

Reptiles, Fish, & Amphibians

Starfall 
Kindergarten

Unit 9

Starfall Education

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Unit 9: Reptiles, Fish, & Amphibians

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Frequently Asked Questions

Fluency is not included in most state standards for kindergarten. Do you think kindergarten is too early to be concerned about fluency?

Reading fluently is so much more than rate and speed. Ultimately it is the outcome of a combined mastery of phonemic awareness, phonics, vocabulary, and comprehension skills. To master these skills requires considerable practice and kindergarten is the perfect place to start!

Consider how practice in each of these domains contributes to reading fluency.

Phonemic Awareness/Phonics

Ongoing and applied practice of sounds and spellings develops the child's ability to recognize and apply the alphabetic principle to the words they encounter in print.

Word family instruction teaches children to generalize spelling patterns, and lessens the cognitive load.

Mastery of a controlled set of high-frequency words, comprised of words most frequently found in print, ensures confidence.

Vocabulary

Focused and explicit vocabulary development awakens a child's interest in meaning (and multiple meanings).

Encouraging children to listen for vocabulary they may not

understand establishes their ability to monitor their own understanding and ask for clarification.

Comprehension

Pausing to break open the text and reflect on its meaning reinforces the value of understanding the text.

Direct instruction of punctuation, including quotation marks, alerts children to a text's mechanical features and demonstrates how they contribute to understanding the text.

Fluent reading can be described simply as reading that sounds like natural speech. When what we read sounds like what we hear, our chances of understanding it rise considerably. As teachers, we know that children who have been read to at home have an advantage over those who have not.

This is because they have had years of modeled fluent reading. We develop reading fluency when we:

- model fluent reading from a variety of texts with expression, inflection and intonation.
- repeat the reading of skill level stories.
- provide multiple opportunities for group, paired, or partner reading.
- dramatize texts and perform them for other classes.
- encourage children to use the "ear button" online to listen to examples of fluent readings.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education



My students meet or exceed grade level expectations. I mean, they are reading words like "math" and "plants" and "thick" which is beyond K standards. They fluently read new sentences. I am so proud of them! —Valencia, California

Reading Research

The ability to read fluently is a critically important component of becoming a proficient reader. Most reading authorities agree that fluency refers to the smooth and natural oral production of written text. (1)

Beginning readers alternate their attention between decoding the printed words and comprehension. With practice, the mechanics of decoding becomes automatic and requires less attention. Readers are then able to focus on understanding. The ability to decode and comprehend simultaneously is known as automaticity. Readers with high automaticity have progressed from "learning to read" to "reading to learn," or fluency. (2)

Fluency instruction is an integral part of the Starfall Reading Program. A variety of methods are used to enhance fluency:

- Explicit teacher modeling through read-alouds of a

variety of text types, reading high-quality children's literature (fiction, nonfiction, nursery rhymes) to children in lively, engaging, and thought-provoking ways.

- Participation in repeated readings of decodable texts, predictable texts, and texts based on high-frequency words.
- Partner reading and choral reading.
- Direct instruction and feedback regarding expression, speed at which the text is read, when stops or pauses occur, etc.
- Integrated online activities woven into the kindergarten curriculum that provide authentic and meaningful literacy experiences.

Beginning readers need many opportunities to practice with texts they can read with ease. It is particularly important to create situations in which children can see legitimate purposes, or motivation

for reading texts over and over to increase accuracy and speed, and to read with more expression. (3) It is helpful to have children practice in preparation before reading in front of real audiences such as peers, Backpack Bear, or other Starfall characters, adults in the school, in a dramatization for another class, or for any listeners who motivate them to develop fluency with the text.

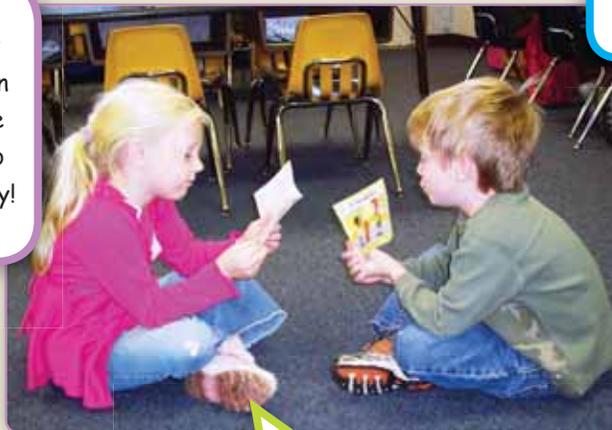
(1) Rasinski, T. "Fluency for Everyone: Incorporating Fluency Instruction in the Classroom." (1989) *The Reading Teacher*, Vol. 42. p. 690-693.

(2) Samuels, S., Schermer, N, and Reinking, D. "Reading Fluency: Techniques for Making Decoding Automatic" from *What Research Has to Say About Reading Instruction*, (2nd ed) Samuels, S and Farstrup, A., eds, 1992.

(3) Teale, W. and Yokota, J. "Beginning Reading and Writing: Perspectives on Instruction" from *Beginning Reading and Writing* (Strickland, D. and Morrow, L., eds.), 2000, p 3-21.

All I can say is wow, the children can read these books pretty fluently for the most part! — Bakersfield, Calif.

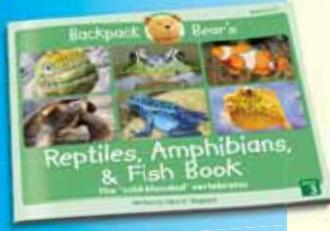
Oh my goodness, I almost cried. The children were able to read this book... I had them read the words on the back first and then we read the book. I could not believe it! I was so proud and they were soooooo happy!
—San Antonio, Florida



The children get so excited when they see that they are really reading. I think teaching this way will really help with fluency not only in Kindergarten, but also in first and second grades. —
Vinita, Oklahoma



Week 25 Overview



Reptiles

This week the children continue their study of animals as they learn about a new animal group, the reptiles, through fiction (Aesop's classic fable "The Tortoise and the Hare") and nonfiction (*Backpack Bear's Reptiles, Amphibians, & Fish Book*). The children write, illustrate, and share persuasive writings about their favorite reptiles. They also meet a new plush character, Tin Man. After reading a story about Tin Man playing baseball, the children write and illustrate their own narratives about a game of baseball with their newest friend. This week we will:

- learn about short-a, short-e, short-i and short-o medial sounds.
- practice words from the *-in*, *-ip*, *-ick*, and *-ig* word families.
- write and illustrate narratives and persuasive writings.

Recommended Literature

***The Tortoise and the Hare* — Janet Stevens** is a Texas-born writer and illustrator who loves to draw shoes. She especially likes to draw animals with exaggerated personalities doing things people do, such as wearing wobbly high heels or scruffy tennis shoes. Some of her favorite animals are bears, pigs, cats, and rhinoceroses.

Janet Stevens started out painting designs for aloha shirts in Hawaii. She really likes to draw quirky animals, the kind that resemble people. She loves to retell folk tales, fairy tales, and fables. To bring the stories to life, she dresses the characters in comical clothing and furnishes their houses with furniture from her own home.

Janet lives in Boulder, Colorado, with a golden retriever named Violet, three cats, Abo, Merlin, and Domino, husband Ted, son Blake, daughter Linze, and a big collection of thrift store shoes that she uses as models for the animals in her books.

Starfall Books & Other Media

ABC Rhyme Book

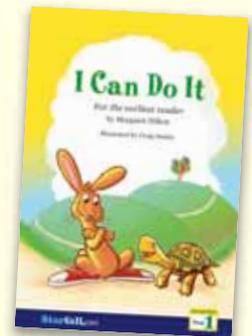
Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

I Can Do It by Margaret Hillert

Star Writer Melodies

The Big Hit

Vertebrates (Animals with Backbones) Poster



Preparation

Generate Vocabulary Word Cards for **Week 25**. You will use *root*, *shame*, and *strike* on **Day 1**, *scales* on **Day 2**, *perseverance* and any additional vocabulary words chosen by you or your children on **Day 3**, and *adapt*, *evolution*, *naturalist*, *tortoise*, and *trait* on **Day 5**.

Day One

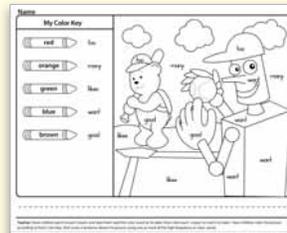
Make word family cards for *-in*, *-ig*, *-ip*, and *-ick* for **Session 2**.

Day Two

None

Day Three

Generate a "Color by Word" practice page for each child using previously introduced high-frequency words: *this*, *than*, *of*, *were*, *give*, *many*, and *your*.



Day Four

Generate Word Cards: *lizard*, *snake*, *alligator*, *crocodile*, and *turtle*.

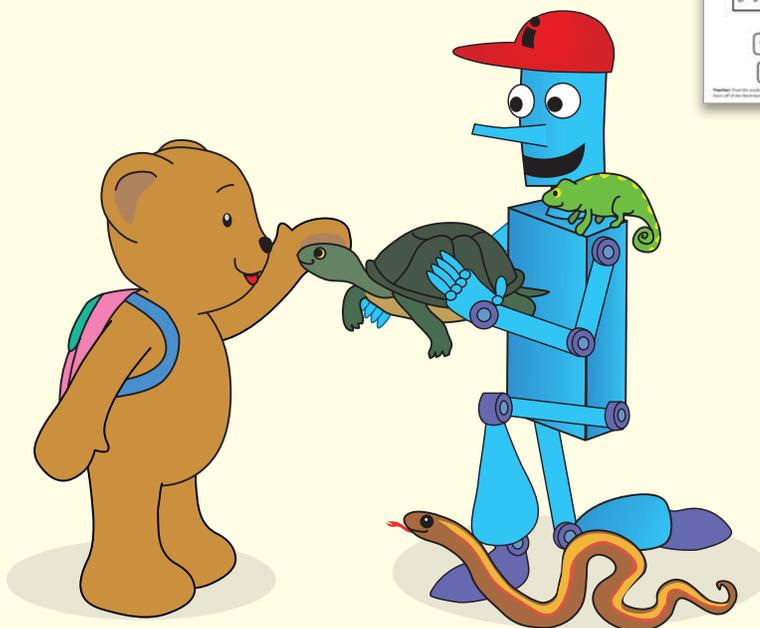
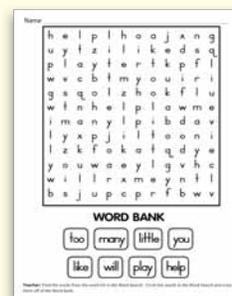
Day Five

Generate Word Cards: *Brachiosaurus*, *Iguanodon*, *Stegosaurus*, *Triceratops*, and *Tyrannosaurus Rex* and locate pictures of each.

Have books about dinosaurs on hand. Suggestions include: *A Dinosaur Named After Me* by Bernard Most, *Mighty Dinosaurs* by Judith Simpson, *How Do Dinosaurs Go To School?* by Jane Yolen, and *How Do Dinosaurs Eat Their Food?* by Jane Yolen

Generate the **Week 25** "Word Search" practice page for each child using high-frequency words.

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



Day 1

Mox said we might meet a new friend today. I wonder who it will be.

Love,

Backpack Bear 

Day 2

I've always dreamed of playing baseball. Do you think Tin Man would let me play on his team?

Love,

Backpack Bear 

Day 3

I played my first baseball game last night! I had to try hard, but it was fun.

Love,

Backpack Bear 

Day 4

Can we practice listening for middle sounds in words? It's fun to do that!

Love,

Backpack Bear 

Day 5

I loved learning about reptiles! They are very different from you and me!

Your pal,

Backpack Bear 

DAY One

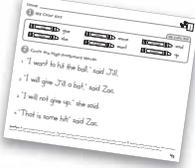
DAY Two

<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 pp. 39, 40</p> <p>Discriminate short-a, short-e, and short-o words</p> <p><i>The Big Hit</i></p> <p>Introduce word families <i>-in, -ip, -ick, -ig</i></p>  <p>Comprehension Skills: Inference, Sequence</p> <p>Comprehension Strategy: Ask Questions</p> <p>Double letters make one sound</p>	<p>Review short-i</p> <p>Introduce long-i</p> <p><i>The Big Hit</i></p> <p>Narrative writing</p> <p>Comprehension Skill: Story Details (setting)</p> <p>Comprehension Strategies: Visualize Open Discussion</p>
<p>Computer</p>	<p>ABCs: Review Aa, Ee, Ii, Oo and vowel bubbles /a/, /e/, /i/, /o/;</p> <p><i>Learn to Read</i>: Row 3 “Vowels Save the Day” (movie)</p>	<p><i>Learn to Read</i>: Row 5 (all), “The Big Hit”; <i>BpB’s Books</i>: Concepts, “I-Machine”</p>
<p>Activity</p>	<p>“Concentration” HF Words</p>	<p>Sequence <i>The Big Hit</i></p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>“Letter March Song li”</p> <p>“Take Me Out to the Ball Game”</p> <p>True/False</p> <p>Vocabulary: root, shame, strike</p>	<p><i>Backpack Bear’s Reptiles, Amphibians, & Fish Book</i></p> <p>“li Igloo Rhyme”</p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Riddles</p> <p>Vocabulary: scales</p>
<p>Writing</p>		<p>Write a narrative about baseball with Tin Man, Mox, Jill, and Zac</p>
<p>Social Studies</p>		
<p>Science</p>		<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>

DAY Three

DAY Four

DAY Five

<p>Phoneme substitution</p> <p>Comprehension Skills: Identify Genre (fable) Story Details (character, setting, problem/solution);</p> <p>Comprehension Strategies: Ask Questions Summarize Make Connections Open Discussion</p>	<p>R&W p. 41</p> <p>Short-vowel words</p> <p>Persuasive writing</p> <p>HF Words: too, many</p> 	<p>Rhyming</p> <p>Comprehension Skills: Identify Genre (nonfiction) Author's Intention Compare/Contrast</p> <p>Comprehension Strategy: Open Discussion</p>
<p>ABCs: Review words beginning with Zz</p>	<p><i>I'm Reading:</i> Fiction/Nonfiction, "I Can Do It"</p>	<p>Starfall Free Day 1</p> <p>"Word Search" 2</p> <p>"Short-I Puzzle" 3</p>
<p>"Color by Word"</p>	<p>"Starfall Speedway" Short-I and Short-E Words</p>	<p>Sequence <i>The Big Hit</i> 4</p>
<p><i>The Tortoise and the Hare</i> <i>I Can Do It</i> Strategies for unknown words</p> <p>Vocabulary: perseverance</p>	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p>	<p>Practice page of your choice 5</p> <p>Draw and label a reptile scene 6</p> <p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book; Vertebrates (Animals <u>with</u> Backbones) Poster</i></p>
	<p>Persuasive writing about reptiles</p>	
<p>Characteristics of a reptile</p>		<p>Dinosaurs</p>

Phonemic Awareness Warm-Up

Materials

None

Identify/Discriminate Short-A, Short-E, and Short-O Words

Children identify short-a, short-e and short-o words by making the ASL signs for a, e or o:

pot	pen	rap	hop	get
van	mop	dad	fan	hog
leg	Dan	dog	tan	met
pop	ten	bag	got	bet
rag	not	red	jet	lot

Reading

Identify and discriminate medial phonemes in words

1

Introduce Tin Man and Short-I

Distribute Zac, Peg, and Mox to volunteers. Display a, e and o Letter Cards. Children identify the character name that matches each Letter Card.

Volunteers carry the characters as the class sings "The Letter March" for /a/, /e/, and /o/.

Recall Backpack Bear's message and introduce Tin Man.

Ask: **What vowel do you hear in the middle of tin?**

Display the lowercase i Letter Card, review its name and ASL sign. Children name words that contain the sound /i/.

Sing "The Letter March" to review the sound /i/.

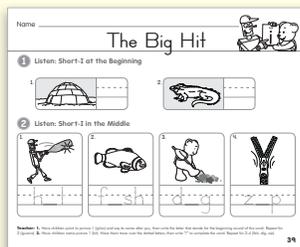
Complete R&W, p. 39.

Materials

- Lowercase Letter Cards: a, e, i, o
- R&W, p. 39
- Pencils/crayons
- Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man

Reading

Match consonant and short-vowel sounds to appropriate letters



2

Introduce Word Families -in, -ip, -ick, -ig

Place *-in, -ig, -ip, -ick* word family cards in the top row of a pocket chart. Ask children to identify the similarity. (They all begin with *i*.)

Place the Picture Cards in a basket. Volunteers draw Picture Cards, identify them, and categorize them in the pocket chart.

Place the Word Cards in the basket. Volunteers choose Word Cards and match them to Picture Cards in the pocket chart.

Play "Tin Man Says..."

- Touch your *chin*.
- Touch your *shin*.
- Do a little *spin*.

Ask: **To what word family do these words belong?**

Play "Tin Man Says..." with the following word families:

Materials

- Picture and Word Cards: *chin, fin, gin, in, pin, shin; dig, pig, wig; chip, hip, rip, ship, zip, chick, kick, lick, sick*
- Prepared word family cards: *-in, -ig, -ip, -ick*
- Basket
- Plush Tin Man
- R&W*, p. 40
- Pencils/crayons

Reading

Manipulate individual phonemes through addition, deletion, and substitution

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

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

Identify and sort common words in basic categories

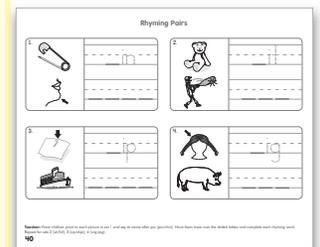
-ig

-ip

-ick

Pretend to dig.	Move your hip.	Give your ice cream cone a lick.
Oink like a pig.	Pretend to zip.	Pretend you are sick.
Point to where you would wear a wig.	Take a sip.	Close your eyes, quick!

Complete *R&W*, p. 40.



Computer

Practice

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

Activity

Children play "Concentration" using selected High-Frequency Word Cards.

Variation: If the selected words do not match, leave them revealed. The next child chooses a card and checks for a match with those already chosen. If there is no match, the child selects one additional card.

Materials

- Pocket chart
- Two each High-Frequency Word Cards: *all, from, give, good, him, look, of, some, that, then, them, there, they, this, want, were*

Reading

Read simple one-syllable and high-frequency words

Reading

Describe common objects and events in both general and specific language

Retell familiar stories

Ask and answer questions about essential elements of a text

Relate new vocabulary to prior knowledge

Identify sequence of events in a story

Introduce *The Big Hit*

Engage children in a conversation about the game of baseball. Play *Sing-Along* Track 33.

Discuss the following:

root — to cheer for a team or a person (homonym for root—the part of a plant that grows under the ground)

shame — something to feel bad about, a disappointment

strike — in baseball, to swing at the ball and miss (homonym for strike—to hit something)

Tin Man whispers to you that he has a story about baseball he'd like you to read!

Read *The Big Hit*.

Say: **Tin Man never gave up trying to hit the ball. What lesson can we learn from him?** (We should keep trying and never give up.)

Introduce the game “True or False.” You make statements about the story; the children indicate whether the statements are true or false. Before playing, review the meanings of *true* and *false* and discuss that these words are opposites.

Determine how children will indicate their answers. Practice, as needed, to be sure children understand.

false	Tin Man was the catcher in the story.
false	Jill missed the ball and had to run after it.
true	Zac was a character in the story.
true	Tin Man missed the ball the first time.
false	Tin Man gave up and ran off the field crying.
true	Jill was a good catcher.
false	Zac's ball was so small that Tin Man could barely see it.
true	Tin Man kept trying and never gave up.

Display the Sequence Cards (text-free side) for *The Big Hit* randomly in the pocket chart.

Materials

- Vocabulary Word Cards: *root, shame, strike*
- Sing-Along* Track 33
- The Big Hit* teacher edition
- Plush Tin Man
- Pocket chart
- Sequence Cards: *The Big Hit*
- Whiteboard marker

Take Me Out to the Ball Game

Take me out to the ball game.

Take me out with the crowd.

Buy me some peanuts and Cracker Jacks.

I don't care if I never get back.

Let me root, root, root for the home team.

If they don't win, it's a shame.

For it's one, two, three strikes, you're out,

At the old ball game.

Indicate each card and ask a volunteer to describe what is happening. Children determine the Sequence Cards are not in order.

Ask: **What strategy could we use to put these cards in the correct order?** (Reread the story.)

Distribute the Sequence Cards to volunteers. Reread the story. Children place their Sequence Cards in the pocket chart as their sentences are read.

Ask: **Did this strategy work? Remember, if you need to review the order of events in a story, you can always reread the story.**

Indicate the words *mitt*, *Jill*, *will*, and *ball*. Ask: **What do you notice about all of these words?** (They all have double letters.) Explain that when there are two of the same letter together in words, they stand for one sound.

Write *Jill* on the whiteboard. Children read, *Jill*. A volunteer circles *ll*. Children say /l/.

Repeat for *will*, *mitt*, and *ball*.

Phonemic Awareness Warm-Up

Materials

-
- ABC Rhyme Book

Review Initial Short-I Words, Introduce Long-I Words

Point to the Sound Spelling Wall Card for *li*.

Children repeat the rhyme “li Igloo” on page 21 of the *ABC Rhyme Book*, and name words in the rhyme that begin with short-i (inside, igloo, it’s, in).

Explain: **The letter *li* stands for another sound called long-i. The sound is the same as the letter’s name: /ī/.**

Indicate the word *ice* in the “li Igloo” rhyme and say: /ī/.

Children distinguish whether the following words begin with short-i or long-i:

inch	ivy	imitate	ice cream	incredible
itch	iguana	iceberg	it	icon

Reading

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

1

The Big Hit Story Words

Say: **A riddle is like a puzzle; you listen to clues and try to figure out the answer.**

Give each child a Word Card from *The Big Hit* and read each riddle on the facing page. The child holding the answer to the riddle places his or her Word Card in the pocket chart.

Materials

-
- Word Cards:
- tin, man, bat, Jill, a, ball, big, give, has, he, hit, mitt, not, the, up, will, Zac, hits*
-
-
- Pocket chart
-
-
- Each child’s copy of
- The Big Hit*

Reading

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

Describe common objects and events in both general and specific language



Pair children if you have more children than words. They may confer regarding their answer choices.

Observe & Modify

tin	I rhyme with <i>skin</i> . The Tin Man is made of me.
man	I'm the opposite of a woman.
bat	I'm used to hit a ball in baseball.
Jill	I'm the catcher in the story. My name rhymes with <i>hill</i> .
a	I have only one letter in my word.
ball	I'm round and you throw me.
big	I'm the opposite of <i>little</i> .
give	I begin with /g/ and rhyme with <i>live</i> .
has	I started out as the word <i>as</i> , but now I have the /h/ sound in front.
he	I'm a word like <i>she</i> , but I refer to a boy.
hit	I rhyme with <i>sit</i> and I start with /h/.
mitt	I'm another name for a baseball glove.
not	I rhyme with <i>hot</i> , <i>got</i> and <i>cot</i> .
the	I am used in almost every sentence.
up	I am the opposite of <i>down</i> .
will	I begin with /w/ and end with /ill/.
Zac	I have short-a in my name. My name begins with the last letter of the alphabet.
hits	I am the word <i>hit</i> with /s/ added to the end.

Review the words in the pocket chart. Distribute individual copies of *The Big Hit*.

Children write their names on the books, partner read, then do a class reading of *The Big Hit*.

Children play "I Spy" by locating words from the pocket chart in their books.

Reading

Connect to life experiences the information and events in texts

Writing

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

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

Write consonant-vowel-consonant words

Write About Baseball

Display *The Big Hit* and read the book together. Discuss the setting.

Say: **Today you will write a narrative. A narrative is a story you tell or write about yourself. You will write a story about playing baseball with Tin Man, Jill, and Zac.**

Children close their eyes and imagine playing ball with Tin Man, Jill, and Zac.

Ask:

- **Did anyone get a hit?**
- **Did Zac strike out?**
- **What position did you play?**
- **Would you like to invite Backpack Bear to play?**
- **Was it a sunny day or a rainy day?**
- **What was the best thing that happened during the game?**

Children share their visualizations.

Explain: **Since you will be writing a narrative, you should begin your first sentence with "I" and then tell what you did during the game.**

Children write about and draw illustrations of themselves playing baseball with Tin Man, Jill, Zac, and Backpack Bear. They may reference their copies of *The Big Hit* for inspiration.

Materials

- The Big Hit* teacher edition
- Each child's copy of *The Big Hit*
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Identify sequence of events in a story

Read simple one-syllable and high-frequency words

Computer

- *Learn to Read*: Row 5, "The Big Hit" and related games/movie
- *Backpack Bear's Books*: Concepts "I-Machine"

Practice**Activity**

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

Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Introduce Reptiles

Display the Vertebrates (Animals with Backbones) Poster and review previously introduced information related to the animal kingdom, mammals, and birds.

Explain that you will name an animal and the children will indicate to which family the animal belongs, and explain their answers:

fox	penguin	bat	bear
ostrich	elephant	eagle	chicken

Ask: **What covers mammals?** (hair or fur) **What covers birds?** (feathers)

Display *Backpack Bear's Reptiles, Amphibians, & Fish Book*. Read the title and explain that today the children will learn about the reptile animal group, and later the fish and amphibian animal groups.

Read pages 4-11. Ask children to partner share what they heard, then ask volunteers to share responses.

Say: **Listen carefully to Backpack Bear's book to learn what covers a reptile. When you hear the answer, raise your hand!**

Read pages 13-21 of the book. As you read the distinguishing characteristic of a reptile (tough, scaly skin), acknowledge those who raise their hands. Continue reading to the end of the reptile portion.

Say: **The only characteristic that reptiles have, that no other animals have, is tough, scaly skin. The scales of reptiles are really just skin that is tough and dry. Scales help protect reptiles from predators and also hold in water so reptiles can live in very dry places.**

Partner the children. Instruct them to discuss what they learned about reptiles. Volunteers share their responses with the class.

Review the characteristics of reptiles by playing "True or False." Instruct children to raise their hands if the statement is true and touch their noses if the statement is false.

- The characteristic that makes reptiles unique is that they are covered in tough, scaly skin. (True)
- Reptiles are "warm-blooded" like mammals. (False)
- All reptiles have backbones like mammals and birds. (True)
- All reptiles breathe air with their lungs like mammals and birds. (True)
- Most reptiles have four legs and clawed feet. Snakes have neither. (True)
- Reptiles drink milk from their mother's body. (False)
- Most reptiles are hatched from eggs that are soft or leathery. (True)
- Most reptiles live on land, but some live in the water. (True)
- All reptiles are predators and are sought after as prey by other animals. (True)
- Reptiles have feathers, fur, or hair. (False)

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Word Card: scales

Reading

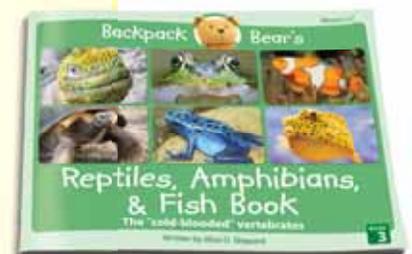
Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Science

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

Identify major structures of common plants and animals



Phonemic Awareness Warm-Up

Materials

 None

Phoneme Substitution

Children substitute beginning sounds to make new short-i words.

Change the /p/ in *pin* to /b/, and you have ____ (bin). Continue for:

win	fin	gin	tin
-----	-----	-----	-----

Change the /s/ in *sit* to /f/, and you have ____ (fit).

bit	hit	kit	lit	mitt	(n)knit	pit
-----	-----	-----	-----	------	---------	-----

Change the /s/ in *sip* to /z/, and you have ____ (zip).

dip	hip	lip	nip	tip
-----	-----	-----	-----	-----

Change the /b/ in *big* to /d/, and you have ____ (dig).

fig	jig	pig	rig	wig
-----	-----	-----	-----	-----

Reading

Manipulate individual phonemes through addition, deletion, and substitution

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

1

Introduce *The Tortoise and the Hare*

Materials

- Vocabulary Word Card: *perseverance* and words chosen for the story by you or your children
- The Tortoise and the Hare* by Janet Stevens

Reading

Describe common objects and events in both general and specific language

Answer questions about the text using creative and critical thinking strategies

Identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables)

Connect to life experiences the information and events in texts

Make text-to-self connection

Ask: **What lesson did we learn from Tin Man in *The Big Hit*?** (Don't give up.)

Say: **When you don't give up, you show perseverance. Perseverance is when you are working on something, and you want to give up, but instead you keep on trying. When you stick with something, you have perseverance!** Children repeat, *perseverance*.

Display *The Tortoise and the Hare*. Say: **Here is another story that teaches a lesson about perseverance.**

Read the title and explain that a *hare* is an animal very similar to a rabbit, but is usually larger with bigger hind legs and much longer ears.

Ask children to classify rabbits and hares (mammals). Review characteristics of mammals to confirm.

Explain: **A tortoise is a type of turtle that lives on land instead of in the water. A tortoise is a reptile. The scales on tortoises and turtles grow together to form hard shells.**

Refer to *The Tortoise and the Hare* again, this time describing it is an Aesop fable *adapted* and illustrated by Janet Stevens. Recall other familiar folk tales that were retold, such as "Chicken Little," "The Turnip," "Mr. Bunny's Carrot Soup," and "The Little Red Hen."

Explain: **The word *adapted* is similar to the word *retold*, but it's not exactly the same. *Adapted* stories are stories that are changed and retold in different ways. Stories can be changed for many reasons. Janet Stevens adapted the story "The Tortoise and the Hare" to make it easier for children to understand.**

Inform the children that Aesop was a very famous storyteller. Explain: **Aesop's stories are a special kind of folk tale called fables.** (Children repeat, *fables*.) **His fables include hidden messages, lessons, or morals, to be learned. The animals in his fables act like people. People like his fables because they want to find the lesson or moral at the end. Aesop's fables are very old. Authors have adapted them in many languages for different age groups.**

Read *The Tortoise and the Hare*. As you read, encourage the children to identify unfamiliar vocabulary words for your Starword Wall.

After reading, discuss:

- Ap** What told us that the hare was being rude?
- Un** What did the tortoise do to get ready for the race?
- Ap** How did the tortoise show perseverance?
- Sy** How could a "slow motion" reptile like a tortoise win a race against a "fast forward" mammal like a hare?
- Sy** What was the reward for winning the race?
- Ev** What was the lesson that Tin Man and the tortoise learned in these two stories?
- Ap** How can we use what happened in these stories to help us learn?

Add *perseverance*, and other chosen vocabulary words, to your Starword Wall.

2

Story Element Cards

Display *The Tortoise and the Hare*. Children summarize the story. Read the story with the children, pausing to review vocabulary words.

Review each Story Element Card as you place it in the pocket chart.

Explain: **Today we will use these cards in a different way. I will make a statement. You decide which story element was named.**

Say: **Outside. Which Story Element Card does this answer?** (setting)

Materials

- The Tortoise and the Hare*
- Story Element Cards pictured below
- Pocket chart

Starword

Display the new vocabulary on your Starword Wall.

Reading

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

Children discuss their responses to the following statements with their neighbors. A volunteer gives the response and removes that card from the pocket chart. If children have difficulty responding, ask: **What strategy could we use to find the answer?** (Reread that part of the story.)



The tortoise and the hare



The Tortoise and the Hare is similar to *The Big Hit* because the tortoise did not give up.



The tortoise wins the race and the hare loses.



The hare was fast, and the tortoise was slow. The hare was too confident, and kept stopping along the way.



The hare was rude to the tortoise. The hare bolted ahead. The tortoise kept on walking.



Always stick to what you are doing, and you will be a winner.



Tell what happened in the story in your own words.



This story might remind you of when you were learning to ride your bike, and you didn't give up.



It makes you think of Martin Luther King, Jr. and other heroes who never quit trying to make the world a better place.

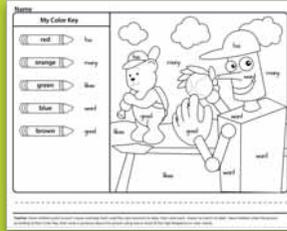
Computer

Practice

- *ABCs*: review all letter/sounds beginning with Zz

Activity

Children use the color key to complete the “Color by Word” practice page.



Materials

- “Color by Word” practice page for Week 25

3

Introduce *I Can Do It*

Display *I Can Do It* and discuss the cover illustrations. Indicate the author’s name. Explain that Margaret Hillert is another author who also *adapted* the same Aesop fable about perseverance.

Say: **This is a book you can read for yourselves if you ‘stick to it.’ Listen for words you have not yet learned as I read the story.**

After reading, distribute a book to each child.

Discuss strategies children might use for words they do not know, such as:

- Use their invisible rubber bands to sound out words.
- Ask their neighbors for help.
- Look at the illustrations for clues.

Children find places in the classroom to read the book independently. If children need assistance, partner them with advanced readers.

Gather children in groups of 3 or 4. Instruct them to look for new words as you reread the story. After reading each page, ask if there were any new words. As children respond, write the words on chart paper. Continue until all of the words have been listed:

eat	fun	funny	guess	how
jump	make	my	now	work
oh	pretty	yes	run	three
too	two	walk	way	where
something				

Review the list. Remind children that some of the words are decodable.

Technology

Use technology resources to support learning

Reading

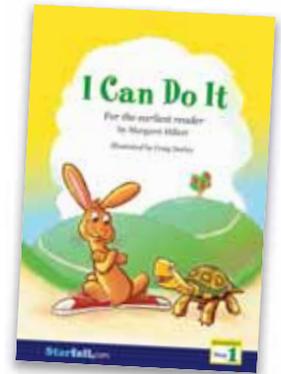
Read simple one-syllable and high-frequency words

Materials

- Each child’s copy of *I Can Do It* by Margaret Hillert
- Chart paper

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Short-Vowel Words

Children help Backpack Bear practice listening for the middle sounds in words. Use *did*, *mop*, and *rib* as examples, then continue with the following:

bit	let	rip	red	sit
lid	lap	wig	zip	tap
dot	fit	log	lip	job
bib	set	lit	tip	leg

Reading

Identify/discriminate medial phonemes in words

1

Reading and Writing, Page 41

Introduce *too* and *many*

Materials

- R&W, p. 41
- Pencils/crayons
- Classroom whiteboard
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words

Distribute *R&W*, p. 41. Complete Activity 1 together by reviewing the high-frequency words and coloring the color key. Children work with partners to complete Activity 2, then draw pictures of their favorite sentences in the open space.

Say: **Let's learn two new high-frequency words today.** Write *to* on the board. **In your sentences today, you circled this word. What is it? (to) Watch! I am going to add another 'o' to this word. This word is *too*, also! It still sounds the same, but it has a different meaning. *To* and *too* are homonyms!**

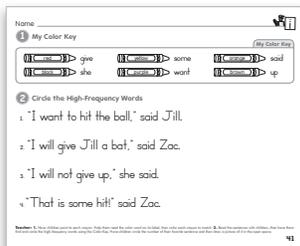
On the board, write: *I want to play, too!* Read the sentence. A volunteer circles the new word, *too*.

Say: **When we see *too* used this way, it means *also*. I want to play *also*!**

On the board, write: *The hat is too big.* Read the sentence. A volunteer circles the word, *too*.

Say: **In this sentence, the word *too* means more than enough. The hat is bigger than it needs to be!**

Write *many* on the board. Say the word. Children repeat it. Write: *I have many cats.* A volunteer comes to the board and circles the word, *many*.



2

Persuasive Writing

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

Say: **Listen as we read Backpack Bear's book about reptiles. When you hear the name of a reptile, raise your hand.**

As children identify the reptiles, place the Word Cards in the pocket chart. Review the reptile names. Ask: **Did you notice that each of these reptile names begins with a different beginning sound?**

Explain: **Today you will choose your favorite reptile and write about why it is your favorite. This is called *persuasive writing*. You will try to *persuade* or *convince* us that the reptile you chose is the best reptile by telling us why it is your favorite!**

Remind the children to refer to the Word Cards in the pocket chart each time they need to write the names of their reptiles.

Say: **We will begin our writings today and you will have time later to finish them.**

Children write about their favorite reptiles in their writing journals.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Word Cards: lizard, snake, alligator, crocodile, turtle
- Pocket chart
- Starfall Writing Journals
- Starfall Dictionaries
- Pencil/crayons
- Star Writer Melodies*

Writing

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

Use letters and phonetically spelled words to write about experiences

Computer

I'm Reading: Fiction and Nonfiction, "I Can Do It"

Practice

Activity

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

Materials

- "Starfall Speedway"
- Short-I and Short-E Word Cards

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Complete and Share Persuasive Writings

Children will complete their writings and illustrations. As you provide adult writing, encourage children to add factual details.

As children finish, they partner with each other to share their writings. When all are finished, provide time to share the persuasive writings with the class.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Word Cards: lizard, snake, alligator, crocodile, turtle
- Pocket chart
- Starfall Writing Journals
- Starfall Dictionaries
- Pencil/crayons
- Star Writer Melodies*
- Author's Chair (optional)

Listening & Speaking

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

Writing

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

Produce, illustrate and share a finished piece of writing

Phonemic Awareness Warm-Up

Materials

- "The Little Turtle"

Rhyming

Recite the nursery rhyme, "The Little Turtle."

Ask: **Is a turtle a reptile?** Recall characteristics of reptiles if necessary.

- Repeat the rhyme. Children chant one line at a time, in unison.
- Omit the last word in the fourth line of each stanza. Children supply those words.

Ask: **Why was it easy to know which words I left out?** (The words rhyme.)

Repeat the rhyme, adding actions.

The Little Turtle

*There was a little turtle
Who lived in a box.
He swam in the puddle
And climbed on the rocks.

He snapped at the mosquito,
He snapped at the flea.
He snapped at the minnow,
And he snapped at me.

He caught the mosquito,
He caught the flea.
He caught the minnow,
But he didn't catch me!*

Reading

Relate new vocabulary to prior knowledge

Connect to life experiences the information and events in texts Make text-to-self, text-to-text, and/or text-to-world connections 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

1

Introduce Dinosaurs

Say: **Reptiles have lived on Earth for over 300 million years! Some reptiles called dinosaurs lived in prehistoric times, which means before books or pictures or even people! What do you know about dinosaurs?** (Discuss)

Say: **Like reptiles living today, dinosaurs had backbones and scaly skin. They laid eggs, and were cold-blooded.**

Indicate and place the dinosaur pictures in the Pocket chart.

Explain: **There are many different ways to choose dinosaur names. Sometimes the dinosaur is given a name that describes something unusual about its body, head, or feet. Some are named after the locations where they are found. Others are named for their behavior or size and some are named to honor a person.**

Match the cards with the dinosaur pictures. Give a brief explanation of how each dinosaur got its name.

Materials

- Word Cards: *Brachiosaurus, Iguanodon, Stegosaurus, Triceratops, Tyrannosaurus Rex*
- Pictures: *Brachiosaurus, Iguanodon, Stegosaurus, Triceratops, Tyrannosaurus Rex*
- Pocket chart
- Books about dinosaurs (See Preparation Notes, **Day 5** for suggestions.)

Name	Meaning	Reason
<i>Brachiosaurus</i>	Arm lizard	This dinosaur's front legs were longer than its back legs.
<i>Stegosaurus</i>	Roof lizard	It was first believed that the armored plates lied flat on a stegosaurus' back like the tiles on a roof.
<i>Iguanodon</i>	Iguana tooth	This dinosaur had teeth like an iguana.
<i>Triceratops</i>	Three-horned head	This dinosaur had three horns - one on its snout and one above each eye.
<i>Tyrannosaurus Rex</i>	Tyrant lizard king	This dinosaur was one of the largest.

Say: **Let's pretend someone named a dinosaur after you! What would your dinosaur name be?** (Children share their chosen dinosaur names.)

Indicate your choice of dinosaur book. Introduce the author and illustrator. Picture walk through the book as children describe the illustrations. Read the book, pausing to briefly introduce new vocabulary as it is encountered.

Technology

Use technology resources to support learning

Computer

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

1

Reading

Read simple one-syllable and high-frequency words

Word Search

Children complete the Word Search.



Materials

- Week 25 "Word Search" practice page for each child
- Pencils/crayons

2

Reading

Read simple one-syllable and high-frequency words

Short-I Puzzles

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

Materials

- Short-I Puzzles
- Writing paper
- Pencils

3

Reading

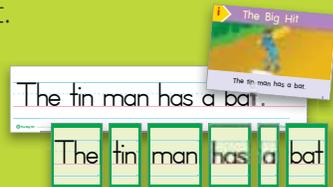
Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence *The Big Hit*

Children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in a pocket chart.



Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards
- Pocket chart

4

Generator Practice Page

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

Materials

- Generated practice page of your choice

5

Writing

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

Draw and Label

Children draw reptiles, including the environment in which they live, and label their illustrations. Provide *Backpack Bear's Reptiles, Amphibians, & Fish Book* and your choice of dinosaur book for reference.

Materials

- Your choice of dinosaur book
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Large sheet of drawing paper for each child
- Pencils/crayons

6

2

End of Week Review

Say: **We have learned about three animal groups with backbones. Who can name them and indicate them on our Vertebrates Poster? This week we have learned the characteristics of reptiles. Let's review them!**

Review the characteristics of reptiles:

- Tough, scaly skin
- Breathe air with lungs
- Cold-blooded
- Most have four legs and clawed feet (except snakes)
- Have backbones
- Most live on land, some live in the water
- Most hatch from eggs with soft shells

Display *Backpack Bear's Reptiles, Amphibians, & Fish Book* and *The Tortoise and the Hare* by Janet Stevens.

Say: **These are two books we have read this week. Which book is your favorite? Let's vote.**

Children who voted for *Backpack Bear's Reptiles, Amphibians, & Fish Book* form Group 1.
Children who voted for *The Tortoise and the Hare* form Group 2.

Give each group its respective book.

Explain: **Your group will discuss why you liked the book you chose. Then you will explain your reasons for choosing this book to the class!**

Each group forms a panel to share its responses with the other group.

Materials

- Vertebrates (Animals with Backbones) Poster
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- The Tortoise and the Hare* by Janet Stevens

Reading

Describe common objects and events in both general and specific language

Science

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

Identify major structures of common animals

Listening & Speaking

Communicate effectively when sharing ideas

Week 26 Overview

Fish

This week, the children continue their discussion of *perseverance*, and the importance of “sticking to it” (persevering) in order to get things done. They reference *Backpack Bear’s Reptiles, Amphibians, & Fish Book*, and the delightful fictional story, *Swimmy*, as they learn about the fish animal group. They also learn about fishing, celebrate “Beach Day,” and have a “Kindergarten Book Club” meeting. This week we will:

- learn the *wh /hw/* digraph.
- meet the *-ing* and *-ick* word families.
- review *Backpack Bear’s Writing Rubrics* and become “editing detectives.”
- write letters to Tin Man.

Recommended Literature

Swimmy — **Leo Lionni** (1910 - 1999) was an author and artist who loved to draw and write about the small animals he so often found in nature. As a child, he built elaborate terrariums and aquariums in his room. These became little homes for the frogs, mice, turtles, snails, fish, and butterflies he collected. When he went out for a walk, he gathered sand, moss, pebbles, stones, shells, and insects for their homes.

Leo Lionni had three tables. One was for drawing, painting, and paper collages. His stories came to life as art projects. Instead of words, he was always thinking of how to tell a story with pictures. The second table was for a different kind of storytelling, where he made sculptures. The third table was for his favorite collections.

Lionni was born in Holland and started drawing on his ninth birthday. He lived and worked in Italy as well as Philadelphia, Pennsylvania, and New York City.

Starfall Books & Other Media

ABC Rhyme Book

At the Beach

Backpack Bear’s Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Fish and Me

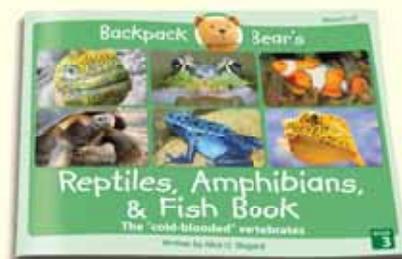
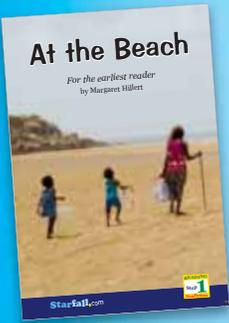
Sing-Along Track 12

Star Writer Melodies

The Big Hit

Tin Man Sits

Vertebrates (Animals with Backbones) Poster



Preparation

Generate Vocabulary Word Cards for **Week 26**. You will use *gills*, *cartilage*, and *schools* on **Day 1** and *island* on **Day 4**. Prepare *Fish and Me* and *Tin Man Sits* for use on **Days 2** and **3**. Consider bringing real fishing gear (especially a bobber, a rod and a net) to show the children for **Day 3, Session 3**. Other items might include a tackle box and bait!

Day 5 is "Beach Day." Early in the week, send a note home requesting that children bring beach towels, flippers, snorkels, tubes, etc. for **Session 1**. You may also consider having them bring beach towels and/or beach chairs for **Session 2**.

Day One

For today's **Session 2**, you will need to have blank Vocabulary Word Cards on hand. Children will be asked to choose their own vocabulary to add to the Starword Wall.

Day Two

Prepare *Fish and Me* for use in today's **Session 1**. Generate fish words: *scales**, *lungs**, *tail**, *school**, *schools**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *swim*, *swims*, *top*, *gills*, *fish*, *kicks* on heavy stock paper and cut them apart. Note words with asterisks(*) and manually add them to the Word Cards.

Prior to **Session 2** and the Activity Time, review *Swimmy*. Remind children the little fish swam in the form of a large fish to trick the tuna. Explain that they will make a poster of a fish similar to the one in the story.

Choose high-frequency words you would like your children to review, and duplicate several fish patterns. The children will each cut out a fish and write one high-frequency word on each one.

After computer/activity rotations are complete, mount the children's fish on a large fish-shaped poster paper or bulletin board (as in *Swimmy*). Make a black fish for the eye. You might title the poster *We Work Together to Become Good Readers*, or *We Learn to Read as a Team*.

Day Three

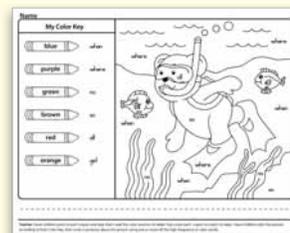
For Activity Time, generate a "Word Search" practice page using the high-frequency words *when*, *were*, *where*, *what*, *so*, *no*, *go*, *too*, and *many*. Use the Graph Generator to prepare a graph for each child for today's **Session 2**. The following words will be graphed: *and*, *did*, *dips*, *fish*, *plan*, *that*, *will*, *sits*, *get*, and *has*. Prepare *Tin Man Sits* for use in today's **Session 2**.

Day Four

Remind children that tomorrow is "Beach Day," and review items they may bring to school, such as beach towels, visors/hats, flip-flops, sand castle toys, flippers, snorkels, fishing poles, and floats. (no swim suits) Have a few additional items available for children who forget to bring their own.

Day Five

Generate a **Week 26** "Color by Word" practice page for each child, using high-frequency words you wish to review. Choose the skill your children most need to practice, and generate a practice page for each child.



Day 1

I can't wait to learn about the next animal group. I wonder which one it will be?
Love,

Backpack Bear 

Day 2

It was so much fun learning about fish! They are very different from my animal group.
Your friend,

Backpack Bear 

Day 3

I am so excited that I am learning to read! I loved *Fish and Me*. Did you know that I can swim, too?

Your pal,

Backpack Bear 

Day 4

I want to go fishing someday. Does anyone have a fishing rod I could borrow?

Love,

Backpack Bear 

Day 5

I love going to the beach! Mox, Zac, Peg and I heard that Tin Man finally caught that fish!

Your friend,

Backpack Bear 

DAY One

DAY TWO

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 42

Review di-
graphs /th/,
/sh/, /ch/

Introduce digraph *wh* /hw/

Comprehension Skills:

Compare/Contrast
Classify/Categorize

Comprehension Strategy:

Ask Questions



R&W p. 43

Word families
-ing, -ick

Fish and Me

Comprehension Skills:

Compare/Contrast
Classify/Categorize

Decode words



Computer

ABC Rhymes: Ch, Th, Sh
*BpB's Books: Concepts, "I-Ma-
chine"*

Short Vowel Pals: "Fish and Me";
It's Fun to Read: "All About Me"

Activity

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

Write HF words on fish patterns
and decorate

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

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

Swimmy

Vertebrates (Animals with Back-
bones) Poster

"Wh Whistle Rhyme"

"Letter March Song Wh"

Vocabulary: gills, cartilage,
schools

Swimmy

"Head, Shoulders, Knees, and
Toes"

Writing

Social Studies

Science

Observe, describe similarities
and differences in appearance
and behavior of plants, animals;
Identify major structures of
common plants, animals

Compare and contrast fish and
humans

DAY Three

R&W p. 44

Phoneme substitution of final sound

Tin Man Sits
Backpack Bear's Writing Rubrics
 Editing; Quotation Marks

Graphing

HF Words: **when, where, no, so**

Comprehension Strategies:

Open Discussion
 Predict/Verify
 Make Connections



DAY Four

R&W p. 45

Phoneme addition and substitution

Comprehension Skill:

Story Details (problem/solution)

Comprehension Strategies:

Ask Questions
 Open Discussion



DAY Five

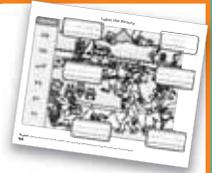
R&W p. 46

Blending

Tin Man Sits
Fish and Me

Comprehension Strategies:

Summarize
 Open Discussion



<p><i>Learn to Read</i>: Row 10, "Lonely Vowel" (video) <i>BpB's Books</i>: Concepts, "I-Machine", "O-Machine"</p>	<p><i>Short Vowel Pals</i>: "Fish and Me," "Tin Man Sits" <i>ABCs</i>: Oo, Uu, Yy, Ww</p>	<p>R&W p. 46 Short-i Puzzle</p>
<p>"Word Search"</p>	<p>"Go Fish" HF Words</p>	<p>Sequence <i>The Big Hit</i></p>
	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> <i>At the Beach</i> Vocabulary: island</p>	<p>Practice page of your choice Illustrate a beach scene Swimmy At the Beach <i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p>
<p>Edit for quotation marks</p>	<p>Write a letter to Tin Man about how he might catch a fish</p>	<p>Illustrate and label a beach scene</p>

- 1
- 2
- 3
- 4
- 5
- 6

Phonemic Awareness / Phonics Warm-Up

Reading

Match consonant and short-vowel sounds to appropriate letters

Review Digraphs: /th/, /sh/, /ch/

Place the Letter Cards *th*, *sh*, and *ch* across the top row of a pocket chart. These cards will each represent a column.

Recall the /th/, /sh/, and /ch/ digraph sounds.

Place the Picture Cards for /th/, /sh/, and /ch/ face-down in random order in the pocket chart.

Volunteers turn over the Picture Cards, identify them, then place them under their corresponding Letter Cards.

Materials

- Letter Cards: *ch*, *sh*, *th*
- Picture Cards: *cheese*, *chair*, *chick*, *chip*, *sheep*, *shell*, *ship*, *shop*, *thermometer*, *thorn*, *three*, *thumb*
- Pocket chart

1

Introduce Fish

Display the Vertebrates (Animals with Backbones) Poster. Review the mammal, bird and reptile animal groups, and each group's distinguishing characteristics. Ask: **Which animal group do you think we will learn about next? (fish) What is a characteristic of fish that no other animal group has? If we don't know the answer, where might we look for it? Yes, Backpack Bear's Reptiles, Amphibians & Fish Book!**

Read *Backpack Bear's Reptiles, Amphibians, & Fish Book*, pages 37-43. Ask children to listen for the characteristic that distinguishes fish from other animals.

Ask: **What characteristic makes an animal a fish?** (They breathe air underwater with gills.)

Say: **I heard three words that would make good vocabulary words.** Display and explain:

gills — Fish live underwater, but they still breathe air. Their bodies have something called *gills*. *Gills* help fish breathe underwater. People do not have gills because they are mammals. We have lungs to breathe air. We cannot breathe underwater.

cartilage — strong but flexible bone-like material found in some parts of the body

schools — Groups of the same kind of fish that swim together are called *schools*. The word *schools* is also a homonym! What other kinds of *schools* are there?

Say: **Fish are cold-blooded. Who remembers what it means to be cold-blooded?** (If children are unable to answer, ask how they can find this information, and briefly review what it means to be cold-blooded.) **Yes, fish swim close to the water's sur-**

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Word Cards: *gills*, *cartilage*, *schools*

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Relate new vocabulary to prior knowledge

Media Literacy

Understand the use of simple reference resources to locate and obtain information

Science

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

Identify major structures of common plants and animals

face to warm their bodies. When they want to cool down, they dive down deep into the water. Why do you think fish are warmer near the surface of the water? (They feel the heat from the sun.) **Why is it cold in the deep part of the water?** (It is farther from the warmth of the sun.)

Read pages 37-43 again. Ask children to listen for characteristics that fish share with other animal groups.

- Sharks have live births like mammals, but they do not feed their young milk from their bodies.
- Reptiles have scales but they are tough scales. Fish scales are wet.
- Mammals, birds, and reptiles have backbones.
- All animal groups must be aware of predators.

Ask: **What makes the fish animal group different from all of the others?** (They breathe air in the water using gills, and they are the only animals that live their entire lives underwater!)

Reading

Describe common objects and events in both general and specific language

Retell familiar stories

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Compare and contrast a variety of literary works

Relate new vocabulary to prior knowledge

Listening & Speaking

Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Introduce *Swimmy*

Review the main ideas of *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*. Discuss the similarities among the stories. (They all share *perseverance* as a theme.) Children decide which two stories have the same characters and setting, and similar events.

Ask: **How is *The Big Hit* different from the other stories? How is it the same? Where does it take place?**

Display *Swimmy* and discuss the title, author/illustrator, and Caldecott Medal.

Say: **This story is similar to the other stories even though it is about fish. Listen for how *Swimmy* is like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.**

Read *Swimmy* without stopping to discuss. Then partner children to discuss the following questions:

- How is this story like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*?
- What tells us *Swimmy* did not give up?
- What might have happened if *Swimmy* hadn't come up with a plan to make a giant fish?

Say: **Listen as I read this story again. If there is a word you do not understand, raise your hand.** After you read the story again, ask children to choose words that would make good vocabulary words for the Starword Wall.

Briefly discuss the children's favorite parts of *Swimmy*. Separate the children into groups of two or three.

Give each group a Story Element Card. Children discuss their cards in relation to the text, then report their answers to the group.

Materials

- Swimmy* by Leo Lionni
- Blank Vocabulary Word Cards
- Story Element Cards: *What is the setting for this story? Why is it important? Who are the main characters? Name three events from the story. What happened at the end? What is the conflict or problem? How was it solved?*
- Pocket chart

Computer

- *ABC Rhymes*: Ch, Th, Sh
- *Backpack Bear's Books*: Concepts, "I-Machine"

Practice**Activity**

Children play "Starfall Speedway," reading short-vowel words to advance.

Materials

- "Starfall Speedway"
- Short-I, Short-E, Short-A Word Cards

3

Introduce *wh* /*hw*/ Digraph

Step One *Read the Rhyme, p. 63*



Display the Picture Card whistle. Read the rhyme.

Materials

- R&W, p. 42
- Pencils/crayons
- ABC Rhyme Book
- Sound Spelling Wall Card: *whistle*
- Picture Card: *whistle*
- Superhero h puppet

Reading

Match consonant and short-vowel sounds to appropriate letters

Step Two *Identify the sound in Initial Position*

Say: **The word *whistle* begins with the /hw/ sound. Watch my mouth: /hw/. You say, /hw/. Listen for the /hw/ sound in *whistle*.** Repeat the rhyme, and children say it with you.

Step Three *Discriminate the sound in the Initial Position*

Children indicate if they hear /wh/ at the beginning of the following words:

when

lips

whimper

what

where

Step Four *"The Letter March" with ASL Ww + Hh sign /Hw/*

Children sing "The Letter March" with the ASL sign for *Ww + Hh* and the /hw/ sound.

Step Five *Connect Sound to Spelling*

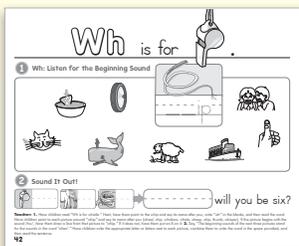
Write *wat* on the board. Say: **I am trying to write the word *what*. Who can help us make the /hw/ sound?** Superhero h swoops in and explains that he will rescue these words by joining *w* to make a brand new sound, /hw/. Give Superhero h to a child.

The child taps the *w* with Superhero h and says, "Move over, please!" You, or the child, add the *h* after the *w* in the word. The class reads the new word, *what*. Repeat for *when* and *whale*.

Explain that /hw/ does not occur at the end of any words.

Step Six *R&W, p. 42*

Complete *R&W*, p. 42 as with similar pages.



Display the Wall Card at the end of the lesson.

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 12

Compare and Contrast

Sing "Head, Shoulders, Knees and Toes."

Ask: **How would you like to sing the song again, but this time you'll pretend you are a fish?**

Teach the new verse, reviewing the characteristics of fish. Children compare human body parts to those of fish mentioned in the song.

**Head, Shoulders, Knees, and Toes
(using alternate wording)**

*Fins, mouth, gills and tails, gills and tails,
Fins, mouth, gills and tails, gills and tails,
And eyes, and mouth and belly and scales,
Fins, mouth, gills and tails, gills and tails.*

Listening & Speaking

Recite short poems, rhymes, and songs

1

Introduce Fish and Me

Introduce *Fish and Me*, discussing the title and cover illustration. Explain that it is a nonfiction story that compares and contrasts fish and humans.

Ask children to help you organize the information from the story on the whiteboard. As you read each page, they determine which facts belong under each category.

Page 1: "The fish can swim. She can swim too. She can swim fast."

Ask: **What can fish do?** (swim)

Write *swim* under fish.

Ask: **What can she do?** (swim)

Write *swim* under humans.

Page 2: "The fish has fins. He has hands. He flips his hands."

Ask: **What do fish have?** (fins)

Write *fins* under fish.

Ask: **What does he have?** (hands)

Write *hands* under humans.

Continue as above for the remaining pages, then review and discuss the resulting lists.

Divide the class into two groups. Reread *Fish and Me*. Each group dramatizes its respective part.

Materials

-
- Fish and Me*
- teacher edition
-
-
- Column headings
- fish*
- and
- humans*
- written on the whiteboard

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Science

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

Identify major structures of common plants and animals

Prior to Lesson 2 and the Activity Time, review **Swimmy**. Recall how the little fish swam in a school, in the form of a large fish, in order to trick the tuna.

2

Fish and Me Story Words

Distribute *Fish and Me* books. Children follow the text as you read the story.

Explain: **This story uses three kinds of words: high-frequency words you have learned, words that are decodable, and vocabulary words. Let's organize the words in three columns.**

Distribute the High-Frequency Word Cards.

- Children read their cards in turn, and place them in the first column of the pocket chart.
- Review the list.

Distribute decodable story Word Cards (without asterisks) and explain that these words are decodable.

- Children place their cards in turn, in the middle column of the chart.
- Children work together to decode the words. Explain that some words have more than one beginning or ending sound. Demonstrate how to blend those sounds together.
- Review the list.

Display vocabulary fish Word Cards (with asterisks *) and explain that these words have decoding rules the children haven't yet learned.

- Read the Word Cards.
- Discuss their meanings, and place them in the third column.
- Review the list.

Reread *Fish and Me* as a group, then children partner read. Pair stronger readers with those who struggle.

Materials

- Fish and Me* teacher edition
- Each child's copy of *Fish and Me*
- Pocket chart
- Fish words: *scales**, *lungs**, *tail**, *school**, *schools**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *top*, *gills*, *fish*, *kicks*, *swim*, *swims*
- High-Frequency Word Cards: *a*, *at*, *can*, *gets*, *has*, *he*, *her*, *his*, *in*, *on*, *she*, *the*, *this*, *too*, *we*

Reading

Blend vowel-consonant sounds orally to make words or syllables

Read simple one-syllable and high-frequency words

Computer

- *Vowel Pals*: "Fish and Me"
- *It's Fun to Read*: "All About Me"

Practice

Activity

Children choose several high-frequency words. They write their words on fish patterns, then decorate them.

Materials

- High-Frequency Words needing review
- Several fish patterns for each child
- Swimmy* by Leo Lionni

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- R&W, p. 43
 - Pencils/crayons

Reading and Writing, Page 43

Reading

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

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

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

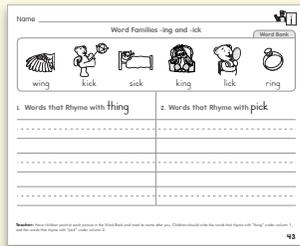
Review what makes a word family. Recall the *-it*, *-in* and *-ig* families. Ask children to name words that belong to each family.

Say: **Today we will work with two new word families.**

- Write the headings *-ing Word Family* and *-ick Word Family* on the board.
- Read each heading.
- Children think of words that belong to the *-ing* family, such as *sing*.
- Write responses in a column under the *-ing Word Family* heading. Accept nonsense words.

Repeat for the *-ick Word Family*, using *pick* as an example.

Complete R&W, p. 43 as with similar pages.



Phonemic Awareness Warm-Up

Materials

 None

Phoneme Substitution of Final Sounds

Children practice making new short-i words by substituting ending sounds.

Say: **Pig.** (Emphasize the ending sound.)

A volunteer tells what the new word will be if the /g/ is changed to /l/. (pill)

Repeat for:

pick /k/	picks /ks/	pit /t/	pin /n/
----------	------------	---------	---------

sit—change to:

six /ks/	sick /k/	sip /p/	sis /s/
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fin—change to:

fig /g/	fib /b/	fill /l/	fix /ks/	fit /t/
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him—change to:

hid /d/	his /s/	hill /l/	hit /t/	hip /p/
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Reading

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

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

1

Introduce High-Frequency Words: *when, where, no, so*

Introduce the two new high-frequency words that begin like *what*.

Remind children that *wh* stands for the /hw/ sound. Children write the high-frequency word *what* on their whiteboards and read it. Children erase *a* and *t*, and add *e* and *n* to form the new word *when*.

On the board, write:

- *When* did you come to school?
- I do not know *when* to go.
- *When* will it be Monday?
- I can go *when* you tell me to go.

Read the sentences with the children. Choose volunteers to circle *when* in each sentence.

Write *there* on the board and read the word with the children. Children copy *there* on their whiteboards. They erase *th*, replace it with *wh*, and read the new word *where*.

Materials

- Individual whiteboards/markers
- Classroom whiteboard /markers
- Starfall Dictionaries
- Classroom computer

Reading

Read simple one-syllable and high-frequency words

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

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

Technology

Use technology resources to support learning

On the board, write:

- *Where* are you?
- *Where* do you want to go?
- I can see *where* it is.

Read the sentences with the children. Choose volunteers to circle *where* in each sentence.

To introduce the high-frequency words *no* and *so*, navigate to *Learn to Read*: Row 10, "Lonely Vowel" and view the video.

Review high-frequency words: *be, me, we, he, and she*. Children identify the other lonely vowel (o) from the video, and write the high-frequency word *go* on their whiteboards. Children change *g* to *s* to form *so*, then read the word. Repeat for *n* and *no*.

Model entering *when, where, so, and no* in your Starfall Dictionary.

2

Introduce *Tin Man Sits*

Children share their prior knowledge about fishing.

Ask: **What do you need to take along with you when you go fishing?**

Introduce *Tin Man Sits*. Children predict what the story is about based on the cover. Discuss how Tin Man might need perseverance to catch fish.

Read the book. Pause to discuss pictures and events.

After reading, ask if Tin Man was able to catch the fish. Children share their ideas about what Tin Man might try next.

Explain: **We all come across things that are difficult, or even impossible for us to do, no matter how hard we try.**

- Share such an experience.
- Children discuss whether or not they think Tin Man should keep trying to catch the fish, and why they think as they do. Accept all responses.

Distribute copies of *Tin Man Sits*. Review the book, one page at a time. Children identify high-frequency words (*and, will, get, it, has, not*) and discuss punctuation marks (period, quotation marks, exclamation mark, and question mark).

Distribute graphs, and instruct children to write their names on them.

Say: **This graph has words and numbers. Indicate the numbers. Let's read them together. Now, look in the first column. Here are some words that are used in *Tin Man Sits*. Let's read them together: *and, did, dips, fish, plan, that, will, sits, get, has*.**

Explain: **Each time we find a word from the graph in the story, you will color a square next to that word. Ready?**

Materials

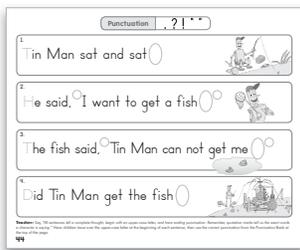
- Tin Man Sits* teacher edition
- Each child's copy of *Tin Man Sits*
- Graph page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts



3

Capitalization and Punctuation

Distribute writing journals and direct children to turn to *Backpack Bear's Writing Rubrics* on the back. Review the five rubrics. Explain: **There is an item that is not included in *Backpack Bear's Writing Rubrics*.**

- On the board, write: *Zac said, "I like to run and jump."*
- Indicate the quotation marks. Remind children that words inside quotation marks tell the exact words a person or character said.

Say: **Let's be editing detectives! I will write a sentence on the board. Use *Backpack Bear's Writing Rubrics* to check the sentence. If you see something that needs to be changed or edited, raise your hand. Then you can do "adult writing" to the sentence!**

Volunteers do "adult writing" on the board to correct any errors.

- the fish is wet
- Fish canswim fast
- tin Man said, No, I can not swim.
- i love fish?

Children open their *R&W* books to page 44. Emphasize the inflection used when asking questions as children read the sentences.

Once the page is completed, children identify and circle previously learned high-frequency words: *and, he, said, I, want, to, get, a, the, can, not, one*. Children underline the decodable words: *Tin, Man, sat, fish, did*.

Volunteers take turns asking questions and practicing correct intonation.

Children work as partners, or in groups of three, to look through classroom books for examples of uppercase (capital) letters, quotation marks, and other punctuation.

Materials

- Classroom books
- Starfall Writing Journals
- R&W*, p. 44
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Writing

Use capital letters to begin "important words"

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

Computer

- *Learn to Read*: Row 10, "Lonely Vowel Video"
- *Backpack Bear's Books*: Concepts, "I-Machine" and "O-Machine"

Practice

Activity

Children locate the high-frequency words and circle them each time they are found in the "Word Search."

Materials

- "Word Search" practice page for each child
- Pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Phonemic Awareness Warm-Up

Materials

None

Phoneme Addition and Substitution

Say: **What word would you make if you...**

- **add /b/ to the beginning of Rick?** (brick)
- **change the /s/ in sick to /l/?** (lick)
- **add /s/ to the beginning of lick?** (slick)
- **change the /l/ in lick to /t/?** (tick)
- **add /s/ to the beginning of tick?** (stick)
- **change the /k/ in king to /r/?** (ring)
- **add /b/ to the beginning of ring?** (bring)
- **change the /k/ in king to /w/?** (wing)
- **add /s/ to the beginning of wing?** (swing)

Reading

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

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

1

Reading and Writing, Page 45

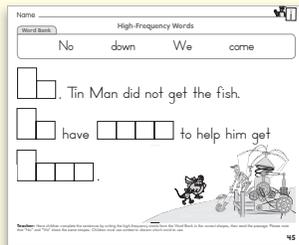
Materials

- R&W, p. 45
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Complete R&W, p. 45 as with similar pages.



2

Write a Letter to Tin Man

Chorally read *Tin Man Sits*. Ask: **What ideas could we give Tin Man to help him catch fish? Partner share your ideas, then you can share them with the group.**

Say: **Let's write a letter to Tin Man. We can give him some ideas he might try in order to solve his problem.**

Children open their writing journals to the next available page.

Write *Dear Tin Man*, on the whiteboard. Read it aloud; children repeat. Children copy *Dear Tin Man*, on the first line of their journal pages. They then write their ideas for Tin Man beginning on the next line, using kidwriting and their dictionaries, and add illustrations.

Say: **When you are finished writing your suggestion, sign your letter like Backpack Bear signs his messages each morning. That way Tin Man will know who wrote the letter!** Demonstrate on the board.

Place Tin Man away from where the children are writing. As they finish, they softly read their letters to Tin Man.

Materials

- Tin Man Sits* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Star Writer Melodies
- Plush Tin Man

Reading

Connect to life experiences the information and events in texts

Writing

Use letters and phonetically spelled words to write about experiences

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

Computer

- *Short Vowel Pals*: "Fish and Me" and "Tin Man Sits"
- *ABCs*: li, Oo, Uu, Yy, Ww

Practice

Activity

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

Materials

- 15-20 Sets (2 each) High-Frequency Word Cards (Choose those most needing review.)

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- World map
 - Backpack Bear's Reptile, Amphibians & Fish Book
 - At the Beach teacher edition
 - At the Beach for each child
 - Vocabulary Word Card: island

Introduce *At the Beach*

Picture walk through pages 23-33. Use the photographs to facilitate a discussion about the environment in which fish live.

Ask: **How many of you have ever gone to the beach? What kinds of things do you enjoy doing at the beach? Do you think Tin Man enjoys the beach? Why or why not?**

Display a world map. Say: **Today we will visit a new place in the world. It has beaches, too! Our story's setting is in a country called Australia.** (Indicate Australia on the map.) **What do you notice about this country?** (It is surrounded by water.) **Land that is completely surrounded by water is called an island. Say, island.** (Indicate the northern part of Australia. See p. 30 for the location.) **Our story is about a group of people called Yolngu who live in Arnhem Land. They spend a lot of time at the beach. Let's read to find out what they do there!**

Read *At the Beach*, and ask the following questions:

They want to eat them.	Why do you think the people are excited to find crabs and other sea animals at the beach?
litter	What was the problem on page 26?
They cleaned it up.	What did they do to help solve the problem?
Answers will vary.	What kinds of things did the people in this story do that you also do at the beach?
photographs of actual people experiencing the beach	What tells you that this story is nonfiction?
to help us learn about another place and a different culture of people	Why do you think the author wrote this story?

Read the background information on pages 30-31.

Distribute individual copies of the book. Say: **You will partner and look through the book. Talk with your partner about your favorite part of the book. When you finish, you can share your favorite part of this story with the class.**

Explain: **Tomorrow is Beach Day! What kinds of things do you take to the beach?** Discuss items children can bring to school tomorrow, such as beach towels, beach hats or visors, flip-flops, flippers, snorkels, sand castle toys, fishing poles, floats, beach balls, etc. (no swim suits!)

Reading

Connect to life experiences the information and events in texts

Make text-to-self and world connections

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

Demonstrate an understanding of story elements

Listening & Speaking

Communicate effectively when sharing ideas

Phonemic Awareness Warm-Up

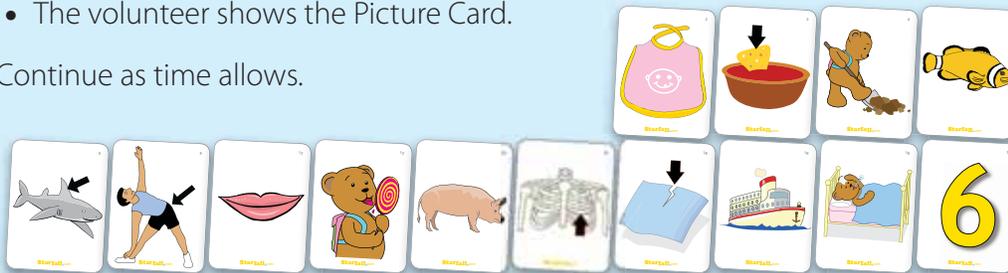
Blending

Children listen for the sounds in a word, then blend them together to say the word.

Children sit in a semi-circle with a deck of Picture Cards placed face-down in the center.

- A volunteer chooses the top card, making sure no one else sees it.
- The volunteer says the first sound of the pictured word and the children repeat.
- He or she repeats for the second and third sounds.
- Children blend the sounds together and say the word.
- The volunteer shows the Picture Card.

Continue as time allows.



Materials

- Picture Cards: bib, chip, dig, fish, fin, hip, lips, lick, pig, rib, rip, ship, sick, six

Reading

Blend individual phonemes in simple, one-syllable words

1

Beach Day Presentations

Children invite Backpack Bear, Zac, Peg, Mox, and Tin Man to their "Beach Day" presentation.

Children use their presentation voices to share "Beach Day" items. Encourage them to use complete sentences to describe their items, and explain how they would use them at the beach.

Materials

- Children's beach items
- Additional beach items as needed, such as beach towels, visor, beach toys, fishing rod, etc.
- Backpack Bear and plush characters: Zac, Peg, Mox, Tin Man

Reading

Connect to life experiences the information and events in texts

Listening & Speaking

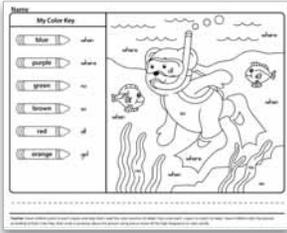
Communicate effectively when sharing ideas

Technology

Use technology resources to support learning

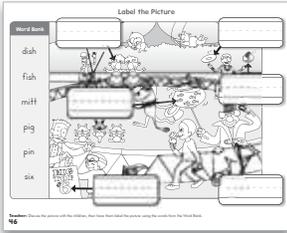
Reading

Read simple one-syllable and high-frequency words



Reading

Read simple one-syllable and high-frequency words



Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Computer

1

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

"Color by Word"

2

Children complete the "Color by Word."

Materials

- Week 26 "Color by Word" practice page for each child
- Pencils/crayons

Reading and Writing, page 46 and Short-I Puzzles

3

Children reference the short-o puzzle box top as they complete the labeling activity on *R&W*, p.46.

Materials

- R&W*, p. 46
- Short-I Puzzles
- Pencils/crayons

Sequence *The Big Hit*

4

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



Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Generator Practice Page

5

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

Materials

- Generated practice page of your choice

Illustrate a Beach Scene

6

Children draw a picture of themselves at the beach, and label each item in the drawing. They may wish to place their beach towels on the floor to complete this activity.

Provide *Swimmy*, *At the Beach*, and *Backpack Bear's Reptiles, Amphibians, & Fish Book* for reference.

Materials

- Beach towels
- Large sheet of drawing paper for each child
- Pencils/crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- At the Beach* for each child

Writing

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

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

2

Kindergarten Book Club

Divide the class into five groups. Distribute one of the books featured this week to each group. Children spread out their beach towels, or sit on beach chairs for their “Kindergarten Book Club Meeting.”

Invite Backpack Bear, Zac, Peg, Mox, and Tin Man to sit with their classmates.

Say: **Discuss your assigned book, then you will choose a volunteer from your group to tell the class about it.**

Each group makes a presentation to the class.

Materials

- Swimmy*
- At the Beach*
- Tin Man Sits*
- Fish and Me*
- Backpack Bear’s Reptiles, Amphibians, & Fish Book*
- Backpack Bear and plush characters: Zac, Peg, Mox and Tin Man
- Optional: beach towels and beach chairs
- Optional: Goldfish crackers for sharing

Listening & Speaking

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

Be sure to check for food allergies before distributing Goldfish crackers.

Week 27 Overview

Amphibians

This week, the children continue their study of the animal kingdom as they are introduced to and learn the unique characteristics of the amphibian animal group. They meet real members of the amphibian family in *Backpack Bear's Reptiles, Amphibians, & Fish Book*, and hear a fictional story about a boy who wants to keep an amphibian as a pet in *The Salamander Room*. This week we will:

- understand that animals need food, shelter, water, and space in order to live.
- practice initial blends.
- write a group story about keeping an amphibian (frog) as a pet.

Recommended Literature

The Salamander Room — **Anne Mazer** is an author who loves crazy colors and patterns that don't match. She painted the rooms in her house three of her favorite colors: yellow, orange, and violet. As a child, she loved to read different kinds of books such as fantasy, fairy tales, historical fiction, and adventure stories.

Anne likes magic, and wonders how it would feel to become invisible. Something else she thinks would be fun is turning lima beans into popcorn. Her favorite foods are rice pudding, blueberries, and popcorn!

When she was young, Anne wanted to be an artist. She studied art and then moved to Paris, France, for three years where she learned to read stories and books written in French. Now she lives in New York state, where she happily writes books (in English) inspired by the antics of her younger brothers and sisters as well as her own children.

Starfall Books & Other Media

Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

ABC Rhyme Book

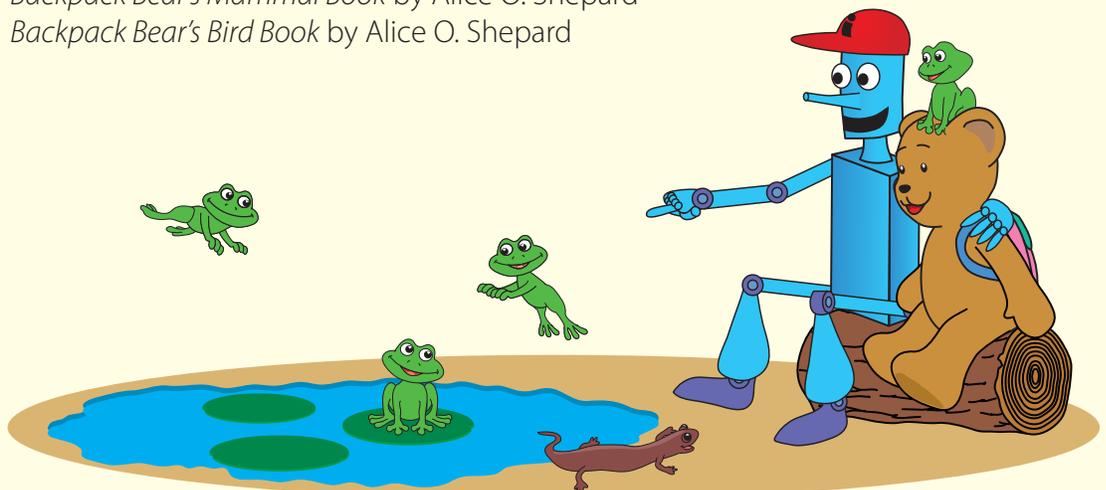
Fix the Jet

The Big Hit

Sing-Along Tracks 28-31

Backpack Bear's Mammal Book by Alice O. Shepard

Backpack Bear's Bird Book by Alice O. Shepard



Preparation

Generate Vocabulary Word Cards for **Week 27**. You will use *tadpole*, *metamorphosis*, *porous*, *endangered*, *habitat*, and other words generated from *The Salamander Room* on **Day 1** and *confident* on **Day 3**.

Day One

Prior to **Session 3**, prepare a chart paper with a graphic organizer consisting of a center oval and four ovals radiating out, each containing one of the following words: *food*, *shelter*, *water*, *space*. (See the Lesson Plan for **Day 1**.) Prepare a word card: *salamander*, and tape it in the center oval. This chart is for reference only during **Session 3**.

Generate a "Word Search" practice page, using short-i decodable words, for each child for use during Activity Time.

Day Two

For **Session 1**, you will need the graphic organizer from **Day 1, Session 3**. Replace the word card *salamander* on the graphic organizer with *frog*.

The children will illustrate their shared story in their journals in **Session 2**. Instruct them to open their journals to blank pages side by side. They should illustrate the blank page on the left. Type the story they wrote, and make a copy for each child to paste onto the blank page on the right at your convenience.

Day Three

Generate a "Word Search" practice page, using high-frequency words, for each child.

Day Four

Prior to **Session 2**, prepare a chart paper with the sentences listed in the lesson. Be sure to place a blank in each sentence where the missing word belongs, and do not include the answer, which appears in parentheses.

For Activity time you will need short-i and short-e Word Cards for "Starfall Speedway."

Day Five

In **Session 1**, the children will classify animals according to their animal families. You will need to have the Picture Cards and Animal Kingdom Word Cards available.

Prior to **Session 2**, generate a **Week 27** "Color by Word" practice page for each child.

For **Session 3**, you will need an assortment of short-i Picture Cards.

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

Day 1

Mox and I went for a walk last night and found some frogs. Do you know what kind of animal a frog is?

Love,

Backpack Bear 

Day 2

The Salamander Room was a great story! I dreamed about having a special bedroom for the salamander last night!

Your friend,

Backpack Bear 

Day 3

Have you ever tried to fix something and just wanted to give up? I have, but I never give up!

Love,

Backpack Bear 

Day 4

I loved hearing your stories. You are such great writers!

Your pal,

Backpack Bear 

Day 5

What fun to learn about all those animals! I never knew there were so many different animal groups.

Love,

Backpack Bear 

DAY One

DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 47

Beginning,
middle, ending
sounds



Comprehension Skills:

Classify/Categorize
Identify Genre (fiction)

Comprehension Strategies:

Ask Questions
Make Connections

HF Words:

one, out, about

Phoneme addition, initial
blends

Comprehension Skills:

Inference
Classify/Categorize

Comprehension Strategies:

Ask Questions
Make Connections

Editing: title, punctuation,
descriptive words

Computer

Learn to Read: Row 7, "ink"; Row
3, "ig, ip"; Rows 1-4, repeat any
activities

Learn to Read: Row 8 "Sight
Words"
Colors: All colors

Activity

"Short-I Decodable Words
Puzzle Search"

"Concentration" HF Words

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

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

The Salamander Room

Vertebrates (Animals with
Backbones) Poster

Animals Kingdom Poster

Vocabulary: tadpole,
metamorphosis, porous,
endangered, habitat

The Salamander Room

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

Writing

Write a shared story about
keeping a frog in a room

Social Studies

Science

Observe, describe similarities
and differences in appearance
and behavior of plants, animals;
Identify major structures of
common plants, animals

DAY Three

R&W p. 48

Initial, medial short-i

Fix the Jet

Quotation Marks

Deleting and adding phonemes

Comprehension Skills:

- Identify Genre (fiction)
- Draw Conclusions
- Inference
- Story Details (problem/solution)

Comprehension Strategy

Open Discussion



DAY Four

R&W p. 49

Phoneme substitution

Medial short vowel sounds

Comprehension Skill:

Classify/Categorize



DAY Five

R&W p. 50

Comprehension Skill

Classify/Categorize

Comprehension Strategy:

Summarize



Starfall Free Day

"Color by Word"

Form Short-I CVC Words with play dough or magnetic letters

Sequence *The Big Hit*

Practice page of your choice

Draw, label amphibian scene

Backpack Bear's Mammal Book

Backpack Bear's Bird Book

Backpack Bear's Reptiles, Amphibians, & Fish Book

Short Vowel Pals: "Fix the Jet"; I'm Reading: Fiction/Nonfiction, "I Can Do It"; Folk Tales, Chicken Little; "The Little Red Hen"

"HF Word Search"

ABC Rhyme Book

Vocabulary: confident

Short Vowel Pals: "Fish and Me," "Tin Man Sits," "Fix the Jet"; ABCs: Begin backwards with Zz and review the alphabet

"Starfall Speedway"

"Short-a Song"

"Short-e Song"

"Short-i Song"

"Short-o Song"

1

2

3

4

5

6

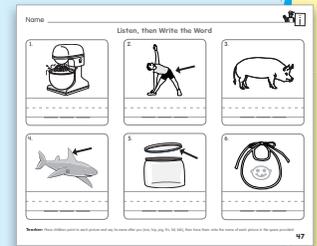
Phonemic Awareness Warm-Up

Materials

- R&W, p. 47
- Pencils/crayons

Reading and Writing, Page 47

Children complete the page by writing letters that stand for the sounds to form words.



Reading

Match consonant and short-vowel sounds to appropriate letters

1

Introduce Amphibians

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard
- Animal Kingdom Poster
- Vertebrates (Animals with Backbones) Poster
- Backpack Bear
- Vocabulary Word Cards: *tadpole*, *metamorphosis*, *porous*, *endangered*

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Relate new vocabulary to prior knowledge

Science

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

Identify major structures of common plants and animals

Display the Animal Kingdom Poster. Review the mammal, bird, reptile, and fish animal groups and their distinguishing characteristics. Say: **Backpack Bear asked us if we knew what kind of animal a frog is. Let's read his animal book to find out!**

Read *Backpack Bear's Reptiles, Amphibians, & Fish Book*, pages 23-35. Ask children if they now know to which animal group a frog belongs. (amphibians)

Ask: **What characteristics make an animal an amphibian?**

(soft, moist, porous skin; most live in water during early life, and on land as adults)

Say: **This is a good time to talk about some new vocabulary words we heard!**

Display the Vocabulary Word Cards and explain:

tadpole — a tailed fishlike stage in the life cycle of an amphibian

metamorphosis — a major change in the form of some animals that happens as the animal becomes an adult

porous — allows air and water to pass through

endangered — describes a type of animal or plant that has become very rare, and could die out completely because of changes in its environment

Say: **Amphibians are "cold-blooded." What other animals have we learned about that are also "cold-blooded"? Yes, reptiles and fish!**

Explain: **The word amphibian means two lives. Amphibians go through a life cycle.** (Open to page 30.) **Let's read about the life cycle of an amphibian.**

Read page 30. **Let's pretend we are amphibians!**

- **First you are eggs! Circle up in a ball and pretend you are eggs!** — Explain that amphibians lay their eggs in water.
- **Now you are ready to hatch and become a tadpole. You are still underwater and have no arms or legs, just a tail!** — Explain that in this stage, amphibians are under the water and breathing with gills.
- **It's time to grow your back legs. Here they come!** — Amphibians grow their back legs first, while retaining their tails. They are still breathing with gills under the water.
- **You're growing! Here come your front legs!** — This is the last stage before the amphibian jumps to land and begins using its newly formed lungs.
- **Now you are an adult frog. You have your front and back legs, you have lost almost all of your tail, and you JUMP on land! You breathe using your lungs now.**
- Read pages 23-35 again. After reading, ask children to share what they learned.

Say: **We have learned about reptiles, fish, and amphibians.** (Turn to and read page 45.) **How can we help protect these animals, so they can be safe?**

2

Introduce High-Frequency Words: *one, out, about*

Distribute whiteboards and markers. Write the numeral 1 on the board. Children say, *one*. Write *one* on the board.

Explain: **This is the word *one*. *One* isn't spelled like it sounds.**

Instruct children to draw one frog. Say: **Let's label our frogs.**

Write *one frog* on the board. Children copy *one frog* next to their pictures of the frogs. Read *one frog* together.

Children erase their whiteboards. Write *out* on the board and say the word. Children write *out* on their whiteboards and say, *out*.

Explain: **The word *out* begins with two vowels: *o* and *u*. When you see *ou* in a word, they often stand for a sound we say when we get hurt: /ou/!**

Say: **We can make other words by adding sounds to the beginning. Let's try!**

Write *pout, shout, bout, route, snout, and scout* on the classroom whiteboard, and name each word. Volunteers circle the word *out* in each.

Say: **Erase your whiteboards. Write our new high-frequency word *out* in the center of your whiteboards again.** (Demonstrate on a classroom board.) **We are going to add two new letters to the beginning of *out*. Watch!** (Add *ab* to the beginning of *out*.) **What new word do we have?** (about) **Add *ab* to your word.**

Write the following sentences, one at a time, on the board. Children read each sentence. Assist in decoding words or identifying words that are not decodable. A volunteer circles the new high-frequency word(s) used in each sentence.

Materials

- Classroom whiteboard/markers
- Individual whiteboards/markers
- Starfall Dictionaries
- Classroom books (optional)

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Listen carefully and understand directions for performing tasks

- One frog can hop.
- A frog will jump *out* in the sun.
- A frog is *about one* inch from the rock.
- I want to learn *about* amphibians.
- We can see *one* frog on *one* log.
- The frog is *about* to hop *out* of the pond.

If time allows, children search through classroom books to locate *one*, *out*, and *about* in text.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Learn to Read*: Row 7, “ink” game; Row 3, “ig, ip” games
- Repeat any activities from Rows 1-4

Activity

Children assemble short-i puzzles and complete the “Word Search” practice page.

Materials

- “Word Search” practice page for each child
- Short-I Puzzles
- Pencil/crayons

3

Introduce *The Salamander Room*

Say: **We just learned about a special animal group called amphibians. Have you ever wished you could have a pet amphibian? Well, a boy named Brian did, and here is his story!**

Read *The Salamander Room*.

Ask: **Is this story fiction or nonfiction? (fiction) What tells us it is fiction?**

Say: **We learned a new vocabulary word, *endangered*.** (Children repeat, *endangered*.) **All animals need four things to survive: food, shelter, water, and space. If animals do not have the kind of food, shelter, water, and space they need, they cannot survive, and they become *endangered*.** Review the meaning of *endangered*. **An animal’s *habitat* provides him or her with food, shelter, water, and space.** Children repeat, *habitat*.

Display and review the chart paper diagram. This diagram will only be used as a reference during this lesson. You will complete it on **Day 2, Session 1**.

Say: **Listen to this story again. This time listen to see if Brian set up his bedroom as a good habitat for his salamander. Remember, he needs to provide the right kind of food, shelter, water, and space.**

Materials

- The Salamander Room* by Anne Mazer
- Backpack Bear’s Reptiles, Amphibians, & Fish Book*
- Prepared chart paper
- Vocabulary Word Card: *habitat*
- Blank Vocabulary Word Cards for words generated from *The Salamander Room*

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Relate new vocabulary to prior knowledge

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

Read the story again and pause after each of the following:

- “I will bring him crickets to sing him...good-night stories.”

Ask: **What did Brian bring in to provide shelter?** (a drawer filled with leaves)

- “I will bring boulders that he can creep over.”

Ask: **What kind of space did he provide?** (boulder) **Is that all a salamander needs to survive?** (No, a salamander also needs water and food.)

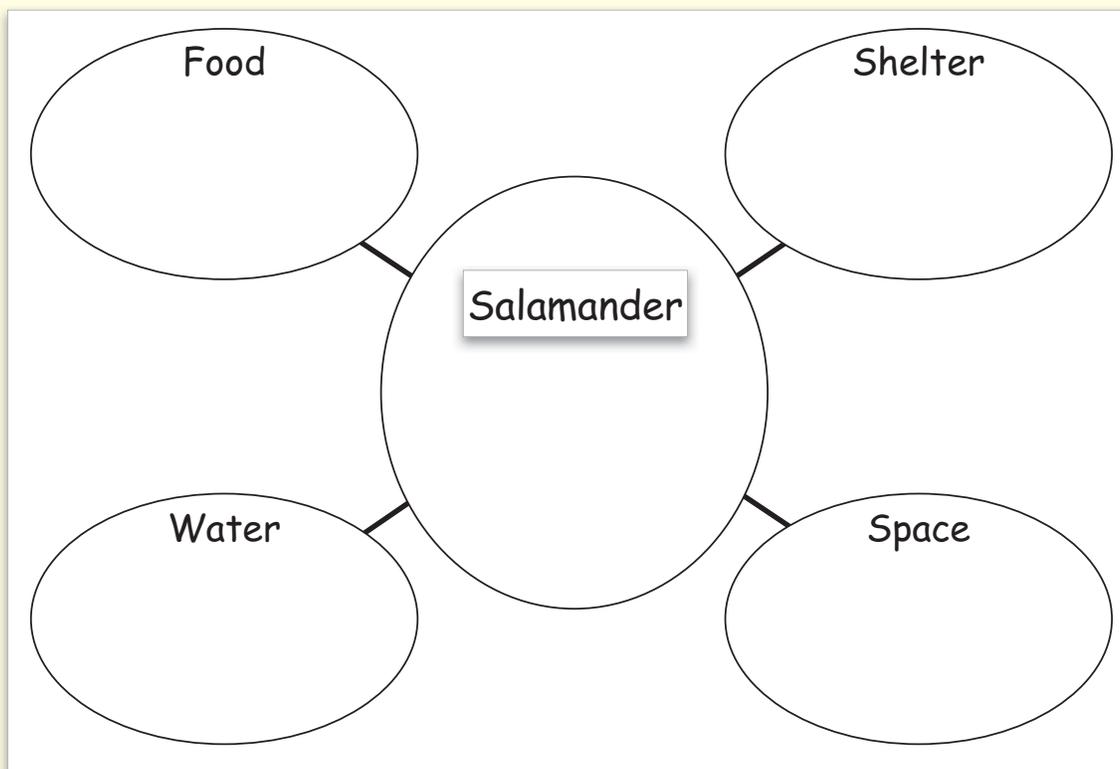
- “I will bring insects to live in my room...salamander.”

Ask: **What food did Brian bring in?** (insects) **Let’s review our chart. What shelter did Brian provide? Does the salamander have space? What food did he catch? What else does his salamander need?** (water)

- “And I will make little pools of water...can drink.”

Ask: **Now, does the salamander have everything it needs in the habitat?** (yes) **Would the salamander be endangered if it lived in the bedroom?** (no) **Why?**

Save the chart for future lessons.



Phonemic Awareness Warm-Up

Materials

 None

Phoneme Addition—Initial Blends

Children add a sound to the beginning of words to form new words.

Say the word *no* and children repeat. Ask: **What new word will we have if we add /s/ to the beginning of no?** (snow)

Add:

- /s/ to mile (smile)
- /k/ to lick (click)
- /s/ to top (stop)
- /k/ to lip (clip)
- /t/ to rip (trip)
- /g/ to rip (grip)
- /k/ to rib (crib)
- /s/ to nip (snip)
- /s/ to lid (slid)
- /s/ to pin (spin)

Reading

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

1

Listening & Speaking

Relate an experience in a logical sequence

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

Writing

Connect thoughts and oral language to generate ideas

Create a group draft, scripted by the teacher

Revise a draft by adding additional details to the draft and checking for logical thinking with prompting

Science

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

Shared Writing

Review and discuss *The Salamander Room* as you picture walk through the book.

Say: **Let's write a story about keeping an amphibian in our bedrooms. Pretend you decided to keep a frog in your bedroom. Look at the chart we discussed yesterday. What does your bedroom, or habitat, need in order to keep a frog alive in it? Right! The frog would need food, shelter, water, and space.**

Discuss each of the four categories. As children respond to each category, write their responses on the chart.

After the discussion, use the responses to write a group story. Vary the sentence structure, and include several different ideas such as:

- If I was going to keep a frog in my bedroom, I would need a pond for the frog to play in and keep its skin moist.
- My frog would like to sit on a rock or lily pad. I can find one for it.
- I would have to catch insects for the frog to eat.

After the shared story is written, ask: **Did we include everything we would need in our frog habitat? Let's read our story.**

Materials

- The Salamander Room*
- Chart paper/markers
- "Salamander habitat" diagram from **Day 1**
- Word Card: *frog*

Say: **Let's add more details to our story.** Indicate specific places in the story that could use adjectives, and encourage children to add descriptive words. Say: **When we add to our writing like this, we are editing to make it better!**

Ask children to close their eyes as you read the story. Discuss possible titles, and have children determine a title for their story.

2

Illustrate the Shared Writing

Display the story written during **Session 1**. Say: **Listen carefully to the story you wrote. You will be the illustrator for this story. As you listen, think about what you might want to include in your illustration.**

Distribute writing journals. Explain: **You will use the left page of your journal to draw your illustrations. I will type the story you wrote, and then you will glue it on the right page.**

Say: **Draw a picture of our story in the top section. Write a sentence telling something you will do with your frog on the writing lines.** Type the story and duplicate it for each child. At your convenience, children glue the stories to the right side of their journal pages next to their illustrations.

Children will share their illustrations and sentences during **Session 3**.

Materials

- Chart paper story from **Session 1**
- Starfall Dictionaries
- Pencils/crayons
- Starfall Writing Journals

Writing

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

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

*Children will open their journals to expose two blank pages side by side. They will draw their illustrations on the left blank page. The right side will contain the typed story written during **Session 1**, which may be added later.*

Computer

- *Learn to Read: Row 8, "Sight Words"*
- *Colors: All*

Practice

Activity

Children play "Concentration" to review high-frequency words.

Materials

- Two of each High-Frequency Word Card: *one, out, about* and any others children need to review
- Pocket chart

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

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

Writing

Produce, illustrate, and share a finished piece of writing

3

Author's Chair

Children share their illustrations of the group story completed during **Session 2**. The "audience" may ask questions about the illustrations, or give compliments to the authors/illustrators.

Materials

- Starfall Writing Journals
- Author's chair

Phonemic Awareness Warm-Up

Materials

 ABC Rhyme Book

Identify and Discriminate Initial and Medial Short-i

Reading

Distinguish initial and medial phonemes in words

Read the "li Igloo" rhyme in the *ABC Rhyme Book*, page 21. Children listen for and name the words that begin with short-i. (inside, igloo, it's, in)

Read "li Igloo" again. This time, children listen for and name the words that have short-i in the middle. (sit, this, wind)

Read the following words. Children indicate when they hear words that begin with short-i:

insect	iguana	apple	incredible	eat
out	inch	ant	imitate	itch
ear	imagine	ink	apron	ignore

Repeat for medial short-i.

miss	bit	mat	rip	will
lip	nap	lid	log	sit
nip	hen	fill	fib	mop
did	red	big	mitt	sat

Reading

Read simple one-syllable and high-frequency words

Identify the front cover, back cover, title, author and/or illustrator

Use pictures and context to make predictions about story content

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

Ask and answer questions about essential elements of a text

1

Introduce *Fix the Jet*

Display *Fix the Jet*. Read the title and author's name. Children predict what the story is about from the cover illustration.

As you read the story, discuss:

Page 1: What is wrong with this jet?

- Can it fly that way?
- Can it be fixed?

Page 2: Who is coming to help Peg?

- What did they bring with them?
- Do they have the right tools to fix the jet?

Materials

- Fix the Jet* for each child
- Fix the Jet* teacher edition
- Vocabulary Word Card: *confident*

Page 3: How will hitting the jet help fix it?

- What kind of sign is Peg giving to Zac?

Page 4: How is Tin Man using his tools?

- After Tin Man twists it, what else does he need to do?

Page 5: Did Tin Man and Zac fix the jet?

- Why do you think they were able to fix the jet?
- What can Peg do now?

Page 6: What do you notice in the picture under the jet?

- Who remembers what you need in order to see your shadow?
- Did they give up, or did they persevere until they finished the job?
- Do you think Tin Man and Zac are proud of themselves?

Ask: **When Zac and Tin Man came to help Peg, do you think they were confident or overconfident? To be confident means you feel sure you can do something. To be overconfident means thinking you can do more than you are able to do.** Discuss.

Distribute *Fix the Jet*. Children write their names on their books, then read them independently. After reading:

- Ask children if *Fix the Jet* is fiction or nonfiction; children explain their answers.
- Children turn to their neighbors and discuss their favorite parts of the story.
- Volunteers share their responses with the class.

2

Reading and Writing, Page 48

Turn to page 1 of *Fix the Jet*. Tell children to focus on Peg's facial expression.

Ask:

- **What can we tell about Peg's feelings or thoughts by looking at this picture?**
- **Can Peg fix the jet herself?**
- **What might she do to solve her problem?**

Say: **Peg didn't know how to fix the jet, but instead of giving up, she asked her friends to help her solve the problem. Which friends did Peg ask for help?**

Explain: **Sometimes finding the solution to a problem means asking for help. If I had a flat tire on my bike, I'm not sure I could fix it, even if I had the right tools. How could I get the tire on my bike fixed?**

Reiterate: **Sometimes the best way to solve a problem, or find an answer, is to ask for help!**

Materials

- Fix the Jet* teacher edition
- Fix the Jet* for each child
- R&W*, p. 48
- Pencils/crayons

Reading

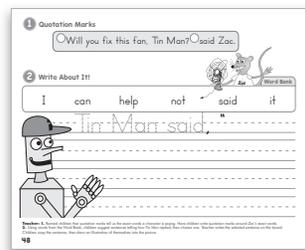
Connect to life experiences the information and events in texts

Writing

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

Write consonant-vowel-consonant words

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



Distribute *R&W*, p. 48.

- Review quotation marks and their purpose.
- Using words from the Word Bank, children suggest sentences telling how Tin Man replied.
- Children select one of the suggested sentences, which you then write on the board.
- Children copy the sentence, ending it with the closing quotation marks.

You may wish to have children write their own individual sentences. Children may use their *Fix the Jet* books for reference.

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Short Vowel Pals*: "Fix the Jet"
- *I'm Reading*: Fiction/Nonfiction, "I Can Do It"
- *I'm Reading*: Folk Tales, "Chicken Little" and "The Little Red Hen" (Children pay close attention to the use of quotation marks.)

Activity

Children complete the High-Frequency "Word Search" practice page.

- Materials**
- "Word Search" practice page for each child
 - Pencil/crayons

3

- Materials**
- Whiteboards/markers

Deleting and Adding Beginning Sounds

Reading

Recognize and produce words that rhyme

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

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

Say: **I will say a word, and then I will ask you to delete, or take away, the beginning sound and say the new word. If you take away the /t/ from tin, what new word do you have?** (in)

Let's try another word, man. If you take the /m/ away from man, what new word do you have? (an)

Repeat for: Peg (egg), hit (it), will (ill).

Distribute whiteboards and markers. Say: **Write the word pat. Erase the p. What new word do you have?** (at)

Repeat for: tall, box, yam, his.

Say: **Now let's make new words by adding beginning sounds! Write at on your whiteboard. What sound could we add to at to make a new word? Write a letter that stands for that sound on your whiteboard.** (Children share responses.)

Accept nonsense words, but identify them as such.

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

Repeat for: in, it, am, all.

Phonemic Awareness Warm-Up

Phoneme Substitution

Distribute whiteboards and markers.

- Write *sit* on the board.
- Children identify the word.
- Erase *i* and write *a*.
- Children read the new word.

Continue changing initial, medial (/a/, /e/, /o/, /i/), or ending sounds.

Sample sequences:

- hit, hip, lip, lap, rap, rip, rib, rid, red, bed, bid
- hit, hot, not, net, set, sat, pat, pan, pen
- pit, pin, tin, win, wig, jig, jog, log, leg, beg, big

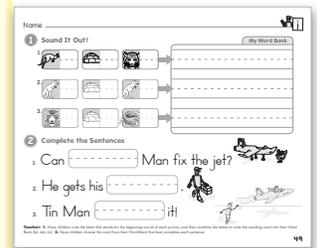
Materials

- Whiteboards/markers

Reading

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

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



1

Reading and Writing, Page 49

Complete *R&W*, page 49 as with similar pages.

Materials

- R&W*, p. 49
- Pencils/crayons

2

Reading Sentences

Display the chart paper sentences. Distribute whiteboards and markers.

Choose a volunteer to read the first sentence, saying “blank” for the missing word. Read the sentence again, this time supplying the missing word.

Children sound out the missing word and write it on their whiteboards. They then re-read the sentence, holding up their whiteboards when the word is used. Continue for the remaining sentences.

If time allows, divide the children into two groups. Assign one group high-frequency words and the other decodable words. Re-read each sentence. Ask the groups to identify words in each sentence that belong to their group, either high-frequency words or decodable words. Remind them that some words fit into both categories.

Materials

- Whiteboards/markers
- Prepared chart paper
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Reading

Match consonant and short-vowel sounds to appropriate letters

Omit the red words from your chart paper. They are listed here for your reference.

- One frog can _____. (hop)
- This is about a _____. (fish)
- I have too many _____. (pets)
- Where is the _____? (jet)
- When will Tin Man _____ the jet? (fix)
- Tin Man said, “No, I _____ not fix it.” (can)
- The frogs were _____ on the bed! (not)
- Look _____ him get the frog! (at)
- Tin Man hit the jet so he could fix _____. (it)
- Would you like to help the _____? (frog)
- They can hop out of the _____. (pot)
- There is one _____ for you and me. (job)

Computer

Practice

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in simple, one-syllable words

Read simple one-syllable and high-frequency words

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

- *Short Vowel Pals*: “Fish and Me”, “Tin Man Sits” and “Fix the Jet”
- *ABCs*: Begin backwards with Zz and review the alphabet

Activity

Distribute the Short-I Word Wheel. Children cut out the wheel and strip on the dotted lines. Affix the strip under the wheel with a paper fastener.

Materials

- Short-I Word Wheel Generator Page (-ing word family)
- One brad or fastener for each child (to complete the Word Wheel)
- Pencils/crayons
- Scissors

3

Medial Short Vowel Sounds /a/, /e/, /i/, /o/

Materials

- Plush characters: Zac, Peg, Mox, Tin Man
- Sing-Along Tracks* 28-31

Reading

Match consonant and short-vowel sounds to appropriate letters

Display Zac, Peg, Tin Man, and Mox. Play *Sing-Along Tracks* 28 through 31. Children sing each character’s vowel song.

Divide the class into four teams; Team *a*, Team *e*, Team *i*, and Team *o*. Children on each team sit behind each other in a line. The first child in line holds the respective plush character and is the “team leader.”

Play as follows:

- Say a word from the list below. The suggested words contain blends and digraphs. Articulate the words clearly.
- The team that represents the word’s medial sound stands.
- The team leader hands the plush character to the next child in line, and goes to the end of the line so each child has a turn as “team leader.”

crab	belt	dish	block	bath
chest	gift	cloth	band	dress
limb	dock	class	fence	pick
frog	dance	left	ship	shock
flag	neck	sink	month	grass
shell	sticks	stop	path	sled
string	trot	sand	sick	best

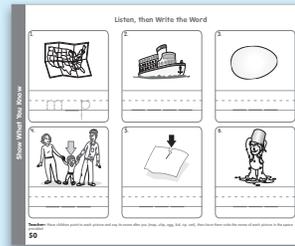
Phonemic Awareness Warm-Up

Reading and Writing, Page 50

Complete as with similar pages.

Materials

- R&W, p. 50
- Pencils/crayons



1

Classify Animals with Backbones (Vertebrates)

Display the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups; animals with backbones and animals without backbones.**

Display the Vertebrates (Animals with Backbones) Poster. Say: **We've been learning about animals with backbones, the vertebrates. There are five groups of animals with backbones. Who can name those groups? (mammals, birds, reptiles, fish, and amphibians) Two of these groups are "warm-blooded." Which animal groups are "warm-blooded"? (mammals, birds) Which are "cold-blooded"? (reptiles, fish, amphibians)**

Place the Animal Kingdom Word Cards across the top row of a pocket chart. Place the Picture Cards face-up on the floor, or in the bottom rows of the pocket chart. Children form a semicircle around the pictures and the pocket chart.

Explain: **Listen to these clues that describe one of the animal Picture Cards. I will choose a volunteer to pick the correct animal card and classify it as an amphibian, a mammal, a bird, a reptile, or a fish.**

Read the following clues:

alligator	I live in water and on land. I am "cold-blooded" and have scaly skin. I am one of the few reptiles that cares for its young.
turtle	I am a reptile. I lay eggs and have a hard shell. Once I am born, I must survive on my own.
snake	I have dry scales and slither because I have no legs. I lie in the sun to get warm because I am "cold-blooded."

Materials

- Picture Cards: *alligator, bat, chick, dinosaur, duck, elephant, fish, frog, girl, hen, kangaroo, koala, ostrich, penguin, pig, salamander, shark, snake, turtle, whale*
- Animal Kingdom Word Cards: *amphibians, mammals, birds, reptiles, fish*
- Pocket chart
- Animal Kingdom Poster
- Vertebrates (Animals with Backbones) Poster

Reading

Identify or distinguish initial, final, and/or medial phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Science

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

Identify major structures of common plants and animals



koala	I am a special kind of mammal. I don't look like my parents when I'm born. I finish growing inside my mother's pouch. I like to climb in trees.
duck	I am "warm-blooded" and have wings. I belong to the bird family and spend much of my time in the water.
hen	I am a feathered animal. I lay eggs that some people like to eat for breakfast.
ostrich	I am a member of the bird family, but I don't use my wings to fly. My legs are very powerful and I can run fast!
penguin	I have feathers. I like to swim. I look like I am flying under water, but I cannot fly through the air.
salamander	I look like a lizard, but I do not have scales. I breathe and drink water through my skin. I can grow new limbs, and also a tail, if I lose them.
frog	I am "cold-blooded" and I am born with gills. I go through a metamorphosis, and later grow lungs. I love to hop!
fish	I have scales and breathe through gills.
shark	I am a fish and have live births. I use my fins to swim. Many people are afraid of me when they are in the ocean.
pig	I am a mammal and feed milk to my babies. I have four short limbs. Authors have written books about me, two of my brothers, and a wolf.
girl	I am a mammal who looks like you! I am not a boy.
whale	I am the largest mammal that lives in the ocean, and I have hair. I breathe air and have live babies.
dinosaur	I am an extinct reptile, so I no longer live on earth. Some scientists proved that I am closely related to birds!
kangaroo	I am a mammal, and carry my babies in my pouch after they are born. I have very strong back legs and very short front legs.
elephant	I am the largest land animal. I have a trunk. I am "warm-blooded" and usually have only one baby at a time.
bat	I am the only mammal that flies.
chick	I am a baby with very soft feathers. I hatched from a hen's egg.

Computer

1

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

Technology

Use technology resources to support learning

"Color by Word"

2

Children complete the "Color by Word" practice page.

Materials

- Week 27 "Color by Word" for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Short-I CVC Words

3

Children use magnetic letters or play dough to spell the Short-I Picture Card words.

Materials

- Magnetic letters/whiteboards or play dough
- An assortment of Short-I Picture Cards

Reading

Read simple one-syllable and high-frequency words

Sequence *The Big Hit*

4

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

Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

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

Writing

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

Draw and Label Amphibians in a Scene

6

Each child draws and labels a scene which includes amphibians, then writes a sentence describing his or her picture.

Materials

- Large piece of drawing paper for each child
- Pencils/crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*

Listening & Speaking

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

Science

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

Identify major structures of common animals

Kindergarten Book Club

Say: **During our Kindergarten Book Club, we will review the animals that belong to the vertebrates group, or those who have backbones.**

- Write the titles of the three books on the whiteboard in columns.
- Read the title of each book.
- Under each title, write numbers corresponding to one-third of the total number of children in the class. (Example: For 21 children, write the numbers 1-7 under each book.) Invite children to come to the whiteboard and sign up for the book they want to review. Once the number limit has been reached for each book, children make an alternate choice.
- Children form groups according to book choices.

Say: **Discuss your assigned book, then Backpack Bear will choose volunteers from your group to tell the class about it.**

Each group makes a presentation to the class.

Materials

- Backpack Bear
- Backpack Bear's Mammal Book
- Backpack Bear's Bird Book
- Backpack Bear's Reptiles, Amphibians, & Fish Book
- Classroom whiteboard/markers

Unit 9 Bibliography

At and Below Level (Wordless Books)

The Last Laugh	Where Do Frogs Come From?	Fish Eyes: A Book You Can Count On	Ocean Whisper / Susurro del Oceano
Dewey, Ariane and Aruego, Jose	Vern, Alex	Ehlert, Lois	Rockhill, Dennis
Dial, 2006	Green Light Readers, 2003	Voyager Books, 1992	Raven Tree Press, 2008
A hissing snake torments other animals until a quacking duck comes to the rescue.	Colorful photographs and simple text help explain the life cycle of a frog.	A little dark fish helps with learning to count from one to ten. The eyes are significant in this story.	A boy dreams of playing in the ocean with fish and whales.

Above Level (Beginning Readers)

Do Frogs Have Fur? Wild Animals in a Muddle	Rainbow Fish Finds His Way	Hungry Harry	Why Do Snakes Hiss? And Other Questions about Snakes, Lizards, and Turtles
Powell, Richard	Pfister, Marcus	Partis, Joanne	Holub, Joan
Treehouse Children's Books, 2006	North-South Books, 2006	Little Tiger Press, 2005	Puffin, 2004
The riddle of the animals' names is revealed by pulling tabs with the correct answers.	Rainbow Fish is swept away in a storm, and is guided home with the help of new friends.	Harry the Frog goes in search of dinner. He almost gives up when he finds something "just right."	An introduction to reptiles in question-and-answer format with advice about reptile pets.

Teacher Read Aloud

About Reptiles: A Guide for Children	Amphibians	Owen and Mzee: The True Story of a Remarkable Friendship	About Amphibians: A Guide for Children
Sill, Cathryn	Theodorou, Rod	Hatkoff, Isabella	Sill, Cathryn
Peachtree Publishers, 2003	Heinemann, 2007	Scholastic, 2006	Peachtree Publishers, 2004
General characteristics and traits of North American reptiles are illustrated by realistic portraits.	Presents characteristic behaviors of amphibians such as birthing, feeding, hunting, and habitats.	A true story about how a baby hippo named Owen was rescued and became friends with Mzee, a 130-year-old giant tortoise.	General characteristics and traits of amphibians are illustrated by portraits in natural habitats.

Snap! A Book about Alligators and Crocodiles	Puffer Fish	My First Book about Reptiles (Sesame Subjects)	Leatherback Sea Turtle: Animals in Danger
Berger, Melvin and Berger, Gilda	Sexton, Colleen	Einhorn, Kama	Theodorou, Rod
Cartwheel, 2002	Children's Press, 2008	Random House, 2007	Heinemann, 2001
A nonfiction science book about the similarities and differences of crocodiles and alligators.	A nonfiction book about how puffer fish are different from, and similar to, other fish.	Grover and Elmo teach the who, what, where, and why of reptiles, with facts and vivid photos.	Describes the terms <i>endangered</i> and <i>extinction</i> , and shows the habitat, behavior, and potential future of leatherback sea turtles.

Professional Development

Carnine, Douglas and Kameenui, Edward, *Effective Teaching Strategies That Accommodate Diverse Learners*, 3rd edition. Prentice Hall, 2006, ISBN 0131720220 or 978-0131720220.

