words. Some stories he made up himself. Other times, he retold stories from long ago. His favorite stories were about dogs, cats, and other animals. He always used his own artwork. He is so famous that he is often called the “grandfather” of children’s book illustrators.

Mr. Galdone grew up in Budapest, Hungary, and moved to New York when he was a teenager. He wanted to be an artist and went to art schools in New York City. He didn’t know when he started writing children’s books that one day he would finish more than three hundred! He had an odd variety of jobs. Did you know he also worked as a bus boy in a restaurant, an electrician’s helper, a fur dryer, and a soldier in the U.S. Army?

Starfall Books & Other Media

Sing-Along Tracks 2, 13, and 17

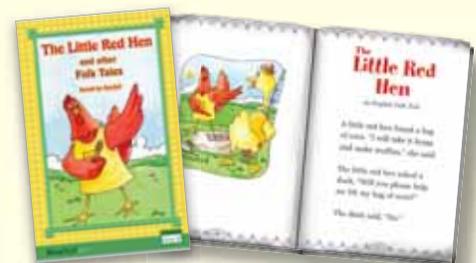
Peg the Hen

ABC Rhyme Book

The Little Red Hen and other Folk Tales retold by Starfall

Backpack Bear’s Bird Book by Alice O. Shepard

Animal Kingdom Poster



Preparation

Generate Vocabulary Word Cards for **Week 18**. You will use *birds, beak, feathers, hatchling, migrate, nest, wings, and birds of prey* on **Day 1**, and *stroll, scamper, tend, ground, and hoe* on **Day 4**.

Day One

You will need the following magnetic letters for **Session 2**: *a, b, d, e, f, m, n, r, t, w*, and two *l*'s.

Day Two

Prepare a chart paper with the story starter, *Here is what you need to know about birds*, for **Session 3**.

Generate "Word Blend 2" practice page for each child using short-e CVC words.

Day Three

Photocopy the "Hen" blackline so that each child has one hen, and you have four extra hens. Save the hens for your children to use on **Day 4**. Write one high-frequency word (*good, could, would, or what*) on each of your extra hens for today's **Session 3**.

Day Four

Prepare four index cards to be used as headings: *eg, en, et, and ed*.

You will need a "Hen" blackline for each child.

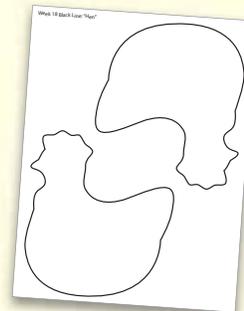
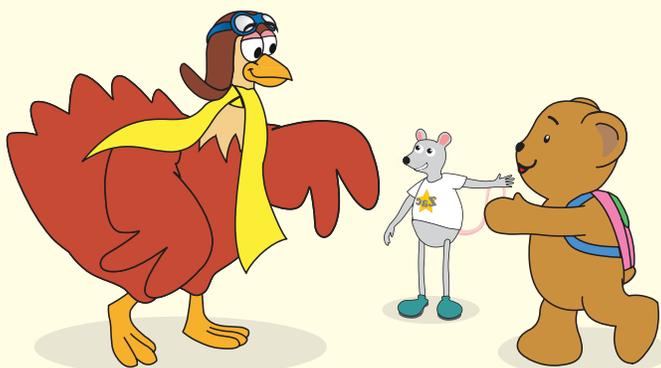
Prepare a sheet of chart paper with Short-E Word Families as pictured to the right.

Children will choose one of these words to write on their "Hen" blacklines. Write children's names next to their selections on the chart paper.

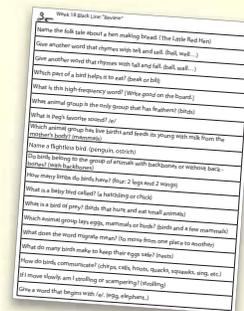
Day Five

Photocopy the "Review" blackline and cut the questions into strips for **Session 3**.

Generate **Week 18** "Color by Word" practice page using high-frequency words.



Short-E Word Families		
en	et	ed
Ben	bet	bed
den	get	fed
hen	jet	led
Ken	met	Ned
men	pet	red
pen	set	Ted
ten	vet	wed



Day 1
Zac and I have a new friend for you to meet! She is very excited to join our class.
Love,
Backpack Bear 🐻

Day 2
It was fun to meet Peg yesterday! Does she have a story of her own?
Love,
Backpack Bear 🐻

Day 3
I know a folk tale that has a character just like Peg! Have you ever read the story The Little Red Hen?
Love,
Backpack Bear 🐻

Day 4
I think rhyming words are so much fun. I made up a game for you to play today!
Love,
Backpack Bear 🐻

Day 5
I really like the hens you made yesterday! I think we should have a Marching Hens Parade!
Love,
Backpack Bear 🐻

DAY One

DAY Two

Reading

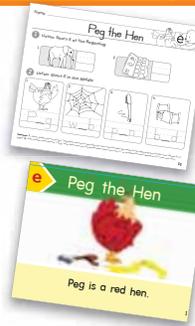
Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 11

"Peg the Hen"

Medial /e/
Add and Change
Sounds: -ell, -all,
-ed, -et
Rhymes
Proper Nouns

Comprehension Skill:
Compare/Contrast



Digraph ck

"Peg the Hen"

Comprehension Skills:
Compare/Contrast)
Sequence

Comprehension Strategy
Predict/Verify

Computer

Motion Songs: "Jam"
BpB's Books: Concepts, "E-Ma-
chine"

Learn to Read: Row 2, "Peg the
Hen"
I'm Reading: Folk Tales: "The
Turnip"

Activity

"Go Fish" HF Words

"Decodable Words 2" practice page

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Backpack Bear's Bird Book
Backpack Bear's Mammal Book

"Jam"
"Short-E Song"

Beat, rhythm

Vocabulary: Birds, feathers,
beak, hatchling, migrate, nest,
wings, birds of prey

"I Spy"

Writing

Shared Writing: Newspaper story
Participate in a group setting to
identify the topic as expressed
in informational / expository
text, and discuss related details

Science

Introduce the characteristics of
birds

Share facts related to birds

DAY Three

R&W p. 12
Initial and Final
Sounds

HF Words:

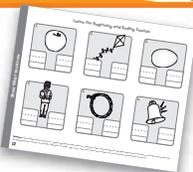
**good, could,
would, what**

Comprehension Skills:

Identify Genre (folk tale)
Story Details (characters, set-
ting, problem/solution, lesson)

Comprehension Strategies:

Summarize
Make Connections



DAY Four

R&W p. 13
Short and
Long-E
Short-E Word
Families

Comprehension Skills:

Identify Genre (folk tale)
Story Details (characters, set-
ting, problem/solution, lesson)
Compare/Contrast

Comprehension Strategies:

Summarize
Make Connections



DAY Five

R&W p. 14
"Peg the Hen"
Rhyming

**Comprehen-
sion Skill:**

Identify Genre (folk tale)

Comprehension Strategies:

Ask Questions
Open Discussion



<p><i>I'm Reading:</i> Folk Tales, "The Little Red Hen" <i>Learn to Read:</i> Row 2, "Peg the Hen"</p>	<p><i>It's Fun to Read:</i> Riddles, "Birds" <i>I'm Reading:</i> Folk Tales, "The Little Red Hen"</p>	<p>"Starfall Speedway" HF Words</p>
<p>"Concentration" HF Words</p>	<p>"Hen" blackline Rhyming Words</p>	<p>Sequence "Peg the Hen"</p>
<p><i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen"</p>	<p><i>The Little Red Hen</i> by Paul Gal-done <i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen" "Ee Elephant Rhyme" Venn diagram Vocabulary: Stroll, scamper, tend, ground, hoe</p>	<p>Practice page of your choice Short-E Puzzle "Rhyming Hen March"</p>
<p>Write about "The Little Red Hen"</p>	<p>Participate in creating simple summaries from text using a graph</p>	

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 17

Reading

Recite short poems, rhymes, and songs

Repeat auditory sequences

Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

Rhyming Words

Ask: **What happened when Zac sat on the can?** (jam spilled) **Listen to the words in this rhyme and tell me where the jam landed.** Read the rhyme one stanza at a time. After each stanza, ask volunteers to answer the question.

Say: **This time I will say the beginning of every line and you finish the rhyme. Let's practice.**

Jam on my head (your _____). Jam on my toes (your _____), Jam on my _____, Jam on my _____.

Continue for the remainder of the rhyme.

Play *Sing-Along* Track 17. Ask: **Can you hear and feel the beat in this rhyme? This rhyme has four beats. Let's clap four times. Now, let's see if we can clap the beat with the song.** Play Track 17 again and clap the four beats for each line without singing the words.

Repeat the song, clapping the beat and singing the words.

Jam

Jam on my head (Your head?)

Jam on my toes (Your toes?)

Jam on my hands

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

When I'm in a jelly mood

I can never get enough

Of that yummy, gummy stuff

Jam on my knees

Jam in my hair

Jam on my tail

Jam everywhere

Laughing and a-licking

Having me a time

Boy I am so sticky

But I like it fine

Jam is my favorite food

When I'm in a jelly mood

I can never get enough

Of that yummy, gummy stuff



1

Introduce Medial /e/ and Peg the Hen

Invite Zac to join your group. Recall his favorite sound (/a/). Ask a volunteer to come to the board and print Zac's name. Remind children that Zac is a name, so it begins with an uppercase letter.

Ask Backpack Bear to introduce his new friend. After he introduces Peg, she whispers to you that she, too, has a favorite sound, /e/. Children think of words that begin with the sound /e/.

Tell the children Peg needs to learn to write her name.

- Write Peg's name on the board.
- Indicate the uppercase *P*.
- Children blend the sounds together.
- Lead them to discover that Peg's favorite sound is in her name.

After the children identify the sound /e/ in Peg's name, play *Sing-Along Track 29* as children sing along.

Distribute and complete *R&W*, p. 11.

Materials

- R&W*, p. 11
- Plush Peg and Zac
- Sing-Along Track 29*

Short-E Song

Ed the elephant likes red eggs,

/e/ /e/, /e/ /e/

Ed the elephant likes red eggs,

/e/ /e/, /e/ /e/

Ed the elephant likes red eggs

He rolls them with his heavy legs

Short-e makes its very own sound,

/e/ /e/, /e/ /e/

2

Add and Change Sounds (-ell, -all, -ed, -et)

Tell children they will make new words by adding different beginning sounds to four different word families. Recall that a word family is a group of words that all have the same pattern of letters and sounds at the end. Explain that by changing the beginning letter/sound, they can make new words that belong to that word family.

- Place all the magnetic letters on the bottom portion of the whiteboard.
- Identify each letter.
- Place the letters *a*, *l*, *l* at the top right side of the board. Children read the word *all*.

Say: **All is a high-frequency word and a member of a word family. If we place a consonant in front of the word all, we make a new word that rhymes with all.** (Place the magnetic letter *b* in front of *all*.) **We made a new word by adding a new beginning sound to the word all. Let's say the new word: /b/, /all/. What is our new word?** (*ball*) List the words *all* and *ball* on the left side of the whiteboard.

Say: **If we take away the b, what is the word?** (*all*) **Let's make more words that rhyme with all and ball by placing different letters in front of all.**

Materials

- Classroom whiteboard/marker
- Magnetic letters (one each: *a*, *b*, *d*, *e*, *f*, *m*, *n*, *r*, *s*, *t*, *w* and two *l*'s)

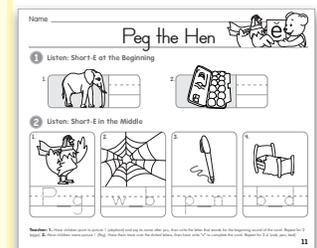
Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

Use capital letters to begin "important words"



Reading

Blend individual phonemes in simple, one-syllable words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Manipulate individual phonemes through addition and substitution

- Volunteers choose the next consonants.
- As each new word is made, add it to your list under *all* and *ball*.

Say: **Since each of these words ends with the letters -all, let's call them the -all family.**

Erase the -all words. Repeat as above for -ell, -ed, and -et. Create at least four words for each family. Accept nonsense words.

Place all the letters at the bottom of the whiteboard. Say a word from one of the word families. Choose a volunteer to come to the board and form that word.

Suggested words:

ball	mall	fall	tall	wall
bell	fell	tell	well	sell
bed	fed	wed	red	led
bet	met	net	wet	let

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Backpack Bear's Books: Concepts, "E-Machine"*
- *Motion Songs: "Jam"*

Activity

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

Materials

- Two Word Cards for each high-frequency word: *and, are, can, come, gets, go, I, in, into, like, little, said, that, the, there, they, want, we, with, you*

3

Introduce *Backpack Bear's Bird Book*

Display Plush Peg the Hen. Ask: **What kind of animal is Peg?** (Accept all answers.) **Peg is a hen. A hen is a female chicken! Let's see if Peg is a mammal.** Open the *Mammal Book* to page 7 and display the page.

Ask: **Does Peg have hair, fur, or fat to keep her body warm? Does she feed her babies milk from her body? The answer to these questions is no. That means Peg is not a mammal.**

Explain that Peg belongs to a different group of animals, called birds. Place the Word Card *birds* at the top of the pocket chart. Say: **Backpack Bear has a book that will teach us about birds!**

Display *Backpack Bear's Bird Book*. Say: **This is a nonfiction book about birds. It will tell us true facts about birds. Why do you think the author, Alice O. Shepard, wrote this book?** (to teach about birds)

Read the book. As each vocabulary word is addressed, add its card to the pocket chart under *birds*.

Say: **There is one characteristic that makes birds different from every other animal. What is it?**

- **Is it the pretty colors of a bird?** (No, mammals have beautiful colors.)
- **Is it the beak or the bill?** (No, we know a mammal, the platypus, that has a beak.)
- **Is it the eggs that birds lay?** (No, we know about some mammals that lay eggs.)
- **Is it the wings?** (No, bats are mammals and they have wings.)
- **Is it that a bird breathes air?** (No, we also breathe air and we are mammals.)
- **What is the only thing a bird has that no other animal has?** (feathers)

Partner the children. Say each vocabulary word and allow time for partners to discuss its meaning.

Materials

- Plush Peg the Hen
- Pocket chart
- Backpack Bear's Mammal Book*
- Backpack Bear's Bird Book* by Alice O. Shepard
- Vocabulary Word Cards: *birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey*

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

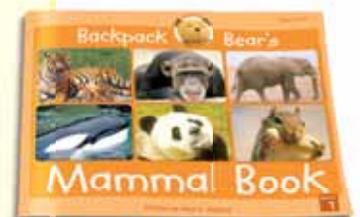
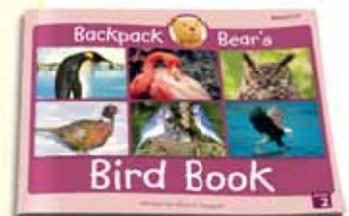
Identify the author's purpose as stated in the text

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

Science

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

Identify major structures of common plants and animals



Materials

 None

Reading

Distinguish initial and final phonemes in words

Introduce the *ck* Digraph

Say: **I'm going to say a word. It has the sound /k/ in it. Listen carefully and tell me where you heard the sound /k/. Ready? Black! Where did you hear the /k/?** (end)

Write the word *black* on the board and indicate the *ck* at the end. Explain that when the letters *c* and *k* are together, they stand for one sound, /k/.

Continue for *duck*, *truck*, *kick*, *lick*, *sock*, and *back*. When writing these words, write the beginning and choose volunteers to complete them by adding *ck*.

1

Introduce *Peg the Hen* Decodable Book

Tell children that Peg does have a story of her own. Display the *Peg the Hen* book. Discuss the title and illustrations on the cover. Ask children to make predictions about Peg's story.

Picture-walk through the book as children respond to the pictures. Read the story and check predictions.

Ask: **How did we know if our predictions were correct? Right, we read the story to find out!**

Navigate to *Learn to Read*, Row 2, "Peg the Hen." View the online story and interact with the illustrations. Compare and contrast the printed and online editions of the story.

Ask: **Did you notice that this story is about Peg's dream? What in the story told us Peg was dreaming about flying in a jet?**

Print *Peg the Hen* near the top of the whiteboard. Say: **This story uses many short-e words and high-frequency words we have learned. I will print Peg's Words on the left side of the board, High-Frequency Words in the middle, and Other Words on the right side.** (Do this.) **As we read this story together, we will write each word in the correct column.**

Reread the story. Volunteers list the words in the appropriate columns on the board as they are identified.

Materials

- Peg the Hen* teacher edition
- Classroom whiteboard/ marker
- Plush Peg the Hen
- Navigate to *Learn to Read*: Row 2, "Peg the Hen"

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content



Peg the Hen

<u>Peg's Words</u>	<u>High-Frequency Words</u>	<u>Other Words</u>
Peg	is	fast
red	a	falls
hen	to	into
set	and	steps
jet	in	ten
web	the	
wet	go	
bed	into	
	gets	

Play "I Spy." Name words from the list. Volunteers come to the list and indicate the words.

2

Sequence *Peg the Hen*

Distribute *Peg the Hen* to each child. Children follow along in their books as you read the story, then partner and read the story to each other.

Distribute the Story Sequence Cards for *Peg the Hen* to eight children. Explain:

- They will use these cards to sequence the story.
- To *sequence* means to put things in the correct order.
- As you read the story aloud, they will stand in the correct order in front of the class.

After reading, play "Switch-A-Roo." The eight children holding Story Sequence Cards hand their cards to new classmates and then return to their places.

Explain to the new group of eight that they will arrange their cards in sequential order without hearing the story read aloud.

- Children place Story Sequence Cards in order down the left side of the pocket chart.
- Ask the class to review the story and the sequence of the cards, suggesting changes as necessary.

Distribute *Peg the Hen* Sentence Strips to eight different children. Each child, in turn, comes to the chart and places the correct sentence in the pocket chart beside its matching Story Sequence Card.

Materials

- Peg the Hen* for each child
- Peg the Hen* Sentence Strips and individual Word Cards
- Peg the Hen* Story Sequence Cards
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story



Distribute all of the Sentence Strip Word Cards to the class. Some children will receive more than one card.

- The class reads the first sentence. (*Peg is a red hen.*)
- Ask all children holding the Word Card *Peg* to stand.
- Choose one of these children to place his or her Word Card on top of the same word in the sentence, and read the word aloud.
- The class reads the sentence.

Continue until all the words have been placed. Conclude by reading each sentence together as a group.

Some teachers attach magnets to the back of Sentence Strips and Word Cards. This way, these cards can be used in the pocket chart or on a magnetic surface.

Computer

Practice

- *Learn to Read*: Row 2, "Peg the Hen"
- *I'm Reading*: Folk Tales: "The Turnip"

Activity

Children blend individual sounds to create short-e words.

Materials

- "Word Blend Practice 2"
- Pencils/crayons

Technology

Use technology to support learning

Reading

Match all consonant and short-vowel sounds to appropriate letters

3

Shared Writing: Newspaper Story

Say: **Let's pretend we are writing a story about birds for the newspaper. People read the newspaper to learn important facts. We want to make sure we include only correct information in our story. We can read *Backpack Bear's Bird Book* to get ideas for our story.**

- Read several pages of *Backpack Bear's Bird Book* and pause.
- Children partner-share to discuss what they learned about birds and share their responses.
- Continue until you have completed the book.

Say: **Now we are ready to write our nonfiction story about birds.** Read the story starter, "Here's what you need to know about birds..." from the chart paper.

Volunteers provide informative sentences about birds. Write the responses on the chart paper. Assist children in forming complete sentences.

Read the completed story.

Materials

- Backpack Bear's Bird Book*
- Prepared chart paper

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Writing

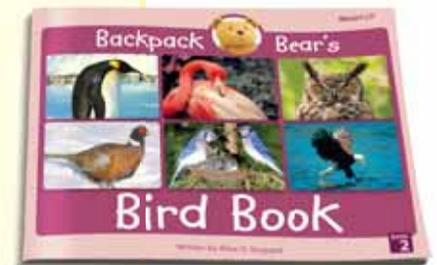
Create a group draft, scripted by the teacher

Participate in creating a variety of expository forms

Science

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

Identify major structures of common plants and animals

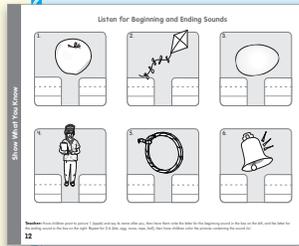


Materials

- R&W, p. 12
- Pencils/crayons

Initial and Final Sounds

Distribute and complete R&W, p. 12.



Reading

Distinguish initial and final phonemes in words

1

Introduce Starfall's "The Little Red Hen"

Place Peg in your lap. Say: **Let's retell Peg's story to her! When we retell a story, it shows that we really understand what the story is about!**

Display Starfall's "The Little Red Hen." Say: **Here's the book Backpack Bear was talking about in his message. It has a character that looks like Peg!**

Explain that "The Little Red Hen" is a folk tale. Remind children that long ago, people didn't have books to read, so they told their favorite stories aloud. After many years, these stories, called folk tales, were written down in books. Ask children to recall other folk tales they have heard this year ("Goldilocks and the Three Bears," and "The Turnip").

Indicate the words *Retold by Starfall* on the title page. Explain that Starfall didn't write the original story. Instead, Starfall is again telling, or retelling, an old folk tale in their own words for children to enjoy.

Picture-walk through the book, then read the story.

Ask children if they know where we get corn. Recall your discussions about plants from Weeks 13 and 14. Explain that corn comes from a plant with seeds, and that, in fact, the corn kernels we eat are seeds! The Little Red Hen in the story used the corn seeds to make corn muffins.

Display the Story Element Cards in a pocket chart. Read each card. Children listen for the answers to the Story Element Cards as you read "The Little Red Hen." After reading, discuss the following questions related to each card.

Materials

- Plush Peg the Hen
- "The Little Red Hen" and other Folk Tales Retold by Starfall
- Story Element Cards (pictured on the facing page)
- Pocket chart

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a text

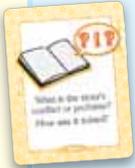
Demonstrate an understanding of story elements



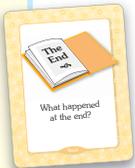
- Who are the characters in the story?
- Who is the main character?
- Make an inference, or think of a reason, why the duck, the turkey, and the goose did not help the little red hen.



- What is the setting for this story, or where did the story take place? Why is it important?
- Did this story have more than one setting?
- Would this story make sense if the setting was at the zoo? Why not?



- What problem did the little red hen have?
- Was she able to solve the problem?



- How did the story end?
- Do you think it was fair for the animals not to be able to eat the muffins made by the little red hen? Why or why not?
- How might this story have been different if the other characters had helped the little red hen?



- Have you ever been asked to help and said “no” before?
- What do you do when your parents or a brother or sister ask you to help at home?
- Is it important to help others? Why or why not?



- How would the world be different if everyone thought about others and always offered to help?

2

- Materials**
- Starfall Writing Journals
 - Pencils/crayons
 - The Little Red Hen and other Folk Tales*
 - Starfall Dictionaries

Write a Response to “The Little Red Hen”

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

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

Connect thoughts and oral language to generate ideas

Draw, tell, or write about a familiar experience, topic, or text

Explain that folk tales often teach lessons about our choices.

Say: **In “The Little Red Hen,” the other characters didn’t help make the muffins, but after the hen baked the muffins, they wanted to eat them. The Little Red Hen would not share her muffins, because they did not help her.** Children briefly discuss the lesson learned from these choices.

Say: **Let’s pretend you are one of the characters in the story, and you wanted to make a different choice, and teach a different lesson. Who would you be? How would you behave differently? What would you learn from your different choice?**

- Children choose characters they would like to be in the story and share how they might have responded differently when asked to help, or in the case of the little red hen, asked to share.
- Discuss how different responses would change the story.
- The children then write about their characters and choices in their writing journals.

Say: **Every story needs a topic or beginning sentence. Today, let’s each start with a sentence telling what character we chose. The next sentences will tell what we would do in the story to teach a lesson.**

Write an example on the board, such as: *I am the turkey. I would be the little red hen’s friend.* Remind children that they may not use your example.

Children use kidwriting to write about the characters they chose and what they would do in the story. Circulate and do adult writing as children finish their sentences.

Technology

Use technology to support learning

Reading

Read simple one-syllable and high-frequency words

Adjust the number of Word Card / Picture Card pairs to accommodate your children.

Computer

Practice

- *I’m Reading:* Folk Tales, “The Little Red Hen”
- *Learn to Read:* Row 2, “Peg the Hen”

Activity

Play “Concentration,” matching the short-e Word Cards with the Picture Cards.

- Materials**
- Word and Picture Cards: *bed, bell, egg, hen, jet, leg, men, nest, net, pen, pet, red, ten, well, wet, yell*
 - Pocket chart



3

Introduce High-Frequency Words: *good, could, would, what*

Materials

- Four prepared hen cut-outs
- Whiteboards/markers

Say: **The little red hen wants to teach us some new high-frequency words!** (Display the hen with *what* written on it.) **This is the word, *what*.** (Children repeat, *what*.) **What is a high-frequency word. You need to remember how this word looks.**

Children write *what* on their whiteboards. Say: **I will say some sentences. If you hear *what* in the sentence, raise your whiteboards. Ready?**

- *What* is the little red hen doing?
- I know *what* you saw.
- Will you let me help you?

Say: **Now you make up a sentence. If I hear the word, I'll hold up the hen!** Choose volunteers to offer sentences using *what*. Hold up the hen each time *what* is used.

Display the hens with *could* and *would* written on them. Say: **Here are two words, *could* and *would*. What do you notice about these words?** (They rhyme and they have the same letters at the end.) **What is the only difference between these two words?** (beginning sound)

Divide the class into 2 groups. Instruct one group to write the word *could* on their whiteboards and the other group to write *would*. Say: **Listen to these sentences. If I use your word, raise your whiteboard.**

- *Would* you help me make some muffins?
- I *could* help you.
- *Could* you help me lift the bag?
- *Would* you like to eat some muffins?
- I *could* help you and I *would* be happy to do it!

Hold up each of the three hens to review *what, could, and would*. Say: **The little red hen has one more word for you to learn. It's her favorite word!** Display the hen with *good* written on it. Children repeat, *good*. Say: **Repeat the words *good* and *would*. What do you notice about these two words?** (They rhyme.) Explain that even though the words are not spelled the same in the middle, they still rhyme because they *sound* the same in the middle and at the end.

Children write *good* on their whiteboards and raise their boards when they hear *good* in the following sentences:

- It is *good* to help others.
- You are doing such a *good* job today.
- I will watch you do all the work.

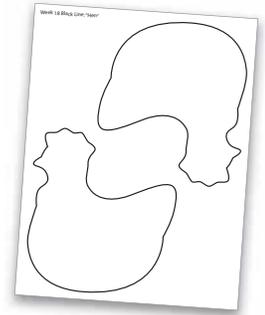
Volunteers select one of the hens, hold it up, and use its word in a sentence.

Write *what, would, could, and good* in your Starfall Dictionary. Children follow your example.

If time permits, children sit in the Author's Chair to share writings done during **Session 2**.

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

- ABC Rhyme Book

Short and Long-E

Review the “Ee Elephant” rhyme on page 13 of the *ABC Rhyme Book*.

Review the words beginning with short-e (*Ed, elephant*). Explain that the letter *e* stands for another sound called *long-e*. The sound of long-e is the letter’s name: *e*.

Say: **Listen for /ē/ in the word eat.** Children say the sound *e*, then say the word (e.g. /ē/, *eat*). Repeat for *eagle* and *eraser*.

Children discriminate between words beginning with /e/ and /ē/. If the word begins with short-e, they place their palms very close together, but not quite touching. If the word begins with long-e, they spread their palms wide apart.

exit	even	elevator	egg	end
elbow	eat	every	east	extra
exercise	enter	eagle		

Remind children that the high-frequency words *he, she,* and *we* all end with long-e.

Reading

Distinguish initial phonemes in words

Save the “Short-E Word Families” chart paper for use in today’s Independent Practice Activity.

Reading

Read simple one-syllable and high-frequency words

1

Reading and Writing, Page 13

Place the word family index cards *-eg, -en, -et,* and *-ed* in the top row of the pocket chart. Review each word family with the children.

Shuffle all the Word Cards and place them in Backpack Bear’s backpack. Say: **Let’s play the new “Backpack Bear Word Family Game” that Backpack Bear mentioned in his message. Peg can play, too!**

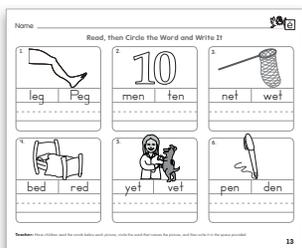
- Partner children.
- Partners choose cards, in turn, from Backpack Bear’s backpack, and work together to decode the words.
- Children read their Word Cards and place them under the correct word family in the pocket chart.
- Peg confirms the placement is correct by whispering in your ear.
- The class repeats the words.

Continue until all the Word Cards have been classified.

Distribute and complete R&W, p. 13.

Materials

- R&W, p. 13
- Pencils/crayons
- Pocket chart
- Backpack Bear and Plush Peg the Hen
- Word Cards: *bed, hen, jet, leg, men, net, Peg, pen, pet, red, ten, wet*
- Word family index cards: *-eg, -en, -et, -ed*
- “Short-E Word Families” chart paper



Before beginning **Session 2**, children choose one of the short-e words from the prepared chart paper to write on their “Hen” blackline during today’s **Independent Practice Activity**. Write each child’s name next to his or her selection. Ensure every word is used at least once. Some words may be used twice.

2

Introduce Paul Galdone’s *The Little Red Hen*

Display Starfall’s “The Little Red Hen.” Say: **I think you are ready to learn to summarize a story.** (Children repeat, *summarize*.) **To summarize a story means to briefly tell the main events, or the things that happened in the story, in the order that they happened.**

Here is a summary of “The Little Red Hen”: This story is about a hen who wanted to make muffins. She asked her friends to help, but they did not want to help her. When the muffins were done, all of her friends wanted some of them even though they did not help the hen prepare them.

Ask: **Did I retell the whole story or did I just tell you the main events of the story? I just summarized this story! Say, summarize.**

Display *The Little Red Hen* by Paul Galdone. Ask children to tell you the story’s genre (folk tale). Explain that this author, Paul Galdone, retold the same folk tale, *The Little Red Hen*, in his own words. Tell the children that the main idea of the two stories is the same, but they may notice that the details, such as words and characters, might be different.

As you read, pause to address the following vocabulary:

Hoe — to dig up the ground

Stroll — to walk slowly

Scamper — to walk quickly

Tend — to take care of

Ground — something that has been crushed into very small pieces (ground is a homonym).

Place the Story Element Cards in the pocket chart. Children discuss the story by answering the question on each card. As children discuss the characters, ask them to categorize the animals into mammal and bird groups.

Materials

- The Little Red Hen* retold by Paul Galdone
- The Little Red Hen* and other Folk Tales: “The Little Red Hen”
- Vocabulary Word Cards: *stroll, scamper, tend, ground, hoe*
- Pocket chart
- Story Element Cards pictured below

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a text

Science

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

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

Identify major structures of common plants and animals



Computer

Practice

Technology

Use technology to support learning

Reading

Recognize and produce words that rhyme

Read simple one-syllable and high-frequency words

- *It's Fun to Read:* Riddles, "Birds"
- *I'm Reading:* Folk Tales, "The Little Red Hen"

Activity

Children make "rhyming hens." They:

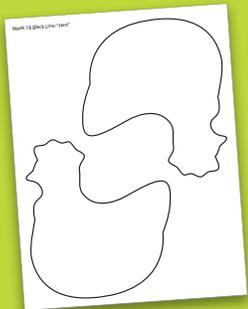
- locate their names and chosen words on the chart.
- use pencils to write their words in large letters in the center of their "hens," then trace over them in black crayon.
- color and cut out the hens.
- write their names on the back.

Materials

- "Hen" blackline for each child
- Pencils/crayons/scissors
- Chart paper from **Session 1**

Short-E Word Families

<u>en</u>	<u>et</u>	<u>ed</u>
Ben	bet	bed
den	get	fed
hen	jet	led
Ken	met	Ned
men	pet	red
pen	set	Ted
ten	vet	wed



Collect the hens. They will be used on Day 5.

3

Compare and Contrast

Reading

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Writing

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

Read the Starfall version of *The Little Red Hen*. Discuss story details, such as the characters, setting, and what the little red hen made in the story.

Read Paul Galdone's version of the story and repeat the above discussion.

Create a Venn diagram on the board. Recall the lesson in which the children classified letters into two circles, labeled "straight" and "curved," and how you made the circles overlap, to create a space for the letters that were both curved and shaped.

Say: **Let's compare and contrast these two versions of *The Little Red Hen*. As we discuss, I will write the ways the stories are the same in the middle. I will write the differences in either the right or left circle.**

- As children discuss, record their responses accordingly.
- Discuss the completed diagram.

Materials

- Venn diagram on whiteboard
- The Little Red Hen* retold by Starfall (book version)
- The Little Red Hen* retold by Paul Galdone

Rhyming Words

Distribute hens from **Day 4**. Children hold their hens and stand in a circle. All the children with hens that belong to the *-en* word family read the words on their hens, and then sit down. Continue for those holding *-et*, and then *-ed* word families.

Say: **Peg wants to lead you in a Marching Hens Parade!**

Explain that you will play a song. During the song, they will march in a circle with their hen words and sing. When they hear the line "words that rhyme with...", they listen for the rhyming word. If their hen word rhymes with that word, they sit down in the middle of the circle until the song is finished.

Play *Sing-Along Track 13*.

Children exchange hens with each other and repeat the song. Play the song again.

Materials

- "Hens" from **Day 4**
- Sing-Along Track 13*

Rhyming Hen March

*The hens are marching round and round,
Hurrah! Hurrah!*

*The hens are marching round and round,
Hurrah! Hurrah!*

*The hens are marching round and round,
Words that rhyme with ___ sit down
And we'll all go marching round and round,
until we all sit down!*

(Words that rhyme with -en, -et, and -ed are contained in the audio verses.)

Reading

Recognize and produce words that rhyme

1

Reading and Writing, Page 14

Review the story *Peg the Hen*.

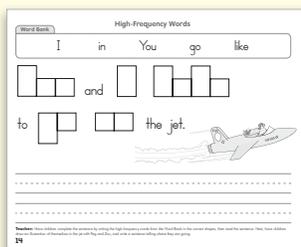
Distribute and complete *R&W* p. 14. The class decides on a sentence together. Write the class sentence on the board for children to copy, or the children may use their dictionaries to write individual sentences.

Materials

- R&W*, p. 14
- Pencils/crayons
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words



Technology

Use technology to support learning

Computer

1

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

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

2

Children color the picture according to the key.

Materials

- Week 18 "Color by Word" practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

"Starfall Speedway"

3

Children read the short-e words to advance.

Materials

- "Starfall Speedway"
- Short-e Word Cards

Reading

Follow words from left to right and top to bottom on the printed page

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence Peg the Hen

4

Children retell *Peg the Hen* by using the Sequence Cards, Sentence Strips, and individual Word Cards.



Materials

- Peg the Hen*, teacher edition
- Peg the Hen* Sequence Cards, Sentence Strips, and individual 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

Match all consonant and short-vowel sounds to appropriate letters

Short-E Puzzle

6

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

Materials

- Short-E Puzzle(s)
- Writing paper/pencils

2

Weekly Review

Divide the class into 5 teams, Teams A, B, C, D, and E. Number children on each team. Child #1 will be the spokesperson for the first question, #2 for the second, and so on.

Draw the first question from the basket. All teams discuss the answer. Team A responds. If the answer is incorrect, the next team (alphabetically) answers the question. If the answer is correct, the next question is asked of the next team.

At the end of the game, Peg congratulates all the children.

Materials

- Prepared review questions
- Basket

Reading

Ask and answer questions about essential elements of a text



Name the folk tale about a hen making bread. (The Little Red Hen)

Give another word that rhymes with tell and sell. (bell, well...)

Give another word that rhymes with tall and fall. (ball, wall...)

Which part of a bird helps it to eat? (beak or bill)

What is this high-frequency word? [Write *good* on the board.]

What animal group is the only group that has feathers? (birds)

What is Peg's favorite sound? /e/

Which animal group has live births and feeds its young with milk from the mother's body? (mammals)

Name a flightless bird. (penguin, ostrich)

Do birds belong to the group of animals with backbones or without backbones? (with backbones)

How many limbs do birds have? (four: 2 legs and 2 wings)

What is a baby bird called? (a hatchling or chick)

What is a bird of prey? (birds that hunt and eat small animals)

Which animal group lays eggs, mammals or birds? (birds and a few mammals)

What does the word migrate mean? (to move from one place to another)

What do many birds make to keep their eggs safe? (nests)

How do birds communicate? (chirps, calls, hoots, quacks, squawks, sing, etc.)

If I move slowly, am I strolling or scampering? (strolling)

Give a word that begins with /e/. (egg, elephant..)

8	Week 18 Back Line "Review"
8	Name the folk tale about a hen making bread. (The Little Red Hen)
	Give another word that rhymes with tell and sell. (bell, well...)
	Give another word that rhymes with tall and fall. (ball, wall...)
	Which part of a bird helps it to eat? (beak or bill)
	What is this high-frequency word? (Write good on the board.)
	What animal group is the only group that has feathers? (birds)
	What is Peg's favorite sound? /e/
	Which animal group has live births and feeds its young with milk from the mother's body? (mammals)
	Name a flightless bird. (penguin, ostrich)
	Do birds belong to the group of animals with backbones or without backbones? (with backbones)
	How many limbs do birds have? (four: 2 legs and 2 wings)
	What is a baby bird called? (a hatchling or chick)
	What is a bird of prey? (birds that hunt and eat small animals)
	Which animal group lays eggs, mammals or birds? (birds and a few mammals)
	What does the word migrate mean? (to move from one place to another)
	What do many birds make to keep their eggs safe? (nests)
	How do birds communicate? (chirps, calls, hoots, quacks, squawks, sing, etc.)
	If I move slowly, am I strolling or scampering? (strolling)
	Give a word that begins with /e/. (egg, elephant..)

Week 19 Overview

Flight

The children will learn about airplanes and air travel through both fictional and nonfictional accounts. They will meet the Wright Brothers, who gave us the first “heavier than air” flying machine, through their dream, hard work, and dedication. The children will experiment with a balloon as they discover how airplanes fly. This week we will:

- review homonyms and word families.
- discover the importance of maps and learn how to “read” them.
- learn the sound /ch/.
- meet Vincent van Gogh and learn how he turned his dreams into paintings.

Recommended Literature

Amazing Airplanes — Tony Mitton is a British author who is also a poet. He likes to read folk tales, historical legends, and fairy tales. His favorite snack foods are bananas, chocolate fudge brownie ice cream, and cakes. He is so fond of cake, he loves to bake cakes at home.

Mitton’s father was a soldier. Because of this he lived in many places as a child. He was born in Tripoli, Libya; he moved to North Africa, Hong Kong, and then Germany until at last he and his family settled in England. Mitton lives there now with his own family, and Tiggy the cat.

Before writing books, Tony Mitton was a primary school teacher in England. The first books he wrote were for his own students. He especially likes writing books with words that have rhythm and rhyme, like lyrics to a song. Because he plays the guitar and likes to sing British folk songs, he prefers to write rhyming stories for his books as if they were for illustrated song or poetry books.

Starfall Books & Other Media

Get to Know the Wright Brothers Poster

Peg Helps Zac

ABC Rhyme Book

Peg the Hen teacher edition

Vincent van Gogh

Star Writer Melodies

Sing-Along Track 24



Preparation

Generate Vocabulary Word Cards for **Week 19**. You will use *gem* and *locate* on **Day 2** and *self-portrait* and *sketch* on **Day 4**.

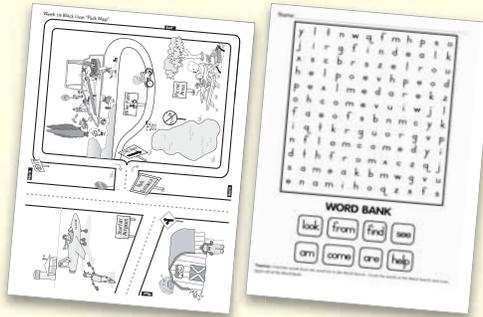
Day One

Write the following vocabulary words on the whiteboard: *terminal*, *fare*, *luggage*, *hold*, *captain*, *copilot*, *runway*, *intercom*, *journey*, *control tower*, *soar*, and *crew*.

Day Two

Duplicate the "Park Map" blackline for each child.

Write "Peg Helps Zac" on your whiteboard. Beneath the title, create three columns entitled: "High Frequency Words," "Short-A Words," and "Short-E Words." You will conduct today's **Session 3** around the whiteboard. Children will generate lists of words in these categories. Erase the list between the first and second rotations.



Generate a "Word Search" using the high-frequency words *could*, *would*, *good*, *what*, and any other words that need practice.

If you have not already done so, prepare each child's copy of *Peg Helps Zac* for use in today's **Session 2**.

Day Three

Write Peg's story on chart paper. Write the word *look* in blue, and the word *from* in red, each time they occur.

Day Four

None

Day Five

Duplicate the "Story Board" blackline for each child.

Generate a Week 19 "Color by Word" practice page.

Prepare a sheet of chart paper with the lyrics to "Plane Ride." For lyrics, see **Day 5, Session 3**. Highlight vocabulary words *terminal*, *fare*, *luggage*, *hold*, *captain*, *soar*, *runway*, *control tower*, and *crew*.

Day 1

I went on a plane ride
and had so much fun.
Have you ever been on
an airplane?
Love,

Backpack Bear 

Day 2

I love learning about
maps! I used a map
once to find the places
where my aunts and
uncles live.
Your Pal,

Backpack Bear 

Day 3

Did you like the park
map? Maps are
helpful. I used one last
night!
Love,

Backpack Bear 

Day 4

Did you know that
Vincent van Gogh was
an artist who painted
his dreams? I saw him
on Starfall last night.
Love,

Backpack Bear 

Day 5

It was fun to learn
about Orville and
Wilbur Wright! What
would it be like if
they hadn't invented
airplanes?
Love,

Backpack Bear 

DAY One

DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 15

Initial, medial,
final sounds

Homonyms

Comprehension Strategy:
Make Connections



R&W p. 16

Discriminate
-ell, -all words

Medial vowels /e/, /a/

"Peg Helps Zac"



Comprehension Skill:
Classify/Categorize

Computer

BpB's Books: Concepts, "E-Ma-
chine"
Learn to Read: Row 2, "Peg the
Hen"

Short Vowel Pals: "Peg Helps Zac"
Backpack Bear's Books: Con-
cepts, "A-Machine"

Activity

"I Spy" HF Words

"Word Search" HF Words

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Amazing Airplanes

*Get to Know the Wright
Brothers* Poster

Vocabulary: terminal, copilot,
fare, hold, captain, soar, runway,
intercom, control tower, crew,
journey

Vocabulary: Gem, locate

Writing

Social Studies

Introduce the Wright Brothers

Identify traffic symbols and map
symbols

Science

Investigate ways things move
(fast, slow), notice push or pull
changes the way objects move

DAY Three

R&W p. 17

Discriminate initial /th/

Introduce /ch/

HF Words:

look, from, find



DAY Four

R&W p. 18

Comprehension Skill:

Compare/Contrast

Comprehension Strategy:

Visualize



DAY Five

Rhyming

Comprehension Strategy:

Make Connections

		Starfall Free Day	1
		Map signs and symbols	2
<i>Short Vowel Pals</i> : "Peg Helps Zac"; <i>BpB's Books</i> : Concepts, "E-Machine," <i>Learn to Read</i> : Row 4: "Sh-Movie"; Row 7: "Th-Movie"; 8: "Ch-Movie"	<i>It's Fun to Read</i> : Art Gallery, "Vincent van Gogh" <i>BpB's Books</i> : Concepts, "Colors"	"Color by Word"	3
Write, draw: Wright Brothers	R&W, p. 18	"Concentration" HF Words	4
"Ch Cheese Rhyme" "Letter March Song Ch"	<i>Vincent van Gogh</i> "Ch Cheese Rhyme" Vocabulary : self-portrait, sketch	Practice page of your choice	5
	Write about a dream	Short-A, Short-E Puzzles	6
Identify traffic symbols and map symbols, understand how people lived in earlier times and how their lives would be different today	Introduce Vincent van Gogh	<i>Amazing Airplanes</i> "One, Two, Buckle My Shoe" Wright Brothers Poster "A Plane Ride"	
		Sketch answers to questions	
		Identify traffic symbols and map symbols	

Phonemic Awareness Warm-Up

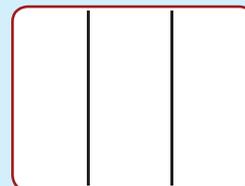
Materials

- Whiteboards/markers
- One manipulative per child

Identify Sounds in Initial, Medial, and Final Position

Play “Where’s the Sound?” Distribute whiteboards and one manipulative to each child. Children:

- use their markers to divide their whiteboards into three sections. (demonstrate)
- label the first section *b* for beginning, the middle section *m* for middle, and the last section *e* for end.



Tell children you will say a word followed by one of the sounds in that word. They are to place their manipulative in the section that shows where that sound is heard.

Peg /g/	big /b/	pet /e/	lap /l/	bet /e/
Zac /z/	get /t/	rat /r/	hen /h/	wet /w/
ask /a/	pet /p/	man /a/	red /d/	cat /k/

Reading

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

1

Introduce *Amazing Airplanes*

Materials

- Amazing Airplanes* by Tony Mitton
- Chart paper with vocabulary words

Ask: **Have you ever gone anywhere far away from your home, to another city or state? Imagine you want to take a trip to** (choose a place far away from you). **How might you get there?**

Children’s responses might include car, bus, train, boat, or plane. Help them realize a plane is usually the quickest way to travel long distances. Children share what they already know about airplanes. As they share:

- Recall that Peg flew in a jet, a type of airplane.
- Encourage them to consider where people first got the idea to fly in airplanes. (observing birds)

Display *Amazing Airplanes*. Discuss the title, author, and illustrator. Explain that while this is a fictional story, it gives actual facts about airplanes. Turn to the title page. Children look at the illustration there, and make predictions about what will happen in the story.

As you read the story, briefly discuss the following vocabulary words as they occur.

terminal— the building at an airport where people get on and off planes

fare— the money it costs to ride a plane

hold— where your luggage goes on the plane

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

Ask and answer questions about essential elements of a text

Relate new vocabulary to prior knowledge

captain — person who is in charge of flying the plane

copilot — person who helps the captain fly the plane

soar — to fly at a great height

runway — a paved strip of land where planes can take off and land

intercom — speakers that let everyone hear a message

control tower — building where air traffic controllers give directions to help the captain fly the plane safely

journey — trip from one place to another

crew — group of people who work as a team on an airplane

After reading, ask the children if they noticed that the story's text rhymed.

Reveal the prepared chart paper. Say: **Today, this chart is our Starword Wall.**

Review each word on the chart. Refer to the book as needed. Say: **Some of these words are homonyms. Remember, homonyms are words that are pronounced the same, but can be spelled differently and have different meanings.** Discuss each homonym. Sample discussions follow:

Fare —

- In this book *fare* means the money it costs to ride a plane. Someone might say: *We paid our fare to get on the airplane.*
- If I said: *It's not fair that you get two toys and I only get one.* Would that mean the same thing?
- Now listen to this sentence: *We want to go to the fair.* What does the word *fair* mean here?

Soar —

- In this book, *soar* means to fly very high.
- If I said: *My throat is sore.* Would that mean that my throat flies very high? What does the word *sore* mean in this sentence?
- Now listen: *The bird can soar through the sky like an airplane.* What does *soar* mean in this sentence?

Hold —

- In this book, *hold* means where your luggage goes on the plane.
- What does *hold* mean when I say: *I want to hold your pencil?*

2

- Materials**
- R&W, p.15
 - Pencils/crayons
 - Two each High-Frequency Word Cards: *a, go, I, in, is, likes, see, the, to, you*
 - Blue, green, red, and yellow crayons
 - Teacher whiteboard/black marker

Reading and Writing, Page 15

Review the High-Frequency Word Cards. Indicate each crayon as children identify the color. Write a color word on the whiteboard. Children discuss strategies they can use to read this word (e.g., look at the beginning and ending sound).

Distribute R&W, p. 15, pencils, and crayons.

- Read the sentence, saying “blank” for the missing word.
- Read the two word choices, look at the picture, circle the correct word, and write the word to complete the sentence.
- Reread the completed sentence.
- Identify and circle the high-frequency words used in the sentence.
- Circle the color word using the corresponding color crayon.

Children reread the sentences in unison, then color each picture as described by the sentence.

If time allows, use the High-Frequency Word Cards to play “Concentration.” Children use the word in a sentence after each match is made.

Computer

Practice

- *Backpack Bear’s Books: Concepts, “E-Machine”*
- *Learn to Read: Row 2, “Peg the Hen”*

Activity

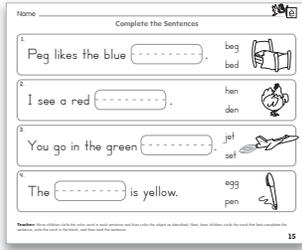
Children play “I Spy” using the game spinner to determine “teacher” order. The lowest number goes first.

The “teacher” locates a word in his or her dictionary and says, “I spy the word _____.” Children locate the word in their dictionaries. The “teacher” changes with each word.

- Materials**
- Starfall Dictionaries
 - Game spinner

Reading

Read simple one-syllable and high-frequency words



Technology

Use technology to support learning

Reading

Read simple one-syllable and high-frequency words

3

Introduce the Wright Brothers

Read *Amazing Airplanes*. Say: **Before airplanes, people could only go north, south, east, or west by traveling on the ground. Travel was slow until two men changed everything! They were the inventors of the first airplane.**

Display the *Get to Know the Wright Brothers* Poster. Say: **These two men are the Wright brothers. Their names are Orville and Wilbur. Listen carefully to the story of how the Wright brothers thought of the idea for a different way to travel.** Read the biographical account on the back of the poster and discuss. Children should understand that these two inventors had a dream, and worked together to make it a reality.

Ask: **What do you think makes an airplane fly through the air?** (Accept all responses.) **Lets do an experiment to help us understand what causes an airplane to move through the air.**

- Blow up a balloon and hold the opening closed tightly. Do not tie a knot.
- Hold the balloon in midair, parallel to the floor, with the mouth of the balloon facing left.
- Let go of the balloon and observe.

As children share their observations, ask:

air	What was in the balloon?
It came out the back.	When I let go of the balloon, what happened to the air?
It moved in the opposite direction.	What did letting the air out cause the balloon to do?
It fell to the ground.	What happened when there was no air left in the balloon?
It would not move.	What do you think would happen if there was no air in the balloon?

Say: **An airplane works somewhat like a balloon. When the engines blow the air out one way, the airplane moves the opposite way. If the engines stop blowing the air out, the airplane will not stay up in the sky.**

Discuss how the Wright brothers' dream of flight has changed the world. Explain: **Before airplanes were invented, it could take days, months, and even years to travel from one place to another. Today, people travel these same long distances in just hours! Now it is easy for people from all over the world to get to know each other and build friendships.**

Materials

- Amazing Airplanes*
- Get to Know the Wright Brothers* Poster
- Large balloon

Reading

Use language correctly to express spatial and temporal relationships (e.g. up/down, before/after)

Connect to life experiences the information and events in texts

Make text-to-self and world connections

Social Studies

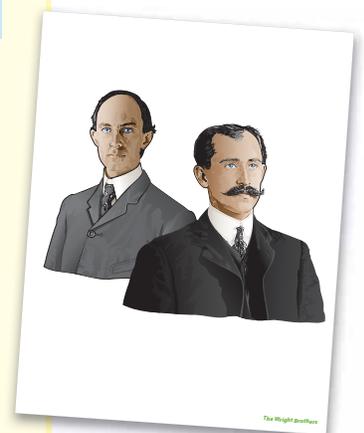
Know the triumphs in American legends and historical accounts through stories and text

Understand how people lived in earlier times and how their lives would be different today

Science

Investigate that things move in different ways, such as fast, slow, etc.

Observe that a push or a pull can change the way an object moves



Phonemic Awareness / Phonics Warm-Up

Materials

- Picture Cards *bell, ball*
- Pocket chart

Identify/Discriminate Rhyming *-ell* and *-all* Words

Display Picture Cards *bell* and *ball*. Identify the pictures and say each word.

Say: **How are these two words the same?** (They sound the same at the beginning and end.) **How are these two words different?** (They sound different in the middle.) **These words belong to two different word families, *bell* belongs to the *-ell* word family and *ball* belongs to the *-all* word family.**

Say the words listed below. For *-all* family words, children pretend to bounce a ball. For *-ell* family words, they pretend to ring a bell.

cell	small	yell	fell	call	sell	hall
tall	Nell	fall	tell	mall	well	swell

Reading

Distinguish initial and final phonemes in words

Recognize words that rhyme



1

Reading

Read simple one-syllable and high-frequency words

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Social Studies

Identify traffic symbols and map symbols

Using Maps, Introduce *Peg Helps Zac*

Children name some of the different kinds of maps they have seen (e.g., world map, theme park map, city map, mall map). Explain that a map uses words, pictures, and signs or symbols to show people how to get to places. Remind them a symbol is a picture that stands for something.

Say: **if your mom or dad want to take you on a trip to a place they have never been before, they would use a map to show them how to get where they want to go.**

Review the story *Peg the Hen*, and recall Peg's dream about flying a jet. Ask: **What would Peg need if she really flew a jet to come visit us?** (a map) **Pilots use maps to guide them to many different places all around the world. What might happen if a pilot did not have a map?** Reiterate that there are many different kinds of maps.

Distribute the "Park Map." Children write their names on them.

Say: **Here is a map for you. What does this map show?** Discuss the map's features including its pictures, signs, and symbols. Children understand that this is a map of a park.

Display *Peg Helps Zac*. Picture-walk through the book. Children predict what will happen.

Write *gem* on the board. Say: **The *g* in *gem* stands for the /j/ sound.** (Children repeat, *gem*.) **A *gem* is a beautiful stone that you often find in rings or necklaces.**

Read the story.

Materials

- "Park Map" blackline for each child
- Peg Helps Zac* teacher edition
- Vocabulary Word Cards: *gem, locate*

After reading, ask the children why Zac and Peg were using the map. (to find the gem) Explain: **There is another word meaning the same as *find*; the word is *locate*.** (Children repeat, *locate*.) **To *locate* something means to find it. What symbol on the map helped Peg and Zac locate the gem?**
(an x)

Discuss:

- Did Zac and Peg notice any signs on the road that helped them follow the map?
- What happened as a result of Zac and Peg following the map?

Collect the maps.
You will use them on
Day 3, Lesson 2.

Starword

Display the new vocabulary on your Starword Wall.

2

Medial Vowels /e/ and /a/

Distribute *Peg Helps Zac*. Children write their names in their books. Say: **Let's read this story together and see what new words we will learn today.** Read the book as a group.

Gather children around the whiteboard titled "Peg Helps Zac." Read the title and the headings of all three columns.

Explain: **We will classify the words from *Peg Helps Zac* into three categories: high-frequency words, words that use the sound of short-a, and words that use the sound of short-e.**

Say: **Let's begin by looking for high-frequency words. Start on page 1. When you locate one, raise your hand.**

Volunteers come to the board and print the high-frequency words under the correct column, using a blue marker. Continue until all high-frequency words have been located.

Say: **Some of the high-frequency words use the sound /a/ and some use the sound /e/. That means some high-frequency words will get to be on more than one list!**

Continue: **Now let's find the words that contain the sound /a/. We will write them using a black marker. Say, /a/, *black*. What vowel sound do you hear in *black*? Yes, /a/.**

As children discover these words, they blend the sounds together, name the words, then list them on the board.

Once all short-a words have been located, look for short-e words. Write short-e words with a red marker, and ask children to identify the vowel sound they hear in each word.

Materials

- Peg Helps Zac* for each child
- Peg Helps Zac* teacher edition
- Red, black, and blue whiteboard markers
- Whiteboard prepared with titles and labels

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Identify and sort common words into basic categories

Children may reference their copies of *Peg Helps Zac* when writing their words.

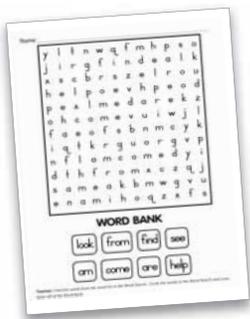
When completed, your board should look like this:

Peg Helps Zac		
<u>High-Frequency Words</u>	<u>Short-A Words</u>	<u>Short-E Words</u>
a	and	gem
and	at	get
at	can	Peg
can	last	steps
get	map	ten
go	Zac	
has		
helps		

Indicate words in the short-e and short-a columns. Children stand or raise their hands if the word is also a high-frequency word. Choose a child to read and then circle the word in the High-Frequency Words column, using black for short-a words and red for short-e words.

Children partner-read *Peg Helps Zac*.

Erase the resulting lists between rotations.



Reading

Match all consonant and short-vowel sounds to appropriate letters

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

Computer

Practice

- *Short Vowel Pals: "Peg Helps Zac"*
- *Backpack Bear's Books: Concepts, "A-Machine"*

Activity

Children find and circle words from the Word Bank in the "Word Search."

Materials

- "High-Frequency Word Search" practice page for each child
- Pencils/crayons

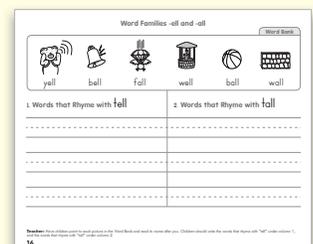
3

Reading and Writing, Page 16

Distribute and complete *R&W*, p. 16 as described at the bottom of the page.

Materials

- R&W*, p. 16
- Pencils/crayons



Phonemic Awareness Warm-Up

Materials

-
- ABC Rhyme Book

Identify/Discriminate Initial /th/

Read the "Th Thumb" rhyme, p. 61. Children repeat the rhyme after you, line by line. Ask: **Which words begin with /th/?** (thumbs and think)

Read the words listed below. Children give you a "thumbs up" if the word begins with /th/.

thanks	horse	thin	thirty	five	thick	tent
think	thirsty	tricycle	third	turkey	thing	thaw

Reading

Distinguish initial phonemes in words

Match consonant and short-vowel sounds to appropriate letters

1

Introduce /ch/

Step One Introduce /ch/ in the initial position

Say: **Backpack Bear has a rhyme about cheese.** Read the rhyme, "Cheese," from the *ABC Rhyme Book*, page 57.



Display the Picture Card, *cheese*. Say: **This is a picture of cheese. Say, cheese. The word cheese begins with the sound /ch/. Watch my mouth: /ch/. Now you say /ch/. I will say the rhyme again. Listen for the sound /ch/ in cheese.**

Read the rhyme again, then repeat it in unison.

Step Two Discriminate /ch/ in the initial position

Children give a "thumbs up" if they hear /ch/ at the beginning of these words:

chip	chalk	thumb	chick	cheddar
------	-------	-------	-------	---------

Step Three Connect /ch/ to the spelling "Ch"



Print *cat* on the board. Say: **I'm trying to write *chat*, but right now this word reads /cat/. Reveal the Superhero h puppet. Here comes Superhero h to the rescue!**

Add *h* after the *c* to represent the sound /ch/. Say: **Ch stands for the sound /ch/. Say, /ch/.**

Teach children the ASL sign for *ch*. (To make the sign for /ch/, make a *c* and an *h* together quickly.) Lead children in singing "The Letter March Song."

Materials

-
- Picture Card:
- cheese*
-
-
- Letter Card:
- ch*
-
-
- Sound Spelling Wall Card:
- cheese /ch/*
-
-
- ABC Rhyme Book
-
-
- Superhero h puppet (used with
- th*
- and
- sh*
-)
-
-
- R&W*
- , p. 17
-
-
- Pencils

Reading

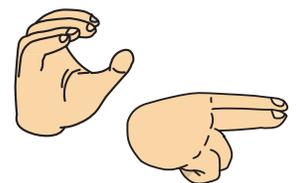
Blend phonemes in words

Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Ch Cheese

*Cheese please, I like it so much!
All melted on pizza
and nachos and such.
Serve it in slices or
stacked in a bunch—
But please, oh yes please,
Pack cheese in my lunch!*





Display the Wall Card at the end of the lesson.

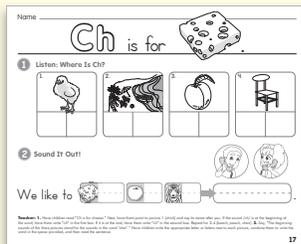
Step Four *Discriminate /ch/ in the final position*

Say: **Listen for the sound /ch/ at the end of these words. If you hear /ch/ at the end, make the ASL sign for ch. If you don't hear /ch/ at the end, do nothing.**

hatch	bike	punch	path	touch	bench
-------	------	-------	------	-------	-------

Step Five *Complete R&W, p. 17*

Tell children they will practice using their new sound, /ch/.



2

Read a Map

Give each child his or her "Park Map" from **Day 2, Session 1**. Explain that this map is similar to the one Zac and Peg used in the story *Peg Helps Zac*. Discuss:

- common symbols found on Peg and Zac's map and their own.
- how Peg and Zac used their map.
- how the symbols on the map helped them locate the gem.

Draw attention to the pictures, symbols, and signs on the "Park Map." Discuss the signs: *stop, exit, one way, no swimming, bike path, picnic area, and park entrance*. Consider how these signs help people find their way. Children color items on the map as they answer and discuss the following:

- What shows where the Starfall Airport is on this map?
- Find the X on the map. In what part of the park is the X?
- If you were meeting Zac and Backpack Bear in the picnic area at the park, how would you get there?
- If you wanted to ride your bike in the park, where would you find the bike path?

Indicate the "No Swimming" sign. Explain: **The picture on this sign is a clue to help us understand what this sign means. What do you think this sign is telling us?** (no swimming)

Children add an image of themselves to the map, wherever they wish to be. After they complete their drawings, they share their choices.

Ask children to name street signs they may have noticed on their way to school (e.g., stop, yield, walk, railroad crossing, bus stop, street name signs). Discuss what might happen if all these signs suddenly disappeared.

Materials

- "Park Map" blacklines from **Day 2**
- Pencils/crayons

Reading

Describe common objects and events in both general and specific language

Social Studies

Identify traffic symbols and map symbols

Understand how people lived in earlier times and how their lives would be different today

Collect the maps. You will use them with the Day 5 Learning Centers.

Say: **Long ago, before so many people traveled in cars, they didn't have paved streets and street signs. People traveled on horses and in wagons. They had to find their own way, without the help of signs.** Children briefly discuss how roads and street signs differ today.

Partner children. One partner describes a place on the map using descriptive words. The other partner names the place described. Children take turns as time allows.

Computer

Practice

- *Learn to Read: Row 4: "Sh-Movie"; Row 7: "Th-Movie"; Row 8: "Ch-Movie"*
- *Peg Helps Zac*
- *Backpack Bear's Books: Concepts, "E-Machine"*

Activity

Display the *Get to Know the Wright Brothers* Poster. Write *Orville Wright, Wilbur Wright* on the board. Children draw portraits of Orville and Wilbur Wright and label them with their names, then add illustrations showing the Wright brothers' invention, the airplane.

Materials

- Get to Know the Wright Brothers* Poster
- Drawing paper
- Pencils/crayons

Technology

Use technology to support learning

Writing

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

Reading

Read simple one-syllable and high-frequency words

Materials

- Chart paper with Peg's story
- Plush Peg the Hen
- Starfall Dictionaries

Introduce High-Frequency Words: *look, from, find*

Peg whispers that she has written a story about herself! Reveal Peg's story.

Children find two new high-frequency words in Peg's story. Say: **Look at the word that is blue. That word is *look*! Do you see two eyes "looking" at you in that word? Say, *look*. There is another new word in red. It is the word *from*. Say, *from*.**

Track each word as you read Peg's story. Children look and listen for the new high-frequency words.

- When they hear *look*, children make two O's in front of their eyes, like eyeglasses.
- When they hear *from*, they cross their arms.

Read the story again. This time, the children read along with you.

Explain that this story is made of high-frequency words and decodable words. Volunteers identify the high-frequency words.

Indicate the word *chick*. Ask children to recall the sound the letters *ch* stand for when they are together. (/ch/) Ask children to recall the sound the letters *ck* stand for when they are together. (/k/) Children decode *chick*. Ask volunteers to identify other decodable words.

Reread the story in unison. Ask: **Who remembers the two new high-frequency words in this story? Who can locate *look* and *from* in this story?**

Choose volunteers to read sentences from the story. Volunteers hold Peg as they read their sentences.

Write *I can find Peg* on the board. Say: **There is a high-frequency word in this sentence. Who can find the new word? *Find* is another high-frequency word. Say, *find*. Listen to these sentences. If you hear the word *find*, raise your hand.**

- Will the little chick *find* her mom?
- *Find* the hen in the barn.
- I can *find* Peg in the jet!

Look at the hen. It is Peg!
She is red. She has an egg.
Look at the egg.

Will a little chick come **from** the egg?

Yes! It is a little chick.

The little chick ran **from** here to there.

Peg likes her little chick. I like the little chick. Do you?

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



Materials

-
- ABC Rhyme Book

Identify and Discriminate Initial and Final /ch/

Ask a child to indicate the /ch/ Wall Card.

Read "Ch Cheese," p. 57. Children repeat the rhyme with you. Ask: **Which words in the rhyme begin or end with /ch/?** (cheese, much, such, bunch, lunch)

Say the words listed below. If the word begins with /ch/, children stand. If the word ends with /ch/, they sit. Children must listen carefully, as one of the words begins and ends with /ch/!

chalk	branch	church	cherries	itch
reach	munch	chocolate	churn	beach
chart	chimp	teach	chain	chili

Day Four

Reading

Distinguish initial and final phonemes in words

Match consonant and short-vowel sounds to appropriate letters

1

Introduce Vincent van Gogh

Read *Peg the Hen*. Discuss the events of Peg's dream. Ask: **Have you ever remembered one of your dreams? Do you like to dream?** Discuss briefly, then say: **Let's learn about the artist Backpack Bear saw on Starfall, Vincent van Gogh.**

Remind children that an artist is someone who has a special talent, and creates things like drawings, sculptures, or paintings. Recall Georges Seurat and his method of painting with dots of color (pointillism). Say: **Vincent van Gogh painted what he saw in his dreams.**

Gather children around a classroom computer navigated to *It's Fun to Read: Art Gallery, "Vincent van Gogh."* As you view the online activity, you will read about the artist and view some of his paintings, including his self-portrait. Explain that a self-portrait is a picture you create of yourself.

Explain that Vincent van Gogh lived in France. Locate France on the map or globe. Discuss its location in relation to the United States.

Recall how Vincent van Gogh would first dream his painting, then paint what he saw in his dream. Discuss how dreaming the painting may have helped van Gogh in his work, because in his dream he could see how the finished painting would look. Recall how the Wright brothers had a dream to make a flying machine. They worked to make that dream a goal, then a reality.

Say: **Often, artists and inventors sketch their ideas on paper before painting or creating them. Sketching means drawing your ideas quickly with a pencil. When the Wright brothers decided to design a plane, they sketched their ideas before trying to build them. This is a great way to work on an idea because it**

Materials

-
- Peg the Hen*
- teacher edition
-
-
- Vincent van Gogh*
- for each child
-
-
- Vocabulary Word Cards:
- self-portrait, sketch*
-
-
- Map or globe
-
-
- Star Writer Melodies*

Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Social Studies

Understand that history relates to events, people, and places of other times

Writing

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

Technology

Use technology to support learning



is easy to make changes. It is much easier to erase pencil than it is to change a painting or rebuild a plane!

Give children copies of *Vincent van Gogh*, and have them write their names in the space provided on the back. Children follow in their books as you read the story online.

Invite children to imagine their own "Dream Paintings."

- Turn off the lights.
- Children close their eyes and listen to *Star Writer Melodies* for a few minutes, quietly "dreaming" their paintings.
- Volunteers share what they "dreamed."

2

Writing

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

Connect to life experiences the information and events in texts

Write About Your Dream

Children illustrate their dreams, then write about them using kidwriting and their dictionaries. Contribute adult writing as needed.

- Materials**
- Starfall Writing Journals
 - Starfall Dictionaries
 - Pencil/crayons
 - Star Writer Melodies*

Technology

Use technology to support learning

Computer

Practice

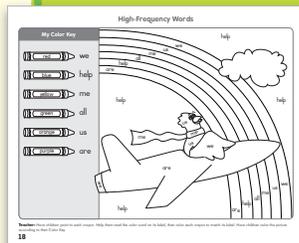
- It's Fun to Read: Art Gallery, "Vincent van Gogh"*
- Backpack Bear's Books: Concepts, Colors* (review any color)

Activity

Children complete *R&W*, p. 18, as directed at the bottom of the page.

Materials

- R&W*, p. 18
- Pencils
- Red, blue, yellow, green, orange, and purple crayons



3

Listening & Speaking

Produce, illustrate, and share a finished piece of writing

Demonstrate an understanding of story elements

Author's Chair

Children share their dream drawings and writings.

Encourage them to give compliments and to offer observations to each other about their presentations.

- Materials**
- Starfall Writing Journals
 - Author's Chair

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 24

Rhyming Words

Play “One, Two, Buckle My Shoe.” As the song plays, keep the rhythm by lightly patting your hands on your thighs. Invite the children to sing along with you and keep the beat, mimicking your hand movements.

Ask children to identify the rhyming words in each line. (two/shoe, four/door, six/sticks, eight/straight, ten/hen)

Repeat the song. Children sing and pat their thighs to internalize the rhythm and rhyme.

Reading

Recognize words that rhyme

Repeat auditory sequences (e.g. letters, words, numbers, rhythmic patterns)

Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

1

Sketch Your Ideas

Read *Peg Helps Zac*.

Distribute the “Story Board” blackline. Children write their names on the back, and then number the boxes 1 through 4, following your example.

Explain: **I will ask you a question. You will sketch your answer. Sketch means to quickly draw an idea in pencil. Later, you will be able to add color to your sketches. Use your copy of *Peg Helps Zac* to help you decide what to draw.**

Say: **Put your finger on box number 1. You will sketch the answer to the first question here. Listen carefully: Who were the main characters in the story?**

Allow children time to complete their sketches of Zac and Peg before continuing to the next question. Repeat for the remaining questions.

- Box 2—What did Zac have that helped them find the gem? (a map)
- Box 3—What marked the spot where the gem was located? (x)
- Box 4—What was the gem inside when they found it? (treasure chest)

Children add color and detail to their sketches.

Materials

-
- “Story Board” blackline for each child
-
-
- Pencils/crayons
-
-
- Each child’s copy of
- Peg Helps Zac*

Reading

Demonstrate an understanding of story elements

Listening & Speaking

Listen carefully and understand directions for performing tasks

Technology

Use technology to support learning

Computer

1

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

Social Studies

Identify traffic symbols and map symbols

Writing

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

Map Signs and Symbols

2

Children work together to locate pictures of signs in magazines. They cut out the signs, and then glue them onto a large piece of poster board or individual drawing papers. Children may also reference their "Park Map" blacklines, and draw the signs and symbols found there. Encourage them to label their signs and symbols.

Materials

- "Park Map" blacklines
- Poster paper for each group or a large drawing paper for each child
- Magazines
- Paper
- Scissors/glue
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

3

Children color the picture according to the key.

Materials

- Week 19 "Color by Word" practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

"Concentration"

4

Children mix up the Picture and Word Cards and display them face-down in the pocket chart. They match the Picture Cards to the Word Cards to form pairs.

Materials

- Pocket chart
- Picture and Word Cards: *bell, cheese, chick, egg, hen, jet, leg, men, net, pen, shell, ship, shop, ten, three, thumb, well*

Generator Practice Page

5

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

Materials

- Generated practice page of your choice

Reading

Match consonant and short-vowel sounds to appropriate letters

Short-A and Short-E Puzzles

6

Children take turns assembling Short-A and Short-E Puzzles. After completing one of the puzzles, children write some of their favorite words from that puzzle in one column on their writing or drawing paper.

After completing the second puzzle, children write some of their favorite words from that puzzle in the second column.

Materials

- Pencils
- Drawing paper folded in half vertically for each child
- Short-A, Short-E Puzzles

A Plane Ride

Display the *Get to Know the Wright Brothers* Poster. Children identify the two men pictured on the poster (Orville and Wilbur Wright), then discuss why airplanes are important.

Ask: **How many of you have ever ridden in an airplane? Who would like to take a ride in an airplane?**

Read *Amazing Airplanes*.

Display the lyrics to “A Plane Ride.” Say: **Here is a song called “A Plane Ride.” What do you notice about some of the words in the song?** (Vocabulary words are highlighted.) Read the vocabulary words together and review their meanings.

Read the lyrics and encourage children to chime in. Say: **There is something about this song that help us remember the words. What is it?** (It contains rhymes and the words repeat.)

Make up actions and sing the words of this song, to the tune of “The Wheels on the Bus.”

Pretend you are on an airplane. Children sit in rows of four, with an aisle between pairs. Assign a captain and copilot to sit at the front of the plane, two cabin crew members to stand in the aisle, and two control tower workers to sit off to the side. While seated in the plane, children sing “A Plane Ride.”

Materials

- Get to Know the Wright Brothers* Poster
- Amazing Airplanes*
- “A Plane Ride” lyrics on chart paper
- Aviation vocabulary from **Lesson 1** on chart paper

Reading

Connect to life experiences the information and events in texts

Recognize words that rhyme

Use new vocabulary that is introduced and taught directly

A Plane Ride

(Melody: “The Wheels on the Bus”)

The terminal is the place we pay our fare, pay our fare, pay our fare.

The terminal is the place we pay our fare, to fly through the air.

The luggage on the plane goes in the hold, in the hold, in the hold.

The luggage on the plane goes in the hold, that’s what we’re told.

The wheels on the plane go round and round, round and round, round and round.

The wheels on the plane go round and round, all along the ground.

The engine on the plane takes you up so high, up so high, up so high.

The engine on the plane takes you up so high as we soar through the sky.

The captain of the plane says, “Buckle up now!” “Buckle up now!” “Buckle up now!”

The captain of the plane says, “Buckle up now!” We’ll show you how.

The crew on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.

The crew on the plane brings drinks and a treat, now it’s time to eat.

The control tower says, “The runway’s clear!” “The runway’s clear!” “The runway’s clear!”

The control tower says, “The runway’s clear, you can land here.”

The journey on the plane is over now, over now, over now.

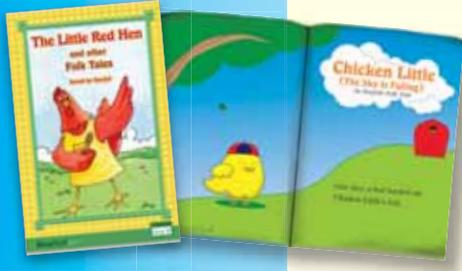
The journey on the plane is over now, what fun! WOW!

Week 20 Overview

More About Birds

This week the children continue their study of the bird animal group as they review bird characteristics, meet fictional birds in the folk tale *Chicken Little*, and meet real members of the bird family in *Penguin, Penguin* and *Backpack Bear's Bird Book*. They also learn about "flightless birds" and study various types of feathers and their uses. This week we will:

- review folk tales.
- learn final /k/ and /ch/ and medial /e/.
- dramatize *Chicken Little*.
- learn about possessive nouns and editing.
- create our own "Bird Posters."



Starfall Books & Other Media

Little Red Hen and Other Folk Tales, "Chicken Little"

Peg's Egg

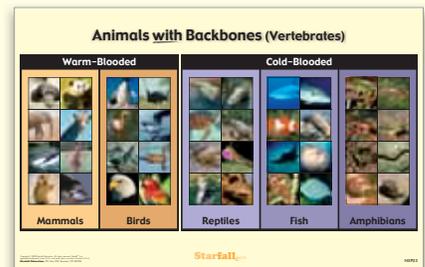
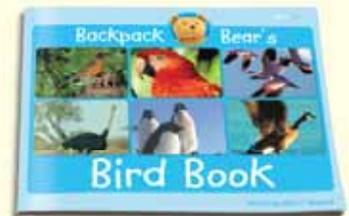
Hen

Sing Along Track 9

Penguin, Penguin by Margaret Hillert

Vertebrates (Animals with Backbones) Poster

Backpack Bear's Bird Book by Alice O. Shepard



Preparation

Generate Vocabulary Word Cards for **Week 20**. You will use *moral* and *outline* on **Day 2** and *down feathers*, *Antarctica*, *dialogue*, *narrator*, and *dramatize* on **Day 3**.

Day One

Prepare children's copies of *Peg's Egg*. You will use them in today's **Session 1**.

Day Two

Duplicate the "Chicken Little" blackline for each child.

Cut apart the "Chicken Little" characters.

Day Three

Familiarize yourself with the words to "Five Little Chickadees," *Sing Along* Track 9.

Have a world map available for today's **Session 3**.

Day Four

Prepare a headband for each child by stapling a large blank index card to the center of each paper headband strip.

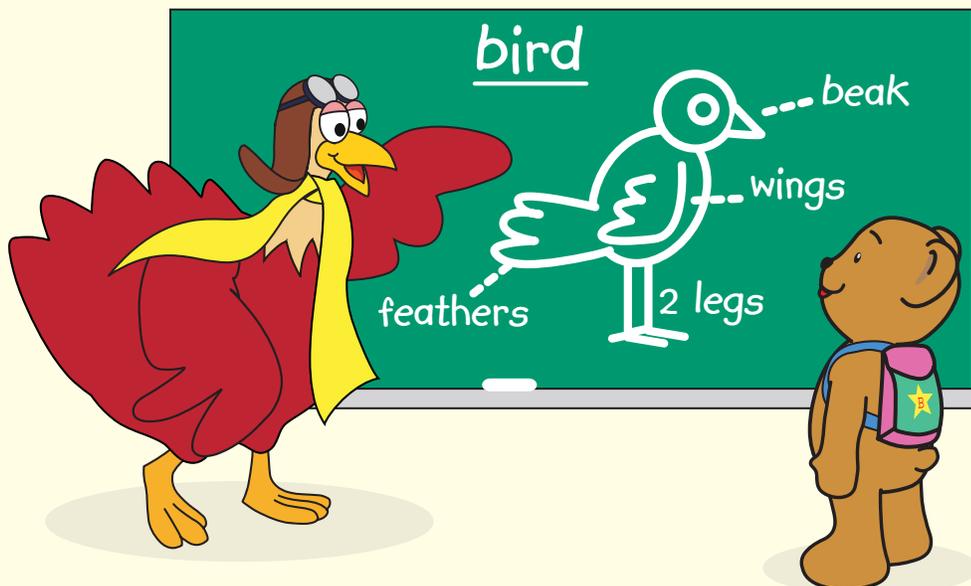
Prepare children's copies of *Hen*. You will use them in today's **Session 3**.

Day Five

You will need several "recycled" magazines as children create their own "Bird Posters."

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

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



Day 1

Did you know that Peg has a pet? You'll meet Peg's pet today!

Love,

Backpack Bear 🐻

Day 2

I met a friend of Peg's online last night! His name is Chicken Little. Do you know him?

Love,

Backpack Bear 🐻

Day 3

Do you know the song "Five Little Chickadees"? Peg and I sang it last night. We want to teach it to you!

Love,

Backpack Bear 🐻

Day 4

I'm in an acting mood! Can we act out the story of Chicken Little?

Love,

Backpack Bear 🐻

Day 5

It has been fun learning about birds. I always wondered what was inside their eggs!

Love,

Backpack Bear 🐻

DAY One

DAY TWO

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W p. 19</p> <p>R&W p. 21</p> <p>Medial short-e</p> <p>“Peg’s Egg”</p> <p>Possessive Nouns</p> <p>Comprehension Skills: Story Details (problem/solution)</p> 	<p>See It! Say It! Spell It! Show It!</p> <p>Rhyming</p> <p>Comprehension Skills: Sequence Identify Genre (fiction/nonfiction) Story Details (setting, characters, important events, author’s purpose)</p>
<p>Computer</p>	<p><i>Short Vowel Pals: Peg’s Egg</i> <i>Backpack Bear’s Books: Concepts; “E-Machine”</i></p>	<p><i>I’m Reading: Folk Tales, “Chicken Little,” “The Little Red Hen”</i></p>
<p>Activity</p>	<p>“Starfall Speedway” HF Words</p>	<p>“Chicken Little”</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>		<p>The Little Red Hen and Other Folk Tales, “Chicken Little”</p> <p>Vocabulary: moral, outline</p>
<p>Writing</p>	<p>Writing rubrics</p>	<p>Write about “Chicken Little” characters</p>
<p>Social Studies</p>		
<p>Science</p>		

DAY Three

DAY Four

DAY Five

R&W p. 20

Possessive Nouns

HF Words:

them, then, lay, play

Comprehension Skill:

Story Details (problem/solution)



R&W p. 22

Initial and medial /e/

"Peg's Egg"
"Hen"

Comprehension Skill:

Compare/Contrast



Phoneme Substitution

"Peg the Hen"
"Peg Helps Zac"
"Peg's Egg"
"Hen"

Comprehension Strategies:

Classroom Discussion
Ask Questions
Summarize

Short Vowel Pals: "Peg's Egg"
ABC's: Free Choice

I'm Reading: Folk Tales, "Chicken Little"; I'm Reading: Fiction/non-fiction: "Penguin, Penguin"

"Color by Word"

R&W, p. 21

Make *Chicken Little* headbands

"Starfall Speedway" HF Words

Penguin, Penguin

Backpack Bear's Bird Book

The Little Red Hen and Other Folk Tales, "Chicken Little"

"Five Little Chickadees"

Vocabulary: down feathers, Antarctica, dramatize, narrator, dialogue

The Little Red Hen and Other Folk Tales, "Chicken Little"

Practice page of your choice

Play dough or magnetic letters

Backpack Bear's Bird Book

Amazing Airplanes

The Little Red Hen (Galdone)

The Little Red Hen and Other Folk Tales, "The Little Red Hen," "Chicken Little"

Vertebrates (Animals with Backbones) Poster

Writing rubrics

Draw, tell, or write about a familiar experience, topic or text

Distinguish land and water on maps, globes. Locate general areas referenced in historical legends and stories

Characteristics of penguins

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

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Final /k/ and /ch/

Children discriminate /k/ and /ch/ in the final position. When they hear the sound /k/, they make the ASL sign for *Kk*. When they hear the sound /ch/, they make the ASL signs for *Cc* and *Hh*.

luck	ditch	kick	ranch	beach
crack	touch	latch	neck	crunch
yuck	coach	branch	attack	truck

Reading

Distinguish final phonemes in words

1

Introduce *Peg's Egg* and Possessive Nouns

Materials

- Peg's Egg* teacher edition
- Peg's Egg* for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Ask and answer questions about essential elements of a text

Review the characteristics of birds. Emphasize egg-laying. Display *Peg's Egg*. Ask children to predict what this story will be about based on the illustration on the cover. As you read, pause to discuss the following questions, then check their predictions:

- P. 1** — What is inside the egg?
- P. 2** — What is making that tapping sound?
- P. 3** — Is Peg surprised? Why or why not?
- P. 4** — Did Peg lay this egg? (Discuss)
- P. 5** — What will Peg do because of the rain?
- P. 6** — How did Peg solve the problem of the rain? How else might she have solved this problem?

Distribute *Peg's Egg* to the children and have them write their names in their books.

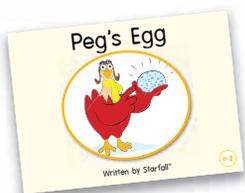
Print *Peg's Egg* on the board. Ask: **Do you see anything that is not a letter in this title?**

Explain: **There is a special mark, called an *apostrophe*, after Peg's name.** (Children say *apostrophe*.) **The apostrophe and the letter *s* tell us that the egg belongs to Peg.**

- Change the word *Egg* to *Jet*.
- Children read *Peg's Jet*.
- Ask them what belongs to Peg after this change.

Read the story together. Remind children to use their strategy of blending sounds to read new and unfamiliar words. Locate known words and unfamiliar words in the book. The children use different-colored crayons to circle short-e words.

Children partner-read their books.



2

Writing Rubrics

Explain: **When authors write books, they want to be sure that words are spelled correctly, that there is an upper-case letter at the beginning of the first word in each sentence, and there is a punctuation mark at the end of each sentence. They often send their writing to another person to make sure it is correct. This person is called an editor.** (Children repeat, *editor*.) **The editor checks the writing and edits it to make sure it is correct.**

Say: **Let's pretend an author has sent us some sentences to check and edit. I'll write the sentences on the board. You check to see if the author remembered to use all the writing rules!**

Write the first sentence on the whiteboard, read it, and choose a volunteer to "edit" it. Children may do "adult" writing under the sentence rather than change the existing sentence. Continue with each sentence.

- 1 — peg has at egg
- 2 — Peg get a pet
- 3 — The pet has tan leg
- 4 — that is pegs egg.
- 5 — peg helps the pet
- 6 — look at this egg
- 7 — Can yu find the egg
- 8 — I can see them in The nest
- 9 — Will i find the pet.
- 10 — I love to see the Peg.

Materials

- Classroom whiteboard
- Several different-colored markers

Reading

Use capital letters to begin "important words"

Understand that capitalization and punctuation are used in all written sentences

Computer

Practice

- *Short Vowel Pals: "Peg's Egg"*
- *Backpack Bear's Books: Concepts; "E-Machine"*

Activity

Children advance on the "Starfall Speedway" by reading High-Frequency Word Cards. These high-frequency words appear in the Margaret Hillert book, *Penguin*, which will be introduced on Day 3.

Materials

- "Starfall Speedway"
- High-Frequency Word Cards: *all, and, at, away, big, but, can, come, do, find, for, get, go, he, here, is, it, likes, little, look, not, on, see, she, the, to, up, want, what, will, with, you*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Phonemic Awareness / Phonics Warm-Up

"See It! Say It! Spell It! Show It!"

Recall playing "See It! Say It! Spell It! Show It!" with short-a words from *Zac the Rat*. Play the game again using short-e words from *Peg the Hen*. For each Word Card:

See it! Hold up the Word Card. Children look carefully at the spelling.

Say it! Children read the word.

Spell it! Place the Word Card behind your back. Children write the word on their whiteboards, sounding out each letter.

Show it! Children hold up their whiteboards. Hold up the Word Card. Children check their spelling.

Materials

- Whiteboards/markers
- Word Cards: *hen, jet, Peg, red, wet*

As a challenge, skip the "See it" step. Read the words to the children, and have them attempt to write the words without seeing them first.

Observe & Modify

1

Introduce "Chicken Little"

Ask children to recall and then summarize the folk tale "The Little Red Hen."

Introduce "Chicken Little."

- Explain that "Chicken Little" is also a folk tale. Folk tales are very old stories that have been passed down from grandparents to grandchildren, and often teach morals or lessons.
- Define *moral* as a lesson that teaches us right and wrong. Children repeat, *moral*.
- As you picture walk through "Chicken Little," pique the children's interest by wondering aloud what the birds might be talking about.

Read the story once through. For the second reading, assign volunteers to each character: Chicken Little, Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy. The volunteers stand as their characters are encountered in the story.

Say: **Let's make a list of the events in the story in the order in which they happened. This is called an *outline*.** Children repeat, *outline*.

Ask children to recall what happened first. List responses in order on chart paper as they are given. Reference the book as needed.

Save the outline. You will use it again in Session 3.

Materials

- The Little Red Hen and other Folk Tales*, "Chicken Little"
- Chart paper/marker
- Vocabulary Word Cards: *moral, outline*

Reading

Blend vowel-consonant sounds to make words

Writing

Write consonant-vowel-consonant words

Reading

Use pictures and context to make predictions about story content

Retell familiar stories

Demonstrate an understanding of story elements

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

Relate new vocabulary to prior knowledge

Identify sequence of events in a story



Before discussing the following, remind children that folk tales often teach a moral or lesson.

Kn Why did Chicken Little think the sky was falling?

An Did Chicken Little have enough information to know if the sky was actually falling?

Kn What did he do after he thought the sky was falling?

Kn How did each character respond when Chicken Little told him or her the sky was falling?

Un How was Foxy Loxy's response different from the other animals?

Sy Why is it important that Foxy Loxy's response was different?

Ev What is the moral or lesson of this story?

Ask: **Is this folk tale fiction or nonfiction? How do we know it is fiction?**

2

Write About “Chicken Little”

Display the individual character pictures from “Chicken Little.” Children identify:

- all characters and their names.
- the animal group to which most of the characters belong.
- the character belonging to a different group (Foxy Loxy).
- the name of that animal group. (mammal)

Say: **As I read the story, raise your hand when a new character is introduced. We will make a list of all the characters on chart paper.**

Once your list is complete, ask: **What do you notice about the characters’ names?** (They rhyme.)

Have children identify the setting, and discuss why the it is important to the story. Children understand that because the characters ignored the setting of the story, they did not realize the sky was *not* in fact falling.

Say: **Think about the character you liked best. When you have decided, raise your hand. I will write your name next to that character’s name. You will write about that character in your writing journal.** Each character must be chosen, most more than once.

Think aloud: **Let’s think about some things we might write in our journals. I’ll start. I chose Chicken Little. I might write, ‘Chicken Little was a yellow chicken with a funny hat. His hat made me laugh.’ Or I might write, ‘Chicken Little was yellow and small. He asked all of his friends for help.’**

Remind children to name their characters in the first sentence. They should then write additional sentences describing their characters and illustrate when finished.

Children use their dictionaries and kidwriting. Provide adult writing when children are ready.

Materials

- “Chicken Little” character pictures
- Starfall Writing Journals
- Starfall Dictionaries
- Chart paper
- The Little Red Hen and other Folk Tales*, “Chicken Little”

Reading

Demonstrate an understanding of story elements

Writing

Connect thoughts and oral language to generate ideas

Draw a picture or write a sentence and use it to explain why this item is their favorite (persuasive writing)

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

You may wish to attach the character pictures to the chart paper prior to having the children sign up.

Save this list, you will use it again in Session 3.

Computer

- *I’m Reading: Folk Tales*, “Chicken Little”
- “The Little Red Hen”

Practice

Activity

Distribute the “Chicken Little” blacklines. Children work independently to match the animal type to the pictured character. Discuss strategies children can use to find the appropriate words, such as sounding out the words, using the beginning letters as clues, and matching the shapes of the letters to the boxes.

Materials

- “Chicken Little” blackline for each child
- Pencils/crayons
- The Little Red Hen and other Folk Tales*, “Chicken Little”

Reading

Read simple one-syllable and high-frequency words

Reading

Describe common objects and events in both general and specific language

Demonstrate an understanding of story elements

Prepare to Dramatize “Chicken Little”

Ask: **Would you like to act out the story of *Chicken Little*? Another word for ‘acting out’ is *dramatize*.** (Children repeat, *dramatize*.) **To dramatize this story, we need to review the characters, setting, and important events.**

- **Characters** — Review the list of characters from **Session 2**. Children name each character and recall the characters they chose to write about in their journals.
- **Setting** — Children describe the setting.
- **Important Events** — Review and discuss the list of events from **Session 1**.

Explain: **I will be the *narrator*. A *narrator* is the person who speaks the parts that are not spoken by the characters.** (Children repeat, *narrator*.) **You will be the characters you chose to write about in your journals.**

This play has *dialogue*. Do you remember when we read *At the Library*? Backpack Bear and his friend had a dialogue. *Dialogue* is two or more characters talking to each other. (Children repeat, *dialogue*.) Display the book. Indicate the quotation marks. Say: **Quotation marks are a clue that a story has *dialogue*.**

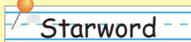
Ask: **Did you notice that the dialogue in this story is predictable? Predictable dialogue means you can almost tell what the characters will say before they say it.**

Turn to any page and read a sample of the dialogue. As you read, pause for children to predict the dialogue that will follow.

Group the children according to their characters. Read the story and pause for children to say their dialogue. Children will dramatize this story at the end of **Day 4**.

Materials

- The Little Red Hen and other Folk Tales*, “Chicken Little”
- Chart paper/markers
- Character chart paper lists from **Session 2**
- Vocabulary Word Cards: *dialogue*, *narrator*, *dramatize*


Starword

Display the new vocabulary on your Starword Wall.

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 9

"Five Little Chickadees"

Teach children the words to "Five Little Chickadees." Instruct the children to listen for the rhyming words in the song and repeat them as they are identified.

Invite the children to create their own actions to go along with each verse. Choose five volunteers to come to the front of the class and perform their actions as you play *Sing-Along Track 9*, "Five Little Chickadees." Choose another set of five volunteers and play the song again. Repeat until all the children have had a turn.

Five Little Chickadees

Five little chickadees	Four little chickadees	Three little chickadees	Two little chickadees	One little chickadee
Pecking at the door	Sitting in a tree	Looking at you	Sitting in the sun	Left all alone
One flew away and	One flew away and	One flew away and	One flew away and	He flew away and
Then there were four	Then there were three	Then there were two	Then there was one	Then there were none

Reading

Recognize and produce words that rhyme

Listening & Speaking

Listen carefully and understand directions for performing tasks

1

Introduce High-Frequency Words: *them, then, lay, play*

Materials

 Pencils
 Starfall Dictionaries

Write *they, there, and that* on the board. Volunteers come to the board to read the words. The class repeats after the volunteer.

Add the two new high-frequency words, *them* and *then*.

Ask: **How are these two new high-frequency words similar to *they, there, and that*? How are they different?** Circle *them* and *then*. Explain: ***Them and then* are high-frequency words that are decodable. Use your invisible rubber band to decode them now.**

Compare and contrast the two words. Children recognize both words begin with /th/ /e/, but have different ending sounds.

Write *lay* and *play* on the board. Read the words and children repeat. Ask: **What do you notice about these two words?** (same pattern in the middle/end)

Divide the class into four groups. Assign each group one of the new high-frequency words: *them, then, lay, play*. Say: **Listen carefully. If you hear your word in the sentence, your group should stand up.**

- All birds have feathers on *them*.
- Birds sit on their eggs, *then* the eggs hatch.
- Hens *lay* eggs.
- You might see *them* flying south for the winter.
- I love to watch birds *play*.

Reading

Distinguish initial and final phonemes in words

Read simple one-syllable and high-frequency words

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



- Birds pick up twigs, *then* make nests out of *them*.
- Read about birds, *then* write about *them*.
- How many eggs did the bird *lay*?
- Birds *play*, *then* fly around.

Write the new high-frequency words in your dictionary. The children follow your example.

2

- Materials**
- R&W, p. 20
 - Pencils/crayons
 - Starfall Dictionaries

Reading

Blend vowel-consonant sounds orally to make words or syllables

Read simple one-syllable and high-frequency words

Writing

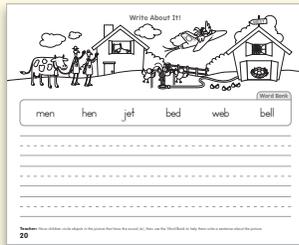
Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Reading and Writing, Page 20

Distribute R&W, p. 20. Children identify and circle pictures that use the short-e sound.

- Point to the Word Bank as children read each word.
- Children share sentences related to the picture using words from the Word Bank.
- Children write sentences about this picture using the words from the Word Bank and their dictionaries.

Provide adult writing as children finish. Children color the illustration while they wait for adult writing. They share their writings with one another as time allows.



Technology

Use technology resources to supprt learning

Reading

Match all consonant and short-vowel sounds to appropriate letters

Computer

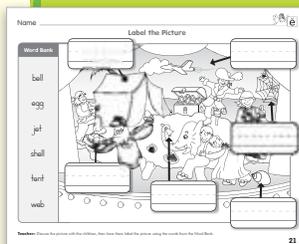
Practice

- Short Vowel Pals: "Peg's Egg"
- ABC's: Free Choice

Activity

Children complete R&W, page 21, as described at the bottom of the page.

- Materials**
- R&W, p. 21
 - Pencils/crayons



3

Introduce *Penguin, Penguin*

Display *Backpack Bear's Bird Book*. Quickly review the images and concepts on pages 2 and 3. Continue through the rest of the book, reviewing bird characteristics such as feathers, wings, beaks or bills, breathing air with lungs, and laying eggs. Remind children only birds have feathers. Having feathers is what makes an animal a bird.

Explain the ways birds use their feathers:

- Wing feathers help them fly or swim.
- Tail feathers help them steer.
- Down feathers (Children repeat, *down*.) are fluffy feathers underneath other feathers that keep birds warm.

Ask: **Which birds have wings but do not fly?**

After children identify the penguin and ostrich, say: **Let's learn more about penguins. Penguins live in a very cold place called Antarctica.** Children repeat, *Antarctica*.

- Indicate Antarctica on the map.
- Discuss how the severely cold climate prevents people and many other animals from permanently settling on this continent.

Say: **Penguins have all the characteristics of birds. Penguins have wings but they do not fly. They are "flightless birds." Flightless means they do not fly. If penguins cannot fly, how do they use their wings?** (They use them like flippers to move through the water.)

Encourage children to share what they know about penguins.

Distribute *Penguin, Penguin* books. Say: ***Penguin, Penguin* will help us learn more about penguins. You will be able to read many of the words. There are some words you have not yet learned.** Children follow along as you read the story.

After reading, ask:

- **Is this book fiction or nonfiction? How do you know?**
- **Why do you think Margaret Hillert wrote this book about penguins?**
- **What did you learn about penguins from this story?**

Partner the children, pairing strong readers with struggling readers. As children partner read, ask them to write any troublesome words they encounter on the classroom whiteboard. Review the words together.

Materials

- World map
- Backpack Bear's Bird Book*
- Navigate to *I'm Reading: Fiction/Nonfiction, "Penguin, Penguin"*
- Penguin, Penguin* by Margaret Hillert for each child
- Vocabulary Word Cards: *down feathers, Antarctica*

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

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

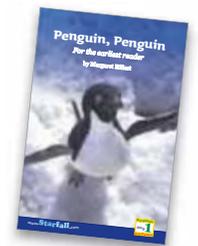
Identify the author's purpose as stated in the text

Social Studies

Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories

Science

Identify major structures of common plants and animals



Phonemic Awareness Warm-Up

Materials

 None

Identify and Discriminate Initial and Medial /e/

Children listen for words that begin with the sound /e/. If the word begins with the sound /e/, they make the ASL sign for e. If it does not, they place their hands in their laps.

exercise	entrance	monkey	exit	bird
elbow	arm	energy	truck	engine
empty	chicken	edge	little	every

Children listen for words with /e/ as the middle sound. Repeat as above.

leg	rug	men	Zac	red
bug	pen	met	wet	pan
bed	net	man	fed	ten

Reading

Distinguish initial and medial phonemes in words

1

Introduce *Hen*

Display the teacher edition of *Hen*. Say: **We have been talking about birds. This story is about a hen laying an egg! Is a hen a type of bird? How do you know?** (feathers)

Materials

- Hen* teacher edition
- Hen* book for each child
- Whiteboard/marker
- A red crayon for each child

Picture walk through the book. As you discuss the images, inform the children that a hen is a female, or girl, chicken. The male, or boy, chicken is called a rooster. Only hens can lay eggs. Their babies are called chicks or hatchlings.

Read the story, then discuss the following:

- Some birds build nests to hold their eggs.
- Hens *tend* their chicks. To *tend* something is to watch over and take care of it.
- Since a hen is not a mammal and cannot feed her babies milk from her body, she has to find food for her chicks until the chicks can find food for themselves.

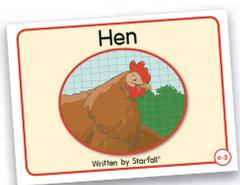
Write *nest*, *lay*, *peck*, *chick*, and *tends* on the board. Review each word, then reread the story. Distribute copies of *Hen*. Children read the story as a group, then reread it with partners.

Say: **Let's compare and contrast *Hen* with *Peg's Egg*. First, think of ways these books are the same. Turn to your partner and discuss.** Choose volunteers to share similarities.

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content



- Both books have red hen characters.
- Both hens have eggs.
- Both hens take care of the creatures that have hatched from their eggs.

Repeat for the differences between the two books.

- Peg did not lay her egg. Hen did.
- Peg's egg did not have a chick inside.
- *Peg's Egg* is fiction; *Hen* is nonfiction.

Write the *Hen* story's short-e words on the board (*hen, nests, pen, egg, yes, peck, pecks, wet, tends*). Partners locate and circle these words in their books with red crayons.

2

Reading and Writing, Page 22

Display each crayon. Children identify colors. As children solve the riddles below, write the color word on chart paper with the corresponding colored crayon.

Materials

- R&W, p. 22
- Box of 8 basic color crayons for each child
- Pencil/crayons
- Chart paper

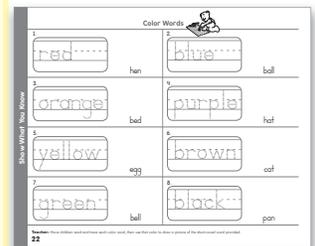
Red	My color name begins with /r/. I have three letters in my name. Sometimes apples are my color, strawberries, too! What color am I?
Blue	My color name begins with /b/. The sky is sometimes my color. There is a berry with my name in it. What color am I?
Purple	My color name begins with /p/. If you mix red and blue together, you make my color. Grape juice is my color. What color am I?
Black	My color name ends with /k/. I am the opposite of white. What color am I?
Green	My color name begins with /gr/ and ends with /n/. Grass is often my color. What color am I?
Yellow	My color name begins with /y/. I am the color of the sun. What color am I?
Orange	My color name ends with /j/. I am the color of a pumpkin. If you mix yellow and red together, you get my color. What color am I?
Brown	My color name begins with /br/ and ends with /n/. Chocolate is often my color. I am the only color left! What color am I?

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Listen carefully and understand directions for performing tasks



Distribute R&W, p. 22 and complete as directed at the bottom of the page.

Technology

Use technology resources to support learning

Reading

Demonstrate an understanding of story elements

Computer**Practice**

- *I'm Reading: Folk Tales*, "Chicken Little." Children review their characters' parts as they view the story.
- *I'm Reading: Fiction/Nonfiction*: "Penguin, Penguin"

Activity

Review the list of children's roles from **Day 2**. Distribute headband strips. Children:

- write their names on the inside of the headband strips.
- turn the strips over, and then copy their characters' names and draw their pictures on the large index cards in the middle of the strips.

Materials

- Little Red Hen and other Folk Tales*, "Chicken Little"
- Headband strip for each child
- Pencils/crayons
- List of children's roles from **Day 2**

Collect the character headbands. You will use them in **Session 3**.

3**Dramatize "Chicken Little"****Materials**

- Little Red Hen and other Folk Tales*, "Chicken Little"
- Character headbands

Reading

Retell familiar stories

Listening & Speaking

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

Relate an experience or creative story in a logical sequence

Group the children according to their roles. Children will say their dialogue as you read the story.

Say: **Think of some actions you might do when it's time for you to recite your dialogue. This time when I read the story, show me your actions.**

Practice in this manner until children feel confident. When they are ready, children put on their character headbands, take their places, and dramatize the story.

Invite another class to attend the dramatization!

If you have a child who is capable, give him or her the role of narrator.

Observe & Modify

Phonemic Awareness Warm-Up

Materials

 None

Phoneme Substitution

Ask: **What new word would we make if we changed the /j/ in jet to /g/?** (get)
Beginning with the first word of each row, continue for:

wet	bet	pet	let	net	set
-----	-----	-----	-----	-----	-----

Word family *-en*:

pen	ten	men	den	Ben
-----	-----	-----	-----	-----

Word family *-ed*:

red	Ted	led	Ned	fed	wed
-----	-----	-----	-----	-----	-----

Say: **Now, let's try a tricky one. Let's change the ending sound! What new word would we make if we changed the /t/ in pet to /g/?** (Peg). Continue for:

pep	pen	peck
-----	-----	------

1

Birds

Display the Vertebrates (Animals with Backbones Poster) and review the introduced animal groups.

- Give Plush Zac, Peg, and Backpack Bear to volunteers.
- Indicate the mammal group on the poster and name this group's key characteristics. (hair, fur, or fat to keep the body warm, and the mother feeds its young milk from her body)
- Indicate the bird group on the poster and name this group's key characteristic. (feathers)
- Volunteers classify Zac, Peg, and Backpack Bear.
- The volunteers ask the class to determine why each animal belongs to its respective group.

Display *Backpack Bear's Bird Book*. Say: **We have learned about many birds. As I read *Backpack Bear's Bird Book*, listen for their names. If you hear the name of a bird, raise your hand. I will write that name on the chart paper.** As children identify birds' names, write their responses in a numbered list.

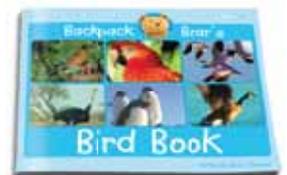
After reading, children may continue to name other birds not mentioned in the book. Add these to the list and review the names.

Materials

- Plush Zac and Peg, Backpack Bear
- Pocket chart
- Vertebrates (Animals with Backbones) Poster
- Backpack Bear's Bird Book* by Alice O. Shepard
- Chart paper/marker

Reading

Manipulate individual phonemes through addition, deletion, and substitution



Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Identify the author's purpose as stated in the text

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

Science

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

Identify major structures of common plants and animals

Technology

Use technology resources to support learning

Computer**1**

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

Writing

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

Create Individual Bird Posters**2**

Children create their own “Bird Posters” by drawing different birds, or by finding and clipping bird images from magazines. Encourage children to use kidwriting or to reference the chart from **Session 1** to label their birds.

Materials

- Large sheet of drawing paper for each child
- Pencils/crayons
- Magazines/scissors/glue

Reading

Read simple one-syllable and high-frequency words

“Color by Word”**3**

Children color the picture according to the key.

Materials

- Week 20 “Color by Word” practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

“Starfall Speedway”**4**

High-Frequency Words: *hen, them, lay, play* (and any others needing additional practice)

Children read the words to advance.

Materials

- “Starfall Speedway”

Generator Practice Page**5**

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

Materials

- Generated practice page of your choice

Reading

Read simple one-syllable and high-frequency word

Magnetic Letters or Play Dough**6**

Children place all of their magnetic letters on one of the whiteboards and form words to match the Short-E Picture Cards on the other.

Play dough may be substituted for magnetic letters.

Materials

- Set of magnetic letters for each child
- Two whiteboards per child
- Short-E Picture Cards

2

Kindergarten Book Club

Gather the children to sit on the floor in a circle. In the middle of the circle, place all the books from **Weeks 18-20**. Review the title of each book.

Volunteers (individually or as partners) choose a favorite book in turn. For each selection, the child (or partner) leads a short discussion, explaining why he or she liked the book and answering classmates' questions. Continue until all the books have been discussed.

Children vote, with a show of hands, on the class favorite from their study of birds and flight.

Materials

- Peg the Hen, Peg Helps Zac, Peg's Egg, Hen* teacher editions
- The Little Red Hen* (Galdone)
- The Little Red Hen and other Folk Tales*, "The Little Red Hen" and "Chicken Little"
- Amazing Airplanes*
- Backpack Bear's Bird Book*

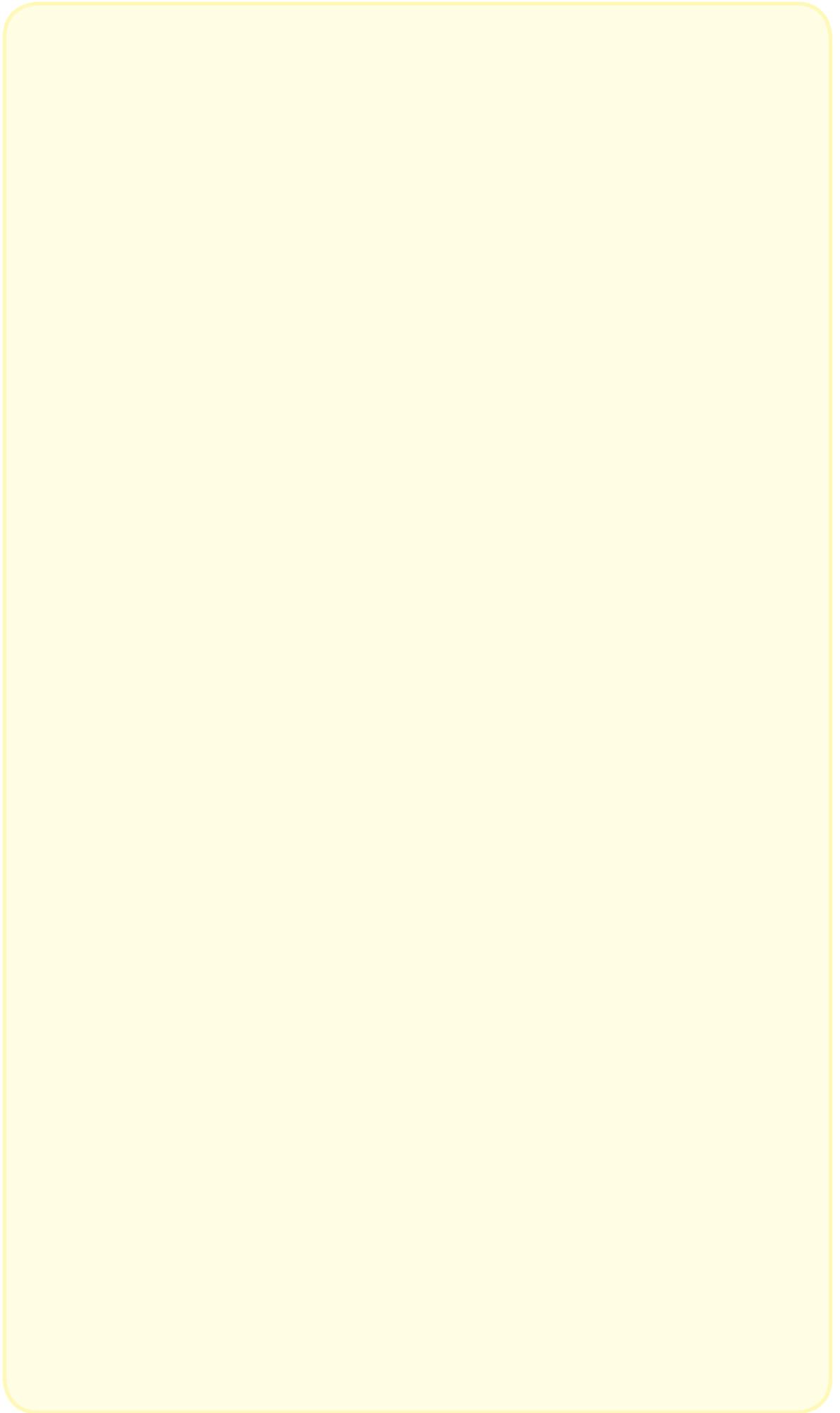
Reading

Retell familiar stories

Demonstrate an understanding of story elements

Listening & Speaking

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



Unit 7 Bibliography

At and Below Level (Wordless Books)

Things with Wings	A New Nest	The Things Birds Eat	Birdsongs
Pixton, Kaaren, artist-illustrator	Handwerker, Stephanie	Chessen, Betsey	Franco, Betsy
TyBook, 2006	Steck-Vaughn, 1997	Scholastic, 1998	Margaret K. McElderry, 2007
A big flock of insects, birds, and mammals that fly. (Not part of the series, "Things with Wings.")	A red robin feeds her babies a variety of tasty, colorful items.	Various birds find foods such as worms, seeds, nectar, berries, fish, and mice appetizing.	A "counting down" nature book about ten birds and their calls. What does the mockingbird do?

Above Level (Beginning Readers)

Penguins: Nature's Coolest Birds (Things with Wings)	Little Quack	Mole and the Baby Bird	Owl Babies
Stout, Frankie	Thompson, Lauren	Newman, Marjorie	Waddell, Martin
PowerKids Press, 2008	Simon & Shuster, 2003	Bloomsbury USA, 2004	Candlewick Press, 2002
Facts and photos show how penguins are very different from other birds.	Five ducklings are afraid to swim. Predictable repetition of text and counting aids in comprehension.	Mole cares for a baby bird. The bird grows strong and wants to fly away. What should Mole do?	Owlets Sarah, Percy, and Bill are worried when they wake up at night to find Mom gone.

Teacher Read Aloud

Flight: with Foldout Jumbo Jet	Hummingbirds: Hovering in Nature (Things with Wings)	Birds That Don't Fly (Birds Up Close)	A Day at the Airport
Campbell, Fiona	Stout, Frankie	Kalman, Bobbie	Scarry, Richard
Ladybird Books, 1995	PowerKids Press, 2008	Crabtree Publishing, 1997	Random House Books for Young Readers, 2001
Explains how things fly, including birds, insects, and machines.	Also included in the "Things with Wings" series are books about bugs, bats, pelicans, and ostriches.	Also in the "Birds Up Close" series are books about how birds fly, raptors, marine birds, strange birds, and rainforest birds.	Sally, Huckle, and Lowly discover the airport with Rudolph von Flugel in his flying car. Try to find Lowly the worm on every page.

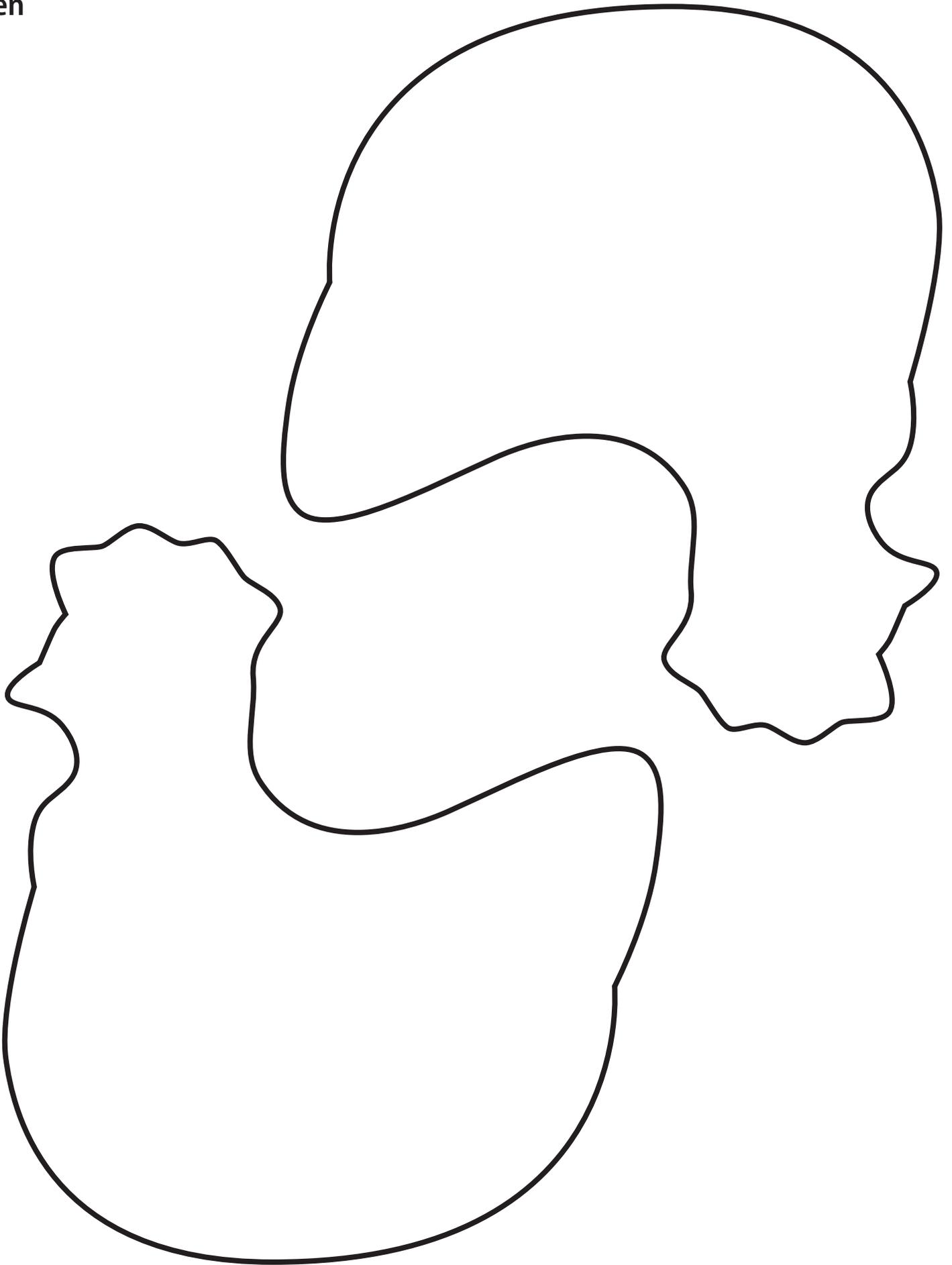
Birds (Animal Babies)	The Ugly Duckling	Where Do Chicks Come From?	Flap Your Wings
Theodorou, Rod	Andersen, Hans Christian	Sklansky, Amy	Eastman, P. D.
Heinemann, 2007	North-South Books, 2007	Harper Collins, 2005	Random House Books for Young Readers, 2000
Baby bird characteristics such as size, diet, behavior; other titles in the series are fish, insects, mammals, reptiles, and amphibians.	The ugly duckling who had no friends and was rejected by all; illustrated by Bernadette Watts who specializes in folk tales.	The life cycle of a chick embryo during the 21 days of incubation; accurate, child-friendly text and illustrations.	What happens when a strange egg hatches in the Bird's nest? A family story about differences, attachment, and letting go.

Professional Development

Reutzel, Ray and Cooter, Robert, *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*. Prentice Hall, (2nd Edition) 2008, ISBN 0135005590 or 978-0-13500-559-0.



Hen





Review Questions

Name the folk tale about a hen making bread. (The Little Red Hen)

Give another word that rhymes with tell and sell. (bell, well...)

Give another word that rhymes with tall and fall. (ball, wall...)

Which part of a bird helps it to eat? (beak or bill)

What is this high-frequency word? [Write *good* on the board.]

What animal group is the only group that has feathers? (birds)

What is Peg's favorite sound? /e/

Which animal group has live births and feeds its young with milk from the mother's body? (mammals)

Name a flightless bird. (penguin, ostrich)

Do birds belong to the group of animals with backbones or without backbones? (with backbones)

How many limbs do birds have? (four: 2 legs and 2 wings)

What is a baby bird called? (a hatchling or chick)

What is a bird of prey? (birds that hunt and eat small animals)

Which animal group lays eggs, mammals or birds? (birds and a few mammals)

What does the word migrate mean? (to move from one place to another)

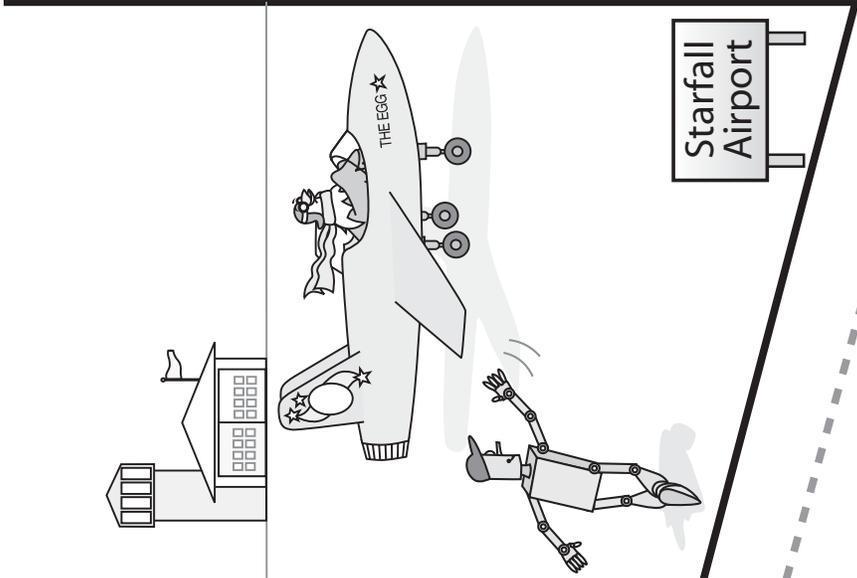
What do many birds make to keep their eggs safe? (nests)

How do birds communicate? (chirps, calls, hoots, quacks, squawks, sing, etc.)

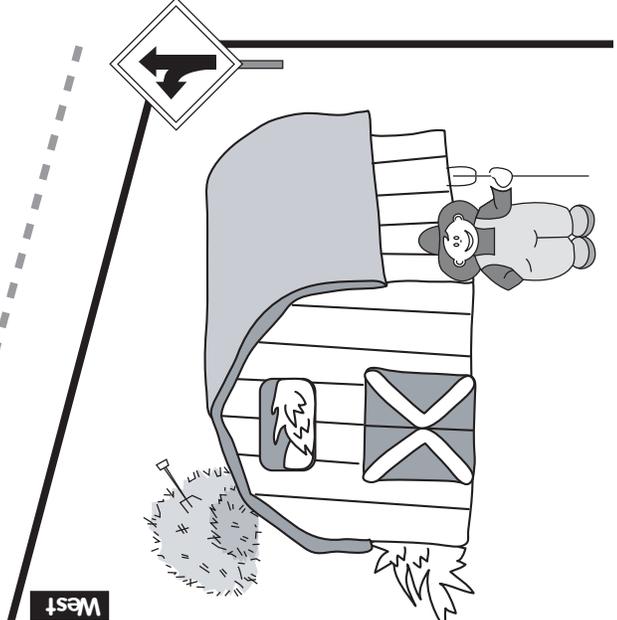
If I move slowly, am I strolling or scampering? (strolling)

Give a word that begins with /e/. (egg, elephant..)

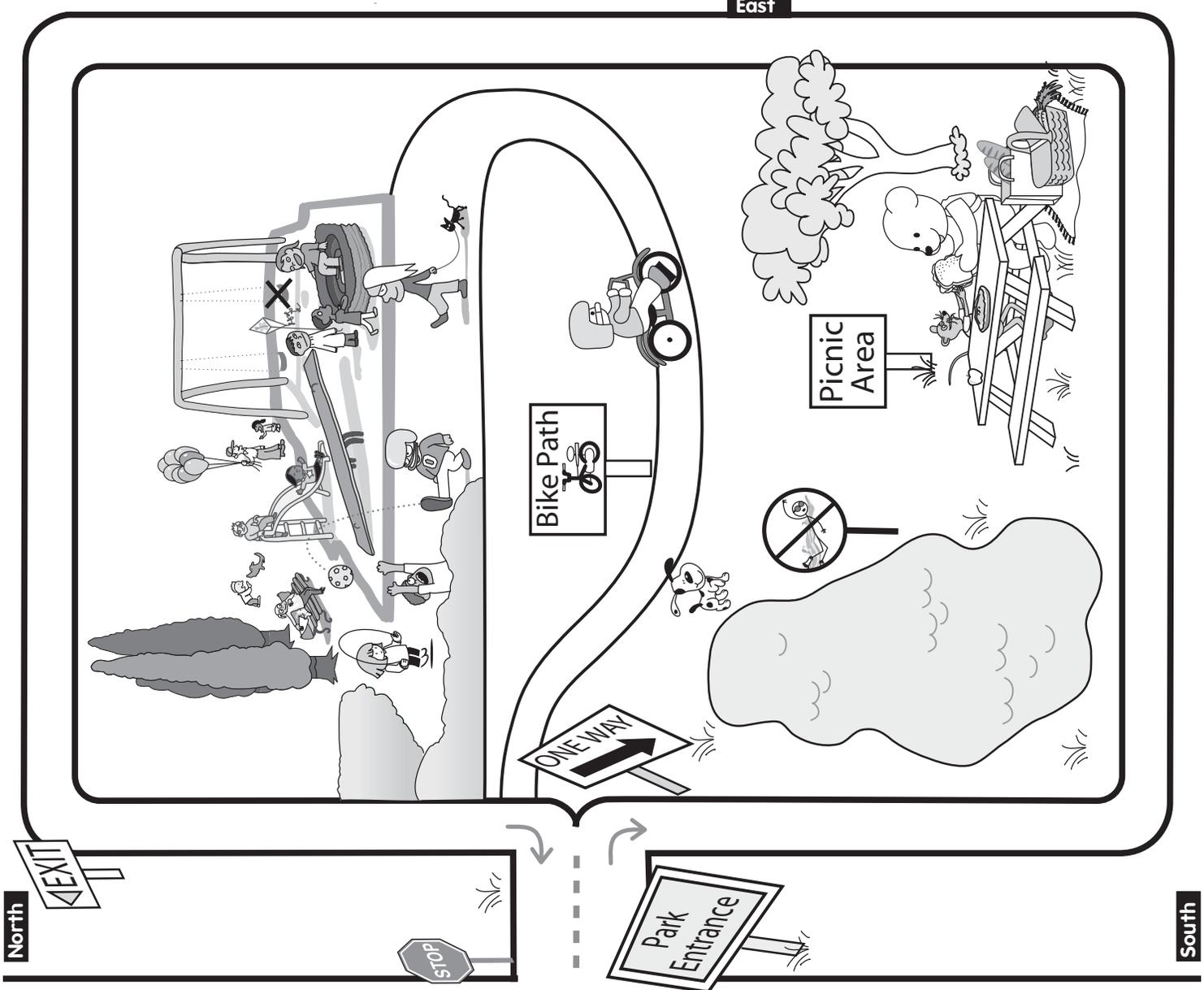
North

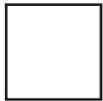
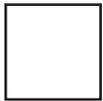


West

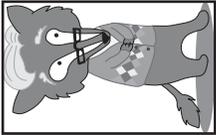


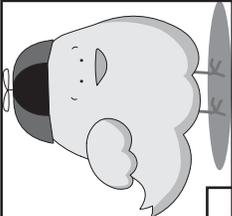
South

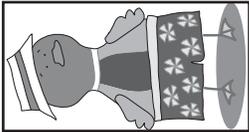


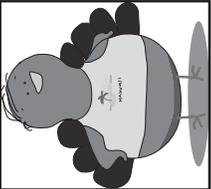


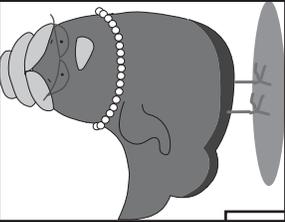
Name _____

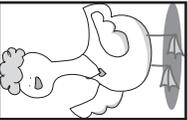












hen duck turkey goose fox chicken

Directions: Match the word with the picture. Label each animal with its name.

