

# Invertebrates

**Starfall**   
Kindergarten

**Unit 10**

## **Starfall Education**

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# Unit 10: Invertebrates

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 Introduce *Gus the Duck*  
 Introduce Invertebrates  
 Long-U  
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 Illustrate *Gus and Tin Man* Story  
 Word Families *-um, -uff, and -un*  
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# Frequently Asked Questions

*My children will be using a different program in first grade. How can I be sure they will have the necessary skills to enter any first grade program?*

Starfall has done extensive research to ensure that children receive the necessary instruction to successfully integrate into any first grade program.

Occasionally, children move to other schools, districts or states. It is of primary importance to Starfall, that children be prepared to integrate into any situation with the necessary skills. Testimonies from first grade teachers assure us that children are not only prepared, but are more than ready to be successful first graders after having completed the Starfall Kindergarten Program.

*How can I effectively communicate to the first grade teacher the skills covered in the kindergarten program?*

It is customary for first grade programs to provide a review of the skills presented in kindergarten. While this review is necessary, it is helpful to communicate with the first grade teacher the skills in which your children have demonstrated proficiency. For example, if in the first few weeks of school the objective is to introduce the high-frequency words 'is,' 'the,' and 'for,' it would be helpful for the first grade teacher to know that these words were previously introduced, practiced, and mastered throughout the kindergarten program.

A copy of the Kindergarten Progress Monitoring tool will provide

the first grade teacher with an overview of the skills introduced, reviewed, and expected to be mastered. A summary for each child will show the level at which those skills were mastered. It will also provide a list of high-frequency words introduced in kindergarten.

Meeting personally with the first grade teacher, or sending letters if children will be moving to other schools, to communicate what children accomplished during their kindergarten year, will help make the transition easier.



I know the first grade teachers will be very much surprised at how much the children learned from the Starfall program, and how well the children can read, plus the vocabulary words they know!  
-Vinita, Oklahoma

A first grade teacher walked in when the children were using the Story Element Cards, and she was blown away! I loved the prompting we give for finding the correct card. I always save the last card for a struggler. We did the game three times, so everyone got a chance.  
-Bakersfield, California

**Will all of my students be ready for first grade after completing the Starfall Kindergarten Program?**

Readiness for first grade must be determined on an individual basis. Children who demonstrate significant learning challenges may need additional support prior to entering a traditional first grade classroom.

Starfall strives to meet the needs of each child through repeated review, and most importantly provides the motivation needed for children to see themselves as successful learners and readers. However, at times this is not enough for some children. This, of course, is true of any kindergarten program. Home access to Starfall.com assists children with learning challenges. This tool provides children with continued reinforcement over the

summer, and will assist in providing meaningful practice in skills they may still struggle with during the year.

Often children who are not ready to enter a first grade program struggle in areas of maturity, such as limited attention span or small motor coordination. These are areas that must be developed with maturity if they are not due to a diagnosed learning difference.

**Pam Ferguson, Florida**

35 years experience teaching early childhood education

**Joan Elliott, Texas**

31 years experience teaching early childhood education

My substitute was shocked that the kids know so many high frequency words. He said that some first graders don't know as many words as my students. -Valencia, California



They are learning so many high-frequency words! The first grade teachers will be thrilled. -Bakersfield, California

I am truly amazed as to what this program has done for my children. It has really given them a gift and I am so happy to be sending them off to first grade reading and writing. I really am truly amazed. You have developed a wonderful program and I am so happy that I became one of the pilot teachers this year.  
Thank you again, I am really excited for next year!  
-Pittsfield, Massachusetts

After teaching kindergarten for over 31 years, this is absolutely the best reading program that I have used. I am so excited about next year and looking forward to doing an even better job with Starfall. -Jesup, Georgia



All who visit our class are impressed with the students' skill level. The principal and assistant principal regularly stop by to hear the children read and to celebrate their successes. Administration has already requested that we meet with first grade to begin planning for the kindergarteners' transition in the fall. They want to make certain that the first-grade teachers are prepared to "pick up the ball and run with it", given our students' reading and writing levels in comparison to years past. We simply can't thank you enough for what Starfall has contributed to our children's growth and development. - Las Vegas, Nevada

# Week 28 Overview

## Invertebrates

This week, the children meet some interesting members of the animal kingdom as they learn about the invertebrates group, animals without backbones. They are also introduced to a special group of invertebrates called arthropods, and they compare them to humans. This week we will:

- meet Gus the Duck.
- learn the sounds of short-u and long-u.
- write, illustrate and share our own stories.

## Recommended Literature

**Anansi the Spider** — **Gerald McDermott** is an author and illustrator who loves folk tales and legends. He started taking art lessons when he was four. For the next ten years, he sketched and painted every Saturday at the Detroit Institute of the Arts. As a child, he was an actor in a radio show. While still in college, he worked as a designer in public television before making his own animated films about folk tales.

Before writing a story, Gerald McDermott walks around, saying the story out loud over and over. Eventually, the words begin to take on a poetic rhythm of their own. You might say the story tells itself to him. That is the moment he has been waiting for, when he gets to write down the words.

Next, he studies the traditional folk art that goes with each folk tale. He looks carefully at the colors. Then he starts drawing tiny pictures called “thumbnail sketches.” When he is satisfied that the right pictures tell the story, he draws bigger pictures. Finally, he blends the folk art with his unique contemporary style. He deliberately chooses the colors and words to help readers experience the powerful message in the story.

## Starfall Books & Other Media

*ABC Rhyme Book*

*Gus the Duck*

The Animal Kingdom Poster

Invertebrates (Animals without Backbones) Poster

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



# Preparation

Generate Vocabulary Word Cards for **Week 28**. You will use *invertebrates* and *mollusks* on **Day 1**, *rust* on **Day 2**, and *arthropods* and *exoskeleton* on **Day 3**.

## Day One

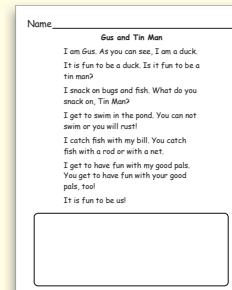
Prior to **Session 1**, hide plush Gus the Duck in the classroom. The children will search for him during this session.

Cut apart the Invertebrate Picture Cards and laminate for **Session 3**.

## Day Two

Prepare a chart paper with the *Gus and Tin Man* story printed on it for **Session 2**. Generate word cards: *snack*, *swim*, *pond*, *rust*, *catch*.

Duplicate the *Gus and Tin Man* blackline for each child for use during **Session 3**.



## Day Three

None

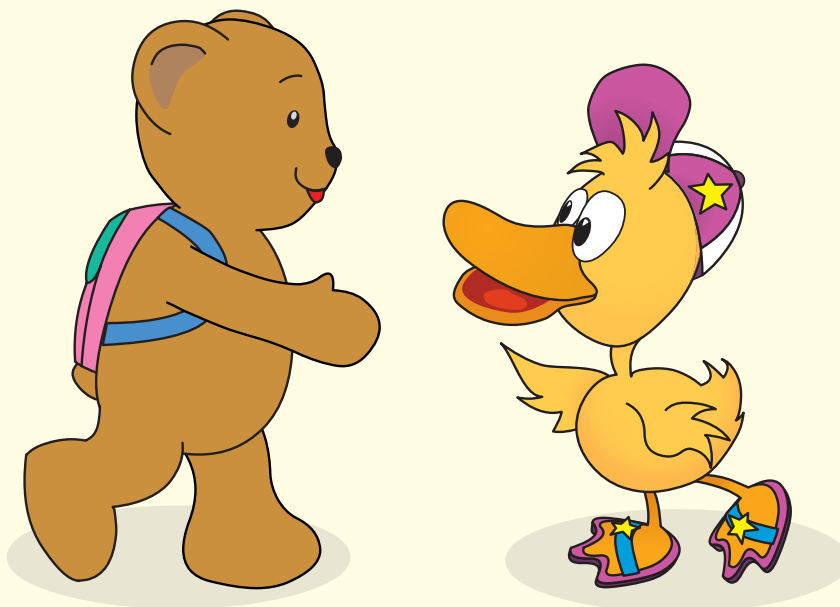
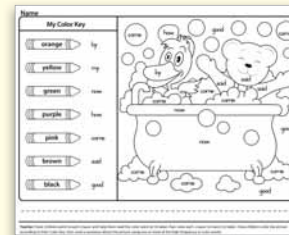
## Day Four

For **Session 2**, have one-half sheet of drawing paper, and a black, green, red, yellow, and orange crayon for each child.

## Day Five

Generate a **Week 28** "Color by Word" practice page for each child.

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



## Day 1

Tin Man is bringing a new friend to school today! I wonder who it will be.

Love,

Backpack Bear 

## Day 2

It is fun to have Gus with us in class. Don't you think ducks are interesting?


Love,

Backpack Bear 

## Day 3

I loved Gus' story. He is a very good writer!

Your friend,

Backpack Bear 

## Day 4

I saw a book about spiders on the teacher's desk this morning. Can we hear the story?

Love,

Backpack Bear 

## Day 5

Anansi the Spider is one of my favorite stories! Can we act it out?

Love,

Backpack Bear 

## DAY One

## DAY Two

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&amp;W, p. 51</p> <p>Rhyming</p> <p><i>Gus the Duck</i></p> <p><b>Comprehension Strategies:</b> Ask Questions Open Discussion</p> 	<p>Long-u</p> <p><b>Comprehension Skill:</b> Compare/Contrast</p> <p>HF Words: <b>my, by, now, how</b></p>
<p><b>Computer</b></p>	<p><i>Learn to Read</i>: Row 3, "Vowels Save the Day"; Row 5, "Gus the Duck"; <i>ABCs</i>: Review Aa, Ee, Ii, Oo, and the vowels /a, e, i, o/</p>	<p><i>Learn to Read</i>: Row 15; Row 5, "Gus the Duck" and related games; <i>BpB's Books</i>: Concepts, "U-Machine"</p>
<p><b>Activity</b></p>	<p>"Go Fish" HF Words</p>	<p>Play dough or magnetic letters HF words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>BpB's Invertebrates Book</i> "Aa Apple, Ee Elephant, Ii Igloo, Oo Ostrich, Uu Umbrella Rhymes"</p> <p>Animal Kingdom, Invertebrates (Animals <u>without</u> Backbones) Posters</p> <p>Fingerspelling</p> <p><b>Vocabulary:</b> invertebrates, mollusk</p>	<p><b>Vocabulary:</b> rust</p>
<p><b>Writing</b></p>		
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>	



## DAY Three

R&W, p. 52

Word families  
-um, -uff, -un

*Gus the Duck*

### Comprehension Skills:

Compare/Contrast  
Classify/Categorize

### Comprehension Strategy

Make Connections



## DAY Four

R&W, p. 53

Rhyming

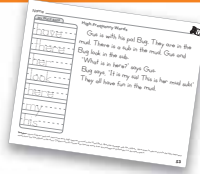
*Gus the Duck*

### Comprehension Skills:

Identify Genre (folk tale)  
Story Details (characters, setting, problem/solution)

### Comprehension Strategies:

Ask Questions  
Open Discussion



## DAY Five

Identify/discriminate short-u words

Starfall Free Day

"Color by Word"

Short-u Puzzle

Sequence *Gus the Duck*

Practice page of your choice

"Concentration" Pictures-words

*Learn to Read*: Row 5, "Gus the Duck" and related games; Row 10, "Lonely Vowel" (video)

Sequence *Gus the Duck*

*Backpack Bear's Invertebrates Book*

Invertebrates (Animals without Backbones) Poster

**Vocabulary:** arthropods, exoskeleton

Write about Gus and his friend

*BpB's Books*: Concepts, All Vowel Machines

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

*Anansi the Spider*

"Itsy Bitsy Spider"

Know stories sometimes give animals attributes they do not really have

1

2

3

4

5

6

## Phonemic Awareness Warm-Up

## Materials

- 
- ABC Rhyme Book*

## ABC Rhymes for /a/, /e/, /i/, and /o/

Read the “Aa Apple” rhyme on page 5 of the *ABC Rhyme Book* together.

Children name all the words in the rhyme that have short-a as a beginning or medial sound.

Repeat for “Ee Elephant” (page 13), “Ii Igloo” (page 21), and “Oo Ostrich” (page 33).

## Reading

Identify or distinguish individual phonemes in words

1

## Introduce Gus and Short-U

Recall Backpack Bear’s message. Ask children if they know who Tin Man’s friend is. Tell them they will find out soon.

Distribute Zac, Peg, Mox, and Tin Man to volunteers. Invite each volunteer to stand in front of the class and tell what his or her character’s vowel sound is, then each volunteer chooses a child to say a word with that vowel sound. Say: **There are five vowel sounds. One is missing!**

Name the vowels *a*, *e*, *i*, and *o*. Children say each vowel’s sound, then determine which vowel is missing. (*u*)

Ask one or more children to search the room for Gus the Duck. When he is found, introduce Gus to the children. Gus whispers to you that he couldn’t wait to teach his classmates his short-u sound, /u/.

- Print the letters *U* and *u* on the board.
- Children say the letter name and make the sound /u/.
- Children make the ASL *Uu* sign and make the sound /u/.
- Read the “Uu Umbrella” rhyme on page 45 of the *ABC Rhyme Book*.
- Review words that begin with /u/. (up, umbrella, under)

Gus whispers to you that he has his own page in the *Reading and Writing* book!

Distribute *R&W* p. 51, pencils, and crayons. Complete as directed.

Navigate to *Learn to Read*: Row 5, “Gus the Duck.”

Children read along with you to preview the story together.

## Materials

- 
- Plush Zac, Peg, Mox, Tin Man, and Gus the Duck
- 
- 
- ABC Rhyme Book*
- 
- 
- R&W*
- , p. 51
- 
- 
- Pencils/crayons
- 
- 
- Classroom computer



2

## Introduce *Gus the Duck*

Read *Gus the Duck*. Ask: **What do you notice about many of the words in this story?** (They contain short-u.)

Distribute *Gus the Duck*. Children write their names on the covers. To strengthen fluency, read one page with expression. Children repeat that page. Continue for each page, until you complete the story. Invite the children to read the story once again in unison.

Children work in pairs to find the words from the story that have the short-u sound, and list the words on their whiteboards.

Gather children to share their lists. Create two columns on the classroom whiteboard. Title one *Short-U Words* and the other *High-Frequency Words*. As children read their lists, you or a volunteer writes each word in the *Short-U Words* column:

Gus	runs	mud	tub	suds
hugs	bugs	sub	fun	rubs

Review the resulting list.

Ask: **What do you notice about the remaining words from the story?** (They are high-frequency words.)

Volunteers identify the high-frequency words and write them in the High-Frequency Words column.

in	the	The	is	it	gets	and	has
----	-----	-----	----	----	------	-----	-----

Say: **Let's do some fingerspelling with words that have the short-u sound. Fingerspelling is when you spell using the ASL signs for each letter.**

State a word and children repeat it. Children fingerspell the words using ASL. You could also fingerspell a word for children to decode.

### Computer

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

### Activity

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

### Materials

- Gus the Duck* teacher edition
- Each child's copy of *Gus the Duck*
- Pencils
- Whiteboards/markers
- Classroom whiteboard/marker

### Reading

*Blend vowel-consonant sounds orally to make words or syllables*

*Match consonant and short-vowel sounds to appropriate letters*

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

### Practice

### Technology

*Use technology resources to support learning*

### Reading

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

### Materials

- Pocket chart
- Two of each High-Frequency Word Cards: *about, give, him, no, of, one, out, so, than, them, then, this, were, when, where, your*

**Reading**

Connect to life experiences the information and events in texts

**Listening & Speaking**

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

**Science**

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

Identify major structures of common animals

**Introduce Invertebrates**

Display the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups; animals with backbones, called vertebrates, and animals without backbones, called invertebrates. We have learned about animals with backbones. Let's name the five different groups of animals that belong to this group.** (mammals, birds, reptiles, fish, amphibians) **Now, Backpack Bear wants us to learn about animals without backbones!**

Display *Backpack Bear's Invertebrates Book*. Discuss the cover illustrations.

Read pages 5-7. Ask: **How are invertebrates different from vertebrates?** (no backbone)

Read page 8. Ask: **How many different groups are invertebrates divided into?** (6)

Discuss the categories of invertebrates listed below by engaging in the following discussion. As each group is mentioned, display the Invertebrates Overlay Card that corresponds.

**Arthropods** — Say: **There is a large group of invertebrates that belong to a special group called arthropods.** (Children repeat, arthropods.) **Arthropod is a Latin word! 'Arthro' means joint, and 'pod' means foot! So arthropod means jointed foot. All arthropods have jointed legs. And guess what, you have jointed legs too!**

Ask children to stand and bend their legs. Explain that where their legs bend is a joint. Without this joint, they could not bend their legs. Ask if they know other parts of their bodies that have joints. (arms)

Ask: **Are you arthropods?** (no) **Why not?** (You have a backbone!)

**Soft Bodies** — Say: **Soft bodied invertebrates are called mollusks. Say, mollusks. Mollusks comes from a Latin word "mollis," which means soft. Most mollusks have a shell to protect their soft bodies. Some mollusks, like the octopus and squid, do not have shells.**

Ask: **Have you ever been to the beach and seen shells on the shore? At one time the shells were the skeletons of mollusks!**

**Spiny Skins** — Ask: **How many of you have seen a starfish? Did you know that a starfish is not really a fish? It is an invertebrate called a "sea star." Its skin is spiny. We call it an echinoderm.** Children repeat, echinoderm. **That's a big vocabulary word! Echino means "spiny" and derm means "skin." Echinoderm means "spiny skin."**

**Stinging Tentacles** — Ask: **Do you think jellyfish are made of jelly? No! They are not made of jelly, and they aren't fish. They are invertebrates that can sting. Stinging is how they protect themselves. We call them stinging tentacle invertebrates.** Children repeat, *stinging tentacles*.

**Materials**

- The Animal Kingdom Poster
- Invertebrates (Animals without Backbones) Poster
- Pocket Chart
- Downloadable Invertebrate Overlay Cards
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Vocabulary Word Cards: *invertebrates*, *mollusk*

**Natural Sponges** — Say: **Natural sponges are one of the very oldest animals still alive today! Did you know that some types of sponges we use in our homes used to be animals that lived in the ocean?**

**Worms** — Ask: **What does recycling mean? Are you recyclers?** Explain: **Worms are long, thin animals that live in the soil. They have soft, long, rounded bodies, and no legs or backbones. They do a very important job for our planet. They are recyclers too. Worms are underground farmers who turn the soil over like a plow. Without the help of worms, plants and animal that die and fall to the ground would stay right where they fall, and just keep piling up!**

**We have learned that there are many different types of invertebrates. Turn to your partner and share what you learned from *Backpack Bear's Invertebrates Book*.**

Display the Invertebrates (Animals without Backbones) Poster. Explain: **This poster will help us remember the types of invertebrates we have learned about today.**



## Phonemic Awareness Warm-Up

## Materials

 None

## Long-U

Children identify the initial sound in *up*, *under*, and *umbrella*.

Explain: **The letter *u* can stand for another sound called long-*u*. The sound of long-*u* is the letter's name /u/. Listen to this word: *use*. Say it with me, *use*.**

Children indicate whether the following words begin with short-*u* or long-*u* by placing their palms very close together, but not quite touching for short-*u*, and spreading their palms wide apart for long-*u*.

uncle	uniform	united	underline	universe
understand	usual	umpire	useful	uphill
ukulele	unlock	unicorn	unhappy	utilize

1

Introduce High-Frequency Words: *my*, *by*, *now*, *how*

## Materials

- Whiteboards/markers
- Classroom computer
- Starfall Dictionaries

## Reading

Read simple one-syllable and high-frequency words

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

## Technology

Use technology resources to support learning

Distribute whiteboards and markers. Children draw a vertical line down the middle of their whiteboards.

Write *now* on the board. Read the word, and have children repeat it. Children write the word *now* on the left side of their whiteboards.

Ask: **If we change the /n/ in *now* to /h/, what is the new word?**

Children say, *how*. They write the word *how* under *now* on their whiteboards. Children read both words aloud.

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

Gather children around a classroom computer. Navigate to *Learn to Read*: Row 15. Remind children that sometimes *y* can be used as a vowel. View the movie.

Return to the whiteboard. Write *my* on the board.

Children say *my*, and write *my* on the right side of their whiteboards.

Ask: **If we change the /m/ to /b/, what is the new word?**

Children say *by*. They write the word *by* under *my* on their whiteboards. Children read both words aloud.

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

Write the following sentences on the board:

- My pal is here now.
- Will you sit by me now?
- How are you?
- How many pens are there in my box?
- Can you find the cat by the dish?

Choose a volunteer to read each sentence. Another volunteer circles the new high-frequency word(s) in each sentence.

Children review both sets of words and then enter *my*, *by*, *now*, and *how* in their dictionaries.

2

## Gus and Tin Man

Display Plush Gus the Duck and Tin Man. Children compare and contrast the characters.

Say: **Gus has written a story for us. He said he used words we could read, so maybe we can read his story together later!**

Use a pointer as you read Gus' story from the chart paper, then discuss:

- Who was telling this story? (Gus)
- Who was he speaking to? (Tin Man)
- What did Gus say he liked to eat as a snack? (bugs and fish)
- What do you think Tin Man might like for a snack?
- How did Gus say he caught his fish? (in his bill)
- How does Tin Man catch his fish? (with a rod or a net)

Explain: **Gus said that Tin Man would rust if he went swimming. Tin Man is made of tin. Tin is a metal, and when it gets wet, it rusts. To rust is to turn reddish-brown and crack or peel.**

Show the Vocabulary Word Card: *rust*.

Children say, *rust*.

Explain: **This story uses decodable words and high-frequency words that you already know.**

### Materials

- Plush Gus the Duck and Tin Man
- Starfall Dictionaries
- Gus and Tin Man* Story
- Vocabulary Word Card: *rust*
- Word Cards: *snack*, *swim*, *pond*, *rust*, *catch*
- Pointer

### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Blend individual phonemes in words

### Gus and Tin Man

I am *Gus*. As you can *see*, I am a duck.

It is fun to be a duck. *Is* it fun to be a tin man?

I *snack* on bugs and fish. What do you *snack* on, Tin Man?

I *get* to swim in a pond. You can not swim or you will *rust*!

I catch fish with my bill. You catch fish with a rod or with a net.

I *get* to have fun with my good pals.

You *get* to have fun with your good pals too!

It is fun to be us!

Say: **Some of the decodable words have blends. When two or more consonants are blended together, each consonant sound can be heard in the blend.**

- Display the Vocabulary Word Card *rust*.
- Children identify the location of the blend.
- They use their invisible rubber bands to blend the sounds.
- Volunteers use a pointer to locate the word in the story.

Repeat for *snack*, *swim*, *pond*, and *gland*.

Ask children to join you in reading the story together.

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer**

**Practice**

- *Learn to Read*: Row 5, "Gus the Duck" and related games
- *Backpack Bear's Books*: Concepts "U-Machine"

**Activity**

Children spell the high-frequency words using play dough or magnetic letters.

**Materials**

- Play dough or magnetic letters/whiteboards
- High Frequency Word Cards: *by, my, how, now, out, about, one*

3

**Illustrate *Gus and Tin Man* Story**

Distribute *Gus and Tin Man* blacklines. Children point to each word as you read the story together. Partner the children to read the story again. Pair a stronger reader with a struggling reader.

Children illustrate the story in the space provided.

**Materials**

- Gus and Tin Man* chart paper story
- Gus and Tin Man* blacklines
- Pencils/crayons

**Reading**

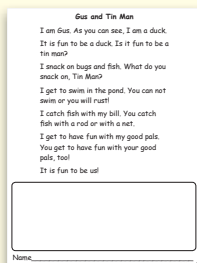
Blend vowel-consonant sounds orally to make words or syllables

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Writing**

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





## Phonemic Awareness / Phonics Warm-Up

Word Families *-um, -uff, and -un*

Write *hum* on the board.

Say: **If we change the /h/ in *hum* to /s/, what is the new word?** Choose a volunteer to erase the *h* and replace it with *s*. Children say: *sum*.

Say: **If we change the /s/ in *sum* to /g/, what is the new word?** The volunteer erases the *s* and replaces it with *g*. Children say: *gum*. Continue for:

yum	mum	drum
-----	-----	------

Choose a new volunteer, and repeat as above for the word family *-uff*.

buff	cuff	muff	tuff	stuff
------	------	------	------	-------

Choose a new volunteer and repeat as above for the word family *-un*.

sun	fun	nun	run	bun
-----	-----	-----	-----	-----

## Materials

- Classroom whiteboard/marker

## Reading

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

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

1

## Introduce Arthropods

Place the Invertebrates Picture Cards face-down in the pocket chart, in any order. Review the six groups of invertebrates, by having volunteers turn over the Picture Cards, one at a time. The volunteer then calls on a child to identify the invertebrate group represented by the Picture Card.

Continue until all groups have been identified.

Ask: **Where else do you see these invertebrate animal groups in our classroom?** (Invertebrates Poster)

Display *Backpack Bear's Invertebrates Book*. Read and discuss pages 11-13.

After page 13, say: **Stand up straight and tall. What holds your body up? You have bones that are connected under your skin. They form a skeleton. Your skeleton is on the inside of your body. Arthropods have skeletons too, but theirs are on the outside. We call that an exoskeleton! Say, exoskeleton.**

Read pages 14-16. Lead children in a discussion comparing and contrasting themselves to arthropods. Use the following chart to assist in the comparison.

Say: **Let's see how we are the same, and how we are different, from this group of invertebrates called arthropods!**

## Materials

- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Downloadable Invertebrate Overlay Cards
- Pocket Chart
- Invertebrates (Animals without Backbones) Poster
- Vocabulary Word Cards: *arthropods, exoskeleton*

## Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Connect to life experiences the information and events in texts

Make text-to-self connection

Compare and contrast

## Science

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

Identify major structures of common animals

Arthropods are divided into three groups: spiders, insects, and crustaceans (lobsters, crabs, shrimp, barnacles).

People	Arthropods
vertebrates with backbones	invertebrates without backbones
big	small
warm-blooded	cold-blooded
skeleton inside	skeleton outside
only one skeleton for life	shed their skeletons and grow or find new ones (molting)
live only on land	some live on land; some in the water
two legs	six or more legs
legs are jointed	legs are jointed
eat plants for food	eat plants for food
eat arthropods	Arthropods do not eat you!

Refer to page 14. Say: **Let's read this page again.** (Read the page.) **Did you know that spiders are not insects? They look like insects, but there is one characteristic that makes them different. Talk with your partner and discuss how a spider and an insect are different.** Volunteers share that a spider has eight legs, and insects have six.

Ask: **What can most spiders do that insects can not do?** (spin a web) **Their webs help catch insects, which they need for food. Insects get caught in the sticky web and are trapped. They become dinner for the spider!**

Say: **Next week we will learn all about the arthropods called insects.**

2

### Write Gus Stories

Children read *Gus the Duck* in unison.

Volunteers share responses to the following questions:

- Why did Gus get into the tub?
- What did Gus find in the tub?
- What surprise was in the sub?
- Did Gus and the bug end up being friends?
- How did you know?

Say: **Today you will write a story about Gus and his new friend, Bug. What do**

#### Materials

- Gus the Duck* teacher edition
- Gus the Duck* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Plush Gus the Duck

#### Reading

Connect to life experiences the information and events in texts

Retell familiar stories

#### Writing

Produce, illustrate and share a finished piece of writing

**you think Gus and his new friend might do tomorrow?** (Children share ideas.)  
**Let's surprise Gus and write stories for him!**

Children use kidwriting to write their stories, then illustrate them. Provide adult writing. As children finish, ask them to read their stories to Gus.

## Computer

- *Learn to Read*: Row 5, "Gus the Duck" and Games
- *Learn to Read*: Row 10, "Lonely Vowel"
- "Calendar"

## Practice

## Activity

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

### Materials

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

## Reading and Writing, Page 52

Children complete *R&W*, p.52, according to directions.

Ask children to name additional words that rhyme with: *cup*, *bug*, *bun*, *cup*, and *hut*. Write the words on the board as they are given, or ask a volunteer to do so.

Say: **Our new high-frequency words rhyme. Listen, now, how; by, my.**

- Write *now*, *my*, *how*, and *by* on the board in random order.
- Volunteers circle words that rhyme, using a different colored marker for each rhyming pair.
- The class reads the selected words.

### Materials

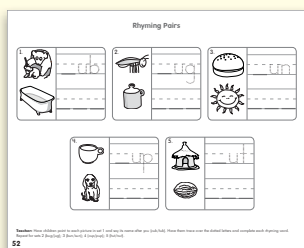
- R&W*, p. 52
- Pencils/crayons
- Classroom whiteboard/marker

### Reading

Identify and produce words that rhyme

Read simple one-syllable and high-frequency words

Identify, blend, and segment onset and rime



## Phonemic Awareness Warm-Up

## Materials

 None

## Reading

Distinguish rhyming and non-rhyming words

## Rhyming Words

Teach children "The Itsy Bitsy Spider." Repeat several times, and add actions. For example, children can use one arm as the waterspout and the other hand to be the spider.

Ask: **Did you hear some rhyming words in this song? Listen to these words. If they rhyme, pretend your spider is crawling up your arm.**

spider/waterspout	sun/rain
waterspout/out	rain/again

Let's try some more. Listen to these words. Make your spider crawl up your arm if the words rhyme!

bug/bowl	bug/snug	hum/hunt	Gus/bus	sun/fun
ruff/tough	duck/dog	up/cup	rub/tub	hut/hit

## The Itsy Bitsy Spider

The itsy bitsy spider  
Climbed up the waterspout.  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
So the itsy bitsy spider  
Climbed up the spout again!

1

## "High-Frequency Spider Game"

## Materials

- Classroom whiteboard/marker/eraser
- High-Frequency Word Cards (teacher's choice)

## Reading

Read simple one-syllable and high-frequency words

Ask: **Who remembers the parts of a spider?** (2 body parts and 8 legs)

Draw two large spiders, including the two main body sections and eight legs, side by side on the classroom whiteboard. The drawings need to be low enough for children to have access to them.

Say: **We're going to play the "High-Frequency Spider Game."** Divide the class into two teams. Children will sit one behind the other in two rows. Assign one spider to each team. Label the spiders: Team 1; Team 2.

Directions:

- Flash a High-Frequency Word Card.
- The first person on Team One will name the word. If that person needs help reading the word, he or she may ask the person behind him or her.
- If the high-frequency word is read correctly, that person will come to the board and erase one part of the spider, then return to the end of his or her team's line.
- Team Two will get the next word. If the children read the word correctly, they erase one part of their spider.

The object of the game is to be the first team to erase all the parts of the spider!

2

## Introduce *Anansi the Spider*

Say: **Here is the book Backpack Bear wanted us to read.**

**The title of this book is *Anansi the Spider: A Tale from the Ashanti*. It is a folk tale, retold and illustrated by Gerald McDermott.** Indicate the Caldecott Award for illustrations on the book cover.

**This folk tale is from Ghana, West Africa.** Locate Africa on the map in the book. Ask:

**Is a folk tale a true story?** Remind children that often storytellers have animals act like humans. In this story, the spiders talk. Ask: **Can spiders really talk?**

Picture walk through the book, and ask: **What do you notice about the illustrations? What shapes do you see? What colors? In this folktale, Anansi the Spider sets out on a journey and gets into all sorts of trouble. Each of his six spider sons does one thing to help save their father. Listen as we read the story to find out how each son helped.** Read the story.

Discuss the various shapes of the six spider sons. Indicate the shape in the center of each of the six sons' bodies that stands for his special talent.

Reread the book, and then ask the following questions:

- Ap** How do you think Anansi felt when he got lost? How can you tell?
- Ev** What would have happened if the six sons had fought over who would help their father, instead of using their special talents to save him?
- Ap** Anansi's sons worked together as a team to save him. What word do we use to describe working together to solve a problem? (cooperation)
- Un** What was the mysterious and beautiful globe of light that Anansi found in the forest at night?
- Sy** Why couldn't Anansi decide which son should receive the bright globe as a reward? How did the ending of the story solve Anansi's problem?
- Ev** What lesson could we learn from this folk tale about cooperation?
- An** What talent do you have that you can use to help others?

Ask: **Who was the main character?** (Anansi) Review the names of the other characters in the story. Ask children to share which character was their favorite and explain why.

### Materials

- Anansi the Spider* by Gerald McDermott
- One-half sheet of drawing paper for each child
- Black, green, red, yellow, blue and orange crayons for each child

### Reading

Answer questions about essential elements of a text

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

### Science

Know stories sometimes give animals attributes they don't really have

Say: **Choose your favorite character and create your own drawing of that character.**

Children use drawing paper to create their own spiders, using the traditional Ashanti colors: black, green, red, yellow, blue and orange. Display the book and the children’s completed illustrations in the classroom.

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer**

**Practice**

- *Backpack Bear’s Books: Concepts, All Vowel Machines*

**Activity**

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

**Materials**

- “Starfall Speedway”
- Short-U and Short-I Word Cards

3

**Reading and Writing, Page 53**

Read *Gus the Duck*. Choose volunteers to retell the story in their own words.

Ask children to open their *Reading and Writing* books to page 53. Explain that they will read another story about Gus on this page.

Draw attention to the high-frequency words in the “Words I Know” box. Children circle each word as you say it.

Complete the page as directed.

**Materials**

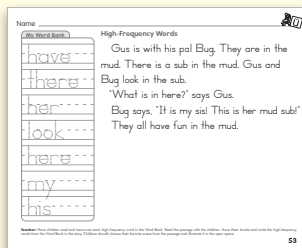
- R&W*, p. 53
- Pencils/crayons
- Gus the Duck* teacher edition

**Reading**

Read simple one-syllable and high-frequency words

Match consonant and short-vowel sounds to appropriate letters

Retell familiar stories



## Phonemic Awareness Warm-Up

## Materials

 None

## Identify/Discriminate Short-U Words

Children indicate when they hear words that have the short-u sound.

Practice with *mud*, *pop*, and *red*, then proceed with:

bun	log	pup	rod
bus	lid	nap	bug
zap	sun	pot	puff
leg	gum	run	hop

## Reading

Distinguish medial phonemes in CVC words

1

Dramatize *Anansi the Spider*

Say: **Backpack Bear asked if we could dramatize the story *Anansi the Spider*. Let's do that now! First we need to list the characters in the book.**

Write character names on the board as children name them, referencing the book as necessary. Divide the class into two groups. The first group of actors will take turns going to the board and writing their names beside their chosen characters. This group will mime the roles of Anansi, his sons, Fish, Falcon, the villagers, etc., as you read the story. The other group will serve as the audience. Repeat, with the second group dramatizing the story, so that all children can participate. Invite another class to attend the dramatizations.

## Materials

- Anansi the Spider*
- Classroom whiteboard/ marker

## Reading

Participate actively when predictable and patterned selections are read aloud

You may wish to draw names for the actors. The remaining children make up the audience, and give their compliments to the cast.

**Technology**

Use technology resources to support learning

# Computer

1

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

**Reading**

Read simple one-syllable and high-frequency words

# "Color by Word"

2

Children complete the "Color by Word" practice page.

**Materials**

- Week 28 "Color by Word" practice page for each child
- Pencils/crayons

**Reading**

Read simple one-syllable and high-frequency words

# Short-U Puzzles

3

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

**Materials**

- Short-U Puzzles
- Writing paper
- Pencils

**Reading**

Read simple one-syllable and high-frequency words  
Identify sequence of events in a story

# Sequence *Gus the Duck*

4

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

**Materials**

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

# Generator Practice Page

5

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

**Materials**

- Generated practice page of your choice

**Reading**

Read simple one-syllable and high-frequency words

# "Concentration"

6

Children match the Word Cards to the Picture Cards.

**Materials**

- Word and Picture Cards:  
*bug, cub, cup, cut, hug, hut, jug, mug, nut, pup, rug, sub, tub, up*



2

## Build a Word

Distribute a Letter Card to each child. Children will use their knowledge of the alphabet and letter sounds to build words as a team.

- Choose a word from the list below. Call out the three letters that spell the word in random order (e.g., for bug call out g–b–u).
- Children holding the letters come to the front of the room and confer with each other to build the word.
- When they've made their decision, they face the class, standing side-by-side in the correct order, without identifying the word.
- The class reads the word aloud.

If the three children have spelled the word correctly, they return to their seats. If the word is spelled incorrectly, class members help make corrections.

bug	cat	fox	hen	rip	mud
jet	van	yum	sap	lot	wax
zip	yak	rob	cub	fan	wig
fed	hot	jam	kit	lid	sun
vet	zap	cup	hog	wet	box

### Materials

- One of each of the Lowercase Letter Cards a-z (omit q)

### Reading

*Match consonant and short-vowel sounds to appropriate letters*

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

# Week 29 Overview

## Insects

This week, the children continue their study of arthropods as they meet the insect animal group. They learn about the benefits of honeybees, and explore how they work together in colonies, each with its own job. They also compare the insect's body with that of a human. This week we will:

- draw our own insects.
- compare two different versions of the same story.
- classify words as high-frequency, decodable, and high-frequency decodable.
- write persuasive stories about our favorite characters in *Backpack Bear's Story*.
- learn whether objects sink or float.

## Starfall Books & Other Media

*ABC Rhyme Book*

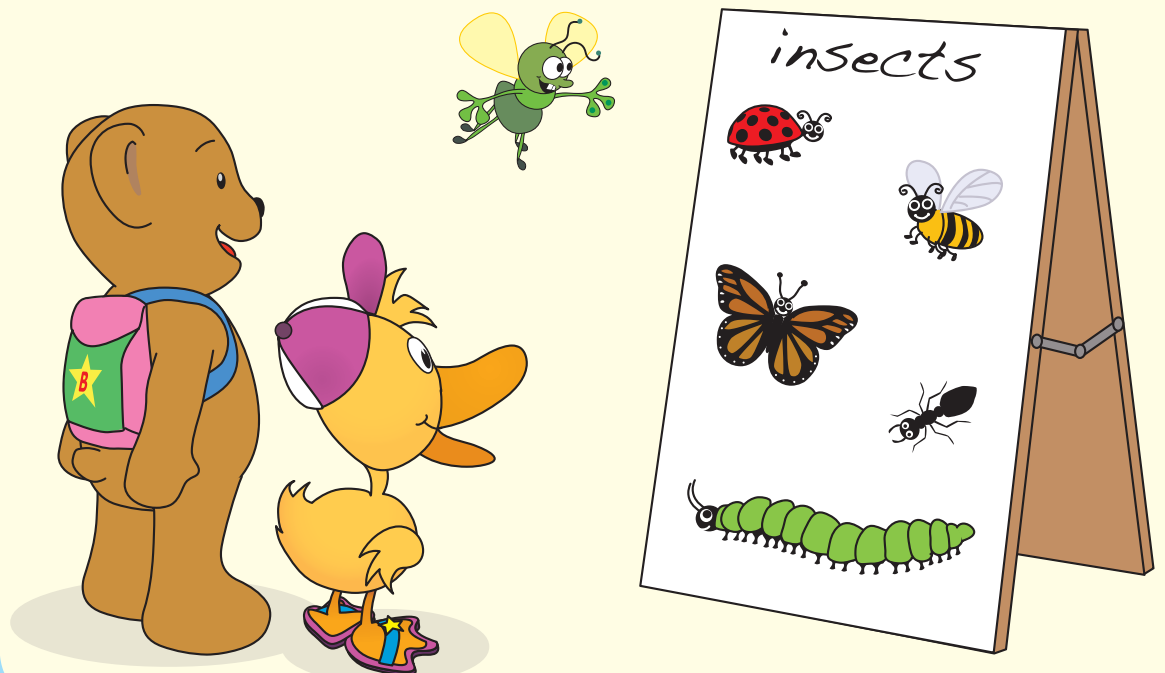
*Gus the Duck*

*Bug in a Jug*

Invertebrates (Animals without Backbones) Poster

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

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



# Preparation

Generate Vocabulary Word Cards for **Week 29**. You will use *insects, antennae, thorax* and *abdomen* on **Day 1**.

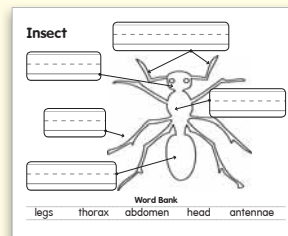
Optional: Ask the children to bring blankets for the Kindergarten Book Club meeting on **Day 5**.

## Day One

For **Session 2** you will need a see-through cylinder-shaped container, a container of water, and rocks, stones, or pebbles that will sink. You will also need blank Vocabulary Word Cards, so children can suggest their own vocabulary for *The Crow and the Pitcher*.

## Day Two

For **Session 2**, you will need an insect labeling diagram for each child. For **Session 3**, you will need *Backpack Bear's Story* printed on chart paper. Leave a space for the title, which the children will decide later.



## Day Three

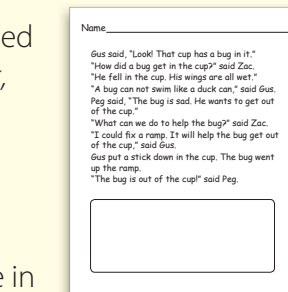
For **Session 1**, you will use *Backpack Bear's Story* printed on chart paper, and a printed copy for each child. You will also need to make word cards for the following words: *wings, swim, duck, ramp, stick*.

You will need a "Color by Word" practice page for each child for **Week 29** Activity Time.

Collect the following objects, trying to keep them close in size in order to make the experiment more precise.

- Small rock (sink)
- Wooden block (float)
- Plastic object (float)
- Rubber super ball (float)
- Quarter (sink)

You will also need a small, clear container filled with water, and the class Float/Sink Chart.



Objects	Prediction (sink)	Prediction (float)	Result (sink)	Result (float)	Denser than water (yes or no)
Small Rock					
Wooden block					
Plastic object					
Rubber, super ball					
Quarter or piece of steel					

## Day Four

None

## Day Five

Generate a "Word Search" practice page for each child, for learning centers.

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

## Day 1

I was able to help Gus learn to read some new words! It's fun to help a friend!  
Love,  
Backpack Bear 🐻

## Day 2

I wrote a story about an insect. I can't wait for you to read it. I hope you like it!  
Love,  
Backpack Bear 🐻

## Day 3

Did you like my story? I enjoyed writing my own fable!  
Love,  
Backpack Bear 🐻

## Day 4

It's fun to learn about insects! Did you know that we get a lot of the food we eat because of honeybees?  
Love,  
Backpack Bear 🐻

## Day 5

I love honeybees! My family eats honey all the time. Do you like honey?  
Your pal,  
Backpack Bear 🐻

## DAY One

## DAY Two

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>Phoneme deletion</p> <p><i>Gus the Duck</i></p> <p><b>Comprehension Skills:</b> Classify/Categorize Identify Genre (Aesop's Fable) Story Elements (problem/solution, author's intention)</p> <p>HF Words:</p> <p><b>went, put, saw</b></p>	<p>R&amp;W p. 54</p> <p><i>Bug in a Jug</i></p> <p><b>Comprehension Skills:</b> Compare/Contrast Story Elements (characters, problem/solution)</p> 
<p><b>Computer</b></p>	<p>"Calendar"; ABCs: Uu BpB's Books: Concepts, "U-Machine"</p>	<p>Short Vowel Pals: "Bug in a Jug," any previously introduced stories</p>
<p><b>Activity</b></p>	<p>Sequence <i>Gus the Duck</i></p>	<p>"Concentration" Picture and Word Cards</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>The Crow and the Pitcher</i></p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster Invertebrates (Animals <u>without</u> Backbones) Poster</p> <p><b>Vocabulary:</b> insects, thorax, antennae, abdomen</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>Backpack Bear's Story</i></p>
<p><b>Writing</b></p>		
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>	

## DAY Three

## DAY Four

## DAY Five

<p>Rhyming</p> <p><b>Comprehension Skill:</b> Story Elements (characters)</p>	<p>R&amp;W p. 55</p> <p>Phoneme substitution</p> <p>Digraphs</p> 	<p>R&amp;W p. 56</p> 
<p><i>Learn to Read:</i> Row 5, "Gus the Duck," games; <i>Short Vowel Pals:</i> "Bug in a Jug"; <i>BpB's Books:</i> Concepts, any Vowel Machine"</p>	<p><i>Learn to Read:</i> Rows 1-5</p>	<p>Starfall Free Day</p> <p>Make invertebrates with play dough</p>
<p>"Color by Word" Week 29</p>	<p>Magnetic letters HF Words</p>	<p>"Starfall Speedway" short-a and short-u words</p>
<p><i>Backpack Bear's Story</i></p> <p>"Uu Umbrella Rhyme"</p> <p>Sink/float</p> <p>Predictions</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>Backpack Bear's Plant Book</i></p> <p><i>ABC Rhyme Book</i></p> <p><b>Vocabulary:</b> honeybee, colony, queen, worker bee, drone, pollinate</p>	<p>Practice page of your choice</p> <p>"Concentration" HF Words</p> <p><i>Backpack Bear's Invertebrates Book</i></p>
	<p>Write about favorite characters in <i>Backpack Bear's Story</i></p>	
<p>Know objects can be described in terms of their materials and physical properties; Communicate observations orally and through drawings</p>	<p>Know all plants and animals, including humans, are alike and different and all have internal, external parts/structures for living, growing, and reproducing</p>	

1

2

3

4

5

6

## Phonemic Awareness / Phonics Warm-Up

## Materials

 None

## Phoneme Deletion

Write each word on the board and demonstrate the changes as they are discussed. You may choose a volunteer to make the changes.

Write *cup* on the board. Say: **Listen carefully to the sounds in the word, /k/, /u/, /p/. Say it with me, /k/, /u/, /p/, cup. If we take away the /k/, what word is left?**

Erase the *c*; children say: *up*. Repeat for:

Gus (/g/) us	stub (/s/) tub	shrug (/sh/) rug
crush (/k/) rush	clump (/k/) lump	shrub (/sh/) rub

## Reading

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

1

## Introduce Insects

Display the Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters.

Say: **Last week we learned about a special group of invertebrates called arthropods. Who remembers the name of an animal that belongs to the arthropod group?** (spider) **Partner share, and discuss what you remember about spiders.** When partners finish, they share their responses with the class.

Say: **Let's read Backpack Bear's Invertebrates Book to review what we learned.**

Read pages 4-15.

Explain: **Today we will learn about another group of arthropods called insects.**

Read and discuss pages 16-25.

Explain: **Insects are cold-blooded. Insects, such as bees and dragonflies, must shiver to stay warm when they are in a cold environment. Some insects die when it gets too cold. Some migrate, or move, to warmer climates or underground. Honeybees stay warm by crowding together and moving their wings to generate heat!**

Say: **Let's learn more about an insect's body.**

Compare the human body to the insect body. As you name each body part below, children touch it on their bodies. Model this as needed. Draw and label the corresponding insect body part on the board. Discuss as described:

## Materials

- Vertebrates (Animals with Backbones) Poster
- Invertebrates (Animals without Backbones) Poster
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Whiteboards/markers
- Vocabulary Word Cards: *insects, antennae, thorax, abdomen*

## Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

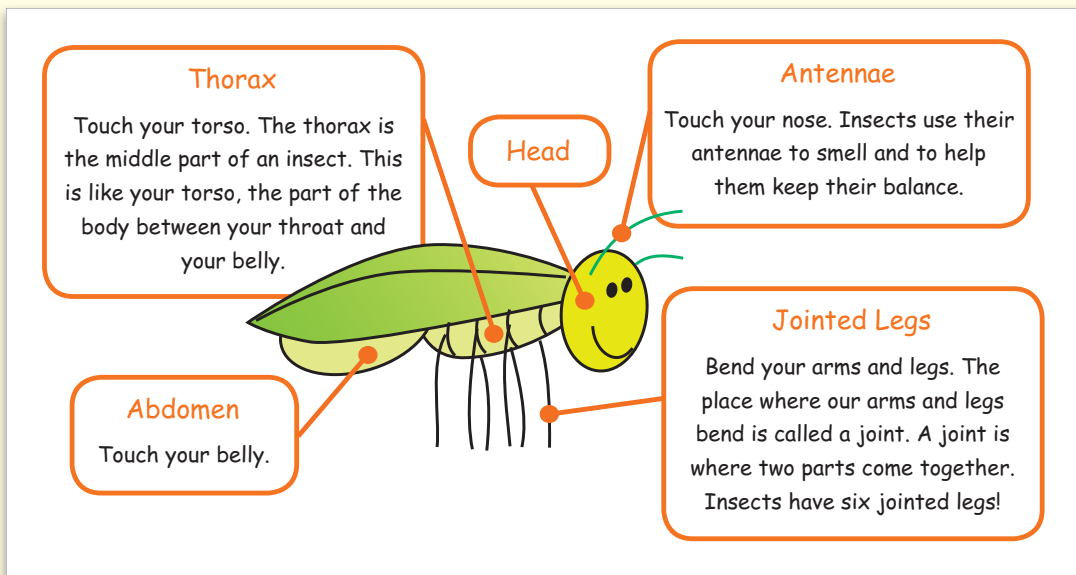
## Science

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

Identify major structures of common plants and animals

## Listening &amp; Speaking

Communicate effectively when sharing ideas



Distribute whiteboards and markers. Say: **Let's draw our own insects.** Model as you give directions.

- Draw the thorax of the insect in the middle of your whiteboard.
- Add the head. Don't forget to add two antennae and eyes.
- Add the abdomen.
- Draw three jointed legs on each side of the thorax.

Explain: **Most insects also have wings attached to their thoraxes. They breathe through holes in their bodies which are similar to a whale's blowhole.**

Say: **Turn to your neighbor and share your drawing. Don't forget to use the right names for the parts of your insect!**

**Reading**

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

## Introduce *The Crow and the Pitcher*

Say: **Aesop's fable, *The Crow and the Pitcher*, is about a crow who was very thirsty. Have you ever been thirsty? What did you do about it?** Discuss briefly. **Fables teach lessons or morals. Let's see what we learn from this fable.**

Children indicate vocabulary words they do not understand as you read the passage below. Discuss and make a vocabulary card for each suggested word.

### Materials

- Blank Vocabulary Word Cards
- Cylinder-shaped see-through container
- Container of water
- Rocks or objects that will sink

### *The Crow and the Pitcher*

*A very thirsty crow spotted a pitcher on the ground. She flew to it excitedly, hoping to find water. The pitcher had water indeed, but only a little. The crow tried to stick her head inside the pitcher, but the opening was too narrow. Next, she tipped the pitcher on its side, but there was not enough water to spill out.*

*Exhausted, the crow stopped her efforts and looked around her. She noticed many small, smooth stones. She had an idea. She lifted the pitcher back upright.*

*The crow collected stones in her beak and dropped them one by one into the pitcher. With each stone, the water rose closer to the top, until at last she was able to quench her thirst.*

*Satisfied, she said, "Necessity is the mother of invention."*

Discuss the moral of the fable. Possible themes might include:

- Little by little you accomplish your goal.
- Where there's a will, there's a way. (If you want something badly enough, you will find a way to get it.)
- If you are having trouble, stop and take a look around you. Maybe you'll find something to help you, or you'll see the problem in a new way.

Explain: **Determination is similar to the word perseverance. To persevere means to never give up. Determination means to *decide* to never give up, and to stick to that decision.**

Discuss story elements such as character, setting, problem and solution.

Recall the story's solution. Explain: **The crow added stones to the pitcher so the water would rise. Why did this work? Have you ever added ice cubes to a glass of water? Did you notice when you did that how the water rose in the glass? This happens because the ice cubes take up space and push the liquid out of the way!**

Ask: **What do you think the crow meant when she said, 'Necessity is the mother of invention'?** Volunteers respond.



Explain: **The crow was very thirsty. She needed water to stay alive. Everything she tried failed. She had to invent, or try, a new way to get the water. If it wasn't absolutely necessary for her to get the water, she may have given up.**

Say: **Let's read this fable again. As we read it, we will demonstrate how the crow was able to raise the water in the pitcher so she could get a drink!**

Fill the cylinder two-thirds full with water. As you re-read *The Crow and the Pitcher*, volunteers place the rocks or objects into the cylinder and observe the water rise.

Children partner share what they learned from the fable.

You may wish to mark the outside of the cylinder so children can observe the water level rise.

**Observe  
& Modify**

## Computer

- "Calendar"
- ABCs: Uu
- *Backpack Bear's Books: Concepts, U-Machine*

**Practice**

## Activity

Children review the sequence of *Gus the Duck* by placing the Sequence Cards in order. They reconstruct sentences using only the individual Word Cards.

### Materials

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* Sequence Cards and individual Word Cards
- Pocket chart

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

## Introduce High-Frequency Words: *went, put, saw*

Write the word *went* on the board. Tell the children that this word is a high-frequency word which can be decoded. Sound out the word with the children. Children name the medial sound.

Say: **The word *went* explains something a person did in the past.** On the board, write: *I went to the* \_\_\_\_\_. Children copy the stem on their whiteboards, then use kidwriting to complete the sentence using names of their favorite places.

Say: **Please turn to your neighbor and share your favorite place. Listen carefully because I will ask three of you to share your neighbor's favorite place.** Choose children to share as you described.

Say: **Simon says, 'Put your foot in the air.' Simon says, 'If our new high-frequency word, *put*, rhymes with foot, put your hand in the air.'**

### Materials

- Whiteboards/markers
- Starfall Dictionaries

### Reading

Read simple one-syllable and high-frequency words

### Listening & Speaking

Communicate effectively when sharing ideas or relating experiences

Write *put* and *foot* on the board. Explain: **Put and foot rhyme. They end with the same sounds, but they do not have the same middle and ending letters like most rhyming words. Put is not spelled like it sounds. We must memorize this word.** Children write *put* on their whiteboards.

Say: **Who can tell me what Backpack's foot is called? (paw) I'm thinking of a new high-frequency word that rhymes with paw and begins with s. Can anyone tell me what the new word is?** Write the word *saw* on the board.

Say: **Saw is like the word went, because they both tell us something that happened in the past; for instance, you might say, I saw her last night.** Children write *saw* on their whiteboards.

Distribute dictionaries. Children will enter the new high-frequency words by answering the following questions:

<b>saw</b>	I have the same letters in my word as <i>was</i> . I begin with /s/. What word am I?
<b>put</b>	I rhyme with <i>foot</i> . I begin with /p/. What word am I?
<b>went</b>	I am decodable. I begin with /w/ and end with a blend, /nt/. What word am I?

Beginning readers sometimes confuse the words **saw** and **was**. If you notice your children doing this, draw their attention to the initial sound of each word. Remind them that if they see a word with the letters **s**, **a**, and **w** together, they should look at the beginning sound, to know which word they are reading.

Another common mistake concerning the word **saw** is auditory. Children may say /sall/ instead of **saw**. If you hear this among your students as they play auditory discrimination games in which they distinguish words such as **saw**, **tall**, **paw**, and **fall**, exaggerate the ending sounds as you pronounce them.

## Phonemic Awareness Warm-Up

## Reading and Writing, Page 54

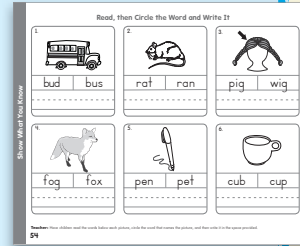
Display the *tub* Picture Card. Write: *tap, tub* on the classroom whiteboard.

Say: **Look at this Picture Card, *tub*. Here are two words. One of them has the letters that spell *tub*. Who can come to the board and circle the correct word?**

Distribute *R&W*, p. 54. Give the directions. Children complete this page independently, then compare answers with their neighbors. Review the answers together.

## Materials

- Picture Cards: *tub, cut*
- R&W*, p. 54
- Pencils/crayons



## Reading

Match consonant and short-vowel sounds to appropriate letters

1

Introduce *Bug in a Jug*

Display the *Bug in a Jug* teacher edition. Read the title, and ask children to discuss the cover illustration.

Say: **As I read this story, think about a story you have heard recently that is similar.**

Read *Bug in a Jug*.

After children identify *The Crow and the Pitcher* as the similar story, explain that *Bug in a Jug* is an adaptation of the same Aesop's fable.

Children explain how the stories are similar:

- Both characters had to figure out how to get the water to rise.
- It was absolutely necessary for both characters to solve their problems.
- Both characters resolved the problem by adding stones/pebbles to the water.
- Both Bug and the crow were happy with their accomplishments.

Children explain how the stories are different:

- They had different characters.
- Bug had a helper.
- The crow's problem was that she was thirsty; Bug was stuck.

Distribute *Bug in a Jug*, and have children write their names in the space provided. Explain: **This book has decodable words, high-frequency words, and decodable high-frequency words!**

- Print the headings *High-Frequency Words* and *Decodable Words* on the whiteboard.
- Read through *Bug in a Jug* as a group. Ask volunteers to write each new word in the appropriate column on the whiteboard.

## Materials

- Bug in a Jug* teacher edition
- Bug in a Jug* for each child

## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Compare and contrast multiple versions of the same story

Identify familiar literary forms



- Children read the high-frequency words listed: *help, will, can, not, up, in, is, a, I, says, to, the.*
- Children sound out the decodable words listed: *bug, jug, Zac, buzz, adds.*
- Volunteers circle the high-frequency words that are also decodable: *help, will, can, not, up, help, in, is, I.*
- Children circle the short-u words in their books each time they occur: *bug, jug, buzz, up.*

If time allows, divide the class into two groups. Read *Bug in a Jug* chorally with each group reading alternate pages.

2

## Bug in a Jug and Insects

Distribute *Bug in a Jug* books. Children locate the head, thorax, abdomen, antennae, legs, and wings on the bug pictured in the story.

Discuss how the bug in the story is different from a real insect. (A real insect's legs are attached to its thorax.)

Emphasize that cartoon characters often look different from actual animals.

Display the "Insect" diagram and review the body parts, then give each child a copy.

Children label the diagram.

Recall that most insects have wings. Children draw wings on their insects, label them, then color the page.

Read *Backpack Bear's Invertebrates Book*, pages 16-27, to review information about insects.

If time permits, children draw pictures of insects and use kidwriting to label them on the back of their printouts.

### Materials

- Bug in a Jug* for each child
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Insect labeling diagram for each child
- Pencils/crayons

### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

### Science

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

Identify major structures of common plants and animals

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

## Computer

### Practice

- *Short Vowel Pals*: "Bug in a Jug"
- *Short Vowel Pals*: Any previously introduced stories

## Activity

Children place all the Picture and Word Cards in random order face-down in the pocket chart. They then try to match Picture and Word Card pairs.

### Materials

- Pocket chart
- Matching CVC Picture and Word Cards featuring all five vowel sounds

3

## Backpack Bear's Story

Display *Backpack Bear's Story*. Backpack Bear whispers that he used only high-frequency words and decodable words in his story so everyone could read it.

Say: **Listen carefully to Backpack Bear's Story.** Read the story with expression. You may wish to change your voice for the different characters as they speak.

Ask:

- **Who are the characters in Backpack Bear's Story?** (Zac, Gus, Peg, the bug) Display Plush Zac, Gus, and Peg.
- **Which character is missing?** (bug)
- **What was the story's problem?**
- **What was the solution?**
- **Was this solution to the problem the same or different from *Bug in a Jug*?**
- **Do you think this was a good solution? Why or why not?**

Choose volunteers to come to the chart paper and hold Zac, Gus, and Peg.

Continue: **Listen to the story again. The volunteers will hold up their characters when they speak in the story.** Remind children that the quotation marks will provide clues as to when each character speaks.

Say: **Something is missing in this story. It doesn't have a title!**

Children close their eyes and listen to the story again. As they listen, they think of possible titles.

Children turn to their neighbors and discuss titles for the story, then share their ideas with the rest of their classmates. Decide, as a class, on a title for *Backpack Bear's Story*. Write the title on the chart paper at the top of the story.

### Materials

- Backpack Bear
- Plush Zac, Gus, and Peg
- Backpack Bear's Story* printed on chart paper

### (Title)

Gus said, "Look! That cup has a bug in it."

"How did a bug get in the cup?" asked Zac.

"He fell in the cup. His wings are all wet." said Gus. "A bug can not swim like a duck can."

Peg said, "The bug is sad. He wants to get out of the cup."

"What can we do to help the bug?" asked Zac.

"I could fix a ramp. It will help the bug get out of the cup!" said Gus.

Gus put a stick down in the cup. The bug went up the ramp.

"The bug is out of the cup!" said Peg.

### Reading

*Blend vowel-consonant sounds orally to make words or syllables*

*Match consonant and short-vowel sounds to appropriate letters*

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

*Demonstrate an understanding of story elements*

## Phonemic Awareness Warm-Up

## Materials

- 
- ABC Rhyme Book*

## Rhyming

Read "Uu Umbrella" on page 45 of the *ABC Rhyme Book* together.

Children name words in the rhyme that have the short-u vowel sound at the beginning (umbrella, up, under), then replace the /u/ with other short vowel sounds:

umbrella	ambrella	imbrella	ombrella	embrella
up	ap	ip	op	ep
under	ander	inder	onder	ender

## Reading

Distinguish initial, final and/or medial phonemes in words

Manipulate individual phonemes in word through addition, deletion and substitution

1

## Backpack Bear's Story Vocabulary

Display *Backpack Bear's Story*.

Say: **There are some words Backpack Bear used in his story that he wants us to learn.**

Display each of the following words. Discuss the blends used for each word. Remind children to use their strategies to read the words.

wings	swim	duck	ramp	stick
-------	------	------	------	-------

Say: **Let's read Backpack Bear's Story again. When we come to one of these words, raise your hand.** A volunteer comes forward and circles the word with a marker.

Distribute children's copies of *Backpack Bear's Story*. Children write their names at the bottom.

Say: **We need to add the title of the story to the top.** Children copy the title from the chart paper story.

Partner the children to read the story. (Consider partnering a stronger reader with a struggling reader.)

Gather children and read the story in unison. Children illustrate the story in the space provided at the bottom.

## Materials

- 
- Backpack Bear's Story*
- printed on chart paper
- 
- 
- Backpack Bear's Story*
- , copy for each child
- 
- 
- Pocket chart
- 
- 
- Word Cards:
- wings, swim, duck, ramp, stick*
- 
- 
- Pencils/crayons
- 
- 
- Marker

## Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Writing

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

2

## Writing: My Favorite Character

Review the characters in the story and their roles. Ask: **Who was your favorite character? Why?**

Explain: **Backpack Bear would like for you to write about your favorite character in his story. He wanted me to remind you to be sure to name the character in your first sentence, and then write another sentence telling him why that character was your favorite.**

Remind children to use their dictionaries and kidwriting, and that you will do adult writing.

If children finish early, they may share their work with others who have finished, or act as mentors to assist other children as they write.

### Materials

- Backpack Bear's Story printed on chart paper
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

### Reading

Connect to life experiences the information and events in texts

Retell familiar stories

### Writing

Draw a picture and use it to explain why an item is their favorite

## Computer

### Practice

- *Learn to Read*: Row 5, "Gus the Duck" and Games
- *Short Vowel Pals*: "Bug in a Jug"
- *Backpack Bear's Books*: Concepts, Any Vowel Machine

## Activity

Children complete the "Color by Word" practice page to review high-frequency words.

### Materials

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

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Sink or Float?

Say: **In the story *Bug in a Jug*, Zac saved Bug by dropping something in the jug that made the water rise so Bug could climb out. What did he drop? (stones) The other story was about a very thirsty crow. What did the crow do to get a drink of water? (She dropped stones in the pitcher.) Did the stones sink or float?**

Ask:

- **Do you sink or float in the bathtub?**
- **What happens to the water level when you get in?**
- **Why does this happen?**

Ask: **Who weighs more, you or me? I weigh more because I take up more space. I am bigger. But size doesn't always tell us if one thing is heavier than another.**

### Materials

- Objects for the experiment
- Small clear container filled with water
- Class Sink/Float Chart

### Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

### Science

Know objects can be described in terms of the materials they are made of and their physical properties

Communicate observations orally and through drawings

**Think of a beach ball and a little stone. The beach ball is bigger, but it is full of air. Air is not heavy, but stones are heavy.**

Say: **Let's do an experiment to see which things float and which things sink. If an object weighs more than water, it will sink. If an object weighs less than water, it will float. We will make predictions (smart guesses) before we test the objects.**

For each object, ask children to make a prediction. Record the number of children who think the object will sink by writing it in the *sink* prediction blank. Write the number of children who think it will float in the *float* prediction blank. Place the object in the water. Write *sink* if the object sinks and *float* if the object floats.

Review the prediction chart and discuss whether the children's predictions were correct.

Optional additional experiments and examples:

- Test the same objects in soapy or carbonated water. The results will change because soapy water is heavier than regular water, and carbonated water is lighter than regular water.
- Encourage children to find other objects in the room. Children predict, then test, to find the results.
- Weigh the objects before testing them to show which ones weigh more or less.
- Weigh two similar quantities of water to show that water has weight.

Explain that boats are able to float because their weight is distributed evenly on the water. If something happens to disturb the distribution, the boat will sink. Compare this to floating on your back in the water, then to standing or sitting in the water.

- Use a plastic lid to demonstrate.
- Place a plastic lid vertically in the water; it will sink because the weight is not distributed evenly.
- Place the lid horizontally in the water; it will not sink because the weight is distributed evenly.
- Place a heavy object on the edge of the lid; it will tip over because the weight is no longer distributed evenly.

Say: **If you weigh 45 pounds and you get into water, you will move 45 pounds of water to a different place. This happens because you and the water cannot be in the same place at the same time, just like you and your friend cannot stand or sit in the exact same place at the same time.**



## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution

Ask: **What is the new word if we change the /n/ in *bun* to /g/?** (bug)

/t/ but	/s/ bus	/d/ bud	/z/ buzz
---------	---------	---------	----------

What is the new word if we change the /t/ in *hut* to /g/? (hug)

/b/ hub	/f/ huff	/m/ hum	/sh/ hush
---------	----------	---------	-----------

What is the new word if we change the /g/ in *rug* to /n/? (run)

/b/ rub	/f/ ruff	rut /t/	rush /sh/
---------	----------	---------	-----------

1

## Honeybees

Review Backpack Bear's message.

Display *Backpack Bear's Plant Book*. Say: **When we talked about plants, we learned the vocabulary word, *pollination*. Let's read about pollination.** (Read p. 18 -19.)Display *Backpack Bear's Invertebrates Book*.

Read pages 24 and 25. Explain:

- **Honeybees are insects. They have three body parts: abdomen, thorax, and head. Honeybees have six legs, two antennae, two eyes, and two sets of wings.**
- **Bees live in a bee colony. A bee colony is called a beehive.**
- **A colony is like a family. Everyone has a job!**
- **There are three jobs in the family or colony. Let's learn about the jobs.**

Call on a volunteer to represent each job as you explain the work done in the colony. For example, one volunteer will be the queen. Several children will pretend to be worker bees, and some can represent the drones.

## Materials

- Backpack Bear's Plant Book* by Alice O. Shepard
- Backpack Bear's Invertebrates Book* by Alice O. Shepard

## Reading

Manipulate individual phonemes in words through substitution

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

## Reading

Read simple one-syllable and high-frequency words

## Science

All plants and animals, including humans, are alike in some ways and different in others.

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

<b>Queen</b>	There is only one queen bee and she is the largest bee in the colony. Her job is to lay eggs for the family. She lays up to 3,000 a day!
<b>Worker Bee</b>	The worker bees are the smallest members of the family. All worker bees are female, or girl, bees! One of their important jobs is to get nectar from flowers. Worker bees' back legs have stiff hairs that form pollen baskets. Their job is to collect pollen from flowers and bring it back to the hive to feed their family. Workers have stingers and poison glands at the tips of their abdomens. Worker bees can only sting once because their stingers are pulled out when they sting, and then they die.
<b>Drones</b>	Drones are the male, or boy, members of the family or colony. They are a little larger than the worker bees. They get their food from the worker bees. They have only one job and that is to mate with the queen to help her make other bees. Drones do not have stingers and cannot defend themselves.

Explain: **The worker bees have lots of little hairs on their bodies. Pollen sticks to the hairs on their legs while they are visiting flowers. A furry little bee wiggling around inside the flower picks up a lot of pollen. When the bee goes to another flower for more food, some of the pollen from the first flower sticks to the second flower. That is how new seeds are made!**

The worker bee volunteers pretend to “fly” from flower to flower collecting pollen and bringing it back to the colony.

Say: **Honeybees not only help their families, they also help us! Honeybees pollinate flowers. This allows fruiting plants, like apples, watermelons, tomatoes, and strawberries, to make fruit. The honeybee also takes nectar from flowers and makes honey that is sweet and good for people and other animals, like Backpack Bear, to eat.**

**Reading**

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Writing**

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

Write consonant-vowel-consonant words

**2**

**Reading and Writing, Page 55**

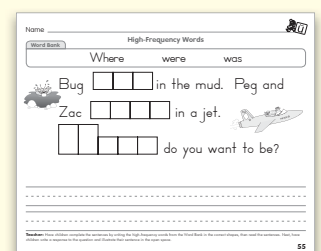
Write *where*, *were*, and *was* on the board. Volunteers read the words and the class repeats.

Children open their *R&W* books to page 55. Work together to insert the correct words from the Word Bank into the sentences.

Pause to allow volunteers to share their responses to the question, “Where do you want to be?”

**Materials**

- R&W*, p. 55
- Pencil/ crayons
- Starfall Dictionaries



Children use kidwriting and Starfall Dictionaries to complete the page and add their drawings. As they finish, children share responses with others who have also finished.

## Computer

### Practice

*Learn to Read: Rows 1 -5*

### Activity

Place the High-Frequency Word Cards face-down in a deck. Children:

- turn over cards and read the words.
- use magnetic letters to form the words on their whiteboards.
- write the words on paper.

#### Materials

- Pocket chart
- High Frequency Word Cards: *put, went, saw, was, one, out*
- Magnetic letter sets for each child
- Whiteboards
- Paper/pencils

#### Technology

Use technology resources to support learning

#### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

3

## Digraphs

Read each of the digraph rhymes from the *ABC Rhyme Book*.

Divide your class into four groups. Assign each group a Letter Card. Say the following words. Groups stand when they hear their digraph.

#### Materials

- ABC Rhyme Book*
- Letter Cards: *sh, ch, wh, th*

#### Reading

Distinguish initial and final phonemes in words

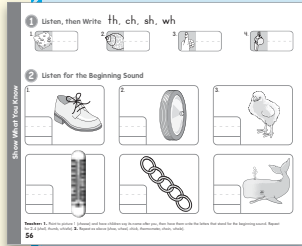
ship	chip	thumb	where	whistle	think
cheese	shell	chimp	what	thin	show
thick	sheet	where	chick	shy	cherries
why	thimble	share	chase	thistle	when

Phonemic Awareness / Phonics Warm-Up

Reading and Writing, Page 56

Distribute and complete *R&W*, p. 56.

- Materials**
- R&W*, p. 56
  - Pencil/crayons



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

1

“Wheel of Reading”

Refer to your Starword Wall for vocabulary words introduced this week to play “Wheel of Reading”. As each word is identified, a volunteer tells the meaning of the word.

- Materials**
- Starword Wall
  - Classroom whiteboard/marker

**Reading**  
Use new vocabulary that is introduced or taught directly

**Technology**  
Use technology resources to support learning

1

**Computer**

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

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

2

**Create an Invertebrate**

Children use play dough to create different types of invertebrates referencing *Backpack Bear's Invertebrates Book*.

**Materials**

- Backpack Bear's Invertebrates Book*

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

3

**Short-U Puzzles**

Children assemble puzzles, then complete the puzzle “Word Search” practice page.

**Materials**

- Short-U Puzzles
- Puzzle “Word Search” practice page for each child
- Pencils

**"Starfall Speedway"**

Children read short-a and short-u words to advance.

**Materials**

- "Starfall Speedway"
- Word Cards: Short-a and Short-u

4

**Reading**

Read simple one-syllable and high-frequency words

**Generator Practice Page**

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

**Materials**

- Generated practice page of your choice

5

**Reading**

Read simple one-syllable and high-frequency words

**"Concentration"**

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

**Materials**

- Two of each high-frequency word: teacher's choice

6

2

**Kindergarten Book Club**

If weather permits, conduct the Kindergarten Book Club outside on blankets.

Say: **Today we are going to review what we have learned about invertebrates. Why do you think we are outside? Yes, it's the home to all invertebrates! We might even see some while we are outside!**

Begin reading *Backpack Bear's Invertebrates Book*.

As you read, omit words in the sentences and invite children to supply them. After a few pages, stop and have children partner share what they heard and report back to the class.

Say: **When we are outside, we are visitors to some invertebrates' homes. It's important that we show respect to the environment and to the animals that live here. Do you think it is okay to pick up an invertebrate if we see one outside? Why not?**

Invite the children to go on an "invertebrate hunt" using only their eyes! Be sure to reinforce the importance of not touching animals.

**Materials**

- Backpack Bear's Invertebrates Book*
- Blankets (optional)

**Reading**

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Listening & Speaking**

Communicate effectively when sharing ideas

# Week 30 Overview

## Butterflies

This week, the children meet a very special member of the insect animal group, the butterfly. They discuss the butterfly's life cycle and learn that a butterfly begins life as a caterpillar, then undergoes a metamorphosis. The children also review the animal kingdom during a meeting of the Kindergarten Book Club. This week we will:

- discover the power of silent e.
- learn about "vowel teams."
- become illustrators of our own books.
- write a shared story about our plush character friends.

## Recommended Literature

**Monarch Butterfly — Gail Gibbons** is an author and illustrator who made her first picture book when she was four years old. It was held together with strips of yarn. Her kindergarten teacher noticed her talent, and soon little Gail started taking art lessons. As an adult, she stays busy researching, writing and illustrating her own nonfiction books about things that fascinate her.

Her book ideas start with questions such as "Why?" and "How?" Then she reads about the subject and asks even more questions before putting words down. Finally, she paints with watercolors or draws with ink or colored pencils. She prefers to illustrate her own books, and she sometimes illustrates books for other authors.

Gibbons lives with her husband, a dog named Wilbur, and two cats, Miles and Davis. They have two homes. One is in Vermont. The other is a little farmhouse on an island off the coast of Maine. She likes gardening, swimming, and boating, but her favorite hobbies are reading and creating even more books.

## Starfall Books & Other Media

*Get Up, Cub*

*The Butterfly Book*

The Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

Invertebrates (Animals without Backbones) Poster

*Backpack Bear's Bird Book*

*Backpack Bear's Mammal Book*

*Backpack Bear's Invertebrates Book*

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



# Preparation

Generate Vocabulary Word Cards for **Week 30**. You will use *larva* and *pupa* on **Day 1**, *molts*, *chrysalis* and *transparent* on **Day 2**, and *omnivore*, *carnivore*, *herbivore*, and *hibernate* on **Day 4**.

## Day One

Prior to the Phonics Warm-Up, create an Amazing Silent E wand by printing an “e” on a paper star and attaching it to a fly swatter.

You will introduce butterflies in Session 3. If time allows, prepare and show a time-lapse video of a caterpillar undergoing metamorphosis from the internet.

## Day Two

None

## Day Three

Duplicate a copy of *The Butterfly Book* (2 pages, double-sided) for each child, then fold them into booklet form.

## Day Four

Prepare *Get Up, Cub* for each child, for use in **Session 1**.

Generate a *Get Up, Cub* graph for each child, for use during learning centers.

Type the shared story from **Session 3**, leaving a space above for the children to illustrate.

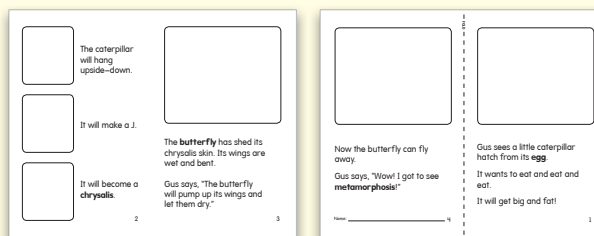
## Day Five

Photocopy the typed, shared story from **Day 4** for each child, for use in **Session 1**.


Generate a **Week 30** “Color by Word” practice page for each child, for use during learning centers.

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

Staple drawing paper covers to the front of *The Butterfly Books* for learning centers.




## Day 1

It's fun having Zac, Peg, Mox, Gus, and Tin Man in class with us. I learn so much from them. Do you? Love,  
Backpack Bear 


## Day 2

I loved learning about butterflies. It's amazing how they change from caterpillars into beautiful butterflies! Your friend,  
Backpack Bear 


## Day 3

I went for a walk with Gus yesterday. Guess what we saw, beautiful butterflies flying! Love,  
Backpack Bear 

## Day 4

When I was a cub, my mother taught me how to fish and catch insects. Now I can do those things all by myself! Your pal,  
Backpack Bear 

## Day 5

I really liked hearing the story you wrote yesterday! Love,  
Backpack Bear 

## DAY One

## DAY Two

### Reading

Phonemic Awareness  
Phonics  
High-Frequency Words  
Comprehension  
Print Concepts

R&W p. 57

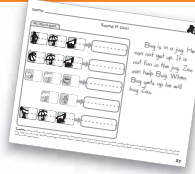
Silent E

Long vowel  
rhyme

HF Words: **make, take**

#### Comprehension Strategy:

Summarize



R&W p. 58-59

Sentence  
completion

HF Word: **eat**



### Computer

*Learn to Read*: Row 5, "Silent E" Movie; Row 6, "Play" (both Long-E activities)

*Learn to Read*: Row 11, "Two Vowel" Video  
*Short Vowel Pals*: Any previously introduced story

### Activity

"Starfall Speedway" Short Vowel Words

High-Frequency Word "Concentration"

### Listening & Speaking

Literature  
Rhymes, Poems & Songs  
Vocabulary

*Backpack Bear's Invertebrates Book*

Butterfly life cycle  
Metamorphosis

**Vocabulary**: larva, pupa

*Monarch Butterfly*

**Vocabulary**: molts, chrysalis, transparent

### Writing

### Social Studies

### Science

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



## DAY Three

## DAY Four

## DAY Five

"See It! Spell It! Show It!"

**Comprehension Strategy:**

Open Discussion

Phoneme deletion and substitution

*Get Up, Cub*

**Comprehension Skill:**

Inference

**Comprehension Strategy:**

Ask Questions

Rhyming

**Comprehension Skill:**

Story Details (characters, setting)

**Comprehension Strategies:**

Summarize

Open Discussion

Starfall Free Day

"Color by Word"

ABCs: Children choose letters to review

*Short Vowel Pals: "Get Up, Cub"*  
*BpB's Books: Concepts, "U-Machine"*

R&W, p. 60



Play dough HF Words

*Get Up, Cub* "Graph"

Illustrate cover of *The Butterfly Book*

*The Butterfly Book*

**Vocabulary:** omnivore, carnivore, herbivore, hibernate

Practice page of your choice

Alphabetize Letter Cards

Vertebrates (Animals with Backbones) Poster and Invertebrates (Animals without Backbones) Poster

*Backpack Bear's Bird, Mammal, Invertebrates and Reptiles, Amphibians, & Fish Books*

Write shared story about an adventure of the Starfall friends

## Phonemic Awareness / Phonics Warm-Up

## Materials

- 
- Silent E Wand

## Silent E

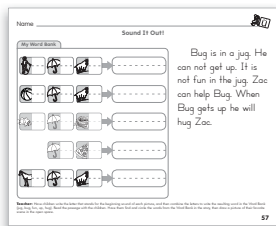
Introduce the Amazing Silent E Wand and explain its powers. Say: **When silent e appears at the end of a word, it casts a spell on its vowel friend, which makes the vowel say its name! Watch!**

- Write *at* on the board.
- Add *e* to the end.
- Use the Silent E Wand to tap the *a*, then say *a*.
- Read: **ate**. Children repeat.

Explain: **When a vowel says its own name, the vowel stands for the long vowel sound. We say the letter's name, not its short vowel sound.**

Navigate to *Learn to Read*: Row 5, "The Amazing Silent E" movie.

Say: **Let's try some!** Navigate to *Learn to Read*: Row 6, "Play." Volunteers take turns playing the long vowel game.



1

## Reading and Writing, Page 57

Children complete this page as directed.

## Materials

- 
- R&W, p. 57
- 
- 
- Pencils/crayons

2

Introduce High-Frequency Words: *make, take*

Say: **Let's see what happens when silent e works its magic on these words.**

- A volunteer holds the Amazing Silent E Wand.
- Write *tap* on the board.
- Children read *tap*.
- Add *e* to the end.
- The volunteer comes to the board and taps the *a* with the wand.

Say: **Now a gets to say its name while e is silent! This word is *tape*. Say, *tape*.** Repeat as above on children's whiteboards.

- Children write *at* on their whiteboards.
- They read *at*.
- Children add *e* to the end.
- A volunteer comes to the board and taps the *a* with the wand.

## Materials

- 
- Silent E Wand
- 
- 
- Plush Zac
- 
- 
- Classroom whiteboard/markers
- 
- 
- Individual whiteboards/markers
- 
- 
- Starfall Dictionaries
- 
- 
- Classroom books

## Reading

Match consonant and short-vowel sounds to appropriate letters

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

## Technology

Use technology resources to support learning

## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Reading

Read simple one-syllable and high-frequency words

## Listening &amp; Speaking

Listen carefully and understand directions for performing tasks

- The volunteer waves the wand over the group.
- Children read aloud: *ate*.

Repeat for the following word pairs:

can/cane	cap/cape	man/mane	mat/mate
plan/plane	rat/rate	tap/tape	van/vane

Say: **Our two new high-frequency words both use the Amazing Silent E.**

Print *m a k* on the board. Say: **Let's decode this word, /m/ /a/ /k/. Hmm, that doesn't sound like a word. Oh! I forgot! This word is supposed to have a silent e!**

Add *e* to the end, tap the *a* with the Silent *E* wand, and decode *make*. Children write *make* on their whiteboards. Repeat for *take*.

Distribute classroom books. Children search the books for the words *make* and *take*.

## Computer

- *Learn to Read*: Row 5, "The Amazing Silent E" movie
- *Learn to Read*: Row 6, "Play," both Long-E activities

## Practice

## Activity

Children read the words to advance.

### Materials

- "Starfall Speedway"
- Short-a, short-e, short-i, short-o, and short-u Word Cards

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Introduce Butterflies

Display *Backpack Bear's Invertebrates Book*.

Say: **Today we are going to learn about an insect called a butterfly. Let's read *Backpack Bear's Invertebrates Book* to learn about butterflies.**

Read pages 26-29. Say: **A butterfly does not start out looking like a butterfly! It goes through a change called *metamorphosis*. A butterfly lays her egg on a leaf. When the egg hatches, the creature that emerges doesn't look like a butterfly. It's a tiny caterpillar! Another name for the caterpillar is *larvae*.** (Children repeat, *larvae*.) **Let's look at the metamorphosis to see how the tiny caterpillar, or *larvae*, becomes a beautiful butterfly.**

Display page 26. Discuss the life cycle diagram of the butterfly. Introduce the vocabulary words *larva* and *pupa* during the discussion.

Children partner share to recall the life cycle of the butterfly. Select volunteers to share the life cycle with the class.

### Materials

- Backpack Bear's Invertebrates Book*
- Vocabulary Word Cards: *larva*, *pupa*

### Reading

Describe common objects and events in both general and specific language

### Listening & Speaking

Communicate effectively when sharing ideas

### Science

Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals

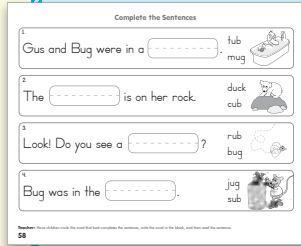
Relate new vocabulary to prior knowledge

Phonemic Awareness / Phonics Warm-Up

- Materials**
- R&W, p. 58
  - Pencils/crayons

Sentence Completion

Children complete R&W, page 58, as described.



**Reading**

Read simple one-syllable and high-frequency words

**Writing**

Write consonant-vowel-consonant words

1

- Materials**
- Whiteboards/markers
  - Amazing Silent E Wand
  - Starfall Dictionaries

Introduce High-Frequency Word: eat

Review the powers of the Amazing Silent E.

To practice, children write the word *mad* on their whiteboards and hold them up so you can check spelling. Children read the word *mad*, then add silent *e* to the end.

Ask: **What is the new word?** (made) Continue for:

at/ate	can/cane	fin/fine	hid/hide
rob/robe	not/note	cub/cube	tap/tape

Say: **Here is something else about long vowels. Listen to this rhyme: When vowel teams go a-walking, the first one does the talking.** Ask children to repeat the rhyme several times.

Write *team* on the board. Children name the two vowels in the word. Ask: **Which vowel is first? (e) If e is first, which vowel will do the talking? (e) What will a say?** (Nothing, it is silent!)

Sound out the word *team*. Emphasize the long-*e* sound. Put your finger to your mouth at *a*, to emphasize that it does not represent a separate sound.

Restate the rhyme. Ask: **We know e is doing the talking, but what did it say? Yes, it says its name. Remember, when a vowel says its name, it means that the vowel stands for the long vowel sound.** Sound out the word *team* a second time.

Explain: **Now that you know about vowel teams, you will have an easy time reading our new high-frequency word.**

Write *eat* on the board. Children write *eat* on their whiteboards, then segment and blend orally to read the word. Continue for *leaf, weak, meat, read*.

View *Learn to Read*: Row 11, "Two Vowel" video.

**Reading**

Read simple one-syllable and high-frequency words

**Technology**

Use technology resources to support learning

2

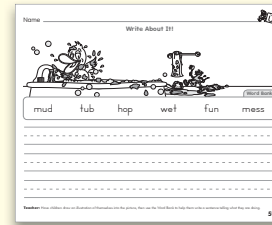
## Reading and Writing, Page 59

Complete *R&W*, page 59. Children add illustrations of themselves to the picture, then write sentences to tell what they are doing.

If time allows, children may color the illustrations and share their writings with others who have also finished. Provide paper to children who wish to continue writing.

### Materials

- R&W*, p. 59
- Pencils/crayons



### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

### Writing

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

## Computer

- *Short Vowel Pals*: Review any previously introduced stories.

## Practice

### Activity

Children play “Concentration” to review high-frequency words. Add any additional high frequency words that may need review.

### Materials

- Two of each Word Card: *said, you, from, little, big, says, like, some*
- Pocket chart

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Introduce *Monarch Butterfly*

Say: ***Monarch Butterfly* is a nonfiction book that will teach us more about butterflies.**

Read *Monarch Butterfly*. Children partner share to discuss one new thing they learned about butterflies, then share responses with the class.

Say: **The author used new vocabulary words in her nonfiction book about butterflies.** Read each Vocabulary Word Card (*molts, chrysalis, transparent*) as you display it in the pocket chart.

Read the story again. Children raise their hands when they hear one of the vocabulary words used in the story. Pause to discuss the vocabulary words.

Ask and discuss:

- **What are the stages of a butterfly’s life cycle?** (egg, caterpillar or larvae, pupa or chrysalis, butterfly)
- **What happens once the caterpillar is fully grown and ready to enter the pupa or chrysalis stage?** (It attaches itself to a leaf or twig, and forms a chrysalis.)
- **What happens after the chrysalis splits open?** (The butterfly begins to pull itself out.)
- **Why does the monarch butterfly need to migrate to the south?** (Cold weather would kill the butterfly.)

If time allows, volunteers choose their favorite pages in the book and explain their choices to the group.

### Materials

- Monarch Butterfly* by Gail Gibbons
- Vocabulary Word Cards: *molts, chrysalis, transparent*
- Pocket chart

### Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

### Listening & Speaking

Communicate effectively when sharing ideas

### Science

Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals

## Phonemic Awareness / Phonics Warm-Up

## Materials

- Whiteboards/markers
- Word Cards: *bug, bus, cub, cup, Gus, hug, hut, jug, mug, nut, pup, rug, sub, sun, tub*

## "See It! Spell It! Show It!"

To play the game:

- Read a Word Card, but do not show it.
- Children write the word on their whiteboards.
- Show the Word Card.
- Children check their answers.

## Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

1

## The Butterfly Book

Distribute copies of *The Butterfly Book*. Children should notice there are no illustrations. Explain: **Starfall is the author of this book and you will be the illustrators!**

Children fold the page in half, then turn to the last page and write their names on the line.

Say: **This book uses high-frequency words you know, new decodable words, and other words that you may not know.** Read the story as children follow along.

Divide the class into groups of three. The groups will work together to read the book.

Say: **If you come to a word you do not know, write it on the classroom whiteboard.**

After all groups have read the book, gather the children back together and review the words written on the board. Discuss and demonstrate the strategies that could be used to read the words. Explain that some words, *hang, metamorphosis, and chrysalis*, just need to be memorized. Read the story together.

Collect the books to be used again during **Session 2**.

## Materials

- Children's copies of *The Butterfly Book*
- Classroom whiteboard/markers

2

## Illustrate The Butterfly Book

Page through *The Butterfly Book* and discuss the types of illustrations the children would expect to see. Children will sketch their ideas in pencil, as directed below. They will color their illustrations during **Session 3**, and create covers for their books during **Day 5 Learning Centers**.

**Page 1** — Read the text, then ask:

- **Who is the character on this page?** (Gus)
- **What is the setting? Where is he?** (outside)
- **What does he see?** (a caterpillar hatching from an egg, then eating)

## Materials

- Children's copies of *The Butterfly Book*
- Pencils/crayons

## Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Reading

Read simple one-syllable and high-frequency words

Ask and answer questions about essential elements of a text

## Writing

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

- **What picture would you expect to see on this page?** (Gus, a caterpillar, food such as leaves, the egg)

Children underline the words *Gus*, *egg*, and *eat*, then sketch their pictures.

**Page 2** — Read the text, then ask:

- **How many illustrations will we draw for this page? How do you know that?** (3, There are three boxes.)
- **What should each illustration show?**
- **What is a chrysalis?** (The caterpillar forms this and changes into a butterfly while inside it.)

Explain: **A caterpillar always hangs its chrysalis upside down attached to a twig or a branch.**

Children underline the words *caterpillar*, *upside down*, and *chrysalis* with their pencils, then they sketch their pictures.

**Page 3** — Read the text. Explain: **The butterfly's wings are wet and crumpled when it emerges from the chrysalis. Its body is fat and filled with blood. The butterfly hangs upside down and pumps its wings. The butterfly opens and closes its wings slowly. Some of the blood in its body goes into its wings and dries.**

Children discuss possible illustrations, then sketch their pictures.

**Page 4** — Read the text. Explain: **Now that the butterfly's wings are pumped up, and have dried, the butterfly can fly away.**

Say: **Gus said that he got to see metamorphosis. He means that he got to watch the whole transformation from a caterpillar into a butterfly. The tiny caterpillar hatched from an egg, transformed into a chrysalis, then transformed into a butterfly. That is metamorphosis.**

Children discuss their illustration ideas, then sketch their pictures.

## Computer

- *ABCs*: Children may choose letters to review

## Practice

## Activity

Children reproduce high-frequency words using magnetic letters or play dough.

### Materials

- Play dough or magnetic letters
- High-Frequency Word Cards: *make, take, eat, saw, went, put*

3

## Add Details to *The Butterfly Book*

Children read *The Butterfly Book* in unison. They color and add details to the illustrations drawn during **Session 2**.

### Materials

- The Butterfly Book*
- Pencil/crayons

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

### Listening & Speaking

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

### Writing

Produce, illustrate, and share a finished piece of writing

## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Deletion and Substitution

Write the word *us* on the board. Children identify the word.

Change *u* to *i* and ask children to read the new word. (is) Continue to change the initial, medial, or final sound to form new words. Change only one sound each time:

us	is	it	hit	hip
lip	lap	map	man	men
met	pet	pot	got	up
cup	cap	can	pan	pen
Peg	leg	log	jog	log
big	beg	bag	bog	bug

## Reading

Manipulate individual phonemes through addition, deletion, and substitution

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

1

Introduce *Get Up, Cub*

Display the Vocabulary Word Cards. Introduce each word and discuss its meaning.

**omnivore** — an animal that eats plants and animals

**carnivore** — an animal that eats only animals

**herbivore** — an animal that eats only plants

**hibernate** — to sleep through the winter months

Display *Get Up, Cub* and read the title. Dialogue as you picture walk:

## Title page

- **Is a cub a baby, or an adult bear?** (baby)
- **What season do you think it is? Why?** (winter; Cub is hibernating.)

## Page 1

- **Where is Cub?** (Cub is in his den, which is a shelter for a bear. It can be a cave, or tree, etc.)
- **The bear needs to wake up. Why?** (Winter is over; it's time to find food.)

## Page 2

- **Why must Cub dig for the nuts?** (They are buried.)
- **Are nuts plants or animals?** (Nuts are plants because they grow on trees.)

## Materials

- Get Up, Cub* teacher edition
- Get Up, Cub* for each child
- Vocabulary Word Cards: *omnivore, carnivore, herbivore, hibernate*
- Picture Cards: *moth, butterfly*

## Reading

Read simple one-syllable and high-frequency words

Ask and answer questions about essential elements of a text



- **If the bear eats nuts, is he a carnivore?** (No, carnivores do not eat plants.)
- **How was Cub able to find the nuts?** (He has a strong sense of smell so he can find food.)

## Page 3

- **What is the bear picking?** (berries)
- **Are berries plants or animals?** (plants)
- **Is it a good idea for you and me to eat wild berries?** (No, some wild berries are poisonous.)

## Page 4

- **How is Cub catching the fish?** (with his sharp claws)
- **Who taught him to catch fish?** (his mother)
- **Is a fish a plant or an animal?** (animal)
- **If Cub eats fish and berries, is he a carnivore, herbivore or omnivore?** (He is an omnivore because he eats both animals and plants.)

## Page 5

- **Is the moth a plant or an animal?** (animal)
- **What kind of animal?** (insect)
- **Moths are similar to butterflies, but they are not the same.** (Display the butterfly and moth Picture Cards.)

*Butterfly**Moth*

	<i>Butterfly</i>	<i>Moth</i>
<b>Antennae</b>	long, club-like	feathery
<b>Color</b>	usually bright	usually dull
<b>Resting</b>	wings usually closed	wings usually open
<b>Activity</b>	usually daytime	usually nighttime
<b>Pupa</b>	chrysalis	cocoon
<b>Flight</b>	Wings do not hook together.	Hind and fore wings hook together.

- **Do bears eat insects?** (Yes, they eat many different kinds of things, because it takes a lot of food to fill them up.)

## Page 6

- **Why is Cub tired?** (It is winter; getting all that food was hard work!)

**Reading**

Read simple one-syllable and high-frequency words

**Read *Get Up, Cub***

Display the teacher edition of *Get Up, Cub*.

Say: **There are some words in this story that we need to review.**

Write each of the following words on the classroom whiteboard one at a time. As you discuss each word, ask children to write it on their whiteboards. Discuss the strategy needed to read the word. Direct children to circle the bold part of the word (*st, s, sh, th, ck, ch, sm, ts*).

<b>fast</b>	<i>st</i> blend
<b>lips</b>	adding <i>s</i> to a word
<b>fish</b>	review the /sh/ digraph
<b>moth</b>	review the /th/ digraph
<b>picks</b>	review that /ck/ is one sound
<b>rocks</b>	review /ck/
<b>smell</b>	<i>sm</i> blend
<b>nuts</b>	adding <i>s</i> to a word

Distribute *Get Up, Cub*. Children read the story in unison.

Ask them which part of this book they think Backpack Bear liked best and why.

Children partner read the story.

**Materials**

- Get Up, Cub* teacher edition
- Get Up, Cub* children's copies
- Classroom whiteboard/marker
- Whiteboards/markers

**Technology**

Use technology resources to support learning

**Reading**

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

**Computer**

- *Short Vowel Pals*: "Get Up, Cub"
- *Backpack Bear's Books*: Concepts, U-Machine

**Practice****Activity**

Children graph words used in *Get Up, Cub*.

**Materials**

- Get Up, Cub* graph for each child
- Pencils/crayons

3

## Write a Shared Story

Display the plush characters and Backpack Bear.

Say: **Let's work together to write a story about Zac, Peg, Mox, Gus, Tin Man, and Backpack Bear!**

Write the story on loose leaf paper as the children dictate it to you. As children develop the story, encourage them to use the information they have learned about animals. Consider using one of the story starters below:

- One day Zac, Peg, Mox, Gus, Tin Man and Backpack Bear took a trip to the forest in Peg's jet. You will not believe what they saw just as they landed!
- Once when Zac, Peg, Mox, Gus, Tin Man and Backpack Bear went on an overnight camping trip...
- One day Zac, Peg, Mox, Tin Man, Gus and Backpack Bear decided to go to the zoo. When they arrived, they noticed the doors to all the animal cages were open!

When the story is complete, read it to the children.

### Materials

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

### Listening & Speaking

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

### Writing

Create a group draft scripted by the teacher

Type the story, leaving a space at the top for children to illustrate.

## Phonemic Awareness Warm-Up

## Materials

 None

## Rhyming Words

Children identify the three rhyming words in each sentence, then name as many other rhyming words as they can.

- *Gus* made a *fuss* when he missed the *bus*.
- The *bug* in the *jug* needs a *hug*.
- Backpack Bear will *huff* and *puff* when he carries heavy *stuff*.
- Don't *bump* your knee when you *jump* over a *stump*.
- Can you *hum* while you are chewing *some gum*?
- Peg *spun* round and round in the *sun* eating a *bun*.

## Reading

Recognize and produce words that rhyme

## Reading

Demonstrate an understanding of story elements

Produce, illustrate and share a finished piece of writing

## Technology

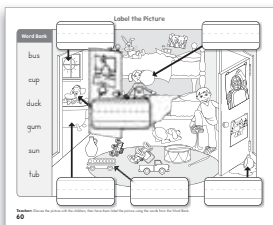
Use technology resources to support learning

## Reading

Read simple one-syllable and high-frequency words

## Reading

Read simple one-syllable and high-frequency words



1

## Shared Writing Story

Give each child a copy of the shared writing from **Day 4**.  
Read the story as children follow.

Discuss the characters, setting, and main idea. Children illustrate the story in the space at the top. As they finish, children partner to share their work.

## Materials

- Shared writing from **Day 4** for each child
- Pencils/crayons

## Computer

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

1

## "Color by Word"

Children complete the "Color by Word" practice page.

## Materials

- Week 30** "Color by Word" for each child
- Pencils/crayons

2

## Reading and Writing, Page 60

Children use the cover of the Short-U Puzzles to complete *R&W*, p. 60.

## Materials

- R&W*, p. 60
- Short-U Puzzles
- Pencils/crayons

3

## The Butterfly Cover

Write *The Butterfly Book* on the classroom whiteboard for children to copy. Children read *The Butterfly Book* together as a group. They copy the title of the book on their covers, then add illustrations.

### Materials

- The Butterfly Book*, individual copies begun on **Day 3**
- Pencils/crayons

4

### Reading

Read simple one-syllable and high-frequency words

### Writing

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

## Generator Practice Page

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

### Materials

- Generated practice page of your choice

5

## Alphabetizing

Children arrange the Letter Cards in alphabetical order, from left to right and top to bottom, in the pocket chart.

Children work together to match the Sound-Spelling Picture Card to each letter, and place it on top of the Letter Card. If children finish early, they mix up the cards and repeat the activity.

### Materials

- Pocket chart
- Lowercase Letter Cards a - z
- Sound Spelling Picture Cards: Apple to Zebra

6

### Reading

Recognize and name all uppercase and lowercase letters of the alphabet

Match consonant and short-vowel sounds to appropriate letters

2

## Kindergarten Book Club

Say: **During our Kindergarten Book Club we will review the animal kingdom!**

Review the Animal Kingdom Posters. Ask children to identify the distinguishing characteristics of each animal group.

Divide the class into four groups, and assign each group one of the animal books.

Designate a “facilitator” to lead each group and display each page of the book for their groups to examine and discuss.

Explain that the groups will make presentations to the class about their assigned books.

Gather the class together. Each group makes a presentation about its book, displaying pictures as necessary.

### Materials

- The Animal Kingdom Poster
- Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters
- Backpack Bear
- Backpack Bear's Mammal Book*
- Backpack Bear's Bird Book*
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Backpack Bear's Invertebrates Book*

### Reading

Retell important facts from a text heard or read

### Listening & Speaking

Communicate effectively when sharing ideas and retelling stories heard

### Science

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

Identify major structures of common animals


Day 1

Backpack Bear 

Day 2

Backpack Bear 

Day 3

Backpack Bear 

Day 4

Backpack Bear 

Day 5

Backpack Bear 

WEEK 31 — OVERVIEW

# Week 31 Overview

## Cumulative Review

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

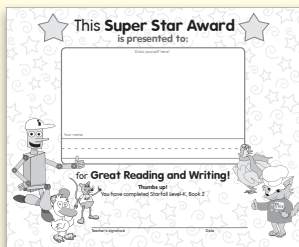
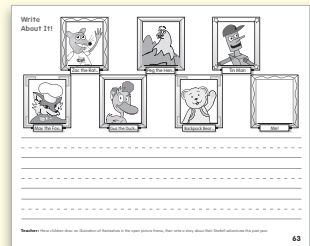
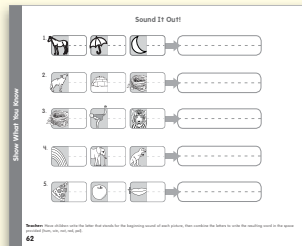
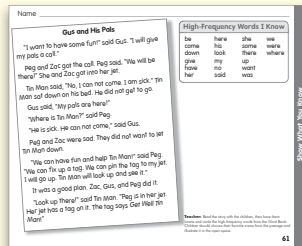
The following pages list instructional areas and skills in which your children should show progress. Reflect on these lists and the results of your individual assessments. Ask yourself: Where do my children have difficulty? Which skills do they need to practice? You may also wish to repeat and/or add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

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

## Preparation

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

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





# Cumulative Review

## Suggested Review Activities

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

Daily writing of sentences using kidwriting and adult writing.

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

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

## Planning Notes:


## Suggested Review Activities

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

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

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

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

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

## Planning Notes:


## Print Concepts Progress Checklist

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

## Phonemic Awareness Progress Checklist

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



## Phonics Progress Checklist

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

## Writing Progress Checklist

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

# Cumulative Review

### Suggested Review Activities

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

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

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

Prepare practice pages using the generators.

### Planning Notes:


### Suggested Review Activities

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

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

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

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

Children write individual letters to one of the Starfall characters.

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

### Planning Notes:




# Cumulative Review

## Comprehension Progress Checklist

- Demonstrate an understanding of story elements
- Identify sequence of events in a story
- Ask and answer questions about essential elements of a text
- Answer questions about the text using creative and critical thinking strategies
- Connect to life experiences the information and events in texts
- Make text-to-text, text-to-self, and text-to-world connections
- Use pictures and context to make predictions about story content
- Identify types of literary forms and everyday print materials
- Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources
- Compare and contrast a variety of literary works and multiple versions of the same story



### *Suggested Review Activities*

Re-read familiar stories and discuss how main events influence the outcome of the stories. Have children explain how the stories would be different if the main events were changed.

Ask children to think of alternate solutions to problems created by authors in classroom favorites.

Stop before reading the endings of unfamiliar literature books, and ask children to predict what will happen.

Re-read literature selections and use Story Element Cards to discuss and review each story.

Read a fiction and a nonfiction selection and have children identify elements in each that help classify them as such. Discuss what changes are necessary in order to change the fiction to nonfiction and the nonfiction to fiction.

### *Planning Notes:*


# Cumulative Review

## **Suggested Review Activities**

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

Practice distinguishing between statements and questions.

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

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



## **Suggested Review Activities**

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

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

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

## **Listening and Speaking Progress Checklist**

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

## **Fluency Progress Checklist**

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



# Starword Vocabulary by Week

## Unit 9

W

### Vocabulary

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

Reptiles, Fish & Amphibians

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

26 gills, cartilage, schools, island

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

## Unit 10

Invertebrates

28 invertebrates, mollusk, rust, arthropods, exoskeleton

29 insects, antennae, thorax, abdomen

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

# Recommended Literature by Week

## Unit 9

### Reptiles, Fish & Amphibians

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

## Unit 10

### Invertebrates

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

# Decodable Books



1

## Gus and His Dog

Children picture walk and discuss the following:

**Cover** – Who do you think the characters are?

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

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

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

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

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

**Page 6** – Where are Gus and his dog?

Read the story to the children.

### Materials

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

2

## Follow-Up Lesson #1

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

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

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

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

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

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

### Materials

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



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

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

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

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

3

## Follow-Up Lesson #2

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

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

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

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

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

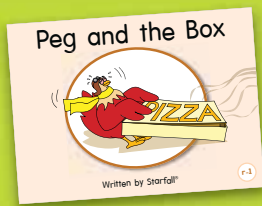
Continue this process throughout the book, using red for “e” words, green for “i” words, and purple for “o” words.

Review the lists when they are complete.

### Materials

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

# Decodable Books



1

## Peg and the Box

### Materials

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

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

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

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

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

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

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

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

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

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

2

## Follow-Up Lesson #1

### Materials

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

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

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

3

## Follow-Up Lesson #2

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

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

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

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

### Materials

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

# Decodable Books



1

## Zig-Zag

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

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

Discuss the following vocabulary:

**top** – a shirt or a blouse

**pal** – a close friend; a buddy

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

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

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

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

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

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

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

### Materials

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

2

## Follow-Up Lesson #1

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

### Materials

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

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

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

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



# Unit 10 Bibliography

## At and Below Level (Wordless Books)

<b>Peekaboo Bugs: A Hide-and-Seek Book</b>	<b>Caterpillar Spring, Butterfly Summer</b>	<b>Fuzzy Bee and Friends</b>	<b>I Wonder</b>
Carter, David	Hood, Susan and Gevry, Claudine	Priddy, Roger	Hoban, Tana
Little Simon, 2002	Simon & Schuster/Reader'sDigest	Priddy Books, 2003	Harcourt Children's Books, 2003
Numerous "lift the flaps" hiding places and wheels reveal bugs underneath everyday objects	A fabric-covered, bouncy spring pops through the pages about a caterpillar's busy day	An interactive, cloth book with moveable insect parts, bright colors, and textured fabrics	Colorful photos show the beauty and movement of nature during a walk in the park

## Above Level (Beginning Readers)

<b>Born to Be a Butterfly</b>	<b>An Earthworm's Life</b>	<b>Ants</b>	<b>Helpful Ladybugs</b>
Powell, Richard	Himmelman, John	Green, Emily	Smith, Molly
DK Publishing, 2000	Children's Press, 2001	Bellweather Media, 2006	Bearport Publishing, 2008
The complete life cycle, from a butterfly laying eggs to caterpillar, pupa, to a new butterfly	A day in the life of an earthworm, as well as the life cycle, seen from an earthworm's view	Close-up photographs illustrate details about how ants live and work together	Ladybugs love aphids. The life cycle of ladybugs from a beetle's point of view

## Teacher Read-Aloud

<b>A Little Book of Bee Poems</b>	<b>Beautiful Butterflies</b>	<b>Bugs</b>	<b>Squishy Sponges</b>
Wise, Rusty	Goldish, Meish	Malyan, Sue	Lunis, Natalie
Trafford Publishing, 2007	Bearport Publishing, 2008	DK Publishing, 2005	Bearport Publishing, 2008
A beekeeper's poetic admiration for his honeybees who give him honey as he cares for them	Illustrated with close-up photos showing how butterflies change throughout their life cycle	A close-up look at insects and their relatives, including exact measurements	Sponges may resemble plants but they are animals (invertebrates) that do not move
<b>Squirting Squids</b>	<b>Insect Life Cycles</b>	<b>Invertebrates</b>	<b>The Alphabet Tree</b>
Lunis, Natalie	Aloian, Molly and Kalman, Bobbie	Stone, Lynn	Lionni, Leo
Bearport Publishing, 2008	Crabtree Publishing, 2005	Rourke / Topeka Bindery, 2003	Knopf Books, 2004
An animal (invertebrate) with no bones? Find out about jet propulsion and ink squirting, too	The complete life cycle (metamorphosis) of familiar and exotic insects	How invertebrates disguise themselves from predators using camouflage, color and shape tricks	Word bug and caterpillar teach the letters living in the alphabet tree how to make words and sentences

## Professional Development

Reutzel, Ray and Cooter, Robert, *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, 3rd edition. Prentice Hall, 2006, ISBN 0131721453 or 978-0131721456.





Name \_\_\_\_\_

## Gus and Tin Man

I am Gus. As you can see, I am a duck.

It is fun to be a duck. Is it fun to be a tin man?

I snack on bugs and fish. What do you snack on, Tin Man?

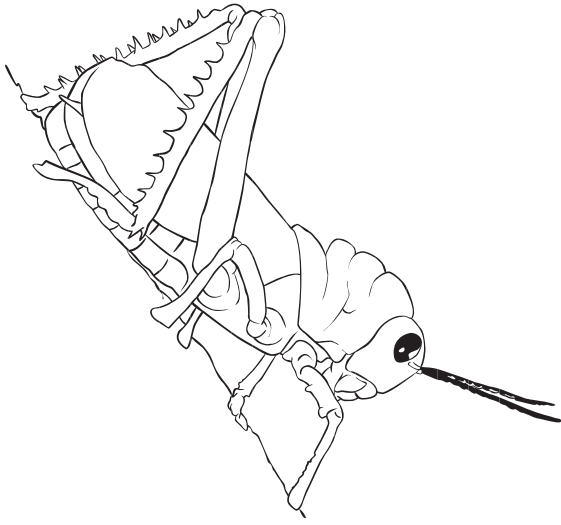
I get to swim in the pond. You can not swim or you will rust!

I catch fish with my bill. You catch fish with a rod or with a net.

I get to have fun with my good pals. You get to have fun with your good pals, too!

It is fun to be us!

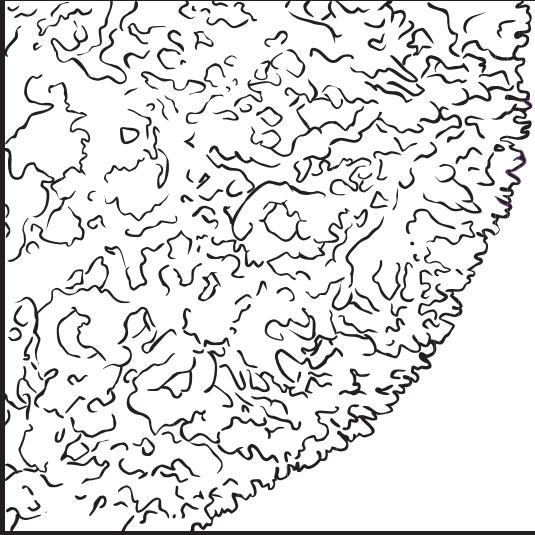
**Jointed Legs**



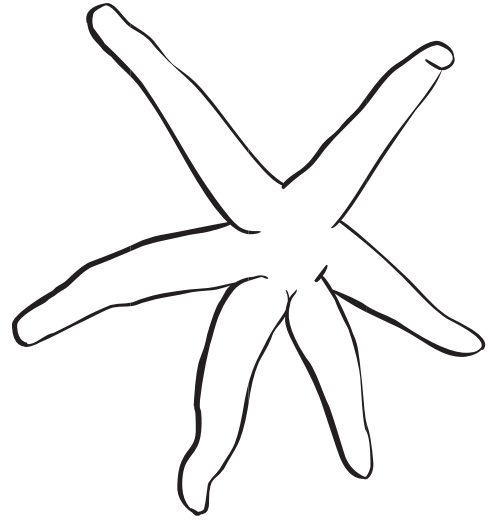
**Soft Bodies**



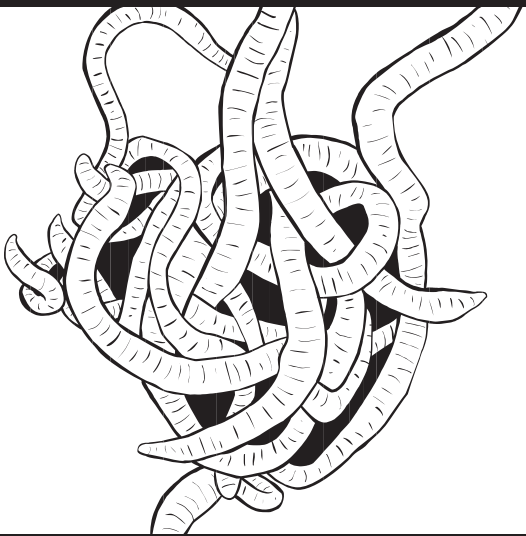
**Natural Sponges**



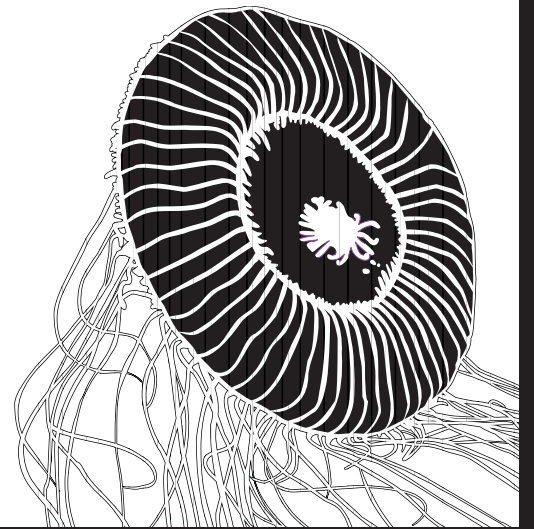
**Spiny Skins**



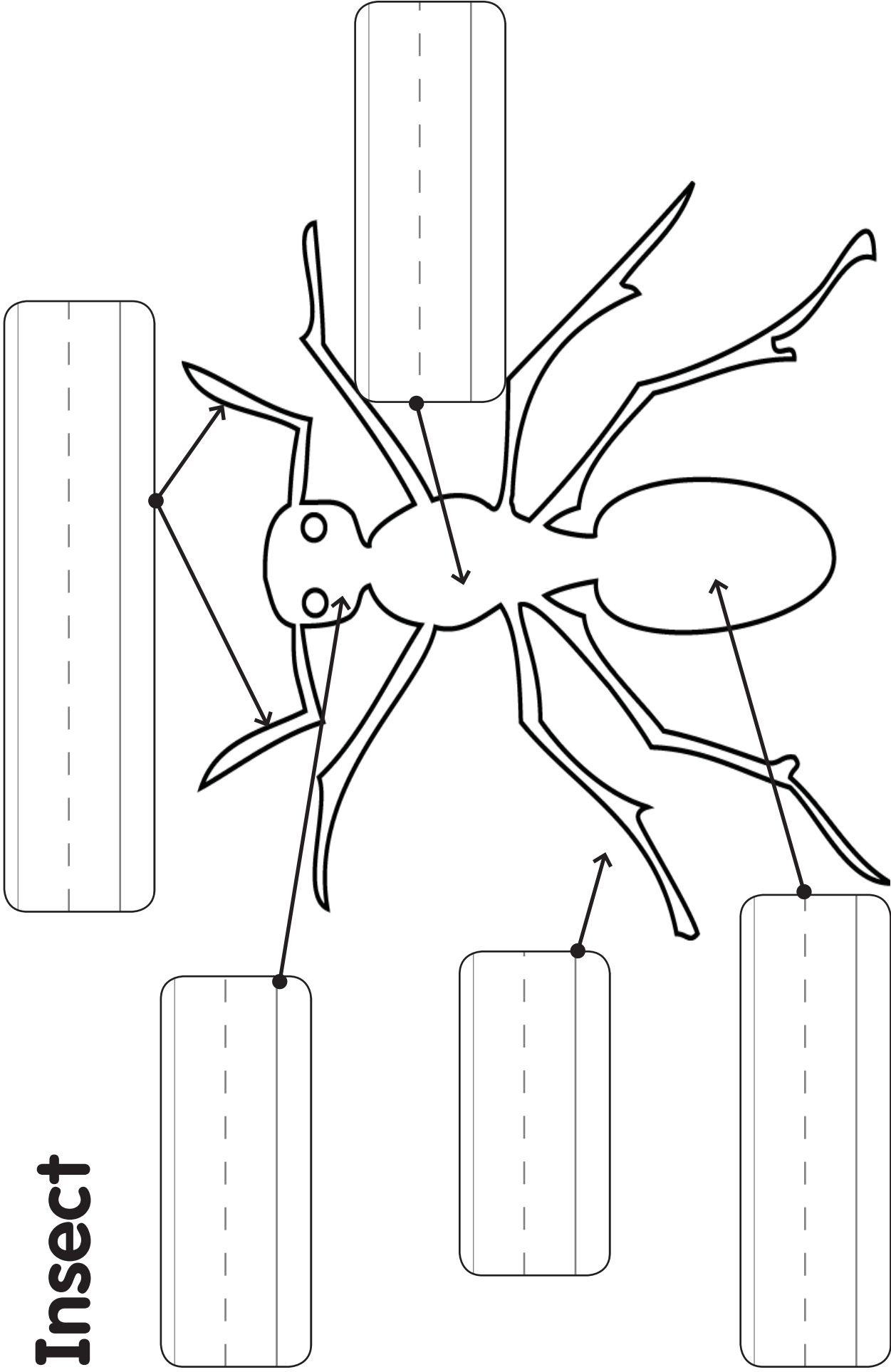
**Worms**



**Stinging Tentacles**



# Insect



## Word Bank

legs    thorax    abdomen    head    antennae

Name \_\_\_\_\_

Gus said, "Look! That cup has a bug in it."

"How did a bug get in the cup?" said Zac.

"He fell in the cup. His wings are all wet."

"A bug can not swim like a duck can," said Gus.

Peg said, "The bug is sad. He wants to get out of the cup."

"What can we do to help the bug?" said Zac.

"I could fix a ramp. It will help the bug get out of the cup," said Gus.

Gus put a stick down in the cup. The bug went up the ramp.

"The bug is out of the cup!" said Peg.



# Sink or Float?

Objects	Prediction (sink)	Prediction (float)	Result (sink)	Result (float)	Denser (heavier) than water? (yes or no)
Small rock					
Wooden block					
Plastic object					
Rubber ball					
Quarter or piece of steel					

The caterpillar  
will hang  
upside-down.

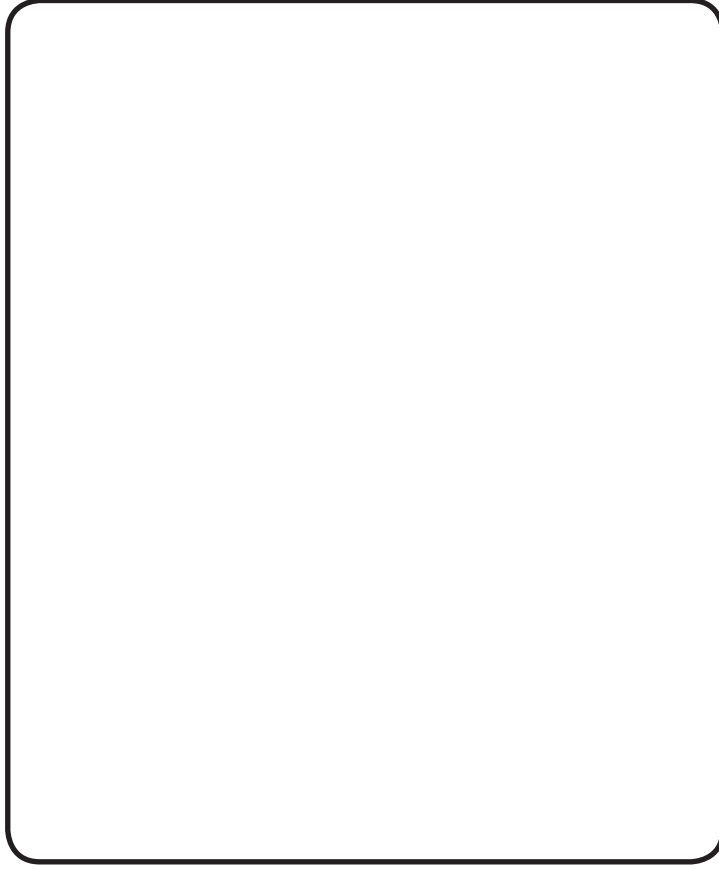
It will make a J.

It will become a  
**chrysalis**.

The **butterfly** has shed its  
chrysalis skin. Its wings are  
wet and bent.

Gus says, "The butterfly  
will pump up its wings and  
let them dry."

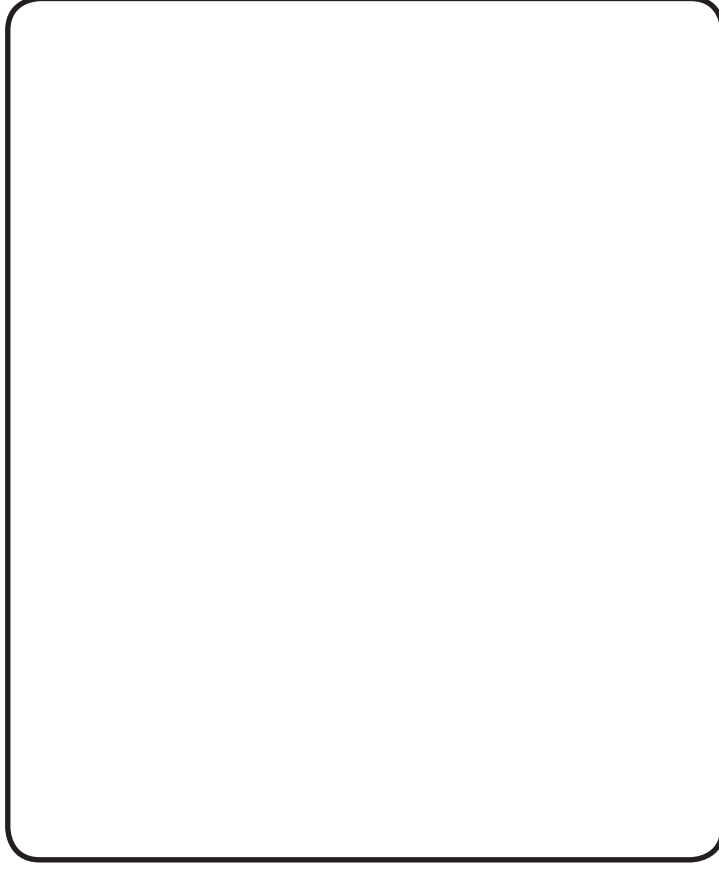
FOLD



Now the butterfly can fly  
away.

Gus says, "Wow! I got to see  
**metamorphosis!**"

Name: \_\_\_\_\_ 4



Gus sees a little caterpillar  
hatch from its **egg**.

It wants to eat and eat and  
eat.

It will get big and fat!

1