

Unit 8

Second
Edition!



Starfall[®]
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
How Animals
Live

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Unit 8: How Animals Live

Week 22

Overview / Preparation

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Day 1

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Introduce Word Families: <i>-ot, -op</i>	670
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Day 2

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Overview / Preparation

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Overview / Preparation

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Unit Plan • Unit 8: How Animals Live

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Three weeks

Description: Children will learn how animals, including humans, use their five senses to explore and learn about the world around them. They will discuss the heart and discover how exercise helps keep their hearts and bodies healthy and strong. The phonics focus is short-o, /sh/ and /ck/ digraphs. The children will also learn about verbs and verb endings and practice using adjectives to describe nouns.

Essential Questions: Discuss the Essential Questions Cards with the children as they relate to the lessons. Then display them, to build a bulletin board throughout the unit. Periodically review the Essential Questions. At the end of each unit, remove them to make room for the next unit.

- (RL.K.7) *How do pictures help us better understand a story?*
- (RF.K.3) *How does knowing letter sounds help me read words?*
- (W.K.5) *How does taking suggestions from others make our writing better?*
- (L.K.5) *How can looking for ways words are related help us understand slight differences in their meanings?*
- (L.K.2) *Why is it important to use capital letters, correct spelling, and punctuation when we write?*
- (Starfall.ELA.VOC.3) *How can we learn new words and what they mean?*



Standards & Benchmarks

Starfall English Language Arts Standards

Phonological Awareness		Inline Summary Form
PA.2a	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
PA.2b	Distinguish rhyming and non rhyming words	<i>Distinguish rhyming and non rhyming words</i>
Vocabulary Development		Inline Summary Form
VOC.3	The student uses multiple strategies to develop vocabulary. Students will:	<i>Use multiple strategies to develop vocabulary</i>
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
Fluency		Inline Summary Form
FL.6	The student demonstrates the ability to read orally with accuracy and expression. Students will:	<i>Demonstrate ability to read with accuracy and expression</i>
FL.6b	Use appropriate intonation and expression during unison oral reading with the teacher	<i>Use appropriate intonation and expression during oral reading</i>
Literary Response & Analysis		Inline Summary Form
LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>

LIT.RA.7b	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
LIT.RA.7c	Make inferences based on titles	<i>Make inferences based on titles</i>
LIT.RA.7d	Make text to self connections	<i>Make text to self connections</i>
Writing		<i>Inline Summary Form</i>
W.8	Students write and draw to communicate effectively for a variety of purposes and audiences. Students will:	<i>Write and draw for a variety of purposes and audiences</i>
W.8a	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
W.8b	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
W.8c	Draw and label	<i>Draw and label</i>
Listening & Speaking		<i>Inline Summary Form</i>
LS.9c	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
Media Literacy		<i>Inline Summary Form</i>
ML.10	Use technology resources to support learning	<i>Use technology resources to support learning</i>
ML.10a	Recognize that authors, illustrators, and composers create informational sources	<i>Recognize that authors, illustrators, and composers create informational sources</i>

Starfall Social Studies Standards

American History		<i>Inline Summary Form</i>
Historical Knowledge:		
SS.HK.2b	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin	<i>Know triumphs in American legends and historical accounts through stories of famous Americans</i>

Starfall Science Standards

Investigation & Experimentation		<i>Inline Summary Form</i>
SC.IE.1	The student develops an understanding of science concepts by formulating questions and performing investigations. Students will:	<i>Ask and answer questions to understand science concepts</i>
SC.IE.1f	Make observations of the natural world and know that they are descriptors collected by using the five senses	<i>Use five senses to observe the natural world</i>
Life Sciences		<i>Inline Summary Form</i>
SC.LS.2c	Understand all plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce	<i>Understand plants and animals have internal and external structures that keep them alive</i>
SC.LS.2d	Understand that all plants and animals, including humans, are alike in some ways and different in others	<i>Understand plants and animals have similarities and differences</i>
SC.LS.2e	Recognize that stories sometimes give plants and animals attributes they do not really have	<i>Recognize stories sometimes give plants and animals fictional attributes</i>

Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RL.K.2	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
RL.K.4	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Name the author and illustrator of a story and identify their roles</i>
Integration of Knowledge and Ideas:		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	<i>Connect illustrations to story events</i>
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>
Range of Reading and Level of Text Complexity:		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<i>Identify the main topic and key details of a text</i>
Range of Reading and Level of Text Complexity:		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>

Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	<i>Follow words from left to right, top to bottom, and page by page</i>
Phonological Awareness:		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>

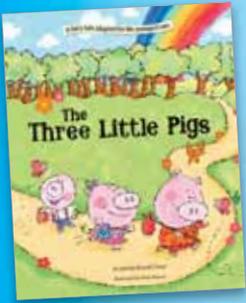
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>
Phonics and Word Recognition:		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
Fluency:		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

Writing		Inline Summary Form
Text Types and Purposes:		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
Production and Distribution of Writing:		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>
Research to Build and Present Knowledge:		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>

Speaking & Listening		Inline Summary Form
Comprehension and Collaboration:		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>
Research to Build and Present Knowledge:		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>

Language		Inline Summary Form
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Demonstrate command of English grammar when writing or speaking</i>
L.K.1.B	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
L.K.1.F	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.B	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
Vocabulary Acquisition and Use:		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<i>Identify new meanings for familiar words and apply them accurately (Ex. duck)</i>
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Relate frequently used verbs and adjectives to their opposites</i>
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Identify real-life connections between words and their use</i>
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<i>Distinguish shades of meaning among verbs by acting them out</i>





Week 22 Overview

What Animals Need

This week the children review mammal characteristics and learn about two more members of the mammal animal group, the wolf and the fox, as they compare and contrast factual animals with fictional ones they meet in folk tales. They also learn how to find more information about topics that interest them. This week we will:

- meet Mox the Fox.
- identify and discriminate short-a and short-e words.
- learn the sound of short-o and long-o.
- encounter Superhero *h* and the sound /sh/.
- write research papers.
- learn about apostrophes.

Starfall Books & Other Media

Sing-Along Volume 1

ABC Rhyme Book

Mox's Shop

Wolves by Margaret Hillert

Reading & Writing Books

Short-o Puzzles

The Three Little Pigs retold by Brandi Chase

Starfall Dictionaries

Starfall's Selected Nursery Rhymes



Preparation

Post the Essential Questions Cards for Unit 8. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 22. You will use *inexpensive*, *cheap*, *repairs*, and *sturdy* on Day 2.

Day One

Backpack Bear will introduce Mox the Fox during Session 1. Keep the plush Mox character hidden until then.

In Session 3 you will need copies of *Mox's Shop* for each child and one copy for yourself.

Day Two

You will need the chart paper list of responses from Day 1 for today's Magic Writing Moment.

In Session 1 Superhero *h* will introduce /sh/.

You will need several blank vocabulary cards to write children-generated vocabulary words in Session 2.

Day Three

Each child will use an index card in today's Magic Writing Moment.

Read and familiarize yourself with "More Information about Wolves" (in the back of Margaret Hillert's *Wolves*) prior to Session 2.

Choose High Frequency Word Cards for words the children most need to practice for today's Activity.

For Session 3 each child will need a copy of *Wolves*.

Day Four

You will use the chart paper list of responses and index cards from Day 3 for today's Magic Writing Moment.

Prior to Session 1, determine appropriate websites for the children to explore in order to learn about wolves.

Also, generate a writing journal page for each child with the sentence stem: *I learned that...* using the dotted letters function. The children will complete the sentence, add their own sentences, and illustrate them. You might also generate pages with lines only, for children who choose to write more than one page allows.

Generate a "Color by Word" worksheet for each child for today's Activity.

Day Five

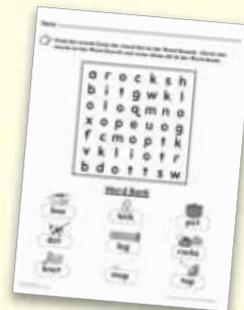
The children will complete their shop illustrations from Day 4 during today's Magic Writing Moment.

Familiarize yourself with the words to "Diddle, Diddle, Dumpling," and have them available for today's Phonics Awareness Warm-Up.

In Session 1 the children will share their wolf writings from Day 4.

Generate a Short-O Puzzle "Word Search" for each child for Learning Center 2.

The children will use High Frequency Word Cards *give, good, him, says, they* and *what* for Learning Center 4.



Day 1

Our class is growing!
Zac, Peg, and I have
another new friend
for you to meet!

Love,

Backpack Bear 

Day 2

I am so glad Mox
will be part of our
class. Did you know
that Mox has a
shop?

Love,

Backpack Bear 

Day 3

I never heard the story
of The Three Little
Pigs before. I wonder
if wolves are really like
that. I want to learn
more about them.

Love,

Backpack Bear 

Day 4

I really enjoyed
learning about
wolves! What was
the most interesting
thing you learned?

Love,

Backpack Bear 

Day 5

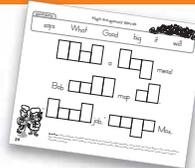
Mox told me he loved
learning about wolves.
He learned that
foxes and wolves are
members of the dog
family.

Your pal,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment	Create/design shops	Discuss shops
<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High Frequency Words</p> <p>Print Concepts</p> <p>Comprehension Skills & Strategies</p>	<p>R&W p. 23, 24</p> <p>Short-a words Short-e words</p> <p>Introduce short-o Introduce -ot, -op word families</p> <p><i>Mox's Shop</i></p> <p>Punctuation Anchor Chart</p> <p>Apostrophe-s</p> 	<p>R&W p. 26</p> <p>Initial short-o words</p> <p>Introduce initial long-o words</p> <p><i>Mox's Shop</i></p> <p><i>The Three Little Pigs</i></p> <p>Comprehension Skill: Identify Genre (folk tale)</p> <p>Introduce /sh/</p> <p>HF Words: give, gives, put, puts</p> 
Computer	<p>ABCs: Vowels, O; BpB's Books: Concepts, "O-Machine"</p>	<p><i>Learn to Read</i>: All of Row 4, "Mox's Shop"</p>
Activity	Short-O Puzzles	"Starfall Speedway" /ch/, /sh/, and /th/ Words
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems, & Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	"Short-O Song"	<p><i>The Three Little Pigs</i></p> <p>"Oo Ostrich Rhyme"</p> <p>"Sh Seashell Rhyme"</p> <p>"Letter March Song Sh"</p> <p>Vocabulary: siblings, inexpensive, cheap, repairs, sturdy</p> <p>Mammals: Wolves, pigs</p>
Writing		
Social Studies		
Science		Animals given human characteristics

DAY Three

DAY Four

DAY Five

List shop ideas	Names for shops	Label shop illustrations
<p>Compound Words</p> <p><i>The Three Little Pigs</i></p> <p>Comprehension Skills: Identify Genre (folk tale, fiction/nonfiction); Story Details (character, setting, problem/solution); Inference</p> <p><i>Wolves</i> by Margaret Hillert</p> <p>Comprehension Strategy: Ask Questions</p>	<p>Discriminate short-o</p> <p>Review word identification strategies</p> <p>Connect illustrations to story events</p>	<p>Rhyming</p> <p><i>Mox's Shop</i></p> <p>Comprehension Skills: Sequence Compare/Contrast</p> <p><i>The Three Little Pigs</i></p>
		<p>Starfall Free Day 1</p>
		<p>Short-O Word Search 2</p>
<p><i>BpB's Books: Concepts, "O-Machine," "A-Machine"</i></p> <p><i>Talking Library: Fiction, "The Three Little Pigs"</i></p>	<p><i>Learn to Read: Rows, 1, 2, and 4</i></p> <p><i>I'm Reading: Fiction and Nonfiction, "Wolves"</i></p>	<p>Sequence <i>Mox's Shop</i> 3</p>
"I Spy" High Frequency Words	"Color by Word" worksheet	Play dough or magnetic letters HF Words 4
<p><i>Wolves</i></p> <p>Wolf facts</p>	<p><i>Wolves</i></p> <p>Author's Chair</p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>Wolves</i></p> <p>"Diddle, Diddle, Dumpling"</p> <p>Share Wolf Writings/ Author's Chair</p>
	<p>Research writing about wolves</p> <p>Illustrate research writing</p>	
<p>Review mammals</p> <p>Introduce characteristics of a wolf</p>	<p>Research wolves</p>	

Listening & Speaking

LS.9c Relate an experience in sequence

SL.K.1.A Follow agreed-upon rules for discussion

Magic Writing Moment

Materials

Chart paper, marker

Create / Design Shops

Ask: **Who likes to shop?** (Volunteers respond.) **Where do people go to shop? What kinds of things do people shop for? I will write your answers on chart paper.**

Discuss the children’s experiences with shops or stores where people might go to buy different items such as toys, clothes, donuts, pets, music, and groceries, and list their responses on chart paper.

Explain: **This week you will design your own shop and illustrate it to show us how it would look. Think about what kind of shop you would like to own and what you would like to sell there.**

Save the chart paper for use on Day 2.

Have photos of stores that are familiar to your ELL children available as visual clues. These might include bodegas, taquerias, or other stores that carry ethnic merchandise.

ELL

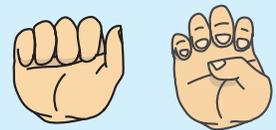
Phonological Awareness Warm-Up

Materials

None

Identify and Discriminate Short-A and Short-E Words

Say: **Listen closely to the middle sound in the words I say, then make the ASL sign for the sound.**



Say the following words pausing after each to allow the children time to respond. Choose a volunteer to identify the correct vowel and pronounce the correct short vowel sound for each word before moving on.

mat	pen	rap	sad	get
van	men	dad	fan	set
leg	Dan	Peg	tap	man
Ed	ten	bag	pat	bet
rag	lap	red	jet	tan

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Listening & Speaking

LS.9d Understand and follow one and two-step directions

1

Introduce Mox the Fox Character and Short-O

Say: **Backpack Bear would like to introduce his friend Mox. He says Mox is:**

- a mammal, like him.
- not a bear, but a member of the dog family.
- a fox.

Reveal Mox the Fox, and indicate his fox characteristics: bushy tail, pointed muzzle, and pointy ears.

Review the characteristics of mammals to confirm that Mox the Fox is a mammal. Explain that foxes:

- are members of the dog family.
- have a keen sense of smell and excellent hearing which are important because they are predators (hunters).
- eat mice, rats, chickens, fruit, and insects.
- communicate with yelps and barks.

Say: **Let's welcome Mox to our class. He is excited to join us today.** Use Mox to teach the children medial /o/. When Mox is ready, he:

- asks the children to demonstrate the ASL sign for the sound /o/.
- introduces *Sing-Along* Volume 1 Track 31, "Short-o Song."
- leads the children in "The Letter March Song" using the short-o sound.
- leads a rhyming game with short-o words.

Materials

- Reading & Writing Books*, p. 23
- Sing-Along* Volume 1 Track 31, "Short-o Song"
- Plush Mox the Fox
- Pencils, crayons

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Science

SC.LS.2d Understand plants and animals have similarities and differences

The Letter March: Oo

(Melody: "The Ants Go Marching")

The letters go marching one by one,
Hurrah! Hurrah!

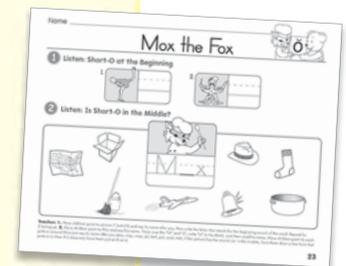
The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
"O" stands for the sound, /o/ /o/ /o/ /o/
And they all go marching,
In- to a word, to use, their sound



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 23. Complete the page together with the children as you have similar pages.



Materials

- Reading & Writing Books, p. 24
- Pencils, crayons

Introduce Word Families: -ot, -op

Say: **When a sound in a word changes, it changes the whole word.**

Write *hat* on the board. Volunteers erase the *h* and substitute consonants to form new words.

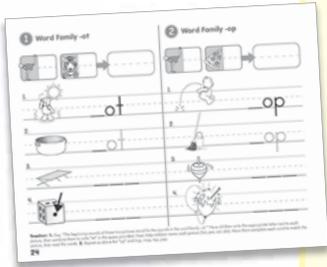
Write *hat*, *pat*, and *cat* in a column and children read each word.

Say: **Now let's use Mox's favorite sound /o/ and change the middle sound in each of these words. I wonder what new words we will make.** Volunteers change the *a* in *hat*, *pat*, and *cat* to *o* to create *hot*, *pot*, and *cot*, then they read the new words.

Ask: **What do you notice about all of these words?** (They rhyme.) **Why do they rhyme? Right, they rhyme because they all end with -ot. That makes them all members of the -ot word family.** Volunteers underline -ot in each word.

Continue: **Let's see if we can think of more words that belong to the -ot word family.** The children identify -ot words. Nonsense words are acceptable.

Say: **Let's try this with another word family, the -op family.** Repeat the above procedure, changing *a* in *map* and *tap* to *o* to create the -op word family.

**Formative Assessment**

Distribute *Reading & Writing Books* and the children turn to page 24. Complete the page together with the children as you have similar pages.

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Media Literacy

ML.10 Use technology resources to support learning

Computer

- ABCs: Vowels, O
- Backpack Bear's Books: Concepts, "O-Machine"

Practice**Activity**

The children assemble the short-o puzzles then list short-o words from the puzzles on writing paper.

Materials

- Writing paper for each child
- Short-o Puzzles
- Pencils

3

Introduce *Mox's Shop*

Say: **Today we will read a new book called *Mox's Shop*.** Distribute copies of *Mox's Shop* and the children write their names on them.

Write *Mox's Shop* on the board and read it with the children. Ask: **What do you see in the title of this book that is not a letter?** Volunteers respond (by pointing if necessary). **Yes, this mark is called an apostrophe.** The children repeat, *apostrophe*.

Indicate the apostrophe on the Punctuation Anchor Chart, and review that one function of an apostrophe is to show ownership. Ask: **What belongs to Mox? Right, it is Mox's shop, so the shop belongs to him.**

Read *Mox's Shop* together with the children.

Write the headings *Words We Know* and *New Words* on the board. The children work in pairs as "word detectives" to sort words from *Mox's Shop* into these two categories.

Read page 1: *Mox is a fox*. Partners discuss where each word belongs. Use a signal to end discussion time and choose one set of partners to share.

Ask: **In which column does *Mox* belong?** (*New Words*) Write *Mox* in the *New Words* column. Continue with each word in the sentence and then for each page.

Read and discuss the *Words We Know* list. These words are high frequency words the children have learned.

Read and discuss the *New Words* list:

- Blend the letter sounds to read each word.
- Children explain why *Mox* and *Bob* begin with capital letters.
- Volunteers circle words on each list that have the short-o sound.
- Write *mess* and *mix* on the board. Volunteers blend the sounds together to decode the words.



Formative Assessment

Reread *Mox's Shop* together then gather the children around a classroom computer navigated to *Learn to Read*: Row 4. The children interact with the online version. They compare and contrast the online story with their printed editions.

If possible, have ELL children work with an assistant or volunteer to listen to *Mox's Shop* then read the online version. The assistant or volunteer asks questions to check for understanding.

ELL

Materials

- Punctuation Anchor Chart
- Mox's Shop* for the teacher and each child
- Classroom computer navigated to *Learn to Read*: Row 4
- Classroom whiteboard, markers

Reading: Foundational Skills

RF.K.3 Apply phonics/word analysis skills in decoding words

RF.K.3.C Read common high frequency words by sight

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling



Mox is a fox.

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Magic Writing Moment

Discuss Shops

Review the children’s responses from Day 1.

Partner the children. Say: **Pretend you could open your own shop or store. Discuss with your partner what you would like to sell in your shop.**

Volunteers share their ideas. Explain: **Tomorrow you will decide what kind of shop you will open.**

Materials

- Chart paper with responses from Day 1

Phonological Awareness Warm-Up

Review Initial Short-O Words/Introduce Initial Long-O Words

Say: **Let’s listen to a rhyme about an ostrich.**

Read *ABC Rhyme Book* page 33, “Ostrich.”

Ask: **Which words in the rhyme begin with short-o? Right, Olive and ostrich begin with short-o.**

Repeat the short-o sound.

Explain: **The letter o stands for another sound called long-o. The sound of long-o is the same as the letter’s name, /ō/. The word over begins with the long-o sound.** The children repeat /ō/, *over*.

Say: **Place your palms very close together** (demonstrate) **if you hear a word that begins with short-o. Spread your palms wide apart** (demonstrate) **if you hear a word that begins with long-o.**

Say the following words pausing after each to allow the children to respond. Discuss whether each word begins with long-o or short-o before continuing.

otter	open	ox	on
olive	oak	oxygen	okay
oatmeal	officer	obey	ocean

Materials

- ABC Rhyme Book*

Oo Ostrich

*Olive Ostrich went out one day
Stuck her head in the sand
And stayed that way!*

1

Introduce /sh/ Digraph

Write *th* on the board. Ask: **What sound do these letters stand for?** The children make the sound /th/. Pretend you hear the Superhero *h* puppet calling you then reveal Superhero *h*.

Continue: **The *h* is important, because *h* helps *t* stand for the sound /th/.** Superhero *h* asks the children what other letter he helped. (c)

Print *s* on the board. Superhero *h* adds *h* to the *s*. Explain that /s/ just became /sh/. Children repeat the sound /sh/. Write *shop* on the board and underline *sh*.

Say: **Shop begins with an *s* and an *h* but we don't say /s/ /hop/. When you see *s* and *h* together, they stand for the sound, /sh/.**

Read the "Shell" rhyme on page 59 of the *ABC Rhyme Book*. Say: **Listen to the word I say. If you hear /sh/ at the beginning, touch your nose. Ready?**

Say the following words pausing after each to allow the children to respond. Discuss the correct response after each.

ship	shelf	came	jet	shack
------	-------	------	-----	-------

The children sing "The Letter March" with the ASL sign for *sh* and the sound /sh/.

Say: **This time listen closely to the words I say. If a word begins with /sh/, touch your shoe. If the word ends with /sh/ push your hand forward.** (Demonstrate) **Ready?**

Say the following words pausing after each to allow the children to respond. Discuss the correct response for each word.

shell	fish	dish	shape
cash	shop	ship	rush

Materials

- Reading & Writing Books, p. 25
- Superhero *h* puppet
- Wall Card: *shell* /sh/
- Picture Card: *shell*
- ABC Rhyme Book*
- Pencils, crayons
- Letter Card: *sh*

Reading: Foundational Skills

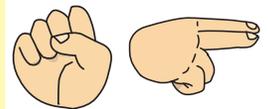
RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

Sh Shell

Hold a seashell to your ear.

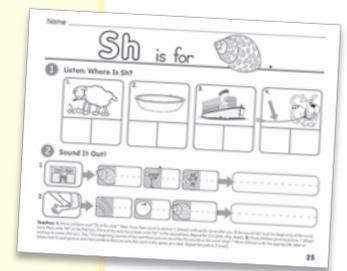
Shh...

Is that the ocean you hear?



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 25. Complete the page together with the children as you have similar pages.



2

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

VOC.3a Listen to and discuss familiar and conceptually challenging text

Science

SC.LS.2e Recognize that stories sometimes give plants and animals fictional attributes

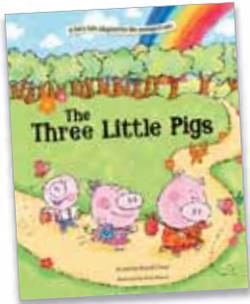
Reading: Literature

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

RL.K.9 Compare and contrast experiences of story characters

Speaking & Listening

SL.K.3 Ask and answer questions to seek help or information, or to clarify



Introduce *The Three Little Pigs*

Indicate *The Three Little Pigs*. Explain: **This story is a folk tale retold by Brandi Chase and illustrated by Triska Wasser.** The children name other folk tales they have heard this year.

Ask: **Who remembers hearing a story about three little pigs? What do you remember from having heard the story of *The Three Little Pigs*?** Volunteers respond.

As you read the book, introduce the vocabulary words *siblings*, *inexpensive*, *cheap*, *repairs*, and *sturdy*.

Discuss how the animals in this story take on human characteristics, and choose volunteers to name some of them. Ask: **To which animal group do pigs and wolves belong?** (mammals)

- As you read the story, instruct the children to raise their hands if they hear a word they do not understand that would make a good vocabulary word.
- As children volunteer additional vocabulary words, pause briefly to discuss their meanings. Later add these words to your Star Word Wall.
- Instruct the children to listen closely to determine whether the ending of this story is the same as other *The Three Little Pigs* versions.

Materials

- The Three Little Pigs* retold by Brandi Chase
- Vocabulary Cards: *siblings*, *inexpensive*, *cheap*, *repairs*, *sturdy*
- Blank Vocabulary Cards



Formative Assessment

Discuss the difference between this version's ending and other versions.

You will revisit this story on Day 3.

Computer

Practice

- *Learn to Read*: Row 4, "Mox's Shop." Explore games and *sh* movie.

Activity

The children identify the Picture Cards and distinguish if the word begins with /ch/, /sh/, or /th/ to advance on the Starfall Speedway.

Materials

- Starfall Speedway
- Picture Cards: *cheese*, *chick*, *chin*, *chip*, *shell*, *shin*, *ship*, *shirt*, *shoe*, *shop*, *thermometer*, *thorn*, *thumb*

Reading:

Foundational Skills

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

RF.K.3 Apply phonics/ word analysis skills in decoding words

Media Literacy

ML.10a Recognize that authors, illustrators, and composers create informational sources

3

Introduce High Frequency Words: *give, gives, put, puts*

Distribute *Reading & Writing Books* and the children turn to page 26. Review the high frequency words *what, big, will, it, good, and says*. After children complete the writing portion, collect their books.

Write *give, gives, put, and puts*, on the board and read the words. The children repeat them after you.

Ask: **What do you notice about the words *give* and *gives*? *Put* and *puts*?** Discuss that the only difference is the *s* on the end.

Explain: **These are new high frequency words. Let's play a listening game to help us learn them.**

Divide the classroom whiteboard into four columns, and write one high frequency word (*give, gives, put, puts*) at the top of each section.

Say: **I will read a sentence. Listen for the words, *give, gives, put, and puts*. When you hear one of them, a volunteer will make a tally mark under the word on the board. Listen carefully because there might be more than one high frequency word in a sentence.**

Read the following sentences pausing after each to discuss high frequency words and add tally marks to the board.

- I will *give* the pig some food to eat.
- Mox *puts* the icing on the cupcake.
- We will help *put* the cake in the oven.
- Tyrel *gives* his friend a cookie.
- Zac *puts* on his shoes.
- *Give* him your toy to throw.
- Mox and Bob *give* Peg a job.

Materials

- Reading & Writing Books*, p. 26
- Classroom whiteboard, markers
- Starfall Dictionaries*
- Pencils, crayons

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight



Formative Assessment

Demonstrate adding *give, gives, put, and puts* to your *Starfall Dictionary*. The children follow your example to add these words to their dictionaries.

Encourage ELL children to listen and identify the new words. Offer them a chance to repeat the sentences and check for recognition.

ELL

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

Magic Writing Moment**List Shop Ideas**

Say: **Backpack Bear has an idea for his shop. He would like to open his own honey shop.**

Indicate blank chart paper and explain: **I will write each of your ideas on the chart paper then you will copy them onto index cards.**

Write: *Backpack Bear's Honey Shop*. Discuss the use of the apostrophe in Backpack Bear's shop name. Remind the children that the apostrophe tells us that the *Honey Shop* belongs to Backpack Bear.

Each child states the name of his or her shop. List responses then distribute index cards and the children copy the names of their shops. (Example: Suzy's Doll Shop)

Materials

- Index cards for each child
- Chart paper, markers
- Backpack Bear
- Pencils

Save the chart paper and index cards for use on Day 4.

Phonological Awareness Warm-Up**Compound Words**

Present the following words one at a time and volunteers use them to create compound words. For example, you say *cup*, and the children form a compound word by adding *cake*, to create *cupcake*.

cow	some	foot	birth
butter	bed	fire	grand

Materials

- None

Phonological Awareness

PA.2a Recognize that compound words are made up of shorter words

Use pictures that can model compound words (school/bus, cup/cake) as visuals for ELL children.

ELL

1

Comprehension: *The Three Little Pigs*

Read *The Three Little Pigs* then partner the children to discuss the following questions:

- Who are the main characters?
- What are the settings of the story? Describe each of the settings in your own words.
- Why did the three pigs leave their mother?
- Why was the wolf able to blow down the first two pigs' homes?
- How do you think the first two little pigs felt when the wolf came knocking on their doors? How would you have felt?
- How do you think the third little pig felt when the wolf came to his house?
- Why couldn't the wolf blow down the third little pig's house?
- Which pig had the best idea when building his house? Why?
- Why don't you think the three pigs invited the wolf into their house?
- What lesson can we learn from the pigs' decision?
- If you had been one of the pigs, would you have let the wolf into your house?

Materials

- The Three Little Pigs* by
Brandi Chase

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

RL.K.7 Connect illustrations to story events

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts



Formative Assessment

Say: **Let's retell this story using the illustrations.** Remind the children that illustrations are "visual texts" and that often people can understand what is happening in a story just by looking at the illustrations.

Indicate the first page and choose a volunteer to view the illustration and explain what is happening on that page. A different volunteer continues telling the story on page two. Continue for each page.

After reviewing the story with the class, have an assistant or volunteer meet with ELL children and ask them questions about specific parts of the story using illustrations. Allow them to answer in whatever way they feel most comfortable.

ELL

**Reading:
Informational Text**

RI.K.1 Ask and answer questions about key details in a text

Reading: Literature

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

Language

L.K.4 Determine or clarify meanings of unknown and multiple meaning words and phrases

Media Literacy

ML.10 Use technology resources to support learning



Introduce *Wolves* by Margaret Hillert

Recall folk tales the children know with wolves as characters. (*The Three Little Pigs*, *Little Red Riding Hood*)

Ask: **Who can describe the wolf characters in those stories?** Discuss whether the stories are fiction or nonfiction.

Explain: **The author, Margaret Hillert, has written a *factual* story about wolves. Do you know what the word *factual* means?** (Volunteers respond.) **A *factual* book teaches real information about something.** Children say, *factual*.

Ask: **If this story is factual, is it fiction or nonfiction? Right, it is nonfiction.**

Indicate *Wolves* by Margaret Hillert. Say: **Here is a nonfiction book called *Wolves* that Margaret Hillert wrote. We can read *Wolves* on the computer.**

Gather the children around a computer and navigate to *I'm Reading*: Fiction and Nonfiction, "Wolves." Children listen for new information about wolves as you read the story.

Partner the children to discuss the following questions. Volunteers share their responses. Ask children who agree with the given answers to stand for each question.

- **The father wolf left the mother and baby wolf to look for something. What was he looking for?**
- **Where do the baby wolves get their food at first?**
- **When the baby wolf was lost, what did the mother and father wolves do?**
- **What was in the woods that might have hurt the baby wolf?**
- **Who chased the big cat away?**
- **What lesson do you think the baby wolf learned that day?**
- **What was the most interesting part of the story?**

Explain that at the end of the book, the author provided additional information about wolves. The children listen as you read some facts.

Ask: **If we want to know more about wolves, where could we get more information?**

Discuss that one role of the librarian or media specialist is to help children find books about specific topics.

Recall the research paper children wrote on mammals and how they used the Internet to find information.

Materials

- Classroom computer navigated to *I'm Reading*: Fiction and Nonfiction, "Wolves"
- Wolves* by Margaret Hillert



Formative Assessment

The children each share one thing they learned about wolves that they did not know before.

Computer

Practice

- *Talking Library: Fiction*, "The Three Little Pigs"
- *Backpack Bear's Books: Concepts*, "Short-O Machine," "Short-A Machine"

Activity

Place the Word Cards face down in a deck to play "I Spy." The children take turns revealing words and saying, "I spy the word ____." The other children find that word in their dictionaries and show the child with the card.

Materials

- High Frequency Word Cards
most needing practice
- Starfall Dictionaries

3

Wolves

Ask: **Who can recall a fact you learned about wolves?** Volunteers respond.

Indicate *Wolves*. Explain: **You will be able to read many of the words in this book, but there are a few words we should review before you begin.**

Print *something*, *pretty*, *mother*, and *father* on the board. Ask: **How many words did I write? Which of these words is the word pretty?** A volunteer indicates the word.

If the child indicates the correct word, ask how he or she knew it was the word *pretty*. If the volunteer indicates an incorrect word, review the strategies for choosing the correct word. Continue this process for *mother* and *father*.

Ask: **Which of these words is the word something?** Explain: **The word something is two words put together, or a compound word.**

Distribute *Wolves*. The children locate the words *something*, *pretty*, *mother*, and *father* in their books.

Read the story and the children track the words.



Formative Assessment

Group the children in threes to read the book together. They raise their hands if they need assistance to read a word. Circulate among the groups to assist as needed.

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page-by-page

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

RF.K.3.C Read common high frequency words by sight

Reading: Foundational Skills

- Wolves* for each child

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page-by-page

RF.K.3 Apply phonics/word analysis skills in decoding words

Reading: Literature

RL.K.10 Actively engage in group reading activities with purpose and understanding

Magic Writing Moment

Names for Shops

The children use their index cards to copy the names of their shops onto the top of their drawing paper. They then use pencils to sketch the contents of their shops. If time allows, the children add color to their designs. Briefly discuss how this design is like a map. It shows people where they can find items in their shops.

Materials

- Chart paper responses from Day 3
- Index cards from Day 3
- Pencils, crayons
- Drawing paper

Save the shop illustrations for use on Day 5.

Writing

W.8b Produce, illustrate and share writing

Phonological Awareness Warm-Up

Identify/Discriminate Short-O Words

Materials

- None

Say: **Listen to the words I say. When you hear a word that has the short-o sound (make the short-o sound) make the ASL sign for o. Otherwise place your hands in your laps.**

Say the following pairs of words one at a time. One has the sound of short-o and the other does not. Pause after each word to allow the children to respond. Discuss the correct responses before going on.

mat/pot	mop/den	fan/dot	beg/jog
hog/Zac	sad/top	sob/web	got/mad
pop/men	log/bat	tap/fog	Bob/pen

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Listening & Speaking

LS.9d Understand and follow one and two-step directions



1

Begin Research Writing

Explain: **Today you will begin your own research writing about wolves. Let's review what you already know.** Lead the children to discuss what they have already learned about wolves.

Either together as a group or individuals working together at computers, the children use the websites to learn additional information about wolves.

When the children have finished gathering information, volunteers share their findings with the class.

Distribute *Wolves*, *Starfall Dictionaries*, and a writing journal page to each child. Read together: *I learned that*. The children trace the letters and complete the first sentence with facts they learned about wolves.

The children will continue their writings in Session 2.

Materials

- Generated writing journal page for each child
- Predetermined wolf websites
- Wolves* by Margaret Hillert
- Starfall Dictionaries*
- Pencils

Media Literacy

ML.10a Recognize that authors, illustrators, and composers create informational sources

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.K.7 Participate in shared research and writing projects



No Formative Assessment

Partner ELL children with more advanced students or volunteers who can encourage their writing.

ELL

2

Write about Wolves

Distribute *Wolves* and the children look through their books to recall facts about wolves.

Review the information about wolves from the back of the book and the Internet search.

Distribute the writing journal pages begun in Session 1 and *Starfall Dictionaries*. The children write additional facts about wolves. Provide sample sentences such as:

- *I learned that wolves take care of their babies.*
- *Wolves howl when they talk.*

Materials

- Writing journal page from Session 1
- Wolves* for each child
- Starfall Dictionaries*
- Pencils

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.K.7 Participate in shared research and writing projects



Formative Assessment

The children may use *Wolves* as a reference, but they should use their own words in their writing and add illustrations related to their sentences. Encourage a minimum of three sentences. The children may “collaborate” with other children and help each other with ideas.

The children will illustrate their writings in Session 3.

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page-by-page

RF.K.3.C Read common high frequency words by sight

Computer

Practice

- *Learn to Read:* Rows 1, 2, and 4
- *I'm Reading:* Fiction and Nonfiction, "Wolves"

Activity

The children color the picture according to the key to complete the Week 22 "Color by Word."

Materials

- Week 22 "Color by Word" worksheet for each child
- Pencils, crayons

3

Illustrate Research Writing

Indicate *Mox's Shop* and read the story. Ask: **Who can tell us why the illustrator created illustrations for each page?** Discuss the importance of having the illustrations and the text match.

Say: **Today you will add illustrations to your research writing about wolves. What should you do before you begin your illustrations?**

Discuss that the children should plan out their illustrations before they begin based on what they wrote. Consider using scratch paper for them to sketch their plans first.

Distribute writing journal pages, pencils, and crayons.

Say: **As you are adding your illustrations to your writing, invite a friend to check whether the illustrations match your text or writing. You may also ask them if they have any suggestions that might help you.**

Materials

- Writing journal pages from Session 2
- Mox's Shop*
- Pencils, crayons
- Optional: scratch paper for sketching

Reading: Literature

RL.K.7 Connect illustrations to story events

Writing

W.K.7 Participate in shared research and writing projects



Formative Assessment

Partner the children to check whether each other's illustrations match their text. The children complete their illustrations if necessary.

The children will share their writings on Day 5.

Magic Writing Moment**Label Shop Illustrations**

The children add details and finishing touches to their shop illustrations, then use kid writing to label items in their shops. When all of the illustrations are complete, display them on a bulletin board. Take time throughout the day for children to share illustrations and information about their shops.

Materials

- Shop illustrations from Day 4
- Crayons, pencils

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

Phonological Awareness Warm-Up**Identify Rhyming Words in a Nursery Rhyme**

Indicate *Nursery Rhymes* page 7 and read "Diddle, Diddle, Dumpling." Say: **I will read the rhyme again and this time you repeat it with me.**

Read the rhyme. Ask: **Which words did you hear that rhyme?** (John, on)
Let's repeat the rhyme again. (Do this.)

Continue: **What are some other words that rhyme with John and on?**

Ask: **What sound do you hear in the middle of all those rhyming words? Right, short-o. What other words did you hear that have the sound of short-o?** (John, on, off)

The children take turns choosing nursery rhymes to read then identify the rhyming words.

Materials

- Nursery Rhymes* page 7, "Diddle, Diddle, Dumpling"

Reading:**Foundational Skills**

RF.K.2.A Recognize and produce rhyming words

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

1

Author's Chair

The children share their writings about wolves using their "presentation" voices while sitting in the Author's Chair. In response, volunteers compliment the authors.

- The writer chooses a classmate to offer a compliment.
- The classmate says, "I would like to compliment (writer's name) for..."
- The writer says, "Thank you for the compliment."
- The child giving the compliment becomes the next writer in the Author's Chair.

Materials

- Wolf writings from Day 4
- Author's Chair

Speaking & Listening

SL.K.1.A Follow agreed-upon rules for discussions

Consider creating a classroom book of the children's stories.

No Formative Assessment

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Reading: Literature

RL.K.2 Retell familiar stories

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

Puzzles

2

The children assemble the short-o puzzles then complete the “Word Search.”

Materials

- Short-o Puzzles
- Short-o “Word Search” for each child

Sequence Mox’s Shop

3

The children review the sequence of *Mox’s Shop* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in sequential order in a pocket chart.

Materials

- Mox’s Shop*
- Pocket chart
- Mox’s Shop* Sequence Cards, Sentence Strips, Individual Word Cards

High Frequency Words

4

The children reproduce high frequency words using play dough or magnetic letters.

Materials

- High Frequency Word Cards: *give, good, him, says, they, what*
- Play dough or magnetic letters (one set per child)

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Compare and Contrast

Place the Vocabulary Cards in the top row of a pocket chart. Review the definition of each new vocabulary word, and volunteers identify the words. If you added additional words to your Star Word Wall, include their definitions.

Indicate *The Three Little Pigs*. Say: **Let's retell this story in our own words. We will use the illustrations to help us.** As you turn the pages of the book volunteers explain what is happening in the story.

Indicate *Wolves*. The children recall their favorite parts of this book.

Discuss how the fictional wolf and factual wolf differ:

- Fictional wolf: talks, wears clothes, blows houses down, climbs down chimney, walks on hind legs.
- Factual wolf: doesn't wear clothes, howls instead of talks, walks on all fours, hunts wild animals.

Say: **Let's discuss how fictional and factual wolves are similar.** (Both have fur, are mammals, have four legs, etc.)

Indicate *Mox's Shop*. Lead the children to describe how *Mox the Fox* is similar to and different from the fictional wolf in *The Three Little Pigs*. (Both wear clothes, talk, and walk on hind legs, but Mox works and owns a shop. In addition, Mox likes pigs and has one for a helper.)

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Vocabulary Cards <i>siblings</i> ,
<i>inexpensive</i> , <i>cheap</i> , <i>repairs</i> ,
<i>sturdy</i> |
| <input type="checkbox"/> | Chart paper, marker |
| <input type="checkbox"/> | Pocket chart |
| <input type="checkbox"/> | <i>The Three Little Pigs</i> |
| <input type="checkbox"/> | <i>Mox's Shop</i> |
| <input type="checkbox"/> | <i>Wolves</i> |

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Reading: Literature

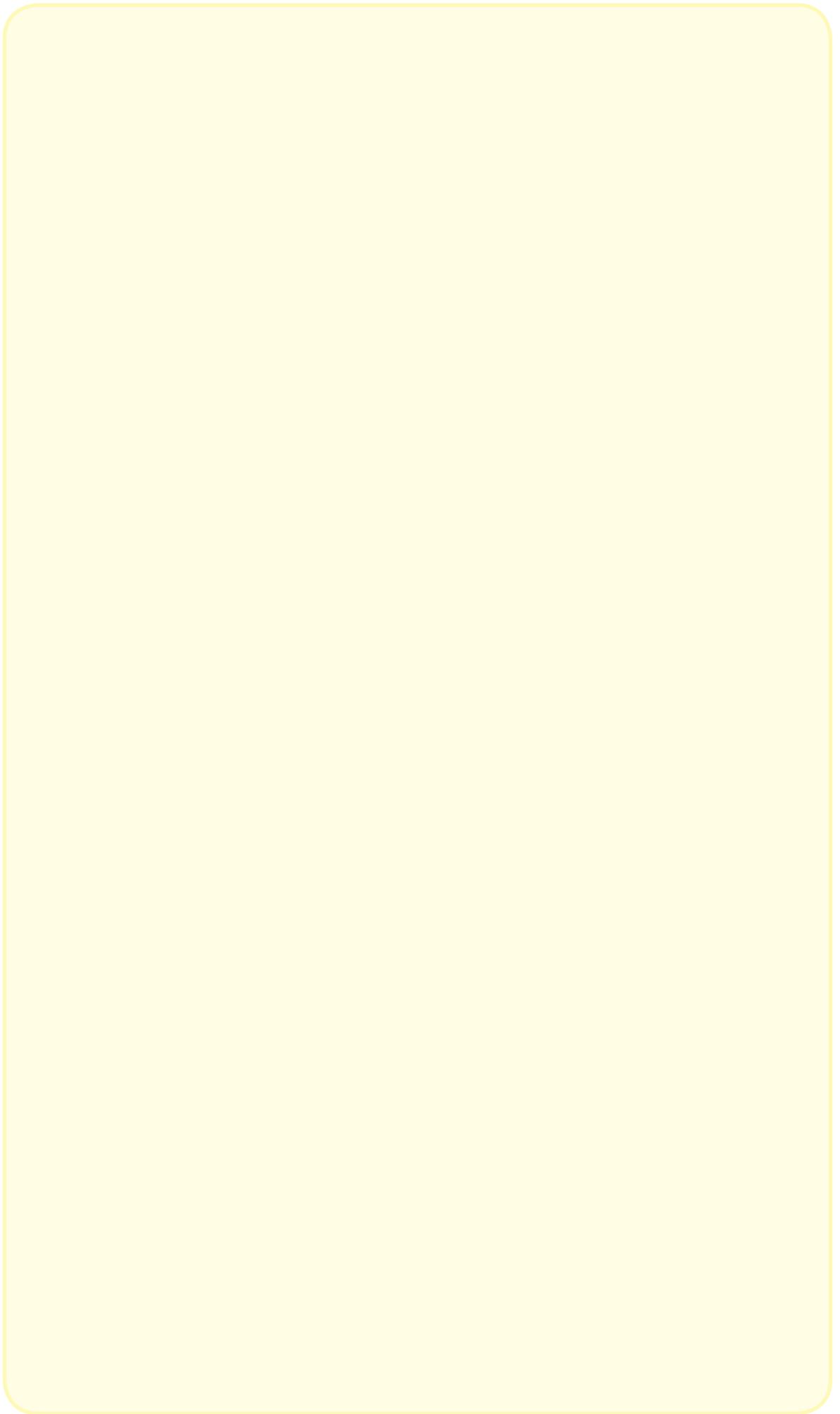
RL.K.7 Describe the relationship between illustrations and text

RL.K.9 Compare and contrast experiences of story characters



Formative Assessment

The children vote for their favorite story. As each child votes he or she explains his or her choice.



Week 23 Overview

Exercise

This week the children learn about a very special muscle, the heart. They discuss its location, feel it working to pump blood through their bodies, and experience the effects of exercise. They also discover that exercise helps keep their hearts and bodies healthy and strong. This week we will:

- learn that exercise affects our hearts and bodies.
- write about exercising with Mox.
- distinguish nouns and verbs.
- review word families.

Recommended Literature

One Fine Day — Nonny Hogrogian is an author and illustrator who loves folk tales. She especially likes fantasy stories such as the fairy tales she heard as a child about her parents' homeland of Armenia. Even though she was born in New York City, she thinks of herself as Armenian. Nonny went to art school, where she learned how to illustrate stories by painting and drawing with colored pencils or pen and ink.

Her favorite method of illustration is woodcutting. This is a difficult and tricky process of drawing a picture backwards on a block of wood. Then a very sharp knife is used to carefully cut away part of the wood. This is similar to writing poetry. Many words can be used to tell about something but most are whittled away, one by one. Did you know that Nonny Hogrogian loves poetry?

The final step in woodcutting is when the wood is inked and the picture is either stamped or pressed on paper. For Nonny, this technique is very special because she feels that it is an authentic way to honor the illustrators of folk and fairy tale books from long ago. Nonny Hogrogian is one of only five children's book illustrators to be awarded the Caldecott Medal twice.

Starfall Books & Other Media

ABC Rhyme Book

Mox Jogs

Mox's Day Chapter Book

Hop, Bend, Stomp

Sing-Along Volume 2

Reading & Writing Books

Starfall Dictionaries

Starfall Writing Journals

Starfall's Selected Nursery Rhymes



Preparation

Generate Vocabulary Cards for Week 23. You will use *muscle* and *jog* on Day 1, and *lap* on Day 2.

Day One

Prepare a sheet of chart paper with the headings “Nouns” and “Verbs” for today’s Magic Writing Moment. You will also need to generate *Nouns* and *Verbs* word cards.

For Session 2 prepare a sheet of chart paper for each group with columns labeled *Root Word* (black), *Add -s, -es* (red) and *Add -ing* (green).

Generate a “Word Search” worksheet for each child, featuring high frequency words needing review.

Prepare each child’s copy of *Mox Jogs* for Session 3.

Day Two

You will use the list of nouns and verbs from Day 1 for today’s Magic Writing Moment. Create a name card for each child using index cards.

You will need the list of verbs from Day 1 in today’s Session 2.

Prior to Session 3, divide a sheet of chart paper into 3 columns. In the first column write *lap*, in the second column write *bend, rest, step* and in the third column write *jog, logs, rocks, drop, hop, stomp*. (Pictured)

Also, prepare each child’s copy of *Hop, Bend, Stomp*.

lap	bend	jog
	rest	logs
	step	rocks
		drop
		hop
		stomp

Day Three

You will need the chart paper from Day 2 and writing paper for each child for today’s Magic Writing Moment.

You will use the list of verbs from Day 1 in Session 1.

For Session 2, place an apron, a spoon, and cupcake liners (or a muffin tin) in a grocery bag.

For today’s Activity, generate a “Blend Practice 2” worksheet for each child.

You will use blank cards for additional vocabulary in Session 3.

Day Four

The children will complete their writing papers from Day 3 during today's Magic Writing Moment.

They will use two sets of High Frequency Word Cards for words they most need to practice during today's Activity.

Have two index cards available for each child for Session 3.

Day Five

The children will need their writing papers from Day 4 for today's Magic Writing Moment.

You will need a flashlight for the Phonological Awareness Warm Up.

Generate a Week 23 "Color by Word" worksheet for each child for Learning Center 2.

Select several High Frequency Word Cards for the children to practice in Learning Center 3.

Day 1

I love to run and play outside. Exercise always makes me feel good. Do you like to exercise?

Your pal,

Backpack Bear 

Day 2

Mox and Bob are lucky to have a shop. If I had a shop, it would be Backpack Bear's Toy Shop!

Love,

Backpack Bear 

Day 3

Zac, Peg, Mox, Bob and I had fun exercising this morning. We stretched first and then drank plenty of water!

Love,

Backpack Bear 

Day 4

I heard the teacher say that today was going to be one fine day! I wonder what (he/she) meant.

Love,

Backpack Bear 

Day 5

I am glad the fox got his tail sewn back on! I learned a good lesson from that story. Did you? Love,

Backpack Bear 



DAY One

DAY Two

Magic Writing Moment	Categorize Nouns and Verbs	Use nouns and verbs to form sentences
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 27 Beginning and Ending Sounds <i>Mox Jogs</i> Verbs and Verb Endings Comprehension Skills: Compare/Contrast Story Details (character, setting, problem/solution) Comprehension Strategies: Predict/Verify Summarize	R&W p. 28 Discriminate initial/final sounds <i>Mox's Shop</i> <i>Mox Jogs</i> Introduce <i>Hop, Bend, Stomp</i> Apostrophe-s and possessives High Frequency Words: of, were, work, works Make text-to-self connections
Computer	<i>I'm Reading:</i> "Three Little Plays"	<i>Short Vowel Pals:</i> "Mox Jogs"; <i>Learn to Read:</i> Row 4 (all), "Mox's Shop"; <i>BpB's Books:</i> Concepts, "O-Machine"
Activity	"Word Search" HF Words	High Frequency Words
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	Vocabulary: muscle, jog	Partner read <i>Hop, Bend, Stomp</i>
Writing		Write about exercising with Mox
Science	Exercise and the Heart	

DAY Three

DAY Four

DAY Five

Write sentences	Add details to sentences	Illustrate sentences
<p>R&W p. 29</p> <p>High Frequency Words review</p> <p><i>Hop, Bend, Stomp</i></p> <p>Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Match visual text (illustrations) to words</p> <p>Use visual text to identify unknown words</p> <p>Introduce <i>One Fine Day</i></p> <p>Comprehension Skill: Cause/Effect</p> <p>Comprehension Strategy: Make Connections</p>	<p>R&W p. 30</p> <p>Phoneme substitution and blending</p> <p>Word families <i>-ock, -og</i></p> <p><i>One Fine Day</i></p> <p>Short and Long Vowels</p> <p>Comprehension Skills: Sequencing Identify Characters</p> <p>Comprehension Strategy: Summarize</p> <p>Identify nouns</p>	<p>Identify/Discriminate /sh/</p> <p>Introduce <i>Mox's Day</i>, Chapter 2</p> <p><i>Mox's Shop</i> <i>Mox Jogs</i> <i>Hop, Bend, Stomp</i></p> <p>Comprehension Skill: Story Elements</p> <p>Comprehension Strategies: Summarize Identify characters, settings</p> <p>Starfall Free Day 1</p> <p>"Color by Word" 2</p>
<p><i>Short Vowel Pals</i>: "Hop, Bend, Stomp"</p> <p>ABCs: Review letter sounds</p>	<p><i>Learn to Read</i>: Rows 1-4; <i>Short Vowel Pals</i>: "Mox Jogs," "Hop, Bend, Stomp"</p>	<p>"Read-Form-Write" HF Words 3</p>
Blend Practice 2: CVCs, verbs	"Concentration" HF Words	"Starfall Speedway" CVC Words 4
<p>Homonyms</p> <p>Choral reading</p> <p>"Mix a Pancake"</p> <p>Caldecott Medal</p>	<p><i>One Fine Day</i></p> <p>"Hickory, Dickory, Dock"</p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>One Fine Day</i></p> <p>"Sh Shell Rhyme"</p> <p>Dramatize <i>Mox's Day</i> chapters 1 and 2</p> <p>Kindergarten Book Club</p>
Use punctuation		
		Observe, describe similarities and differences in appearance and behavior of plants, animals

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

L.K.1B Use frequently occurring nouns and verbs

Magic Writing Moment

Categorize Nouns and Verbs

Say: **Today let's categorize or make groups of nouns and verbs. Who remembers what a noun is?**

Lead the children to recall that a noun is a word that names someone (person) or something (place or thing).

Ask: **Who remembers what a verb is?** Recall that a verb is a word that names an action or something you do. Identify the word cards *Noun* and *Verb* as you place them in the top row of a pocket chart to create headings.

Distribute the Picture Cards. The children take turns to identify their Picture Cards and place them in the appropriate columns. They may ask their classmates for assistance if necessary.

Write the words in the appropriate columns on the chart paper and number the rows.

Materials

- Picture Cards (*apple, bug, bus, cheese, clock, cut, dig, dog, drop, eat, egg, fall (verb), frog, hat, hop, hug, jet, jump, kick, lamp, log, rip, rock, run, sing, yell*)
- Prepared chart paper labeled: *Nouns, Verbs*
- Prepared word cards: *Nouns, Verbs*
- Red and blue markers
- Pocket chart

Save the chart paper for use on Day 2.

Consider having your ELL children act out the verbs rather than simply discussing them.

ELL

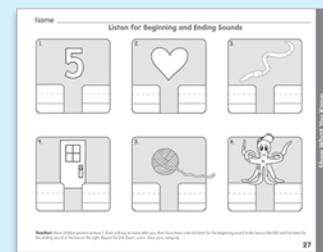
Phonics Warm-Up

Beginning and Ending Sounds

Distribute *Reading & Writing Books* and the children turn to page 27. Complete the page together with the children as you have similar pages.

Materials

- Reading & Writing Books*, p. 27
- Pencils



Reading: Foundational Skills

RF.K.2.D Isolate and pronounce initial and final sounds (phonemes) in words

1

Materials Vocabulary Card: *muscle***Introduce Exercise and the Heart**

Say: **I will describe a special part of our bodies that is very important. Try to guess what I describe.**

Make a fist and continue: **This is the size of a special muscle inside our bodies. It makes a “lub-dub” sound as it works. It is always working, and you don’t even have to think about it. When you visit the doctor’s office your doctor listens to this muscle with a stethoscope. Have you guessed what it is?**

After the children guess, encourage them to share what they know about the heart.

Say: **Let’s find out where your heart is.**

Instruct the children to indicate where they place their hands when they say the Pledge of Allegiance. They make fists and place them over their hearts.

Say: **The heart is a special *muscle*.** (Children repeat, *muscle*.) **It is different from the muscles in our arms and legs. Let’s find out how these muscles are different. Hold one arm out in front of you and place your other hand on the top part of your arm.** (Demonstrate) **Now, bend your arm at the elbow and make your muscle tight.** (Demonstrate flexing a muscle.)

Ask: **How does your arm muscle feel?** Discuss with the children how they had to think in order to move their arms up and flex their muscles.

Say: **The heart muscle is different. It keeps working and you don’t have to do anything! It flexes by itself, even while you are sleeping. It is the main muscle of your body. Your heart has a very important job. It must pump blood to all the different parts of your body.**

Ask: **Do you know what happens to your heart when you run, jump, skip, or exercise?** Volunteers respond.

Explain that when we exercise, our muscles need more blood, so our hearts must pump faster and work harder to get the blood to all the other muscles. Exercise makes our heart muscles stronger.

**Formative Assessment**

Say: **Let’s try an experiment. You can feel your heartbeat by placing your hand over your heart or by placing your fingers on the side of your neck.** (Demonstrate and help children locate their pulse on the carotid artery on their necks.) **Let’s be still and feel the beats in our necks.**

Continue: **Now let’s exercise and see what happens.** Lead the children to run in place, do jumping jacks, and hop.

Say: **Place your hand in front of your mouth and notice if you are breathing faster. Now place your hand on your neck and feel how much faster your pulse is.** Explain that exercise helps keep our hearts strong.

Science

SC.LS.2c Understand plants and animals have internal and external structures that keep them alive

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

L.K.1B Use frequently occurring nouns and verbs

L.K.4.A Identify new meanings for familiar words and apply them accurately

L.K.5.D Distinguish shades of meaning among verbs by acting them out

Verbs and Verb Endings

Explain: **Earlier we talked about verbs. Remember, a verb is a word that names an action or something you do.** Children repeat, *verb*.

Mox whispers that a verb he likes is *jump*. Ask: **Mox, will you demonstrate jumping for the class?** Mox does this.

Say: **Jump names an action, so the word jump is a verb.**

Indicate the chart paper and identify the headings, *Root Word*, *Add -s or -es*, and *Add -ing*.

Say: **Let's make a list of verbs, or action words. We can begin with Mox's word jump.** Write *jump* on the chart paper under *Root Word*.

Demonstrate how using the root word form of the verb sounds "funny" in sentences such as, *He jump down the street*. Say: **He jumps down the street. Which sentence sounds correct? What do you hear at the end of the word jump in the correct sentence?**

Write *jump* in the *add -s, es* column with a black marker. Ask: **What should be added to the word jump to make it jumps?** A volunteer uses the red marker to add *s* to *jump*.

Write *jump* in the *-ing* column with a black marker. Say: **Listen to this word, jumping. What should be added to jump to make it jumping?**

A volunteer uses a green marker to add *ing* to *jump*.

Review all three forms of *jump*; *jump*, *jumps*, and *jumping*.

Repeat with *walk*, *walks*, and *walking*.

Note: For the following sets of verbs, briefly identify the use of *es* and doubling the consonant before adding *ing*. It is not important for the children to understand the associated rules at this time.

Continue with the following words: *run*, *runs*, *running*; *jog*, *jogs*, *jogging*; *march*, *marches*, *marching*; and *stroll*, *strolls*, *strolling*.

Materials

- Black, red and green markers
- Plush Mox the Fox
- Prepared chart paper for each group

**Formative Assessment**

Lead the children to discuss the differences between *run* and *jog*, *march* and *stroll*, and to recognize that *march* has two meanings.

Computer

Practice

- *I'm Reading*: "Three Little Plays"

The children may navigate to any activity in this area of *Starfall.com*.

Activity

The children read high frequency words to complete the high frequency "Word Search."

Materials

- High Frequency "Word Search" for each child
- Pencils

3

Introduce *Mox Jogs*

Write *Mox* on the board, and the children read it.

Change the first letter in *Mox*'s name to *b*, then *f*. The children read the new words (*box* and *fox*). Explain that these words rhyme and belong to the *-ox* word family.

Repeat for *jog* (*hog*, *dog* and *log*).

Say: **Mox has a special story about one of his favorite exercises.**

Indicate *Mox Jogs*, and choose volunteers to describe what *Mox* is doing on the cover, then read the title.

Ask: **What is different about the words *jog* and *jogs*?** (s) **What does *jog* mean?** (moving faster than walking, but slower than running)

The children *walk* around the classroom. They "freeze" at your signal. Next they *run* in place until you signal again. Finally, they *jog* in place.

Say: **Let's make predictions about the story *Mox Jogs* based on the cover.**

Ask:

- **Where is *Mox* going while he's jogging?**
- **Will he jog alone or with friends?**
- **Every story has a problem and a solution. What do you think *Mox*'s problem might be?**

Read the story and the children:

- compare their predictions to what actually occurs.
- identify the characters and setting.
- retell the story.
- predict what might happen next if the story continued.

Materials

- Mox Jogs* for the teacher and each child
- Vocabulary Card: *jog*
- Pencils

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Language

L.K.5 Explore word relationships and nuances in word meanings

Reading: Literature

RL.K.3 Identify characters, settings and major events

Literary Response & Analysis

LIT.RA.7b Make predictions based on illustrations and context

LIT.RA.7c Make inferences based on titles



Formative Assessment

Distribute *Mox Jogs* and the children write their names in their books.

Partner the children to read the story. Then gather them together to read the story together as a class.

If possible, have an assistant or volunteer work with ELL children to check their comprehension, or have them review the story on *Starfall.com*. The children should be encouraged to respond in English.

ELL

Magic Writing Moment**Use Nouns and Verbs to Form Sentences**

Indicate the chart paper from Day 1, and write Backpack Bear before the words on line 1.

Example: (Backpack Bear) (noun) hop (verb)
lamp (noun)

Ask Backpack Bear to make up a sentence using his name, and the noun and verb next to it on the chart. Explain that it can be a silly sentence. He whispers a sentence to you such as *Backpack Bear will hop over the lamp.*

Continue with volunteers taking turns to draw name cards from the basket. Write a name at the beginning of each row on the chart paper. Continue until all names have been assigned to a row number.

Explain: **We will make up sentences using the nouns and verbs tomorrow.**

Materials

- Name cards for each child
(index cards)
- Chart paper from Day 1
- Backpack Bear
- Basket

Write Backpack Bear's sentence on writing paper for use on Day 4, and save the chart paper for use on Day 3.

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

L.K.1B Use frequently occurring nouns and verbs

Phonics Warm-Up**Possessives**

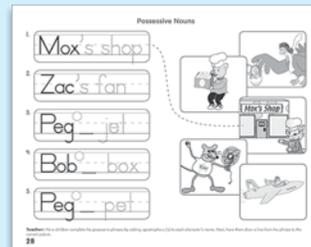
Indicate the Punctuation Anchor Chart. Review the use of the apostrophe to form possessives.

Say: **Let's hear how it sounds when we use apostrophes to show ownership. I'll start. This is (Miss Smith's) classroom.** Volunteers take turns to use their names and 's to form possessives.

Distribute *Reading & Writing Books* and the children turn to page 28. Complete the page together with the children.

Materials

- Reading & Writing Books* p. 28
- Punctuation Anchor Chart

**Language**

L.K.2 Demonstrate command of English conventions in capitalization, punctuation and spelling

1

Materials

- Classroom whiteboard, marker
- Starfall Dictionaries*
- Pencil

Introduce High Frequency Words: *of, were, work, works*

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Say: **Today we will learn four new high frequency words.**

Write *work* on the board. Say: **This word is *work*. Say, *work*. What do I add to *work* to make it *works*? You just learned two new high frequency words, *work* and *works*.**

On the board write *All of us work with Mox*. Volunteers circle the high frequency words *all, us, with,* and *work*.

Explain: **There is only one word left and that word is the new high frequency word *of*.** (Children repeat, *of*.) **Even though we hear /ov/, the word is spelled o-f.** Write *of* on the board, and the children read the sentence with you.

Next write *We were at work with Zac and Peg*.

Volunteers circle the high frequency words *We, with, and, work,* and *at*.

Explain: **There is only one word left and that word is the new high frequency word, *were*.** (Children repeat *were*.) Read the sentence with the children.

Write *work, works, of,* and *were* on the board. Say: **Let's be word detectives.** Write the following sentences on the board. Volunteers take turns circling the target high frequency word(s) in each of the sentences.

- I got out *of* the van.
- Zac *works* with Peg.
- We *were* helping Mox with the cupcakes.
- I can *work* with you to make muffins.
- All *of us were* at Mox's shop.
- One *of us* will have to go with Mox.
- Mox *works* with Peg, and Zac will *work* with Backpack Bear.



Formative Assessment

The children write *of, were, work,* and *works*, in their *Starfall Dictionaries*.

2

Write About Exercising with Mox

Say: **Yesterday we made a list of verbs. Let's review that list.** Review the list of verbs from Day 1.

Continue: **Let's surprise Mox. Pretend you invite Mox to your house to exercise. What exercise would you and Mox do?**

Materials

- Starfall Writing Journals
- List of verbs from Day 1
- Starfall Dictionaries
- Plush Mox the Fox
- Pencils, crayons

Writing

W.8 Write and draw for a variety of purposes and audiences

Language

L.K.1.B Use frequently occurring nouns and verbs



Formative Assessment

The children individually share their ideas. They use the list of verbs and kid writing to write about what they would do with Mox in their writing journals. Circulate and do adult writing.

As the children finish, they may read their writings to Mox.

Consider having ELL children illustrate the exercise they would do with Mox, then describe their illustrations to an assistant or volunteer who can assist them in forming and writing their sentences.

ELL

Computer

- *Short Vowel Pals*: "Mox Jogs"
- *Learn to Read*: Row 4, "Mox's Shop" and related games/movie
- *Backpack Bear's Books*: Concepts, "O- Machine"

Practice

Activity

The children use play dough to spell newly introduced high frequency words.

Materials

- High Frequency Word Cards:
work, works, of, were, give, gives, put, puts, your
- Play dough

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

RF.K.3.C Read common high frequency words by sight

**Reading:
Foundational Skills**

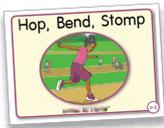
RF.K.3.C Read common high frequency words by sight

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

L.K.4.A Identify new meanings for familiar words and use them accurately (Ex. duck)

**Introduce Hop, Bend, Stomp**

Say: **Let's review some high frequency words.** Indicate the High Frequency Word Cards and review: *a, and, can, I, and on.*

Indicate the chart paper. Ask: **Why do you think the words are divided into three separate columns?** (vowel sounds)

Indicate the Vocabulary Card *lap* and a volunteer blends the word. The children repeat, *lap*.

Ask: **What is a lap?** Volunteers respond. Define *lap* as a complete circle around a track, as in running. *Lap* is a homonym; you can *run a lap*; *sit on someone's lap*, or a kitten can *lap* up milk.

Volunteers blend the words in the second column.

Indicate *jog* in the third column. Choose a volunteer to blend the word. Indicate the word *logs*.

- Cover the *s* at the end.
- Choose a volunteer to blend *log*.
- Uncover the *s*.
- The children blend the new word, *logs*.
- Indicate *rocks*.
- The children blend the /r/ and /o/ together, then pause.
- Recall that *ck* stands for one sound, /k/.
- The children blend /ro/ /k/, *rock*.
- They add /s/ to read, *rocks*.

Volunteers blend *drop, hop, and stomp* then read the words chorally.

Indicate *Hop, Bend, Stomp*. Relate the words in the title to the words on the chart. The children describe the cover illustration.

Indicate the boy in the wheelchair. Explain: **A person in a wheelchair cannot use his or her legs the same way most people do. People in wheelchairs often use the muscles in their arms to make the wheelchair move. It is just as important for people in wheelchairs to exercise as it is for those who are not in wheelchairs.**

Page through the book and discuss how each child is getting exercise, including the child in the wheelchair.

Distribute copies of *Hop, Bend, Stomp*. Read the book aloud as the children follow along. When you are finished reading, children make text-to-self connections by indicating whether they have ever experienced these activities.

Materials

- Hop, Bend, Stomp* for the teacher and each child
- High Frequency Word Cards: *a, and, can, I, on*
- Prepared chart paper
- Vocabulary Card: *lap*

**Formative Assessment**

Partner the children to read *Hop, Bend, Stomp*.

Magic Writing Moment**Write Sentences**

Say: **Today you will use the noun and verb next to your name to make up a sentence, just like Backpack Bear did yesterday.**

Remind the children how to use their names, nouns, and verbs to form sentences. Form several sentences together as examples.

Distribute writing paper and pencils. The children use the chart as a reference to write sentences using their names and assigned nouns and verbs. Explain: **Tomorrow you will finish your sentences and help each other edit them.**

Materials

- Chart paper from Day 2
- Writing paper
- Pencils

Writing

W.8 Write and draw for a variety of purposes and audiences

Language

L.K.1.B Use frequently occurring nouns and verbs

Phonics Warm-Up**High Frequency Words Review**

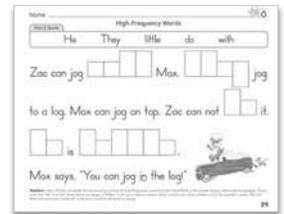
Distribute *Reading & Writing Books* and the children turn to page 29. Review the high frequency words in the Word Bank.

Read sentence one saying *blank* for the missing word. Together, choose the word that best fits this sentence. The children write the word in the configuration box.

Repeat for each sentence then read the completed story together.

Materials

- Reading & Writing Books*, p. 29
- Pencils

**Reading:****Foundational Skills**

RF.K.3.C Read common high frequency words by sight

1

Choral Reading: Hop, Bend, Stomp

Review the list of verbs from Day 1. Volunteers identify then dramatize each verb.

Explain: **As I read Hop, Bend, Stomp, we will perform each action in our places.** Read the story and pause for the children to demonstrate the verbs.

Ask:

- **What is the setting of this story?**
- **Who are the characters?**
- **What is this story about?**
- **How does this kind of exercise help your heart?**
- **What might happen if someone never exercises?**

Distribute *Hop, Bend, Stomp* to each child. The children read the book in unison, paying close attention to ending punctuation.

Materials

- Hop, Bend, Stomp* for the teacher and each child
- List of verbs from Day 1

Reading: Literature

RL.K.3 Identify characters, settings and major events

Reading:**Foundational Skills**

RF.K.4 Reads texts with understanding

Speaking & Listening

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language

L.K.2.B Recognize and name end punctuation



Formative Assessment

Divide the children into groups of four and instruct the groups to practice reading the story in unison. The groups take turns to read the story chorally to the class.

2

Introduce *Mox's Day*, Chapter 1

Say: **Guess what! Mox wrote a chapter book for us. He would like us to guess, or predict, what his book is about. He has some clues for us. Here is the first clue.**

Play *Sing Along* Volume 2 Track 25, "Mix a Pancake."

Ask: **What do you think Mox's book is about?**

The children make predictions.

Continue: **Here is the next clue.** Indicate the shopping bag of items. Volunteers take turns removing the items and identifying them. Ask: **Would any of you like to change your predictions now that you have another clue?** Volunteers refine their predictions.

Indicate *Mox's Day*. Explain: **We will only read chapter one today.**

Materials

- Sing-Along* Volume 2 Track 25, "Mix a Pancake"
- Apron, spoon, and cupcake liners (or a muffin tin) in a shopping bag
- Mox's Day* Chapter Books

Reading: Literature

RL.K.4 Ask and answer questions about unknown words

Literary Response & Analysis

LIT.RA.7b Use illustrations and context to make predictions about text



Step One Use visual text

Say: **Let's use the illustrations to check our predictions.** The children discuss whether the illustrations in chapter 1 support their predictions.

Ask: **How do these illustrations or visual text, help us know what *Mox's Day* is about?** Discuss.

Step Two Match visual text to words

Say: **Listen to the words that go with the illustrations. Give a "thumbs up" if you think the illustrations or visual text goes with the words.** Do this page-by-page.

Step Three Identify unknown words

Distribute *Mox's Day*. Say: **Sometimes stories have words we are not able to read yet. What strategy can we use to help us read those words? Yes, the illustrations can help us.**

Demonstrate by reading the text on page 3 and stopping before the word "cupcakes." Instruct the children to use the illustration for help to read the word.

Explain: **You will work with a partner to read chapter 1. When you come to a word you do not know, look at the illustration for help then write the word on the board.**

Partner the children to read chapter 1.



Formative Assessment

Review the words the children wrote on the board and discuss how the illustrations helped identify them.

Computer

Practice

- *Short Vowel Pals*, “Hop, Bend, Stomp”
- *ABCs*: review letter/sounds

Activity

The children blend CVC words to identify verbs. After completing the worksheet, they illustrate themselves performing one of the actions on the back of the paper.

Materials

- “Blend Practice 2” worksheet for each child
- Pencils, crayons

3

Introduce *One Fine Day*

Indicate *One Fine Day* and the children identify the animal on the cover. Read the title and indicate the Caldecott Medal. Explain: **This book won the Caldecott Medal in 1972 for its excellent illustrations. Only one children’s book can win each year.**

Review print concepts such as title, author, illustrator, and genre. (In this case, the author and illustrator are the same person.)

Say: **“One fine day” a red fox got plenty of exercise walking through the great forest. When he reached the other side, he was very thirsty. The red fox stole milk from an old farm woman then lost his tail when the old woman used her knife to cut it off. The red fox spent the rest of the day trying to earn his tail back. Do you think this is a true story? Why not?**

Prior to reading the book, instruct the children to raise their hands if they hear a word they do not understand and would make a good vocabulary word.

Read the book. As vocabulary words are volunteered, write them on Vocabulary Cards and pause briefly to discuss their meanings. Review the new vocabulary words and their meanings after you finish reading the book.



Formative Assessment

Discuss the following:

- **What is the problem in this story?**
- **What did the fox do that caused him to lose his tail?**
- **What might the old woman have done if the fox had asked politely for some milk to drink?**
- **Was the fox really sorry for what he did, or did he just want his tail back?**
- **Is there a moral to this folk tale? If so, what is it?**
- **If you get into trouble for doing something wrong at home or school, what can you do to make things right again?**

Reading: Foundational Skills

RF.K.3 Apply phonics/word analysis skills in decoding words

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Media Literacy

ML.10 Use technology resources to support learning

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

RL.K.6 Name the author and illustrator of a story and identify their roles

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Writing

W.8 Write and draw for a variety of purposes and audiences

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

Magic Writing Moment**Add Details to Sentences**

Distribute writing papers from Day 3 and allow time for the children to finish writing their sentences.

Say: **Backpack Bear wrote his sentence on writing paper. Let's help him add more detail.**

Copy Backpack Bear's sentence onto the board for the children to see. Demonstrate peer editing by helping Backpack Bear add detail to his sentence. For example, use carets (^) to add words to the sentence *Backpack Bear will hop over the lamp*, such as *Backpack Bear will hop over the yellow school bus*.

Explain: **You will work with a partner. Partner #1 will read his or her sentence and partner #2 will help add details to the sentence. Then you will switch and follow the same procedure for partner #2.**

Partner the children to peer edit. Circulate and assist as necessary.

Materials

- Chart paper from Days 2 and 3
- Backpack Bear's writing paper from Day 2
- Writing papers from Day 3
- Pencils

Partner ELL children with advanced peers who can assist them with their editing.

ELL**Phonological Awareness Warm-Up****Phoneme Segmentation and Blending**

The children sit in a circle. Place the deck of Picture Cards in the middle of the circle face down.

- Choose the top card from the deck making sure no one else can see it.
- Say the first sound of the pictured word.
- The class repeats the sound.
- Say the second sound and the class repeats that sound.
- Say the last sound.
- The class repeats the sound then blends the sounds to say the word.
- Show the card to the children.

Choose a volunteer to play "teacher" and continue as above.

Materials

- Picture Cards: *bag, bat, box, cot, fan, fox, ham, hat, jet, log, map, top, van, web, Zac*

Reading:**Foundational Skills**

RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme words

Listening & Speaking

LS.9d Understand and follow one and two-step directions

1

Sequence *One Fine Day*

Step One Determine first, next, last

Before reading *One Fine Day*, instruct the children to pay close attention to what happens first, next, and so on. Emphasize that when the fox asks for help from others, he must listen and remember everything in order so he can get his tail back. As you read, omit words and pause for the children to supply them.

Step Two Name people and places

After reading, tell the children you have cards that name all of the people and places in the story. Place the cards in random order down the left side of a pocket chart.

As you place each card, instruct the children to look at the letters and use strategies to read which person or place the card names. Discuss how our knowledge of letters and letter sounds helps us read words.

Step Three Order characters and settings

Choose volunteers to help order the characters and settings. Do not correct the volunteers if they order them incorrectly.

Materials

- Word Cards: *old woman, fox, cow, field, stream, fair maiden, peddler, hen, miller*
- One Fine Day*
- Pocket chart

Reading: Literature

RL.K.3 Identify characters, settings, and major events

Reading: Foundational Skills

RF.K.3 Apply phonics/word analysis skills in decoding words



Formative Assessment

Reread the story. The children listen for the order of appearance of the characters. As each character is mentioned, move that character's name to the right side of the pocket chart to form a column. In this way, the children will check whether their original order is correct. The final column from top to bottom should read: *fox, old woman, cow, field, stream, fair maiden, peddler, hen, miller*.

2

Reading:
Foundational Skills

RF.K.2.A Recognize and produce rhyming words

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

Introduce Word Families: -ock, -og

Indicate *Nursery Rhymes Big Book* page 17.

Recite “Hickory, Dickory, Dock” in unison. Indicate the rhyming words *dock* and *clock* and remind the children that these words belong to the -ock word family.

On the board write *Mox can jog*. The children read the sentence, and provide words that rhyme with *jog* (*dog, hog, log, frog*, and nonsense words). Clap for each sound heard in the words provided.

Explain: **These words rhyme because they all have the same middle and ending sounds. They all end with the letters o and g, that makes them members of the -og word family.**

Materials

- Reading & Writing Books, p. 30
- Picture Cards (*box, cot, dog, drop, fox, frog, hop, hot, log, lock, Mox, pop, pot, rock, shop, stop, top*)
- Nursery Rhymes Big Book, page 17
- Basket or bag
- Pocket chart



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 30. They identify *box, cot, dog, lock,* and *top* Picture Cards as you place them side-by-side in the top row of a pocket chart. Place the remaining Picture Cards in a basket.

Volunteers take turns to draw cards and classify them by word family. Once completed, your pocket chart should look something like the images pictured. The children determine which word family has the most members and which has the least.



Reading:
Foundational Skills

RF.K.1 Understand basic features and organization of print

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

RF.K.3.C Read common high frequency words by sight

Media Literacy

ML.10 Use technology resources to support learning

Computer

- *Learn to Read*: Rows 1-4
- *Short Vowel Pals*: “Mox Jogs” and “Hop, Bend, Stomp”

Practice

Activity

The children use the two sets of High Frequency Word Cards to play “Concentration.”

Materials

- Two of each High Frequency Word Cards needing review
- Pocket chart

3

Short and Long Vowels

Say: **Today let's talk about vowels that have short sounds and long sounds.**

Write *Mox* on the board. Say: **Listen to this word, *Mox*. Use your invisible rubber band to pull those sounds apart, /m/, /o/, /x/. The "o" in *Mox* is short. Let's make a smiley face over the o.** (Do this.)

Distribute two index cards to each child. Instruct the children to draw a large "smiley face" on one of the index cards.

Write *bake* on the board. Say: **Listen to this word *bake*. Do you hear short-a in *bake*? No, you hear the long sound /ā/ in *bake*. A says its name.** Make a straight line over *a* in *bake*. Explain that a straight line over the vowel tells us the vowel is long, or says its own name.

Instruct the children to draw a long straight line on their second index card.



Formative Assessment

Explain: **Now we are ready to play a listening game. If you hear the short-a sound in a word I say, hold up your smiley face.** (Demonstrate) **If you hear the long vowel or the name of the vowel, hold up your straight line.** (Demonstrate)

Over exaggerate the vowel sound in each of the following words. Pause after each word for the children to respond. Discuss the correct response before going on to the next word.

hot	cap	wake	hop	hope	eggs	dots
open	take	win	box	wave	plan	eat

Materials

- Two index cards for each child
- Crayons

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Writing

W.8b Produce, illustrate, and share writing

Magic Writing Moment

Illustrate Sentences

The children illustrate their sentences then share their illustrations and sentences with others who finish.

Materials

- Writing papers from Day 4
- Crayons

Phonological Awareness Warm-Up

Identify/Discriminate Words with Initial/Final /sh/

Turn off the lights and instruct a volunteer to shine a flashlight on the *sh* Sound-Spelling Wall Card on your classroom Alphabet Chart. Say: **The spotlight is on /sh/.** The children say, /sh/.

Indicate page 59 of the *ABC Rhyme Book* and read *Sh Shell*, then the children repeat the rhyme with you emphasizing /sh/.

Say: **If a word I say begins with /sh/, face the front of the classroom. If the word ends with /sh/ face the back of the classroom.**

Read the following words, pausing after each to allow time for the children to respond. Discuss the correct response before going on to the next word.

bush	show	cash	fresh	sheet
flash	hush	share	slosh	shut
squish	leash	shy	trash	push

Materials

- ABC Rhyme Book*
- Flashlight

Sh Shell

Hold a seashell to your ear.

Shh...

Is that the ocean you hear?

Reading: Foundational Skills

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)



1

Mox's Day, Chapter 2

Reread Chapter 1 (*Wake up, Mox*) of *Mox's Day*. Ask:

Now that the cupcakes are ready what do you think will happen? (Discuss) **There's one way to find out!**

Divide the children into groups of three with a strong reader in each group, and distribute copies of *Mox's Day* to each group.

Say: **Raise your hand if you come to a word you cannot read.** Allow the children to spread out throughout the classroom to read chapter 2 together. Assist them as necessary.

At your signal the children gather back together in a group. Ask: **Who can tell us what happened in the second chapter of Mox's book?** Volunteers respond and the children discuss the chapter.



Formative Assessment

Say: **Let's dramatize the first two chapters of Mox's book. First we need the characters.** The children identify the characters introduced in the story so far. (Mox, Zac, Bob, Zac's Dad, Peg) Assign volunteers to play these characters.

Ask: **Does the story take place in one setting or place, or more than one? Right, it takes place in two different settings, Mox's house and Mox's shop.**

Designate areas in the classroom for the different settings and place the characters. Mox is in bed, Zac and Bob are in the shop, Zac's dad and Peg are off to the side, outside the shop.

The children act out the story as you read the first two chapters. If time allows, choose new characters and repeat.

Explain: **You will have to wait until next week to find out how the story ends.**

Materials

- Mox's Day* for the teacher and each group

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Literary Response & Analysis

LIT.RA.7a Create or present poetry, drama, art, or personal response to text or theme

Reading: Literature

RL.K.3 Identify characters, settings and major events

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

"Color by Word"

2

The children complete the "Color by Word" worksheet.

Materials

- Pencils, crayons
- Week 23 "Color by Word" worksheet for each child

Read-Form-Write

3

The children take turns to draw cards from a deck of selected High Frequency Word Cards. They read the words, form them using magnetic letters or play dough, and write them in a column on writing paper.

Materials

- Pencils
- Writing paper
- High Frequency Word Cards
- Magnetic letters or play dough

"Starfall Speedway"

4

The children read the short-a and short-o CVC Word Cards to advance on the Starfall Speedway.

Materials

- "Starfall Speedway"
- Short-a and short-o CVC Word Cards

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Kindergarten Book Club

Backpack Bear, Zac, Mox, and Peg sit among their classmates as you display the four books read this week, *Mox's Shop*, *Mox Jogs*, *One Fine Day*, and *Hop, Bend, Stomp*.

Note: Do not include *Mox's Day*, since the children have not finished reading the story.

Indicate each book individually, and volunteers summarize each story. The volunteers may then ask the class questions about the story.



Formative Assessment

Ask: **Which stories helped us learn about exercise? Which story taught us the importance of making good choices?** Volunteers discuss the answers to these questions. The children vote on their favorite story of the week.

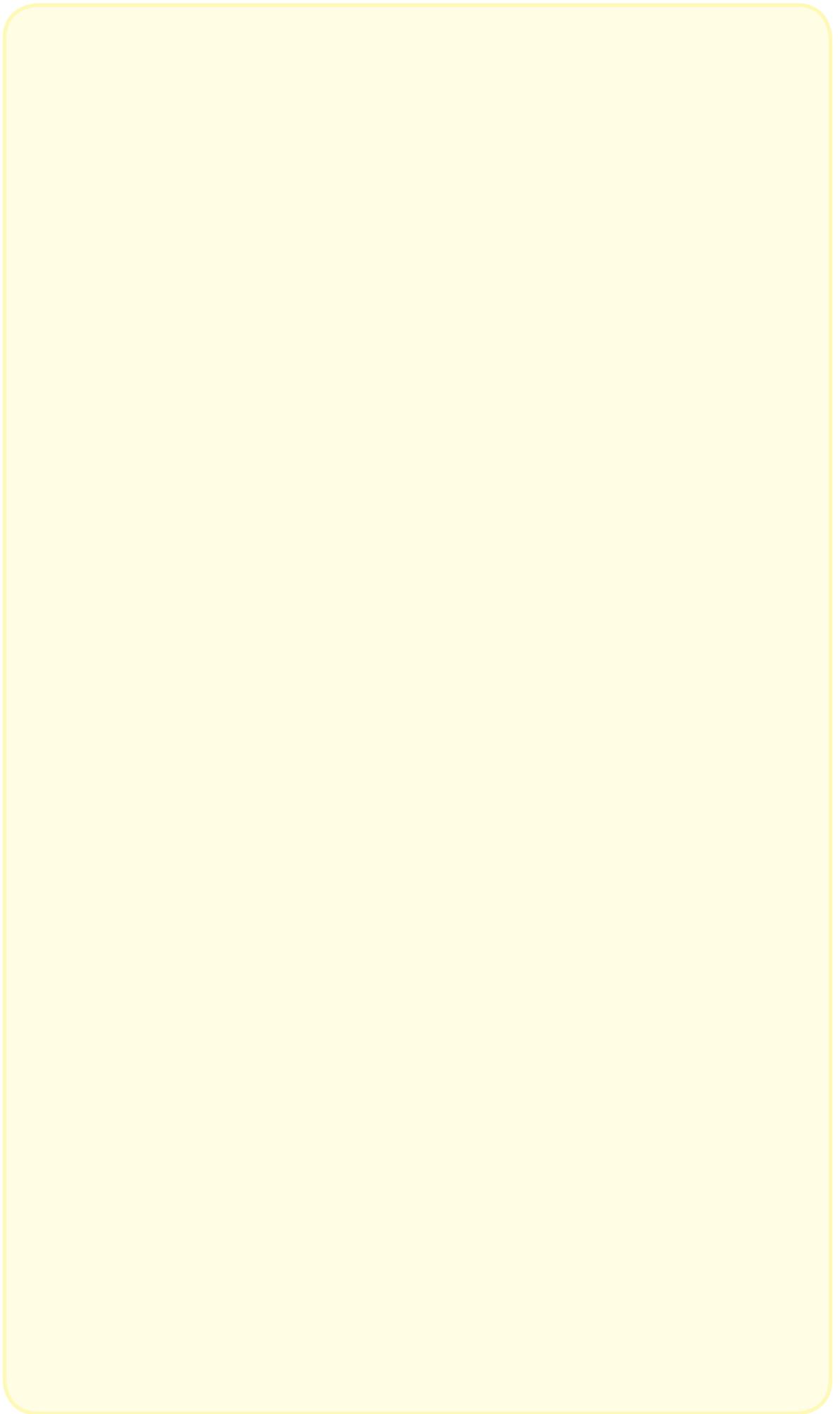
Materials

- Mox's Shop*, *Mox Jogs*, and *Hop, Bend, Stomp*
- Plush Backpack Bear, Mox, Peg, and Zac
- One Fine Day*

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

RL.K.2 Retell familiar stories



Week 24 Overview

The Five Senses

This week the children will learn about the five senses, and discover how their senses help them understand the world around them. They will also learn about popcorn through literature and personal experience, and use sensory words to describe popcorn in a factual writing. This week we will:

- meet Helen Keller.
- discover sensory words.
- review quotation marks.

Recommended Literature

The Popcorn Book — Tomie dePaola (pronounced “Tommy da-POW-la”) is an author and illustrator who loves dogs. Once he had four Welsh terriers named Morgie, Moffie, Madison, and Markus. The dogs followed him all day long, hoping to get something very special, a crunchy carrot treat.

Tomie dePaola likes dogs so much he wrote several books about the Barker Twins. He named them “Barker” because the books are actually based on Morgie, Moffie, Madison, and Markus, who like to bark and bark.

Now he has a new Airedale named Brontë. When he’s not writing and drawing, Tomie likes to garden, cook, and watch movies. His favorite food is popcorn. Did you know his favorite color is white? I wonder why. Do you know?

Starfall Books & Other Media

Pop! Pop! Pop!

Mox’s Shop

ABC Rhyme Book

Star Writer Melodies

How I Know My World: A book about the senses by Brandi Chase

The Little Red Hen and other Folk Tales: “Chicken Little”

Helen Keller Historical Figures Posters

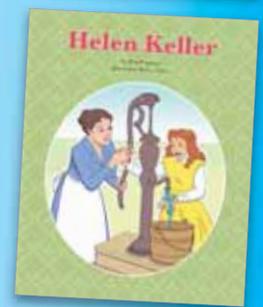
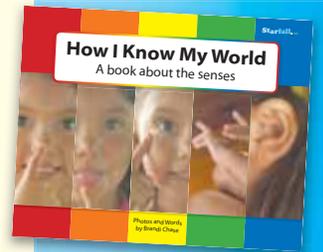
Sing-Along Volume 1

Reading & Writing Books

Starfall Dictionaries

Helen Keller by Pam Ferguson

Mox’s Day Chapter Books



Preparation

Generate Vocabulary Cards for Week 24. You will use *senses* and *kernel* on Day 1, *archaeologist*, *method*, *colonist*, *blizzard* on Day 2, and *examine*, *hull*, and *boil* on Day 4.

Day One

Prepare a sheet of chart paper by creating two columns labeled Nouns and Adjectives. You will also need a copy of *Mox's Shop* and *Mox's Day* for display.

For Session 2, you will need a large marshmallow for each child, hand sanitizer, a blank sheet of chart paper, and a marker.

Prior to Session 3, place unpopped popcorn kernels in a lunch-sized brown paper bag and staple the bag closed. Also, write one of each of the story words (*adds, and, gets, has, helps, hot, it, job, Mox, pop, pot, set, the, to*) on a scrap of white paper.

Day Two

You will need the list of adjectives from Day 1 and a sheet of blank chart paper.

For Session 2 you will use the list of adjectives from Day 1 and 2 sheets of chart paper for each group.

Day Three

You will use the chart paper list of nouns and adjectives from Day 2 and a sheet of chart paper labeled *Mox's Menu* for today's Magic Writing Moment.

For Session 3 you will need two of each High Frequency Word Card: *that, they, there, this, than, them, and then*.

Day Four

Remember to remove Mox from your classroom prior to today's lessons.

You will use *Mox's Menu* for today's Magic Writing Moment. You will also need to generate a sheet of journal writing paper with lines and a blank space for an illustration (as in earlier weeks) for each child.

For today's Session 1, you will need a bed sheet, an air popcorn popper, and a bag of popcorn kernels. If an air popcorn popper is not available, use a microwave to pop the popcorn in advance.

Prepare a note from Mox as pictured.

For Session 3, you will need a banana and a blindfold.

Optional: Consider having popcorn as a snack today.



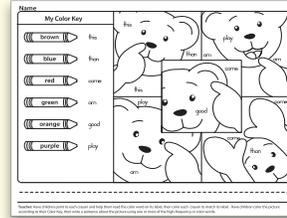
Dear Children,
I had to go to the
bakery to check on
things. I hope to be
back soon!
Love,
Mox

Day Five

The children will complete their individual writings and illustrations from Day 4.

Generate a Week 24 "Color by Word" worksheet for each child.

Have several sample birthday cards and chart paper available for Session 1.



Day 1

Last night, I smelled the fire of a family roasting marshmallows. Do you like the smell of roasting marshmallows?

Love,

Backpack Bear 

Day 2

Peg, Mox, Bob, Zac and I had a fun popcorn party last night! Have you ever watched popcorn pop?

Love,

Backpack Bear 

Day 3

I read your sentences to friends last night. They have never seen a marshmallow. Now, they want to try one!

Love,

Backpack Bear 

Day 4

Zac and I played with Superhero h last night. We thought of as many words as we could that use th, ch, and sh!

Love,

Backpack Bear 

Day 5

It was fun learning about the senses. My family uses senses to find food. How do you use your senses?

Love,

Backpack Bear 



DAY One

DAY Two

	DAY One	DAY Two
Magic Writing Moment	List nouns	Use adjectives to describe nouns
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	Long-O <i>Pop! Pop! Pop!</i> Sensory words (adjectives) Comprehension Skill: Author's Intention Comprehension Strategies: Make Connections Predict/Verify	R&W p. 31 Discriminate initial/medial /o/ Blending Introduce caret editing symbol Comprehension Strategies: Predict/Verify Ask Questions Adjectives
Computer	<i>Learn to Read:</i> Row 9, All Activities <i>Talking Library:</i> Nonfiction, "How I Know My World"	<i>Short Vowel Pals:</i> "Pop! Pop! Pop!" <i>Learn to Read:</i> Row 11, All Activities
Activity	Play dough or magnetic letters: Medial Short-O Words	"Starfall Speedway" HF Words
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>How I Know My World:</i> A book about the senses <i>The Little Red Hen and other Folk Tales:</i> "Chicken Little" "Head, Shoulders, Knees, and Toes" Vocabulary: senses, kernel	<i>The Popcorn Book</i> Vocabulary: archaeologist, method, colonist, blizzard "Oo Ostrich"
Writing	Group write sensory words about marshmallows	Shared writing story about a marshmallow
Social Studies		Understand how people lived in earlier times and how their lives would be different today
Science	Observe common objects by using the five senses	



DAY Three

DAY Four

DAY Five

<p>Create Mox's Menu (nouns and adjectives)</p>	<p>Complete sentences using Mox's Menu</p>	<p>Add detail to expand sentences</p>
<p>R&W p. 32</p> <p>Phoneme substitution</p> <p><i>Pop! Pop! Pop!</i></p> <p>HF Words: than, them, then</p> <p>Review quotation marks</p> <p>Introduce <i>Mox's Day</i>, Chapter 3</p> <p>Comprehension Skill: Make text-to-self connections</p> <p>Comprehension Strategy: Share personal experiences</p>	<p>R&W p. 34</p> <p>Initial and final digraphs /sh/, /th/, /ch/</p> <p>Comprehension Skill: Cause/Effect</p> <p>Comprehension Strategies: Summarize Predict/Verify Open Discussion</p>	<p>R&W p. 36</p> <p>Rhyming Pairs</p>
<p><i>I'm Reading:</i> Folk Tales, "Chicken Little"</p> <p><i>BpB's Books:</i> Concepts, "O-Machine," "E-Machine"</p>	<p><i>Learn to Read:</i> Rows 9 and 11</p> <p><i>Short Vowel Pals:</i> "Pop! Pop! Pop!"</p> <p><i>Talking Library:</i> Nonfiction, "How I Know My World"</p>	<p>R&W p. 37</p>
<p>R&W, p. 33</p>	<p>R&W, p. 35</p>	<p>Illustrate Mox's Birthday Card</p>
<p>Introduce graphing</p> <p>Partner read <i>Mox's Day</i>, Chapter 3</p>	<p><i>The Popcorn Book</i></p> <p>Helen Keller Historical Figures Poster</p> <p>Vocabulary: examine, hull, boil</p> <p>Read <i>Mox's Day</i> in groups</p> <p><i>Helen Keller</i> by Pam Ferguson</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p>Review high frequency words</p> <p><i>We Can Help</i></p> <p>R&W, p.38</p>
	<p>Write a letter to Mox using sensory words (adjectives) and factual information about popcorn</p>	<p>Write a group birthday card for Mox</p> <p>Illustrate favorite part of a story</p>
	<p>Know triumphs in American legends, historical accounts</p>	

1

2

3

4

5

6

Language

L.K.1B Use frequently occurring nouns and verbs

Magic Writing Moment**List Nouns**

Indicate Mox's books. Say: **Mox loves to bake. Let's make a list of things Mox could bake in his shop. I will list them on this chart paper in the column labeled nouns.** Indicate the chart paper. **Why do they belong here? Yes, they belong here because nouns are the names of things.**

List the items the children name under the "Nouns" heading. Say: **We made a list of things Mox could bake. Remember, we call words that name things, nouns. Say, nouns.**

Explain: **Tomorrow we will describe the things Mox will bake and create another list on the other side of the chart paper.**

Materials

- Prepared chart paper labeled "Nouns" and "Adjectives"
- Mox's Shop* and *Mox's Day*
- Plush Mox the Fox

Save the chart paper for use on Day 2.

Phonics Warm-Up**Long Vowel O**

Gather the children around a classroom computer navigated to *Learn to Read*, Row 9. Explore Row 9 "Play-Nose" and "Robot and Mr. Mole." Demonstrate the Long-o activity. The children will revisit this activity during Computer Time.

Materials

- Classroom computer navigated to *Learn to Read*

If you have an interactive board, the children may take turns to navigate through the activities.

Reading:**Foundational Skills**

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

1

Introduce *How I Know My World: A book about the senses*

Play *Sing-Along* Volume 1, Track 12 and the children sing, “Head, Shoulders, Knees and Toes.” Volunteers identify and discuss the body parts mentioned in the song.

Draw a stick figure on the board *without* eyes, ears, mouth, nose, hands, or feet. Backpack Bear whispers, “Something is missing from your drawing!” As children identify the missing parts, add them to the stick figure.

Explain: **Each of these body parts is a tool for one of our senses. Our senses make us aware of what is around us. We have five senses, seeing, hearing, smelling, tasting, and feeling. Let’s see if we can match our senses with our body parts.** (Point to each body part as you name it.)

- **We use our eyes to ____.** (see)
- **We use our ears to ____.** (hear)
- **We use our tongues to ____.** (taste)
- **We use our noses to ____.** (smell)
- **We use our hands to ____.** (feel)

Explain: **Your hands and feet are covered with skin. In fact, your entire body is covered with skin! When you touch something, it is your skin that gives you information about what you are feeling. Your skin tells you what is hot, cold, or wet.**

Indicate *How I Know My World: A book about the senses* and say: **Here is a book about our senses. Let’s read it to learn more about them.** As you read the text, discuss each photograph and children identify additional examples for using each sense.

Ask: **Why do you think the author wrote this story?** (to teach about the senses) **Is this book fiction or nonfiction? Why? How did the author organize or decide what to write on each page?** (The pages are organized by senses.)

Read Backpack Bear’s message and ask: **Which of the five senses did Backpack Bear use?**



Formative Assessment

Navigate a classroom computer to *The Talking Library*: Nonfiction, “How I Know My World.” The children indicate the senses on each page by touching their noses, eyes, and so on during the reading.

Materials

- Sing-Along* Volume 1 Track 12, “Heads, Shoulders, Knees and Toes”
- How I Know My World: A book about the senses* by Brandi Chase
- Vocabulary Card: *senses*
- Classroom computer navigated to *The Talking Library*
- Backpack Bear

Reading: Literature

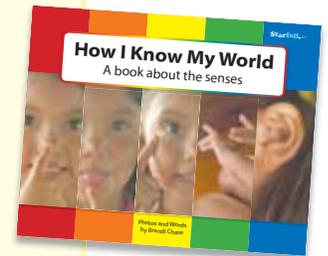
RL.K.7 Describe the relationship between illustrations and text

Reading: Foundational Skills

RF.K.1 Understand basic features and organization of print

Science

SC.IE.1f Use five senses to observe the natural world



As the children are pointing to body parts, it would be helpful for ELL children to repeat the names of the body parts in their native languages.

ELL

Language

L.K.5.B Understand frequently occurring verbs and adjectives

Science

SC.IE.1f Use five senses to observe the natural world

Prewriting: Introduce Sensory Words

Indicate and recall the story of “Chicken Little.” Ask: **How did Foxy Loxy help the characters use their senses to prove whether or not the sky was falling?**

Indicate the bag of marshmallows. Explain: **We use words to describe things around us. What color is a marshmallow? I might say, look at the white marshmallow. White is a word that describes the marshmallow. We used our sense of sight to describe the marshmallow. Words that describe something by using our senses are called sensory words.** Children repeat, *sensory words*.

Indicate *How I Know My World*, page 22. As the children identify the senses, write them in a column on chart paper, leaving several lines between each sense. Review the senses. Say: **Let’s examine a marshmallow and write other sensory words to describe it.**

Distribute hand sanitizer and the children sanitize their hands. Distribute a marshmallow to each child and say: **You can’t eat the marshmallow yet. When do you think you can eat it? Right, you can eat it when we talk about the sense of taste.**

Materials

- The Little Red Hen and other Folk Tales: “Chicken Little”*
- Blank chart paper, markers
- A large marshmallow for each child
- How I Know My World: A book about the senses*
- Hand sanitizer



Formative Assessment

Partner the children and instruct them to examine the marshmallows using their sense of sight. The children generate words that describe how a marshmallow looks, and you list the words on the chart paper next to “see.”

Repeat for each sense. Allow the children to eat the marshmallows prior to discussing “taste.”

Review the list of generated words. Say: **Sensory words are called adjectives.** Children repeat, *adjectives*. **Adjectives are words that describe things.**

For Group 2, place an asterisk (*) next to repeated responses and add responses unique to the group.

Check for food allergies before distributing marshmallows.

**Observe
& Modify**

Save the chart paper for use on Day 2.

Computer

Practice

- *Learn to Read*: Row 9, All Activities
- *Talking Library*: Nonfiction, "How I Know My World"

Activity

The children use magnetic letters or play dough to form the short-o words associated with the Picture Cards.

Materials

- Magnetic letters or play dough
- Medial short-o Picture Cards

3

Introduce *Pop! Pop! Pop!*

Indicate the paper bag of popcorn kernels. Ask:
What do you think might be in this bag? Can you tell what is inside by using your sense of sight? Why not? You will need to use your other senses to discover what's in the bag.

Pass the bag around.

- Instruct the first several children to shake the bag, and use their sense of hearing to predict what is inside.
- Instruct the next several children to feel through the closed bag, then make their predictions based on their sense of touch.
- Instruct the remaining children to smell the bag then make their predictions based on their sense of smell.

Say: **Here's a clue. The things in this bag grow on a cob. You have to heat them before they can be eaten.** Accept all guesses, but do not tell the children if their answers are correct.

Open the bag and pass it around for all the children to see. The children use their sense of sight to confirm their prediction, popcorn.

Explain: **Popcorn is a grain. Each grain of corn is called a kernel.** Children repeat, *kernel*.

Indicate *Pop! Pop! Pop!* The children predict what the story is about by looking at the cover. Read the story, then discuss it, relating your discussion to the senses.

Materials

- Paper bag of popcorn kernels
- Prepared story word paper scraps
- Vocabulary Card: *kernel*
- Pop! Pop! Pop!*

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1 Understand basic features and organization of print

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Literary Response & Analysis

LIT.RA.7b Make predictions based on illustrations and context

Science

SC.IE.1f Use five senses to observe the natural world





Formative Assessment

Play “Pop, Pop, Pop:”

- Hold up each scrap of paper.
- The children read each word as it is shown.
- Crumple the papers to make “popcorn words.”
- Select 3 or 4 children to come forward; give each of them a “popcorn word.”
- Teach the chant *Pop, pop, pop—up they go. Where they’ll fall—we don’t know!*
- The children holding “popcorn words” toss them in the air.
- Volunteers pick up “popcorn words,” open them, and identify the words.
- Repeat with the remaining words. If needed, crumple previous papers so all of the children get a turn.

Magic Writing Moment**Use Adjectives to Describe Nouns**

Say: **Yesterday we learned about words that describe things. Who remembers what they are called? Yes, words that describe things are called *adjectives*.**

Say, *adjectives*. (The children say, *adjectives*.) **What do we call words that name things? Right, they are called nouns. Say, *nouns*.**

(The children say, *nouns*.)

Continue: **Today we will use adjectives to describe the things Mox likes to bake.** Indicate the chart paper list from Day 1 and review the nouns.

Say: **Let's think of words that describe these nouns, or things Mox likes to bake. I can think of some. How about using the adjectives *sweet* and *delicious* to describe the noun *cake*?**

Partner the children. Each pair chooses one bakery item from the list of nouns, then they think of words that describe it. Volunteers share their adjectives with the class and you write them in the adjectives column. Repeat as time allows.

Materials

- Chart paper from Day 1
- Plush Mox the Fox
- Marker

Language

L.K.5.B Understand frequently occurring verbs and adjectives

L.K.1B Use frequently occurring nouns and verbs

Save the chart paper for use on Day 3.

Phonological Awareness Warm-Up**Identify and Discriminate Initial and Medial /o/**

Indicate page 33 of the *ABC Rhyme Book* and read the "Oo Ostrich" rhyme.

Say: **Say *ostrich*. What o sound did you hear in *ostrich*, short-o or long-o? Yes, *ostrich* begins with the sound of short-o.**

Continue: **If you hear the short-o sound at the beginning of a word I say, jump up. If you don't hear short-o do nothing. Ready?** Say the following words pausing after each to allow the children time to respond.

Oo Ostrich

*Olive Ostrich went out one day
Stuck her head in the sand
And stayed that way!*

odd	April	ox	Oscar	egg
green	car	on	pumpkin	offer

Say: **This time if you hear the short-o sound in the middle of the words I say put your hands on your head. If you don't hear short-o do nothing.**

Say the following words pausing after each to allow the children time to respond.

box	three	sock	pan	pig
top	let	log	pet	shop

Materials

- ABC Rhyme Book*

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

1

Blending Practice

Say: **Today we will practice blending sounds to form words.** Review how to do this by practicing several examples together. (Example: /d/ /o/ /g/ = dog; /s/ /a/ /t/ = sat)

ELA

RF.K.3 Apply phonics/word analysis skills in decoding words

RF.K.3A Demonstrate one-to-one letter-sound correspondence



Formative Assessment

Continue: **Now you are ready to try this on your own.** Distribute *Reading & Writing Books* and the children turn to page 31. They blend sounds to write words, then complete the sentences.

Materials

- Reading & Writing Books*, p. 31
- Pencils, crayons



2

Shared Writing About Marshmallows

Indicate the list of sensory words from Day 1. Say: **Let's review the adjectives we listed to describe marshmallows. Who remembers what an adjective is? Right, an adjective is a word that describes a noun.**

Review the list.

Continue: **Let's use sensory words (adjectives) to write about a marshmallow. We can begin by writing a topic or beginning sentence.**

Write *This is a marshmallow* on chart paper. Read the sentence and the children repeat it.

Ask: **If we didn't know what a marshmallow is, would this sentence help? No, it doesn't describe or tell us much about a marshmallow. How can we write about a marshmallow and describe it better for someone who has never seen one?**

- A volunteer chooses a sensory word (adjective) from the list that could be used to describe the marshmallow.
- Demonstrate and explain a new editing symbol, the "caret" (^).
- Use a marker to form a "caret" and insert the adjective before the word *marshmallow*.
- Read the edited sentence together.

Materials

- List of sensory words (adjectives) from Day 1
- Two sheets of chart paper for each group
- Marker

ELA

L.K.5.B Understand frequently occurring verbs and adjectives

L.K.1.F Produce and expand sentences

W.8a Create a group draft scripted by the teacher

A volunteer forms another sentence describing the marshmallow.

- Write the sentence on chart paper.
- Children suggest other words from the list of sensory words (adjectives) that could be used to describe a marshmallow.
- Insert the words using the “caret” editing symbol.

Review the list of sensory words (adjectives) as necessary.



Formative Assessment

Indicate the second sheet of chart paper.

Say: **Now let’s edit our sentences by rewriting them so they will be easier to read. This is called a “clean copy” or a final draft.** The children offer their thoughts as you rewrite the sentences.

As sentences are offered, have ELL children repeat them and check their understanding.

ELL

Computer

- *Short Vowel Pals*: “Pop! Pop! Pop!”
- *Learn to Read*: Row 11, “Soap Boat” - all activities

Practice

Activity

The children read the high frequency words to advance on the Starfall Speedway.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | High Frequency Word Cards
needing review |
| <input type="checkbox"/> | “Starfall Speedway” |

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

RF.K.3.C Read common high frequency words by sight

Vocabulary

VOC.3a Listen to and discuss familiar and conceptually challenging text

Literary Response & Analysis

LIT.RA.7c Make inferences based on titles

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

Introduce *The Popcorn Book*

Recall Backpack Bear's message and enlist the children's help to retell *Pop! Pop! Pop!*

Indicate *The Popcorn Book* by Tomie dePaola and say:

Here is another book about popcorn. The title is *The Popcorn Book* and it was written by Tomie dePaola.

Look at the cover. Would you predict this book is similar to *Pop! Pop! Pop!* or that it is about a popcorn party? Volunteers share predictions.

Page through sections of *The Popcorn Book* and indicate the speech bubbles throughout.

Explain: **As the characters in this story are making popcorn, one is reading about how popcorn came to be. I wonder if he learns why popcorn pops, or who discovered popcorn. I wonder why some people store unpopped popcorn in the refrigerator. What do you wonder?** Volunteers share their thoughts.

Before reading the story, review the vocabulary word *kernel*, and introduce:

archaeologist	a person who studies things that show how people lived long ago
method	a way of doing something (There can be different methods for doing the same thing. For example, you can pop popcorn in a microwave, on a stove, or over a campfire.)
colonist	a name given to the first settlers who came to America
blizzard	a storm with a lot of snow and wind

Materials
 Pop! Pop! Pop!
 The Popcorn Book by

Tomie dePaola

 Vocabulary Cards:

archaeologist, method,
colonist, blizzard
**Formative Assessment**

After reading the story, discuss:

- **How do archaeologists learn about people who lived long ago?**
- **How did Native Americans pop popcorn?**
- **What was another method of popping popcorn mentioned in the story?**
- **Why did the author call the flying popcorn a blizzard?**
- **Why was there another popcorn blizzard at the end of the story?**

Magic Writing Moment

Create Mox's Menu

Ask: **Who knows what a menu is?** Volunteers respond. **A menu tells what people can buy or order in a shop or restaurant. Let's create a menu for Mox's shop.**

Indicate the chart paper from Day 2 and continue: **We can use this list for ideas. Mox has a suggestion for the first item on the menu.** Mox whispers sweet, delicious cake.

Indicate the chart paper labeled "Mox's Menu," and write *sweet, delicious cake*.

Say: **Let's partner to think of other items we can add to Mox's Menu.** The children partner to discuss items to add to the menu using adjectives and nouns from the chart paper.

Write the children's responses on Mox's Menu.

Materials

- Chart paper from Day 2
- Chart paper labeled "Mox's Menu"
- Plush Mox the Fox
- Markers

Language

L.K.5.B Understand frequently occurring verbs and adjectives

L.K.1.B Use frequently occurring nouns and verbs

Save Mox's Menu for use on Day 4.

Phonics Warm-Up

Phoneme Substitution

Materials

- Individual whiteboards, markers

Step One Initial sound substitution in two-letter words

- Children write *in* on their whiteboards then read the word.
- They erase *i* and replace it with *o*.
- Read the new word, *on*.
- Repeat for *a*, resulting in *an*.

Step Two Final sound substitution in two-letter words

- Children write *it*, then read the word.
- Repeat as above, changing the ending sound to form *in*, *if*, and *is*.

Step Three Medial sound substitution in three-letter words

- Children write *pat* then read the word.
- Repeat as above, changing the medial sound to make *pot*, *pit*, and *pet*.

Step Four Final sound substitution in three-letter words

- Children write *man* then read the word.
- Repeat as above, changing the final sound to make *map*, *mat*, and *mad*.

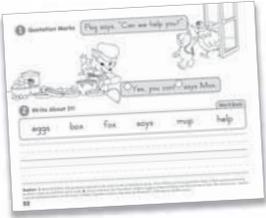
Reading: Foundational Skills

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

1

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

**Shared Writing**

Distribute *Reading & Writing Books* and the children turn to page 32. They read the first sentence, *Peg says, "Can we help you?"* Indicate the quotation marks and ask:

- **Who is the speaker in this sentence? How do we know?**
- **To whom is the speaker talking?**
- **What do we call the marks that show the exact words someone is saying? Right, we call them quotation marks.**

The children use pencils to circle the quotation marks. Indicate the picture of Mox cooking. Read, "*Yes, you can!*" says Mox. Ask: **What tells us that Mox is speaking?** (quotation marks) **What marks are missing in this sentence?**

The children place the quotation marks in the bubbles.

Continue: **Look at the words in the Word Bank. Let's read these words together.** (Children read the words.) **Who can think of a sentence that tells one way we might help Mox? Use some of the words from the Word Bank.**

**Formative Assessment**

Write the sentences on the board as the children respond. The class then chooses one of the sentences. Erase the others and instruct the children to copy the chosen sentence. They then illustrate it including themselves in the illustration.

2

Mox's Day, Chapter 3

Say: **Today we will read chapter 3 of *Mox's Day*, but first let's review chapters 1 and 2.** The children retell chapters one and two in their own words.

Say: **Chapters 1 and 2 tell us about Mox's day. Everyone is leaving to go home. What do you think will happen next for Mox? Why do you think that?**

Volunteers respond.

Continue: **The next chapter is called "A Surprise." What do you think the surprise is?**

Read "A Surprise" and the children share their own birthday experiences.

Say: **Let's look at some of the words the author used in this chapter.** Write and discuss the words *done*, *open*, *thank*, and *didn't*.

Distribute *Mox's Day* and partner the children to read chapter 3.

Materials

- Reading & Writing Books*, p. 32
- Pencils, crayons

Materials

- Mox's Day* for each child
- Whiteboard, markers

Literary Response & Analysis

LIT.RA.7d Make text to self connections

Reading: Foundational Skills

RF.K.4 Read texts with understanding

Language

L.K.5.C Identify real-life connections between words and their use

Reading: Literature

RL.K.2 Retell familiar stories



Formative Assessment

The children read chapter 3 together as a group.

If possible have a volunteer or assistant listen to ELL children read chapter 3 aloud.

ELL

Computer

- *I'm Reading: Folk Tales, "Chicken Little"*
- *Backpack Bear's Books: Concepts, "Short-O Machine" and "Short-E Machine"*

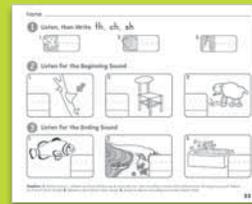
Practice

Activity

Distribute *Reading & Writing Books* and the children turn to page 33. They complete the page by writing the digraphs represented by the pictures then coloring the page.

Materials

- Reading & Writing Books*, p. 33
- Pencils, crayons



Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page-by-page

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

3

Introduce High Frequency Words: *than, them, then*

Say: **Let's play "Mystery Word."** Place the High Frequency Word Cards face down in a pocket chart to play "Concentration."

Say: **We have three new mystery high frequency words in our game. When we find the mystery words, we'll let Backpack Bear hold them for us.** The children play "Concentration."

Ask: **What did you observe about all of the words?** (They all begin with /th/.) **Since all these words begin with the same sound, it's important to look closely at the whole word to read it correctly.**

Distribute *Starfall Dictionaries*. Write *this* on the board, and say the word.

Materials

- Individual whiteboards, markers
- Two each of High Frequency Word Card: *that, they, there, this, than, them, then*
- Classroom whiteboard, red marker
- Starfall Dictionaries*
- Backpack Bear
- Pocket chart
- Pencils

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Explain: **We learned the high frequency word, *this*. Find the word *this* in your dictionary. The word *this* points something out. Listen. *This* is a pencil. I like *this* picture. Who can think of other sentences using the word *this*?**

The children generate sentences using the word *this*. Volunteers circle /th/ with a red marker.

Write *than* on the board, and say the word. Explain: **When we use the word *than* we are comparing two things. Listen, the pencil is longer *than* a crayon. I have a towel that is bigger *than* yours. Who can compare two things using the word *than* in your sentence?**

The children generate sentences using the word *than* and volunteers circle /th/ with a red marker.

Write *them* and *then* on the board. Say: **Let's be letter detectives. There is only one different letter in these two words? What letter is different?**

Distribute whiteboards and markers. Say: **Listen to my sentence. I will use the word *this*, *than*, *them*, or *then*. Write the word I use on your whiteboards. Ready?**

- ***This* is my favorite story.**
- **Give the paper to *them*.**
- **You are smaller *than* I am.**
- **I will write a sentence *then* draw a picture.**



Formative Assessment

The children enter *than*, *them*, and *then* in their *Starfall Dictionaries*.

Magic Writing Moment

Complete Sentences Using Mox's Menu

Say: **Yesterday we created a menu for Mox. Today you will get to choose something from the menu to complete this sentence.** On the board write *Mox will bake _____ .*

The children copy the sentence and fill in the blanks using one item from the chart paper and an adjective to describe it. They illustrate their menu items.

Save the writing papers for use on Day 5.

Materials

- Generated journal writing paper
- Mox's Menu (chart paper)
- Pencils, crayons

Writing

W.8 Write and draw for a variety of purposes and audiences

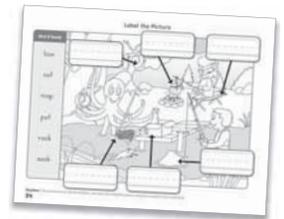
Phonics Warm-Up

Labeling

Distribute *Reading & Writing Books* and the children turn to page 34. Discuss the illustration, then the children label it using the words from the Word Bank. If time allows, they color the illustration.

Materials

- Reading & Writing Books* p. 34
- Pencils, crayons



Listening & Speaking

LS.9d Understand and follow one and two-step directions

Writing

W.8c Draw and label

1

Make Popcorn!

Say: **I found a note from Mox when I came to school this morning.** Read Mox's note.

Continue: **You will have to listen very carefully today, so you can share what you learned with Mox.**

Instruct the children to close their eyes and listen as you shake the bag of popcorn kernels. A volunteer tells which sense the children used (hearing) and describes what they heard.

Say: **I will give each of you a popcorn kernel to examine. To examine something means to look at it closely.** The children examine the popcorn kernels.

Continue: **Now that you have examined your kernel who can think of an adjective that describes how the kernel looks and feels.** Accept responses.

Explain: **The outside covering of the kernel is called the hull. The hull protects what is inside the kernel. Two things are inside, a seed and water. Does anyone remember how the seed gets out of the hull?**

Materials

- A paper bag of popcorn kernels
- Vocabulary Cards: *examine, hull, boil*
- Mox's note to the children
- Air popcorn popper
- The Popcorn Book*
- Bed sheet
- Optional:** Popped popcorn for snack

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Science

SC.IE.1 Ask and answer questions to understand science concepts

SC.IE.1f Use five senses to observe the natural world

Remember to remove Mox from your classroom prior to today's lessons.

Recall *The Popcorn Book*, and review how popcorn is popped.

Ask: **If we want to make our own popcorn, what do we need to do with the kernels? Yes, we must heat them.**

Explain and discuss:

- **When a kernel of popcorn gets really hot, the water inside of it begins to bubble. When we make water so hot that it bubbles, we boil it. Hot, bubbling water is boiling water.**
- **As water boils, it changes into steam.**
- **Steam is made of tiny droplets of hot water moving quickly up and out into the air.**
- **When the water inside a popcorn kernel boils, it turns into steam.**
- **The steam pushes so hard against the hull that it makes the hull of the kernel explode into fluffy, white popcorn.**



Formative Assessment

Ask: **What causes the popcorn to explode?** (Water inside the kernel turns into steam when it is heated.) **What would happen to the kernels if you forgot to turn on the popcorn popper?** (Popcorn would not pop.)

Place a sheet on the floor under the popcorn popper and pop the corn. Leave the top off the popper and the popcorn will “explode” out of it. The children eat the popcorn for a snack.

If an air popcorn popper is unavailable, use a microwave to pop the popcorn in advance.

**Observe
& Modify**

2

Mox's Day

Materials

Mox's Day Chapter Books

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

FL.6b Use appropriate intonation and expression during oral reading

Say: **Today we will read the chapters of Mox's Day in groups.**

Divide the children into 3 groups, selecting a strong reader for each. Assign a chapter and designate an area for each group.

Circulate as the groups practice reading their chapters. At your signal the groups come back together.



Formative Assessment

The groups read their chapters aloud in order.

Computer

Practice

- *Talking Library*: Nonfiction, "How I Know My World"
- *Learn to Read*: Rows 9 and 11
- *Short Vowel Pals*: "Pop! Pop! Pop!"

Activity

Distribute *Reading & Writing Books* and the children turn to page 35. They complete this page by writing the name of each illustration in the spaces then coloring the illustrations.

Materials

- Reading & Writing Books* p. 35
- Pencils, crayons



3

Introduce Helen Keller

Explain: **Some people cannot use all of their senses. For example, we may know some people who cannot hear. These people are deaf. We learned about a composer who could not hear. Who was that composer?** (Beethoven) **People who are deaf use their sense of sight and can read lips. Let's try it.**

Mouth the word *me*. A volunteer tells you what word you said. The children read your lips and say, *me*.

Continue: **Many people who are deaf communicate using American Sign Language. You have learned the ASL alphabet. You can communicate with people who are deaf by spelling words using ASL.**

Ask: **Imagine how it would be if you could not see. People who do not have sight are blind. People who are blind use their other senses to learn about the world around them.**

Choose a volunteer, and blindfold him or her. Hold a banana in front of the volunteer, out of reach and smell. The volunteer identifies the object you are holding.

Ask: **Why can't (child's name) identify this object?** (He or she can't see it.) **Is there another sense he or she could use to identify it?**

The children suggest using another sense, such as *touch*. Hand the banana to the volunteer, and ask him or her to identify it.

Materials

- Helen Keller Historical Figures Posters
- Helen Keller* by Pam Ferguson
- Blindfold
- Banana

Reading: Foundational Skills

RF.K.1.A Follow words from left to right, top to bottom, and page-by-page

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Science

SC.IE.1f Use five senses to observe the natural world

Writing

W.8c Draw and label

Reading: Informational Text

RI.K.2 Identify the main topic and key details of a text

RI.K.10 Actively engage in group reading activities

Social Studies

SS.HK.2b Know triumphs in American legends and historical accounts through stories of famous Americans

Science

SC.IE.1f Use five senses to observe the natural world



Peel the banana and give it to the volunteer to *smell*, then *taste* to confirm his or her guess.

Remove the blindfold. The volunteer shares what it was like to be blindfolded and not be able to see.

Indicate the Helen Keller Historical Figures Posters. Say: **Let's meet a woman who was both *deaf* and *blind*. Her name was Helen Keller. She had to use her senses of smell, touch, and taste to learn about her world.**

Read the narrative on the back of the poster. Indicate the picture of Anne Sullivan and Helen Keller at the water pump.

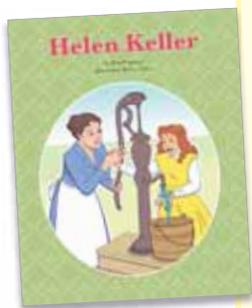
Indicate the book, *Helen Keller*. Say: **This book is a biography. A biography is someone's life story. The title of the book is *Helen Keller* and the author is Pam Ferguson. The illustrator is Rebecca Cohen.**

Read the book and discuss the challenges of Helen Keller living without two of her senses.



Formative Assessment

Partner the children to discuss what they learned about Helen Keller, then gather them to share their responses.



Magic Writing Moment**Add Detail to Expand Sentences**

Say: **Today you will complete your writings and illustrations.** Remind the children that their illustrations should match the adjectives they used to describe their baked goods.

Say: **As you are finishing your sentences and illustrations, invite a friend to give you ideas or suggestions about how to make your writing even better.**

Display the writings and allow the children to share them throughout the day.

Materials

- Individual writings from Day 4
- Pencils, crayons

Writing

W.8 Write and draw for a variety of purposes and audiences

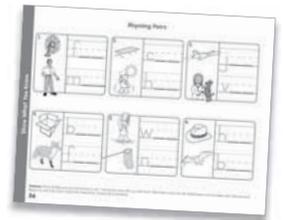
Phonics Warm-Up**Rhyming Pairs**

Distribute *Reading & Writing Books* and the children turn to page 36. They point to each picture in set 1 and say its name after you (fan/man).

Instruct the children to trace the dotted letters and complete each rhyming word. They repeat for each set of rhyming pairs to complete the page.

Materials

- Reading & Writing Books* p. 36
- Pencils

**Phonological Awareness**

PA.2b Distinguishing rhyming and non rhyming words

1

Make a Birthday Card for Mox

Say: **Today let's make a birthday card for Mox.**

Indicate sample birthday cards. The children identify the parts of the card (cover, inside message, signature).

Explain: **We can make a class birthday card for Mox from all of us. We'll use chart paper.**

Ask: **What should we write at the top of the card?** (Happy Birthday, Mox!) **Now let's write a birthday message for Mox.** The children dictate messages for you to write on the chart paper.

Say: **The last thing is for us to sign the card.** The children decide what closing words they would like to use before their signatures (love, from, your friend).

Materials

- Sample birthday cards
- Several markers
- Chart paper

Writing

W.8 Write and draw for a variety of purposes and audiences

**Formative Assessment**

Each child uses a marker to write his or her name under the message.

They will create illustrations for Mox during learning center time.

Media Literacy

ML.10 Use technology to support learning

Reading:

Foundational Skills

RF.K.3.C Read common high frequency words by sight

Reading:

Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.3.B Associate long and short vowel sounds with common spellings (phonemes)

Writing

W.8 Write and draw for a variety of purposes and audiences

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

“Color by Word”

2

The children locate high frequency words in the illustration and use the Word Bank to color according to the color key.

Materials

- Pencils, crayons
- Week 24 “Color by Word” worksheet for each child

Sound It Out

3

The children write the letter that stands for the beginning sound of the name of each illustration, then they blend the letters to write the resulting words in the spaces provided.

Materials

- Pencils
- Reading & Writing Books* p. 37

Illustrate Mox’s Birthday Card

4

The children create illustrations to include in Mox’s birthday card created in Session 1.

Present the birthday card with all of the illustrations to Mox and display them on a bulletin board.

Materials

- Pencils
- Drawing paper
- Crayons or markers

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Show What You Know

Distribute *Reading & Writing Books* and the children turn to page 38.

Read the story and discuss it with the children. Indicate the "High Frequency Words I Know" box.

Say: **Here are many of the high frequency words you have learned so far. Let's play "I Spy." See if you can find the high frequency words in the story, *We Can Help*, and circle them with your pencil.** The children do this.



Formative Assessment

Reread *We Can Help* together. The children choose their favorite parts of the story and illustrate them.

As children finish, they share their illustrations with each other and explain why they chose to illustrate the parts of the story they did.

Materials

- Reading & Writing Books* p. 38
- Pencils, crayons

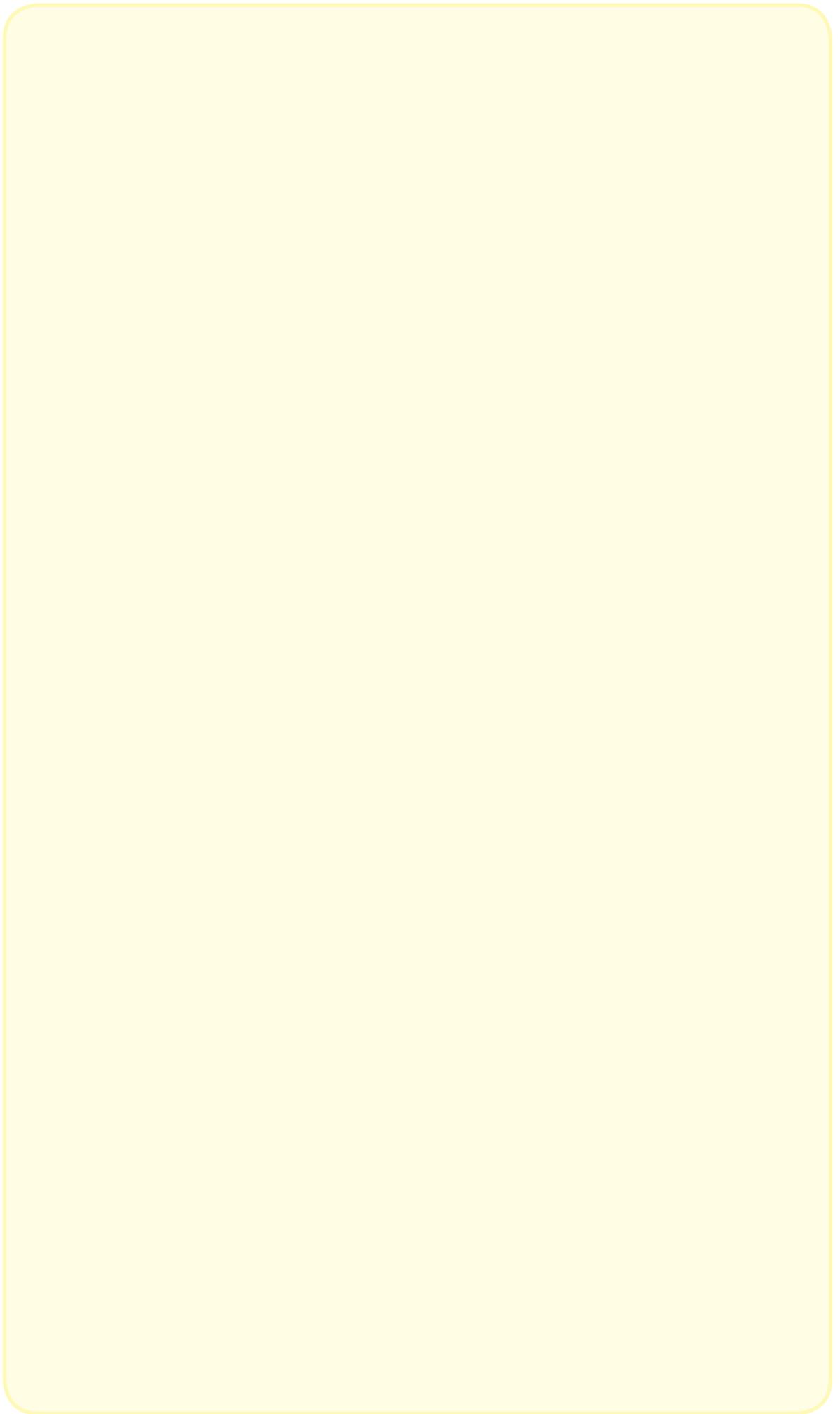
Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts





Unit 8 Bibliography

Teacher Read Aloud (Fiction)

Healthy Hannah's Fitness Fables, A Promise to Yourself	Wallie Exercises	Pete the Popcorn	Forest Friends' Five Senses
England, Jay and Hannah Kids Prosper Publishing, 2012	Ettinger, Steve Active Spud Press, 2011	Rokicki, Nick Create Space Independent Publishing Platform, 2012	Garelli, Cristina Knopf Books for Young Readers, 2001
Children are introduced to fitness and nutrition by following the entertaining adventures of Healthy Hannah and her friends. Written by a personal trainer and his daughter.	Children learn fitness concepts and realize that exercise can be fun by listening to the story of Wallie the dog.	Pete the Popcorn is a little popcorn kernel that tells the story of his biggest worry about growing up, that he might not get popped.	Forest animals skunk, squirrel, rabbit, hawk and bear share stories about their own personal experiences regarding what to do when your senses aren't working so well.
Bats at the Library	Pipaluk and the Whales	The Busy Beaver	The Wolf's Story: What Really Happened to Little Red Riding Hood
Lies, Brian Houghton Mifflin Books for Children, 2008	Himmelman, John National Geographic Children's Books, 2002	Oldland, Nicholas Kids Can Press, 2011	Forward, Toby Candlewick, 2005
A colony of bats comes in through an open window and takes up residence in a library. Children will be amused by the titles of the books the bats read while they are there, and their antics at the water fountain, copy machine, computer, etc.	Thousands of beluga whales are trapped in an opening in the ice. Pipaluk and her father want to do something to help or the whales will drown. The villagers help but after weeks of feeding the whales and trying to break up the ice, the outcome seems hopeless.	This busy little beaver is so busy that he often rushes through things, tending to become more than just a little careless, leaving a trail of destruction behind him.	Children will giggle at this story of Little Red Riding Hood told from the wolf's perspective who, according to himself, did absolutely nothing wrong. The illustrations are amusing and offer the children clues that the wolf should not be taken seriously!

Teacher Read Aloud (Nonfiction)

You Can't Taste a Pickle With Your Ear: A Book About Your 5 Senses	The Busy Body Book: A Kid's Guide to Fitness	My Amazing Body: A First Look at Health and Fitness	I Wonder Why Lemons Taste Sour: and Other Questions About the Senses
Ziefert, Harriet Blue Apple Books, 2002	Rockwell, Lizzy Crown Books for Young Readers, 2004	Thomas, Pat Barron's Educational Series, 2001	Chancellor, Deborah Kingfisher, 2008
Children learn about their five senses. Age appropriate information is presented through a combination of facts and humor. A short chapter is devoted to each sense.	This book explores many systems of the human body and how they work together. Children learn that using their muscles makes them stronger, and that keeping active helps their bodies work better.	The importance of eating healthy and getting lots of exercise are explained in a way that young children can understand. Children are encouraged to make good choices.	Written in question and answer format, this book takes a close look at human and animal senses. It teaches children interesting facts about the senses through short answers to questions they might ask.
Helen's Big World: The Life of Helen Keller	Mammal Babies (Animal Babies)	Animal Needs (Investigate)	Eat and Drink (Healthy Habits)
Rappaport, Doreen Hyperion Books, 2012	Veitch, Catherine Heinemann, 2013	Barraclough, Sue Heinemann, 2008	Barraclough, Sue Franklin Watts, 2013
The biography of Helen Keller is presented in a manner that children of all ages can understand, with the help of pictures and the use of some of Helen Keller's own inspiring quotes.	Mammal babies and how their parents care for them are examined. This book also compares and contrasts mammal babies to their parents and illustrates the life cycle of a mammal.	Children are challenged to form their own theories about aspects of various animal characteristics before the answers are revealed in this informational book, which encourages scientific inquiry in an age appropriate manner.	Both humans and animals receive the energy they need to grow through the healthy foods they eat. Children explore similarities and differences between themselves and other animals as they also learn healthy habits.

Professional Development

Moats, Louisa Cook, *Speech to Print: Language Essentials for Teachers*. Brooks Publishing, 2000, ISBN 1557663874 or 978-1-55766-387-0.

