

# How Animals Live

**Starfall**   
Kindergarten

**Unit 8**

## **Starfall Education**

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# Unit 8: How Animals Live

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# Frequently Asked Questions

*My children seem to be more motivated to learn with Starfall. To what do you attribute this?*

Keeping your children motivated is a key, underlying objective of every component of the Starfall Kindergarten Curriculum. Every lesson plan, practice activity, online activity, and event is written with the awareness that the following are intrinsic to inspiring a desire and love of learning in people of all ages, but especially in the kindergarten-aged child.

- fantasy
- being first, having a turn, and a sense of control or direction
- ownership and responsibility over materials

The Starfall Characters, with which the children interact virtually online, and imaginatively in the classroom, tap into the children's innate sense of fantasy. They "know" the characters are not real, but they "believe" they are. These characters are the heart of the program and are integrated into every learning setting. They are familiar and constant friends, encouraging the children to stretch and explore without trepidation.

Our unique instructional balance between teacher and child-directed learning styles ensures every child has an opportunity to be first, have a turn, and direct his or her learning experiences. This technique empowers the children. They become actively engaged and invested because they are able to recognize themselves as learners and teachers. Starfall children have a greater sense of self and accomplishment because they see themselves as part of the process, rather than passive recipients.

Finally, children own their Starfall materials. They learn to care for their dictionaries and journals throughout the year. They recognize the little books they take home weekly are theirs to keep as rewards for their efforts.

Starfall motivates children, because they have complete ownership and investment in the process.

**Pam Ferguson, Florida**

35 years experience teaching early childhood education

**Joan Elliott, Texas**

31 years experience teaching early childhood education

My children love writing! They use their books to spell words they do not know. They do amazing things with their dictionaries, books, and writing. I had 6th graders who struggled with these concepts. —Bakersfield, California

My children love the online games, stories, and activities! It's amazing how much they know about it. They have discovered all on their own that if they click on some items things move, make noises! —San Antonio, Texas

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

When they see something with Backpack Bear's picture on it they are so excited and ready to learn all about it. —Ridgecrest, California

Starfall children feel so empowered! —Bakersfield, Calif.

The students actually got impatient with me and many went ahead and completed the L&W page on their own. They said, "We get it already!" That certainly shows their motivation and proficiency! —Valencia, California



# Reading Research

Engaged reading is a combination of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and are intrinsically motivated using multiple strategies to comprehend. They use prior knowledge and interact socially to construct new understanding from text. Children who have never experienced purposeful and pleasurable experiences with books and literacy are apt to be unenthusiastic about learning to read and write. Those who experience continued failure tend to avoid reading and thus deny themselves the most important means to improve their reading abilities. (1)

Creating classrooms that foster the continuing desire to learn for all readers begins with carefully observing the children's responses and recognizing their needs. Effective teachers know that what children understand *now* determines what they can learn *next*. Your awareness of their understanding

tells you how to scaffold their learning and to ensure motivation. (2)

Children with high intrinsic and social motivation are active readers and high achievers. These qualities can be learned and cultivated. A Starfall Kindergarten classroom fosters reading engagement and motivation by making the role of the teacher that of facilitator. The children own the events in their student-directed classroom. You facilitate their engagement when you:

- provide real-world connections to reading.
- select interesting texts.
- assure frequent social collaboration for learning.
- give them responsibility to share information or "teach."
- explicitly teach reading strategies that empower children to succeed.

This empowering approach provides children with numerous op-

portunities for making choices, for working with their peers in hands-on activities, and for becoming fully engaged and enthusiastic about learning. Even the most reluctant reader can't help but be inspired. While engagement in reading increases the occurrence of reading outcomes (e.g., achievement, knowledge, and practices), the positive outcomes naturally increase engagement. (3)

(1) Wood, Brunner, & Ross, as cited in Oldfather, P. & West, J. (1999). *Learning through children's eyes: Social constructivism and the desire to learn*. Washington, DC: American Psychological Association, p.16.

(2) Snow, C.E., Barnes, W.S., Chandler, J., Goodman, I.F., & Hemphill, L. (1991). *Unfulfilled Expectations: Home and School Influences on Literacy*. Cambridge: Harvard University Press.

(3) Guthrie, John, (2000). "Contexts for Engagement and Motivation in Reading." In Kamil, Mosenthal, Pearson, & Barr, (Eds.), *Handbook of Reading Research: Volume III*. Mahwah, NJ: Lawrence Erlbaum Associates.



It is so exciting for the children to come to the board and be the teacher! It really keeps the rest of the class on task as they can't wait to have a turn! —Safety Harbor, Florida

# Week 21 Overview



## What Animals Need

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

- meet Mox the Fox.
- learn short-o, and /sh/.
- encounter Superhero h.
- write a class report.

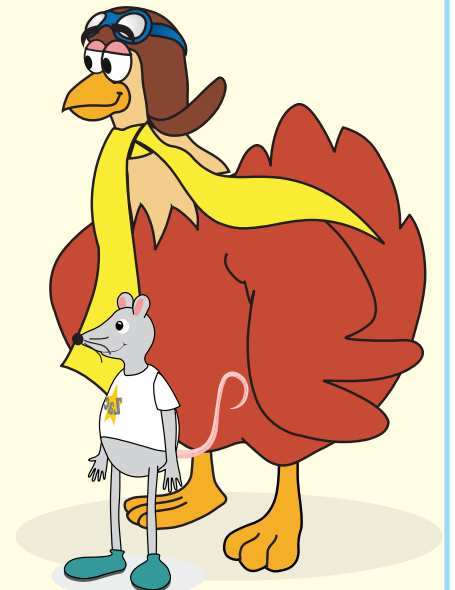
## Starfall Books & Other Media

Sing-Along Track 31

ABC Rhyme Book

Mox's Shop

Wolves by Margaret Hillert



# Preparation

Generate Vocabulary Word Cards for Week 21. You will use *curious*, *doubts*, and *exhausted* on **Day 2**.

## Day One

None

## Day Two

Have several classroom books available for today's **Session 2** and blank Vocabulary Word Cards for **Session 3**.

Prepare each child's copy of *Mox Jogs*.

## Day Three

Read and familiarize yourself with "More Information about Wolves" (in the back of Margaret Hillert's *Wolves*) prior to **Session 3**.

## Day Four

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

## Day Five

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

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

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



## Day 1

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

Love,

Backpack Bear 

## Day 2

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

Love,

Backpack Bear 

## Day 3

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

Backpack Bear 

## Day 4

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

Love,

Backpack Bear 

## Day 5

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

Your pal,

Backpack Bear 

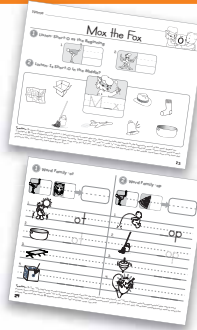
## DAY One

## DAY Two

### Reading

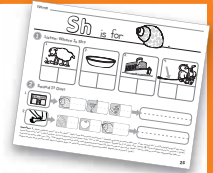
Phonemic Awareness  
Phonics  
High-Frequency Words  
Comprehension  
Print Concepts

R&W pp. 23, 24  
Short-a words  
Short-e words  
Introduce short-o  
Introduce -ot,  
-op word fami-  
lies  
Introduce /sh/



R&W p. 25

Initial short-o  
words  
Introduce initial  
long-o words  
*Mox's Shop*



**Comprehension Skill:**  
Identify Genre (folk tale)  
Apostrophe-s

### Computer

ABCs: Vowels, O;  
*BpB's Books*: Concepts, "O-Ma-  
chine"

*Learn to Read*: All of Row 4,  
"Mox's Shop"

### Activity

Short-O Puzzles

"Starfall Speedway" /ch/, /sh/,  
and /th/ Words

### Listening & Speaking

Literature  
Rhymes, Poems & Songs  
Vocabulary

"Short-O Song"  
"Sh Seashell Rhyme"  
"Letter March Song Sh"  
Mammals: Foxes

*The Three Little Pigs*  
"Oo Ostrich Rhyme"  
"Sh Seashell Rhyme"  
**Vocabulary:** curious, doubts,  
exhausted  
Mammals: Wolves, pigs

### Writing

### Social Studies

### Science

Review characteristics of a  
mammal

Animals given human  
characteristics



## DAY Three

R&W p. 26  
Initial sounds;  
Introduce /ch/

HF Words:

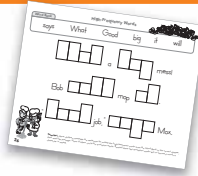
**give, him, your**

**Comprehension Skills:**

Identify Genre (folk tale, fiction/nonfiction); Story Details (character, setting, problem/solution); Inference

**Comprehension Strategy:**

Ask Questions



## DAY Four

Discriminate short-o  
Review word identification strategies

## DAY Five

Rhyming  
*Mox's Shop*  
**Comprehension Skills:**  
Sequence  
Compare/Contrast

Starfall Free Day

Short-O Puzzles

Sequence *Mox's Shop*

*Learn to Read: Row 4, "Mox's Shop"; BpB's Books: Concepts, "O-Machine," "A-Machine"; I'm Reading: Fiction/Nonfiction, "Wolves"; Yahoo Kids*

*Learn to Read: Rows, 1, 2, and 4*

"I Spy" HF Words

"Color by Word" practice page

Play dough or magnetic letters  
HF Words

*Wolves*  
Research about foxes, wolves

*Wolves*  
Author's Chair

Practice page of your choice

"Concentration" Short-O Words

*Wolves*  
"Diddle, Diddle, Dumpling"

Write facts about wolves  
(expository writing)

Write a class report together

Review mammals  
Introduce characteristics of a wolf

Animals given human characteristics

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

None

Identify and Discriminate Short-A and Short-E Words

Children identify short-a and short-e words by making the ASL sign for each sound when they hear them in the following words:

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

Reading

Match consonant and short-vowel sounds to appropriate letters

1

Introduce Mox and Short-O

Tell children Backpack Bear would like to introduce Mox to his classmates. He communicates that Mox is:

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

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

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

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

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

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

Distribute and complete *R&W*, p. 23.

Materials

- Plush Mox the Fox
- Sing-Along Track 31, "Short-O Song"*
- R&W*, p. 23
- Pencils/crayons

"Short-O Song"

*I know a fox who had a box  
and loved the sound of /o/, /o/  
fox, fox, on a box  
fox, fox, on a box  
fox, fox, on a box  
and that's the /o/ in fox! /o/!*

Reading

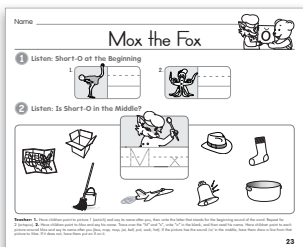
Match consonant and short-vowel sounds to appropriate letters

Recognize and produce words that rhyme

Science

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

Identify major structures of common plants and animals



2

## Introduce Word Families -ot, -op

Remind children that when a sound in a word changes, it changes the whole word.

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

Write *hat*, *pat*, and *cat* in a column on the board. Children read each word.

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

Ask: **What do you notice about all these words?** (They rhyme.) **That's because they all end with -ot, so they are members of the -ot word family.**

- Volunteers underline *-ot* in each word.
- Children name words that belong to the *-ot* word family. Accept nonsense words.
- Repeat, changing *a* in *map* and *tap* to *o* to create the *-op* word family.

Distribute and complete *R&W*, p. 24.

### Materials

- R&W*, p. 24
- Pencils/crayons

## Computer

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

## Activity

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

### Materials

- Short-o puzzles
- Writing paper for each child
- Paper/pencils

## Practice

### Reading

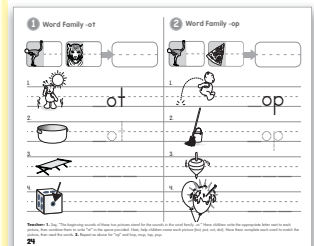
*Blend individual phonemes in words*

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

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

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

*Manipulate individual phonemes in CVC words through substitution*



### Technology

*Use technology resources to support learning*

### Reading

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

3

**Reading**

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

**Introduce /sh/ Digraph**

Write *th* on the board. Children make the sound /th/. Pretend you hear the Superhero *h* puppet calling you. Reveal Superhero *h*. Remind children that *h* is important, because *h* helps *t* stand for the sound /th/. Have Superhero *h* ask the children what other letter he helped. (c)

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

Write *shop* on the board. Underline *sh*.

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

Complete the sound/spelling routine.

**Step One** Read the rhyme, "Shell", from the ABC Rhyme Book, p. 59.

**Step Two** Identify the sound /sh/ in the initial position.

**Step Three** Discriminate the sound /sh/ in the initial position.

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

**Step Four** Sing "The Letter March" with the ASL sign for *sh* and the sound /sh/.

**Step Five** Connect sound to spelling.

**Step Six** Discriminate the sound /sh/ in initial and final position.

shell	fish	dish	shape
cash	shop	ship	rush

Children sing "The Letter March Song" using /sh/, /th/, and /ch/.

**Materials**

- ABC Rhyme Book
- Superhero *h* puppet
- Wall Card: *shell* /sh/
- Picture Card: *shell*
- Letter Card: *sh*

**Sh Shell**

Hold a seashell to your ear.

Shh...

Is that the ocean you hear?



Display the Wall Card at the end of the lesson.

## Phonemic Awareness Warm-Up

## Materials

- 
- ABC Rhyme Book

## Review Initial Short-O Words

### Introduce Initial Long-O Words

Read *ABC Rhyme Book*, "Ostrich" (p. 33).

Ask children to name the words in the rhyme that begin with short-o (Olive, ostrich), then repeat the short-o sound.

Explain: **The letter o stands for another sound called the long-o. The sound of long-o is the same as its name, /ō/.**

- Use *over* to demonstrate the /ō/ sound.
- Children repeat /ō/ *over*.
- Children discriminate short-o and long-o. They place their palms very close together if they hear a word that begins with short-o, and spread their palms wide apart if they hear a word that begins with long-o.

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

## Day Two

## Reading

Distinguish orally stated one-syllable words and separate into beginning or ending sounds

1

## Introduce *Mox's Shop*

Distribute copies of *Mox's Shop* and instruct children to write their names on them.

Write *Mox's Shop* on the board and read it with the children. Review the *apostrophe-s* after Mox's name and ask children to identify what belongs to Mox. (shop)

Choral-read *Mox's Shop*.

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

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

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

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

## Materials

- 
- Mox's Shop*
- teacher edition
- 
- 
- Mox's Shop*
- for each child
- 
- 
- Pencils
- 
- 
- Navigate to
- Learn to Read*
- : Row 4, "Mox's Shop"



## Reading

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

Use capital letters to begin "important words"

Identify and sort common words into basic categories

## Technology

Use technology resources to support learning

Read and discuss the *New Words* list:

- Blend the letter sounds to read each word.
- Ask children to explain why *Mox* and *Bob* begin with uppercase letters.
- Choose volunteers to circle words on each list that use the short-o sound.
- Write *mess* and *mix* on the board. Choose volunteers to blend the sounds together to decode the words.

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

2

### Review /sh/ Digraph

Read the *ABC Rhyme Book* p.59 "Sh Shell," then have children read it chorally.

Draw two boxes on the board. Say a word from the list below. Children repeat the word.

Choose volunteers to write *sh* in the first box if the word begins with /sh/ and *sh* in the last box if the word ends with /sh/.

sheep	wish	shell	wash	shout	ship
dish	short	shout	shape	cash	shoe

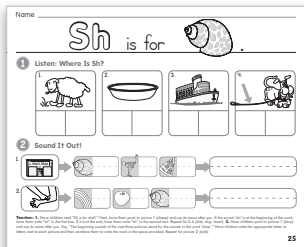
**Materials**

- ABC Rhyme Book*
- R&W*, p. 25
- Pencils/crayons
- Classroom books
- Whiteboards/markers

**Reading**

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters



Distribute and complete *R&W*, p. 25.

Distribute individual whiteboards, markers, and classroom books.

Children write *sh* at the top of their whiteboards. They work as partners to look through classroom books for words that use *sh*. Both children write the words they find on their whiteboards.

Partners share their results with the group. Assist by reading the words for children when needed.

### Computer

**Practice**

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

### Activity

Children identify the picture and tell if the word begins with /ch/, /sh/, or /th/ to advance.

**Materials**

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

**Technology**

Use technology resources to support learning

**Reading**

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

3

## Introduce *The Three Little Pigs*

Display *The Three Little Pigs*. Explain that it is a folk tale retold by Patricia Seibert. Ask children to name other folk tales they have heard this year.

As you picture walk through the book, introduce the vocabulary words *curious*, *doubts*, and *exhausted*.

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

- As you read the story, instruct children to raise their hands if they hear a word they do not understand that would make a good vocabulary word.
- Read the book. As children volunteer additional vocabulary words, write them on Vocabulary Word Cards and pause briefly to discuss their meanings.
- Discuss the new vocabulary words. Volunteers use each new word in a sentence.

### Materials

- The Three Little Pigs* by Patricia Seibert
- Vocabulary Word Cards: *curious*, *doubts*, *exhausted*
- Blank Vocabulary Word Cards to write children-generated words

### Reading

Use pictures and context to make predictions about story content

Retell familiar stories

Identify and sort common words into basic categories

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly

### Science

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

You may wish to choose a different version of *The Three Little Pigs*. Adjust the vocabulary list to match the version chosen.

### Observe & Modify

## Phonemic Awareness Warm-Up

## Materials

 None

## Review Initial Sounds

### “Name that Mammal”

Say: **Let’s play a game called “Name that Mammal!” Listen to the clues and see if you know the answers.**

I’m a mammal whose name begins with:

<b>rat</b>	/r/ — I look a bit like a large mouse. My name is Zac. What am I?
<b>koala or kangaroo</b>	/k/ — I finish growing in my mother’s pouch. What am I?
<b>bat</b>	/b/ — I have wings. What am I?
<b>dog</b>	/d/ — I have fur. I make a great pet. What am I?
<b>horse</b>	/h/ — People often ride me. I also gallop. What am I?
<b>dolphin</b>	/d/ — I live in the water. I need to come up to breathe. I’m smaller than a whale. What am I?
<b>sheep</b>	/sh/ — I have four legs and I am covered with wool. What am I?
<b>giraffe</b>	/g/ — I breathe air with my lungs. I am tall and have a very long neck. What am I?
<b>elephant</b>	/e/ — I live on land. I am a very large and heavy animal. What am I?
<b>monkey</b>	/m/ — I am warm-blooded. I like to swing from trees. What am I?

**Reading**

*Distinguish orally stated words and separate into beginning or ending sounds*

**Science**

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



1

## Introduce High-Frequency Words: *give, him, your*

Distribute *R&W*, p. 26. Review high-frequency words *what, big, will, it, good, and says*. After children complete the writing portion, collect their pages. If time allows, children color the picture and add illustrations of themselves.

### Materials

- R&W*, p. 26
- Pencils/crayons
- Whiteboards/markers
- Starfall Dictionaries

Write *give, him, and your* on the board and read the words. Children repeat.

Explain: **These are new high-frequency words. We're going to play a listening game to help us learn them.**

- Demonstrate how to divide whiteboards into thirds. Children draw lines on their whiteboards to create three sections.
- Children write one high-frequency word (*give, him, your*) at the top of each section.

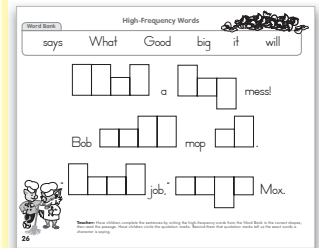
Say: **I will say a sentence. Listen for the words, *give, him, and your*. When you hear one of them, make a tally mark under the word on your whiteboard. Listen carefully because I might use more than one of these high-frequency words in a sentence!**

- I will *give* the pig some food to eat.
- *Your* pet needs water every day.
- We will help *him* find a safe home.
- Tyrelle will let *him* play outside.
- Mox and Bob are *your* friends.
- *Give him your* toy to throw.

Demonstrate adding *give, him, and your* to your Starfall Dictionary.

### Reading

Read simple one-syllable and high-frequency words



### Starword

Display the new vocabulary on your Starword Wall.

**Materials** *The Three Little Pigs***Comprehension: *The Three Little Pigs*****Reading**

Ask and answer questions about essential elements of a text

Retell familiar stories

Demonstrate an understanding of story elements

Read *The Three Little Pigs*. Partner children to discuss the following questions:

- Who are the main characters?
- What are the settings of the story? Describe each of the settings in the story in your own words.
- Why did the three pigs leave their mother?
- Why was the wolf able to blow down the first two pigs' homes?
- How do you think the first two little pigs felt when the wolf came knocking on their doors? How would you have felt?
- How do you think the third little pig felt when the wolf came to his house?
- Why couldn't the wolf blow down the third little pig's house?
- Which pig had the best idea when building his house? Why?
- The wolf couldn't blow down the brick house, but the third little pig still had a problem. What was the problem?
- Would the story be different if all the little pigs had built brick houses?
- If you could change the ending of this story, how would the story end?

Say: **We are going to retell this story using the illustrations.** Show the first page and choose a volunteer to explain what is happening on that page. A new volunteer continues telling the story on page two. Continue for each page.

**Technology**

Use technology resources to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer****Practice**

- *Learn to Read*: Row 4: "Mox's Shop"
- *Backpack Bear's Books*: Concepts: "Short-O Machine," "Short-A Machine"

**Activity**

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

**Materials**

- Starfall Dictionaries
- High-Frequency Word Cards: *all, are, big, give, good, him, it, like, likes, look, says, some, that, them, then, there, they, us, what, will, with, your*

3

## Introduce *Wolves* by Margaret Hillert

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

- Children describe the wolf characters in those stories.
- Discuss whether the stories are fiction or nonfiction.

Explain: **The author, Margaret Hillert, has written a factual story about wolves. Do you know what the word *factual* means?** (pause) **A factual book teaches real information about something.** Children say, *factual*. Ask: **If this story is factual, is it fiction or nonfiction?**

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

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

Partner children to discuss the following questions. Choose volunteers to share their responses. Ask children who agree with the given answers to stand.

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

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

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

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

### Materials

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



### Reading

Ask and answer questions about essential elements of a text

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

### Technology

State the main idea after viewing print media

Use simple reference resources to locate and obtain information

### Science

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

Identify major structures of common plants and animals

## Phonemic Awareness Warm-Up

## Materials

 None

## Identify/Discriminate Short-O Words

Say the following pairs of words. One has the sound of short-o in the middle, and the other does not. When children hear a word with the short-o sound, they make the ASL sign for o. Otherwise, they place their hands in their laps.

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

## Reading

Match consonant and short-vowel sounds to appropriate letters

1

## Materials

 Wolves for each child

## Wolves

## Reading

Read simple words and high-frequency words

## Science

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

Ask children to recall some facts they learned about wolves from **Day 3's** online story.

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

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

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

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

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

Read the story. Children track the words in their books.

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

2

## Write about Wolves

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

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

Distribute writing journals and dictionaries. Children write some facts they learned about wolves. Provide sample sentences such as:

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

Children may use their *Wolves* books as a reference, but they should use their own words in their writing and add illustrations related to their sentences.

### Materials

- Wolves* for each child
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

### Writing

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

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

### Science

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

## Computer

- *Learn to Read*: Rows 1, 2, and 4

### Practice

## Activity

Children color the picture according to the key.

### Materials

- Week 21 "Color by Word" practice page for each child
- Pencils/crayons

### Technology

Use technology resources to support learning

### Reading

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

3

## Author's Chair

Children share their writings about wolves using their "presentation" voices. In response, children volunteer compliments to the author.

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

### Materials

- Starfall Writing Journals (use stories completed in **Session 2**)
- Author's Chair

### Reading

Read simple one-syllable and high-frequency words

### Listening & Speaking

Communicate effectively when sharing ideas

Phonemic Awareness Warm-Up

Materials

- Words to *Diddle, Diddle, Dumpling*

Identify Rhyming Words in a Nursery Rhyme

Read the nursery rhyme “Diddle, Diddle, Dumpling.” Children:

- repeat the rhyme with you.
- identify the rhyming words (John, on).
- repeat the rhyme with you a second time.
- name other words that rhyme with John and on.
- identify words containing the short-o sound (John, on, off).

**Diddle, Diddle, Dumpling**

*Diddle, diddle, dumpling, my son John,  
Went to bed with his trousers on,  
One shoe off, and one shoe on,  
Diddle, diddle dumpling, my son John.*

Reading

Recognize and produce words that rhyme

Distinguish initial and final phonemes in words

1

Sequence *Mox's Shop*

Children read *Mox's Shop* in unison. Ask: **What kind of shop does Mox have? How do you know?**

Children assist in ordering the story Sequence Cards, then match the Word Cards to each Sentence Strip.

Children close their eyes. Mix up the Sequence Cards. Children sequence the story to match the Sentence Strips.

Materials

- Mox's Shop* teacher edition and children's individual books
- Sequence Cards, Sentence Strips, and Individual Word Cards for *Mox's Shop*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Technology

Use technology resources to support learning

Computer

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

1

Reading

Match consonant and short-vowel sounds to appropriate letters

Puzzles

Children assemble the short-o puzzles, then complete the “Word Search” practice page.

Materials

- Short-O puzzles
- Short-O Puzzle “Word Search” for each child

2

Reading

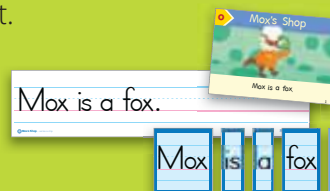
Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence *Mox's Shop*

Children review the sequence of *Mox's Shop* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in a pocket chart.



Materials

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

3

## High-Frequency Words

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

### Materials

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

4

### Reading

Read simple one-syllable and high-frequency words

## Practice Page Generator

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 shuffle Short-O Picture and Word Cards and place them face-down in the pocket chart or on the floor. They match Picture Cards to their corresponding Word Cards.

### Materials

- Short-O Picture and Word Cards
- Pocket chart or floor

6

2

## Class Report

Give the definition of each new vocabulary word for this week, and ask the children to name the words. If you added additional words to your Starword Wall, include those definitions.

Display *The Three Little Pigs* and *Wolves*. Ask children to describe how the fictional wolf is different from the factual wolves:

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

Ask children to describe how the fictional and factual wolves are similar. (Both have fur, are mammals, have four legs, etc.)

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

Say: **Let's write a class report telling what we learned this week. I'll begin by writing, "This week we learned..."** Choose volunteers to dictate sentences for the class report. Write the responses on the chart paper.

Read the class report.

### Materials

- The Three Little Pigs*
- Wolves*
- Mox's Shop*
- Chart paper/marker

### Reading

Describe common objects and events in both general and specific language

### Writing

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

### Listening & Speaking

Communicate effectively when sharing ideas

Use new vocabulary that is introduced and taught directly

### Science

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

# Week 22 Overview

## Exercise

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

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

## Recommended Literature

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

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

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

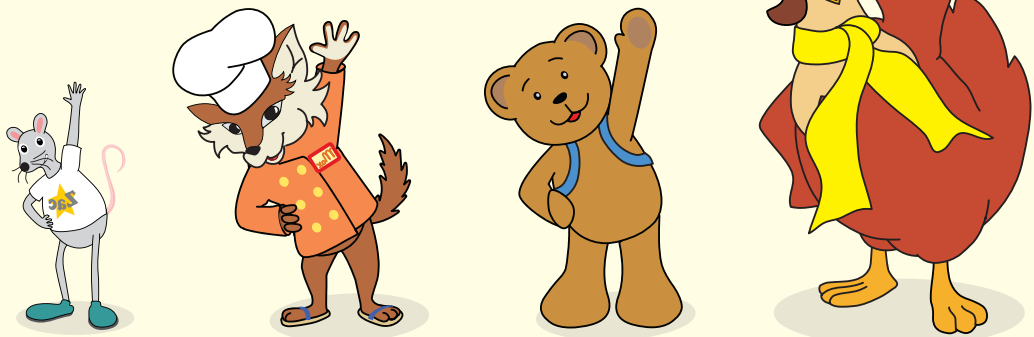
## Starfall Books & Other Media

*ABC Rhyme Book*

*Mox Jogs*

*Hop, Bend, Stomp*

*Sing-Along Track 15*





# Preparation

Generate Vocabulary Word Cards for Week 22. You will use *muscle* and *jog* on **Day 1**, and *lap* on **Day 3**.

## Day One

You will need a flashlight for today's Phonemic Awareness lesson.

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

## Day Two

Prepare each child's copy of *Mox Jogs*.

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

Download and duplicate the High-Frequency Sentence page and cut it into strips.

## Day Three

Prepare each child's copy of *Hop, Bend, Stomp*.

Prepare a chart paper, as pictured to the right, for today's **Session 1**.

For **Session 2**, you will need "Blend Practice 2" and to generate the following action words: *run, jog, hop, mix, zip, wag, sit, and cut*.

## Day Four

For **Session 1**, you will need blank Vocabulary Cards. Children will generate their own list of vocabulary words as you read *One Fine Day*.

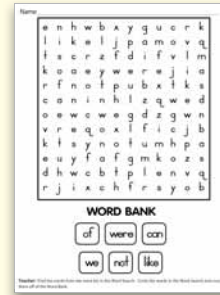
## Day Five

Generate a Week 22 "Color by Word" practice page for each child.

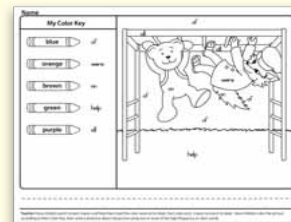
Generate Word Cards: *old woman, fox, cow, field, stream, fair maiden, peddler, hen, and miller*.

Select several High-Frequency Word Cards for the children to practice.

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



lap	bend	jog
	rest	logs
	step	rocks
		drop
		hop
		stomp



## Day 1

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

Your pal,

Backpack Bear 

## Day 2

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

Love,

Backpack Bear 

## Day 3

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

Love,

Backpack Bear 

## Day 4

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

Love,

Backpack Bear 

## Day 5

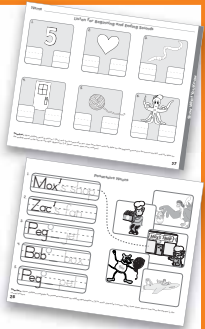
I am glad the fox got his tail sewn back on! I learned a good lesson from that story. Did you?

Love,

Backpack Bear 

## DAY One

## DAY Two

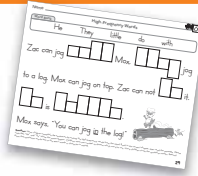
<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>Discriminate initial/final /sh/</p> <p><i>Mox Jogs</i></p> <p>Word families -ox, -og</p> <p><b>Comprehension Skills:</b> Compare/Contrast Story Details (character, setting, problem/solution);</p> <p><b>Comprehension Strategies:</b> Predict/Verify Summarize</p>	<p>R&amp;W pp. 27, 28</p> <p>Discriminate initial/final sounds</p> <p><i>Mox's Shop</i> <i>Mox Jogs</i></p> <p>Apostrophe-s</p> 
<p><b>Computer</b></p>	<p><i>It's Fun to Read: All About Me</i> (any activity)</p>	<p><i>Short Vowel Pals: "Mox Jogs";</i> <i>Learn to Read: Row 4 (all), "Mox's Shop";</i> <i>BpB's Books: Concepts, "O-Machine"</i></p>
<p><b>Activity</b></p>	<p>"Word Search" HF Words</p>	<p>"Starfall Speedway" HF Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p>"Sh Shell Rhyme"</p> <p><b>Vocabulary:</b> muscle, nouns, verbs, jog</p>	
<p><b>Writing</b></p>		<p>Write about exercising with Mox using verbs</p>
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Seek information via observation, exploration, investigation; Show awareness of changes that occur in themselves and their environment</p>	

## DAY Three

R&W p. 29

Phoneme substitution

*Hop, Bend, Stomp*



## DAY Four

R&W p. 30

Digraph ck /k/  
Word families  
-ock, -og

### Comprehension Skill:

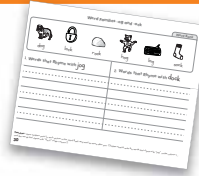
Cause/Effect

### Comprehension Strategy:

Make Connections

HF Words:

**of, were**



## DAY Five

Phoneme segmentation and blending

*Mox's Shop*

*Mox Jogs*

*Hop, Bend, Stomp*

### Comprehension Skill:

Sequence

### Comprehension Strategy:

Summarize

Starfall Free Day

"Color by Word"

"Read-Form-Write" HF Words

*Short Vowel Pals: "Hop, Bend, Stomp"*  
*ABCs: Review letter sounds*

*Learn to Read: Rows 1-4;*  
*Short Vowel Pals: "Mox Jogs,"*  
*"Hop, Bend, Stomp"*

Blend Practice 2: CVCs, verbs

"Concentration" HF Words

"Starfall Speedway" CVC Words

Homonyms

Choral reading

**Vocabulary:** lap

*One Fine Day*

"Hickory, Dickory, Dock"

Caldecott Medal

Practice page of your choice

Draw and label a park scene

*One Fine Day*

Use punctuation

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

## Phonemic Awareness Warm-Up

## Materials

- ABC Rhyme Book
- Flashlight

## Identify/Discriminate Words with Initial/Final /sh/

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

- Read *Sh Shell*, page 59. Children repeat the rhyme with you.
- Read the list below. Children face the front of the room for words that begin with /sh/, and the back of the room for words that end with /sh/:

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

## Reading

Distinguish initial and final phonemes in words

1

## Introduce Exercise and Heart

## Materials

- Vocabulary Word Card: *muscle*

Say: **I am going to describe something we all have that is very important. Try to guess what I am describing.** (Make a fist.) **This is the size of a special muscle you have inside your body. It makes a “lub-dub” sound. It is always working for you, without you even having to think about it. Doctors listen to it with a stethoscope.**

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

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

Instruct children to indicate where they place their hands when they say the Pledge of Allegiance. Tell children to make a fist and place it over their hearts.

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

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

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

## Reading

Connect to life experiences the information and events in texts

## Science

Seek information through observation, exploration, and investigations

Show an awareness of changes that occur in themselves and their environment

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

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

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

Children run in place, do jumping jacks, and hop. Instruct them to place their hands in front of their mouths and notice that they are breathing faster. Next, they place their hands on their necks and feel how much faster their pulse is. Explain that exercise helps keep our hearts strong.

2

## Distinguish Nouns and Verbs

Display the Word Cards *nouns* and *verbs* side by side in the top row of the pocket chart. Remind children that a *noun* names a person, place or thing. A *noun* can also name an animal.

Name each Picture Card as you place it in the pocket chart. Choose volunteers to identify the Picture Cards that show nouns (apples, bus, pen), and place them under *nouns*.

Point to and read the Word Card, *verbs*.

Explain: **A word that names an action is called a verb.** Children repeat, *verb*.

Name the remaining Picture Cards. Children determine if the pictures show actions. Volunteers place the Picture Cards under *verbs*.

Say: **Physical education and recess are not just for fun, they also help keep us healthy.**

Read the following sentences. Children stand if the sentence describes something healthy or stay seated if the sentence describes an unhealthy activity.

- Zac rode his bike to the store.
- Peg stayed inside and played video games all day.
- Backpack Bear walked to school with his parents.
- Bob is eating potato chips and candy.
- Mox is running in the park.

Mox whispers that a verb he likes is *jumping*. Ask Mox to pantomime *jumping* for the class.

### Materials

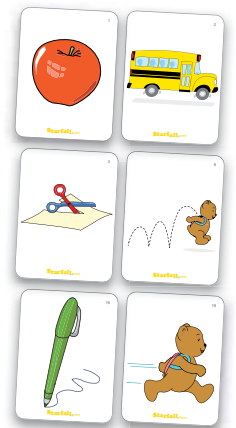
- Word Cards: *nouns*, *verbs*
- Pocket chart
- Picture Cards: *apple*, *bus*, *cut*, *hop*, *pen*, *run*
- Plush Mox the Fox
- Chart paper (1 sheet will be used for both groups)
- Marker

### Reading

Connect to life experiences the information and events in texts

Identify and sort common words into basic categories

Describe common objects and events in both general and specific language



Say: **Jumping is an action. Let's make a list of other verbs, or action words. We can begin with Mox's word, jumping.** (Number the responses.)

Write *jumping* on the chart paper. Choose a volunteer to whisper another action to you. The child then pantomimes the action for the class to guess.

Add the verb to the list. Be sure to use the *-ing* suffix.

Continue until each child has a turn, then review the list.

Ask: **What do you notice about each word?** (They all end in *-ing*.) **If I take *-ing* away from the word *jumping*, what word is left? Yes, *jump*. The word *jumping* is the word *jump* with *ing* added to the end.**

Demonstrate how using the wrong verb form sounds "funny" in sentences such as:

- I running down the street.
- I am run down the street.

Choose volunteers to underline the *ing* suffix at the end of each verb in your list of verbs.

If a verb is repeated during Group 2, place an asterisk next to it. Add additional words generated by the second group. Save this list for use on Day 2.

If children ask about doubled consonants, briefly explain that sometimes when we add *ing* to a word, we double the final consonant letter before adding *ing*.

**Observe & Modify**

## Computer

**Practice**

- *It's Fun to Read: "All About Me."* Children navigate to any activity in this area.

## Activity

Distribute and complete the high-frequency "Word Search."

### Materials

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

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Introduce *Mox Jogs*

Write *Mox* on the board. Children read, *Mox*.

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

Repeat for *jog* (*h-hog*; *d-dog*; *l-log*).

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

Display *Mox Jogs*. Choose volunteers to describe what *Mox* is doing on the cover of the book. Read the title.

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

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

Children make predictions about the story *Mox Jogs* based on the cover. Ask:

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

Read the story. Children:

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

Children will receive their own copies of *Mox Jogs* on **Day 2**.

### Materials

- Mox Jogs* teacher edition
- Vocabulary Word Card: *jog*

### Reading

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

*Use pictures and context to make predictions about story content*

*Retell familiar stories*

*Demonstrate an understanding of story elements*



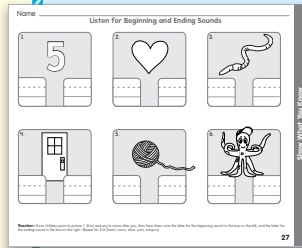
Phonemic Awareness / Phonics Warm-Up

Materials

- R&W, p. 27

Reading and Writing, page 27

Distribute and complete R&W, p.27.



Reading

Distinguish initial and final phonemes in words

Match consonant and short-vowel sounds to appropriate letters

1

Mox Jogs

Materials

- Mox Jogs teacher edition
- Mox Jogs book for each child
- Classroom whiteboard
- Pencil/crayons

Reading

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

Recognize and produce words that rhyme

Read simple one-syllable and high-frequency words

Distribute *Mox Jogs*, pencils, and crayons. Read the story together. After reading:

- Children locate the high-frequency words they have learned. (*and, on, will, with*)
- Write the high-frequency words on the board as volunteers name them.
- Children circle these words in their books as follows: *and*—red; *on*—blue; *will*—orange; *with*—brown.

Ask: **How do we read words that are not high-frequency words? Yes, we decode them!** List the decodable words as above. Children use their invisible rubber bands to sound out the decodable words:

Mox	jogs	logs	Zac	Cat
let	pass	stop	stops	

Read the list. Children locate the two words that rhyme. (*jogs, logs*)

Ask: **What word do we have when we take away the /s/ from *jogs*?** Repeat for *logs* and *stops*.

Play "I Spy." Volunteers identify the words on the list.

Read *Mox Jogs* together. Ask: **If we added you as a character in this story, on which page would you appear? Why?** Children share their responses, then add illustrations of themselves accordingly.



2

## Write about Exercising with Mox

Review the list of verbs from **Day 1**.

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

After children individually share their ideas, they write about them in their writing journals. As children finish, invite them to read their writings to Mox.

### Materials

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

### Reading

Connect to life experiences the information and events in texts

### Writing

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

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

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

## Computer

### Practice

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

## Activity

Children read high-frequency and CVC words in sentences to advance.

### Materials

- "Starfall Speedway"
- High-Frequency Sentence Strips

3

## Reading and Writing, Page 28

Review the purpose of the *apostrophe-s* after *Mox* in the book title, *Mox's Shop*.

Children think of different kinds of shops that Backpack Bear, Zac, Peg, and Mox could own. Mox whispers to you, "I have a bakery shop." Say: **Mox says that he has a bakery shop.**

Write *Mox's Bakery Shop* on the board. Children read, *Mox's Bakery Shop*.

Choose a volunteer to circle the apostrophe in Mox's name.

Children volunteer shop ideas for each of the characters. Write them on the board, (e.g., Backpack Bear's Book Shop) and invite the volunteers to circle the apostrophes.

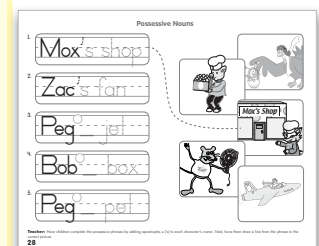
Distribute and complete *R&W* p. 28.

### Materials

- R&W*, p. 28
- Pencils
- Classroom whiteboard/marker

### Reading

Connect to life experiences the information and events in texts



## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution

Change the ending sounds to make new short-o words.

Ask: **What new word will we make if we change the /g/ in dog to /l/?** (doll)

Continue for the following:

dog	dot /t/	Don /n/	dock /k/	docks /x/
mop	mock /k/	mom /m/	moss /s/	mob /b/
not	nod /d/	knob /b/	knock /k/	knocks /x/
rot	rob /b/	rock /k/	rod /d/	rocks /x/

## Reading

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

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

1

## Introduce Hop, Bend, Stomp

Review the High-Frequency Word Cards: *a, and, can, I, on*.

Display the chart paper. Ask: **Why do you think I wrote the words in three separate columns?** (by vowel sound)

- Choose a volunteer to blend the word *lap*.
- Children repeat, *lap*.
- Define *lap*: a complete circle around a track, as in running. *Lap* is a homonym; you can *run a lap*; *sit on someone's lap*, or a kitten can *lap* up milk.
- Choose volunteers to blend the words in the second column.

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

- Cover the *s* at the end.
- Choose a volunteer to blend *log*.
- Uncover the *s*.
- Children blend the new word, *logs*.

Indicate *rocks*.

- Children blend the /r/ and /o/ together, then pause.
- Recall that *ck* stands for one sound, /k/.
- Children blend /ro/ /k/, *rock*.
- They add /s/ to read, *rocks*.

Choose volunteers to blend *drop, hop, and stomp*. Read the words chorally.

## Materials

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

## Reading

Read simple one-syllable and high-frequency words

Blend individual phonemes in simple, one-syllable words

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Make text-to-self connections



Display *Hop, Bend, Stomp*. Relate the words in the title to the words on the chart. Ask children to describe the cover illustration. Indicate the boy in the wheelchair.

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

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

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

2

## Reading and Writing, Page 29

Place the High-Frequency Word Cards in a basket.

- A volunteer draws a word and reads it aloud.
- The volunteer uses the word in a sentence.
- Write the sentence on the board. (e.g., a child says, "The little boy can jump.")
- The child circles the high-frequency word and the quotation marks.

Repeat for each Word Card.

Distribute *R&W*, p. 29.

- Review the high-frequency words in the Word Bank.
- Read sentence one, saying *blank* for the missing word.
- Together, choose the word that best fits this sentence.
- Children write the word in the configuration box.

Repeat this procedure for each sentence. Then read the completed story together.

### Materials

- R&W*, p. 29
- Pencils/crayons
- High-Frequency Word Cards: *do, he, little, they, with*
- Basket

**Hop, Bend, Stomp** books will be used again during Session 3.

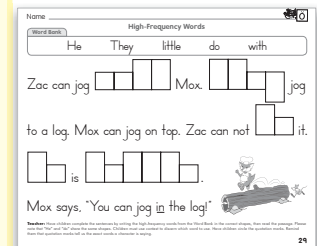
### Reading

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

### Writing

Use punctuation



## Computer

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

## Practice

## Activity

Children blend CVC words to generate verbs. After completing the practice page, they draw a picture of themselves doing one of the actions on the back of the paper.

### Materials

- "Blend Practice 2"

### Technology

Use technology resources to support learning

### Reading

Blend individual phonemes in words

Identify words that name actions

**Reading**

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

*Identify words that name actions*

*Demonstrate an understanding of story elements (beginning, middle, end, characters, details, and setting)*

*Use appropriate intonation and expression during unison oral reading with the teacher*

**Choral Reading: *Hop, Bend, Stomp***

Review the words on the chart from **Day 1**.

Ask which of the words on the chart are verbs, or words that name actions. (jog, bend, drop, hop, step, stomp) Say each verb as children demonstrate the actions in place.

Explain that as you read *Hop, Bend, Stomp*, children should perform each action in place. Read the story and pause for children to demonstrate.

Ask: **What is the setting of this story? Who are the characters? What was this story about? How does this kind of exercise help your heart?**

Distribute *Hop, Bend, Stomp* to each child. Children read the book in unison, paying close attention to the ending punctuation. Then partner children to read the books again.

Divide the class into groups of four. Instruct groups to practice reading the story in unison. Invite each group to read the story chorally to the class.

**Materials**

- List of nouns and verbs from **Day 1**
- Hop, Bend, Stomp* teacher edition
- Each child's copy of *Hop, Bend, Stomp*

## Phonemic Awareness Warm-Up

## Materials

- 
- Sing-Along Track 15

## Digraph ck /k/

Play *Sing-Along* Track 15, "Hickory, Dickory, Dock." Choose volunteers to name words that rhyme with *dock*. Write them on the board. (*clock, rock, sock, lock*)

Say: **Dock**. (Children clap for each sound they hear in *dock*, then repeat the word.) **When we clapped out the sounds for dock, we only clapped three times but I wrote four letters.**

Explain: **Most of the time when we hear the sound /k/ at the end of the word, it is spelled ck. The letters c and k don't like to stand alone at the end of a word, so they stick together!**

Write *Zac* on the board. Say: **Zac's name does not follow this rule! You will find that names often break the rules.**

Write *ck* on the board. Say: **These two letters work together to make just one sound.**

Indicate the words listed on the board. (*clock, rock, sock, lock*) Choose volunteers to circle *ck* in each word. Explain: **These words belong to the -ock word family.**

## Reading

Recognize and produce words that rhyme

Blend individual phonemes in simple, one-syllable words

1

Introduce *One Fine Day*

Display *One Fine Day*. Children identify the animal on the cover. Read the title. Indicate the Caldecott Medal and explain that this book won the Caldecott award in 1972 for its excellent illustrations.

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

Say: **"One fine day" a red fox got plenty of exercise walking through the great forest. When he reached the other side, he was very thirsty. The red fox stole milk from an old farm woman, then lost his tail when the old woman used her knife to cut it off. The red fox spent the rest of the day trying to earn his tail back. Do you think this is a true story? Do you think someone would really cut off a fox's tail?**

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

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

Discuss the following:

## Materials

- 
- One Fine Day*
- by Nonny Hogrogian
- 
- 
- Blank Vocabulary Word Cards

## Reading

Use pictures and context to make predictions about story content

Answer questions about text using creative and critical thinking strategies

Use new vocabulary that is introduced and taught directly

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

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

2

### Introduce Word Families -og, -ock

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

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

Explain: **These words rhyme because they all have the same middle and ending sounds. They all end with the letters o and g and belong to the -og word family.**

Complete *R&W*, p. 30.

Children identify *box, cot, dog, lock, and top* Picture Cards as you place them side by side in the top row of a pocket chart. Place the remaining Picture Cards in a basket.

Children take turns drawing cards and classifying them by word family. Once completed, your pocket chart should look something like the images pictured. Children determine which word family has the most members and which has the least.

#### Materials

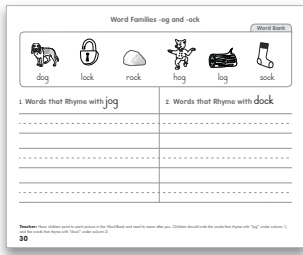
- R&W*, p. 30
- Pocket chart
- Basket or bag
- Picture Cards: *box, cot, dog, drop, fox, frog, hop, hot, log, lock, Mox, pop, pot, rock, shop, stop, top*

#### Reading

Recognize and produce words that rhyme

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

Blend individual phonemes in words



## Computer

## Practice

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

## Activity

Children will use the two sets of Word Cards to play “Concentration.”

### Materials

- Two of each High-Frequency Word Card your children need to review
- Pocket chart

3

## Introduce High-Frequency Words: *of*, *were*

Write *All of us ran to the shop.* on the classroom whiteboard. Volunteers circle the known high-frequency words *all*, *us*, *to*, *the*, and decode the words *ran* and *shop*.

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

Write: *Were you eating an apple?* on the board.

- Volunteers circle the known high-frequency words *you* and *an*.
- Indicate and read *eating*. Recall adding *-ing* to verbs.
- Indicate and read *apple*.

Explain: **There is only one word left and that word is the new high-frequency word *were*.** Children repeat, *were*.

Read the sentence with the children.

Write *were* on the board. Compare *were* and *where*.

Write: *He was eating.* Instruct children to read the sentence. Now, write: *We was eating.* Instruct children to read this sentence.

Ask: **What is wrong with the sentence? It doesn't sound right!** Children correct the sentence: *We were eating.* Continue with other examples.

Write the stem: *All of us* \_\_\_\_\_. Choose volunteers to complete the sentence. Write the responses as they are given; each volunteer circles the word *of* in the new sentence. Repeat for the sentence stem, *Were you eating* \_\_\_\_\_?

### Materials

- Starfall Dictionaries
- Pencil
- Classroom whiteboard/marker

### 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

## Phonemic Awareness Warm-Up

## Materials

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

## Phoneme Segmentation and Blending

Seat children in a circle. Place the deck of Picture Cards in the middle, face-down.

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

Choose a volunteer to play “teacher” and continue as above.

## Reading

Blend individual phonemes in simple, one-syllable words



1

Sequence *One Fine Day*

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

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

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

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

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

If time permits, reread the story. As you come to the person or place indicated on one of the cards, volunteers remove that card from the pocket chart.

## Materials

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

## Reading

Retell familiar stories

Demonstrate an understanding of story elements

Identify sequence of events in a story

## Technology

Use technology resources to support learning

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

**2****Reading**

Read simple one-syllable and high-frequency words

**Read-Form-Write**

Children draw cards from a deck of selected High-Frequency Word Cards. Each child:

- reads the drawn words.
- forms the words using magnetic letters or play dough.
- writes the words in a column on paper.

**Materials**

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

**3****Reading**

Read simple one-syllable and high-frequency words

**"Starfall Speedway"**

Children advance by reading the CVC words.

**Materials**

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

**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****Draw and Label**

Children illustrate a picture of Backpack Bear, Zac, Mox, and themselves playing at the park, and label all characters.

**Materials**

- Large sheet of drawing paper for each child
- Pencil/crayons

**6****Reading**

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

**2****Kindergarten Book Club**

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

Indicate each book. Choose a volunteer to summarize each story.

Ask: **Which stories helped us learn about exercise?** (Children respond.) Ask: **Which story taught us the importance of making good choices?** Children vote on their favorite story of the week.

**Materials**

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

**Reading**

Describe common objects and events in both general and specific language

Retell familiar stories

**Listening & Speaking**

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

# Week 23 Overview

## The Five Senses

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

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

## Recommended Literature

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

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

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

## Starfall Books & Other Media

*Pop! Pop! Pop!*

*Mox’s Shop*

*ABC Rhyme Book*

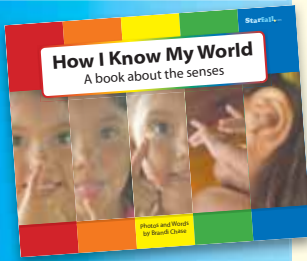
*Star Writer Melodies*

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

*The Little Red Hen and other Folk Tales: “Chicken Little”* (Starfall)

Get to Know Helen Keller Poster

*Sing-Along* Track 12, and Tracks 42 through 47



# Preparation

Generate Vocabulary Word Cards for Week 23. You will use *senses* and *kernel* on **Day 1**, *archaeologist*, *method*, *colonist*, *blizzard* on **Day 2**, and *examine*, *hull*, and *boil* on **Day 4**.

## Day One

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

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

## Day Two

You will need the list of sensory words from **Day 1**.

## Day Three

Use the Graph Generator to prepare a graph for each child for today's **Session 2**. The following words will be graphed: *Mox*, *Zac*, *pot*, *the*, *adds*, *hot*, *to*. You will also need *Pop! Pop! Pop!* and a section of newspaper for each child.

## Day Four

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

Prepare a note from Mox that reads as pictured.

Generate a High-Frequency "Word Search" for each child using *there*, *that*, *they*, *them*, *then*, *this*, and *than*.

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

Optional: Consider having popcorn as a snack today.

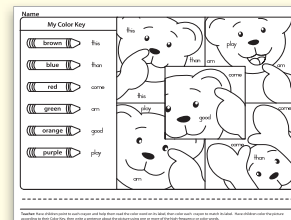
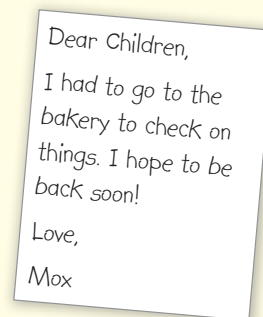
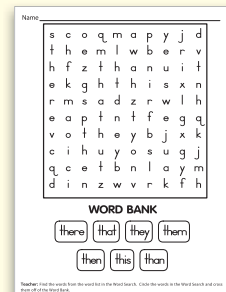
## Day Five

Generate a Week 23 "Color by Word" practice page for each child.

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

Select enough Short-I and Short-O Picture and Word Cards to accommodate the number of children in the Activity Groups for "Go Fish."

Remove a "This Bright-Star Award" from the middle of the *Cut-Up/Take Home Books* for each child.



## Day 1

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

Backpack Bear

## Day 2

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

Backpack Bear

## Day 3

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

Backpack Bear

## Day 4

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

Backpack Bear

## Day 5

It was fun learning about the senses. My family uses its senses to find food. How do you use your senses?  
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>“See It! Say It! Spell It! Show It!”</p> <p><i>Pop! Pop! Pop!</i></p> <p>Sensory words</p> <p><b>Comprehension Skill:</b> Author’s Intention</p> <p><b>Comprehension Strategies:</b> Make Connections Predict/Verify</p>	<p>R&amp;W p. 31</p> <p>Discriminate initial/medial /o/</p> <p>Blending</p> <p>Introduce caret editing symbol</p> <p><b>Comprehension Strategies:</b> Predict/Verify Ask Questions</p> 
<p><b>Computer</b></p>	<p><i>It’s Fun to Read: All About Me, “Who Am I?”</i></p>	<p><i>Short Vowel Pals: “Pop! Pop! Pop!”</i> <i>Colors!: (All)</i></p>
<p><b>Activity</b></p>	<p>Play dough or magnetic letters: Medial Short-O Words</p>	<p>“Starfall Speedway” HF Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>How I Know My World: A book about the senses</i></p> <p><i>The Little Red Hen and other Folk Tales: “Chicken Little”</i></p> <p>“Head, Shoulders, Knees, and Toes”</p> <p><b>Vocabulary:</b> senses, kernel</p>	<p><i>The Popcorn Book</i></p> <p><b>Vocabulary:</b> archaeologist, method, colonist, blizzard</p>
<p><b>Writing</b></p>	<p>Group write sensory words about marshmallows</p>	<p>Write a group story about a marshmallow</p>
<p><b>Social Studies</b></p>		<p>Understand how people lived in earlier times and how their lives would be different today</p>
<p><b>Science</b></p>	<p>Observe common objects by using the five senses</p>	

## DAY Three

R&W p. 32

Phoneme substitution

Pop! Pop! Pop!

HF Words:

**this, than**

Review quotation marks



## DAY Four

R&W p. 33

Initial and final digraphs /sh/, /th/, /ch/

**Comprehension Skill:**

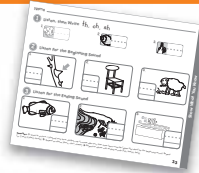
Cause/Effect

**Comprehension Strategies:**

Summarize

Predict/Verify

Open Discussion



## DAY Five

R&W p. 34

Use American Sign Language

Author's chair

"This Bright-Star Award"



<p><i>I'm Reading:</i> Folk Tales, "Chicken Little"; <i>BpB's Books:</i> Concepts, "O-Machine," "E-Machine"</p>	<p><i>Learn to Read:</i> Row 4; <i>Short Vowel Pals:</i> "Pop! Pop! Pop!"; <i>ABCs:</i> Review any letters</p>	<p>"Color by Word" practice page</p>
<p>Circle HF words in newspaper</p>	<p>"Word Search" HF Words</p>	<p>Sequence <i>Mox's Shop</i></p>
<p>Introduce graphing</p>	<p><i>The Popcorn Book</i></p> <p>Get to Know Helen Keller Poster</p> <p><b>Vocabulary:</b> examine, hull, boil</p>	<p>Practice page of your choice</p> <p>"Go Fish" Medial short-o, short-i</p> <p><i>How I Know My World: A book about the senses</i></p> <p>"Where Is A-Z?"</p> <p>"Head, Shoulders, Knees, and Toes"</p>
	<p>Write a letter to Mox using sensory words and factual information about popcorn</p>	<p>Write about and illustrate one of the decodable stories</p>
	<p>Know triumphs in American legends, historical accounts</p>	
	<p>Know water can be liquid or solid and can change forms; Communicate observations orally and by drawings</p>	

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## Phonemic Awareness / Phonics Warm-Up

## "See It! Say It! Spell It! Show it!"

Play "See It! Say It! Spell It! Show It" with short-o word cards.

## Materials

- Whiteboards/markers
- Word Cards: fox, hot, log, mop, Mox, not, pot, shop

## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Writing

Write consonant-vowel-consonant words

## Listening &amp; Speaking

Recite short poems, rhymes, songs

## Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Relate new vocabulary to prior knowledge

Identify the author's purpose as stated in the text

## Science

Observe common objects by using the five senses

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

Sing, "Head, Shoulders, Knees, and Toes." Discuss the body parts mentioned in the song.

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

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

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

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

Read *How I Know My World: A book about the senses*. As you read the text, discuss each illustration. Then ask children to name additional examples of how they use each sense.

Ask: **Why do you think the author wrote this story?** (to teach about the senses) **Is this book fiction or nonfiction? Why?**

Read Backpack Bear's message. Ask: **Which of the five senses did Backpack Bear use?**

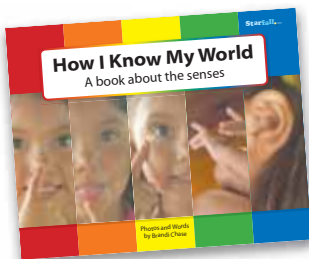
Encourage children to be aware of their senses throughout the day.

## Materials

- Sing-Along Track 12
- How I Know My World: A book about the senses* by Brandi Chase
- Backpack Bear
- Vocabulary Word Card: senses

## "Head, Shoulders, Knees, and Toes"

*Head, shoulders, knees and toes, knees and toes*  
*Head, shoulders, knees and toes, knees and toes and*  
*Eyes and ears and mouth and nose*  
*Head, shoulders, knees and toes, knees and toes*  
  
*Fingers, elbows, hips and ankles, hips and ankles*  
*Fingers, elbows, hips and ankles, hips and ankles*  
*Hair and cheeks and chin and neck*  
*Fingers, elbows, hips and ankles, hips and ankles*  
  
*(Repeat 3 times, getting faster each time)*



2

## Prewriting: Introduce Sensory Words

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

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

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

Distribute hand sanitizer so children can clean their hands. Then give each child a marshmallow. Ask: **When do you think you can eat the marshmallow?** (when we talk about the sense of taste!)

Partner the children.

- Instruct them to examine the marshmallows using their sense of sight.
- Children generate words that describe how a marshmallow looks.
- List the words generated on the chart paper next to “see.”
- Repeat for each sense. Children eat the marshmallow prior to “taste.”

Review the list of generated words.

Say: **Sensory words are called adjectives.** Children repeat, adjectives. **Adjectives are words that describe things.**

Save the chart paper. It will be used again in **Day 2, Session 2.**

### Materials

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

### Reading

Ask and answer questions about essential elements of a text

Describe common objects and events in both general and specific language

Identify and sort common words into basic categories

### Science

Observe common objects by using the five senses

### Writing

Connect thoughts and oral language to generate ideas



For Group 2, place an asterisk (\*) next to responses made by Group 1 if they are repeated, and add additional responses.

If a child is allergic to marshmallows, substitute a safe food.

### Observe & Modify

## Computer

*It’s Fun to Read: All About Me, “Who Am I?”*

### Practice

## Activity

Children use magnetic letters or play dough to form the words associated with the Picture Cards.

### Materials

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

### Technology

Use technology resources to support learning

### Reading

Match consonant and short-vowel sounds to appropriate letters

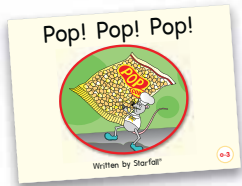
**Reading**

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

**Science**

Observe common objects by using the five senses



## Introduce *Pop! Pop! Pop!*

Hold up the paper bag filled with popcorn kernels. Ask: **What do you think is inside this bag? Can you tell what is inside by using your sense of sight? Why not? You will need to use your other senses to discover what is in the bag.**

Pass the bag around.

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

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

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

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

Display *Pop! Pop! Pop!* Children predict what the story will be about from looking at the cover. Read the story, then discuss. Relate your discussion to the senses.

Play "Pop, Pop, Pop":

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

**Materials**

- Pop! Pop! Pop!*
- Bag of popcorn kernels
- Vocabulary Word Card: *kernel*
- Story word paper scraps



**Phonemic Awareness Warm-Up**

**Materials**

- ABC Rhyme Book

**Identify and Discriminate Initial and Medial /o/**

Read the rhyme "Oo Ostrich", on page 33 of the ABC Rhyme Book.

Children identify and discriminate initial /o/ in the following words:

odd	April	ox	Oscar	egg
green	car	on	pumpkin	offer

**"Oo Ostrich"**

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

**Reading**

Distinguish initial and medial phonemes in words

Children identify and discriminate medial /o/ in the following words:

box	three	sock	pan	pig
top	let	log	pet	shop

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**Reading and Writing, Page 31**

**Materials**

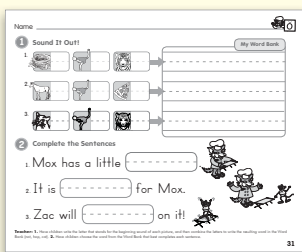
- R&W, p. 31
- Pencils/crayons

Distribute R&W, p. 31.

Children blend sounds to write words, then complete sentences.

**Reading**

Blend individual phonemes in words



**Writing**

Create a group draft, scripted by the teacher

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

**Write about Marshmallows**

Review the list of marshmallow sensory words from **Day 1**.

Say: **Let's use our sensory words to write about a marshmallow. I'll begin by writing a topic or beginning sentence.**

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

Ask: **Does this sentence tell us much about a marshmallow? Let's pretend we are writing about a marshmallow for someone who has never seen one!**

- Ask a volunteer to choose a sensory word from the list that could be used to describe the marshmallow.
- Demonstrate and explain a new rubric editing symbol, the "caret."
- Use the "caret" to insert the sensory word before *marshmallow* with a marker.
- Read the new sentence together.

Choose a volunteer to supply another sentence describing the marshmallow.

- Write the sentence on chart paper with a pencil.
- Children suggest other words from the list of sensory words that could be used in the sentence.
- Insert additional words using the "caret" rubric symbol.

Review the list of sensory words as necessary. Generate as many sentences as time allows. Complete this session by reading the sentences.

**Materials**

- List of sensory words from **Day 1**
- Chart paper
- Pencil/marker

**Technology**

Use technology resources to support learning

**Reading**

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

**Computer**

- *Short Vowel Pals*: "Pop! Pop! Pop!"
- *Colors*: (explore all colors)

**Practice****Activity**

Children read the high-frequency word to advance.

**Materials**

- "Starfall Speedway"
- High-Frequency Word Cards (Choose words that need to be reviewed.)

3

## Introduce *The Popcorn Book*

Recall Backpack Bear's message and retell *Pop! Pop! Pop!*

Children predict if this new book will be similar to *Pop! Pop! Pop!*, or if it will be about a popcorn party.

Picture walk through *The Popcorn Book*. Indicate the speech bubbles throughout.

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

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

**archaeologist** — a person who studies things that show how people lived long ago

**method** — a way of doing something (There can be different methods for doing the same thing. For example, you can pop popcorn in a microwave, on a stove, or over a campfire.)

**colonist** — a name given to the first settlers who came to America

**blizzard** — a storm with a lot of snow and wind

After reading, discuss:

**Sy** How do archaeologists learn about people who lived long ago?

**Kn** How did Native Americans pop popcorn?

**Kn** What was another method of popping popcorn mentioned in the story?

**Ap** Why did the author call the flying popcorn a blizzard?

**Ap** Why was there another popcorn blizzard at the end of the story?

### Materials

- Pop! Pop! Pop!* teacher edition
- The Popcorn Book* by Tomie dePaola
- Vocabulary Word Cards: *archaeologist, method, colonist, blizzard*

### Reading

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Use new vocabulary that is introduced and taught directly

### Social Studies

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

## Phonemic Awareness / Phonics Warm-Up

## Materials

 Whiteboards/markers

## Phoneme Substitution

## Reading

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

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

## Step One Initial Sound Substitution in Two-Letter Words

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

## Step Two Final Sound Substitution in Two-Letter Words

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

## Step Three Medial Sound Substitution in Three-Letter Words

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

## Step Four Final Sound Substitution in Three-Letter Words

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

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## Materials

 R&W, p. 32  
 Pencils/crayons

## Reading

Read simple one-syllable and high-frequency words

## Writing

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

Write consonant-vowel-consonant words

Use punctuation

## Reading and Writing, Page 32

Distribute R&W, p. 32. Children read the first sentence, *Peg says, "Can we help you?"* Indicate the quotation marks and ask:

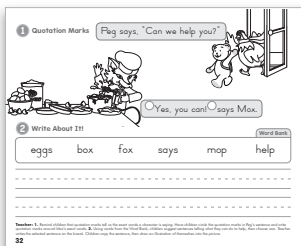
- **Who is the speaker in this sentence? How do we know?**
- **To whom is the speaker talking in this sentence?**
- **What do we call the marks that show the exact words someone is saying?**

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

Children place the quotation marks in the bubbles.

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

Write the sentences on the board as the children generate them. The class then chooses one of the sentences. Erase the other sentences and instruct children to copy the chosen sentence, then draw an illustration with themselves as part of the picture.



2

## Graph Pop! Pop! Pop!

Distribute *Pop! Pop! Pop!* Read the story together.

Ask: **Does the story *Pop! Pop! Pop!* remind you of another book? Which one?** (*The Popcorn Book*)

Partner the children to discuss what Mox needs to know about popcorn before making it. Volunteers share with Mox what they learned about popcorn.

Distribute graphs to the children and instruct them to write their names on them. Say: **This graph has words and numbers.** Indicate the numbers. **Let's read them together. Now, look in the first column. Here are some words that Mox used in his story. Let's read them together** (Mox, Zac, pot, the, adds, hot, to).

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

**Look through the story and count how many times the word *Mox* is used.** (Do not include the words from the back page of the story in the count.) Children respond, "3." **How many boxes or squares on our graph will we color next to the word, *Mox*?** (3) Children color three boxes.

Repeat this procedure for the remaining words on the graph. When the graph is complete, the class determines which word was used most often and which word(s) were used least.

### Materials

- Graph page for each child
- Pencils/crayons
- Each child's copy of *Pop! Pop! Pop!*
- Plush Mox the Fox

### Reading

*Blend individual phonemes in simple words*

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

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

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

## Computer

### Practice

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

## Activity

Children find and circle high-frequency words found in their newspaper sections.

### Materials

- A section of the newspaper for each child
- Pencils or highlighters
- High-Frequency Word Cards: *the, was, were, your, what* (and/or words of your choice)

### 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

## Introduce High-Frequency Words: *this, than*

Play “Mystery Word.” Place all the high-frequency Word Cards face-down in the pocket chart to play “Concentration.”

Say: **We have two new mystery high-frequency words in our game. When we find the mystery words, we’ll let Backpack Bear hold them for us!** Play “Concentration.”

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

Write *this* on the board, and say the word. Explain: **The word *this* points something out. Listen. *This* is a pencil. I like *this* picture. Who can think of other sentences that use the word *this*?**

- Generate sentences using the word *this*.
- Choose a volunteer to circle /th/ with a red marker.

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

- Generate sentences using the word *than*.
- Choose a volunteer to circle /th/ with a red marker.

Distribute whiteboards and markers. Say: **I will say a sentence. I will use either the word *this* or *than* in the sentence. Write the word I use on your whiteboards. Ready?**

*This* is my favorite story.

Can I have *this* paper?

You are smaller *than* I am.

I want time to finish *this* paper.

Backpack Bear is bigger *than* Zac.

Demonstrate adding *this* and *than* to your Starfall Dictionary.

**Materials**

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

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



## Phonemic Awareness / Phonics Warm-Up

## Digraphs /sh/, /th/, and /ch/ in Initial or Final Sound Position

Divide the class into three groups. Assign each group a digraph sound (/sh/, /th/, or /ch/). Each group thinks of a word that begins or ends with its assigned digraph.

Write the words on the board as children share them.

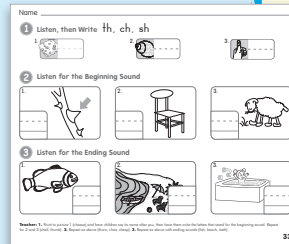
A representative from each group comes to the board to circle the digraph.

Count the number of words in each group.

Complete *R&W*, p. 33 as with similar pages.

## Materials

- R&W*, p. 33



## Day Four

## Reading

*Distinguish initial and final phonemes in words*

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

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

1

## Make Popcorn!

Read Mox's note to the children. Tell them to listen carefully, so they can share what happened today with Mox!

Instruct children to close their eyes and listen carefully as you shake the bag of popcorn kernels. Choose a volunteer to tell which sense they used (hearing) and describe what they heard.

Say: **I will give each of you a popcorn kernel to examine. To examine something means to look at it closely. After you examine your kernel, please tell me a few adjectives that describe how the kernel looks and feels.** Accept responses.

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

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

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

Explain and discuss:

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

## Materials

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

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

## Reading

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

*Ask and answer questions about essential elements of a text*

## Science

*Know that water can be a liquid or a solid and can be made to change back and forth from one form to the other*

*Observe common objects by using the five senses*

- The steam pushes so hard against the *hull* that it makes the *hull* of the kernel explode into fluffy, white popcorn!

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

Place a sheet on the floor under the popcorn popper and pop the corn. Leave the top off the popper and the popcorn will “explode” out of it!

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

**Observe & Modify**

**2**

**Reading**

Retell familiar stories  
Answer questions about the text using creative and critical thinking strategies

**Writing**

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

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

**Science**

Communicate observations orally and through drawings

**Technology**

Use technology resources to support learning

**Reading**

Read simple and high-frequency words

**Expository Writing**

Picture walk through *The Popcorn Book* as children retell what is happening.

Ask: **What have we learned, through our senses, about popcorn?** Encourage children to recall the information in *The Popcorn Book*, as well as the discussion related to popcorn on **Day 3**.

Say: **Since Mox could not be here today, let’s write a letter to him explaining what we learned about popcorn! This will be a nonfiction writing because you will write about facts. Don’t forget to use some sensory words in your writing. For example, you might describe how the kernel looked by saying, *The hard, yellow kernel will get hot.* What sensory words did I use in this sentence?**

Choose volunteers to share sentences they might write.

Write: *Dear Mox*, on the board. Children will copy it in their writing journals. Demonstrate how to proceed to the next line to begin their sentences. Remind children that they are explaining what they learned about popcorn to Mox. Children will share their letters to Mox during **Day 5, Session 1**.

- Materials**
- The Popcorn Book*
  - Starfall Writing Journals
  - Starfall Dictionaries
  - Pencils/crayons
  - Star Writer Melodies*

**Practice**

**Computer**

- *Learn to Read*: Row 4
- *Short Vowel Pals*: “Pop! Pop! Pop!”
- *ABCs*: Review any letters

**Activity**

Children locate and circle the high-frequency words in the Word Bank.

**Materials**

- High-Frequency “Word Search” practice page for each child
- Pencils



3

## Introduce Helen Keller

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

Mouth the word *me*. Choose a volunteer to tell you what word you said. Children read your lips and say, *me*.

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

Ask: **What would it be like if you could not see? People who do not have sight are *blind*. People who are *blind* use their other senses to learn about the world around them. May I have a volunteer for an experiment?**

Choose a volunteer, and blindfold him/her. Hold a banana in front of the volunteer, out of reach and smell. Ask the volunteer to name the object you are holding.

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

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

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

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

Display the Get to Know Helen Keller Poster. Say: **Let's meet a woman who was both *deaf* and *blind*. Her name was Helen Keller. She had to use her senses of smell, touch, and taste to get to know her world.**

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

Explain: **Anne used American Sign Language to teach Helen words. She would hold Helen's hand and make the shapes of the letters in Helen's hand since Helen couldn't see. Helen learned that w-a-t-e-r spelled *water*, but she really didn't understand what water is!**

**One day Helen was pumping water with her teacher. She felt the water and she suddenly understood what the word *water* meant. From that moment, she began to learn many new words.**

### Materials

- Banana
- Blindfold
- Get To Know Helen Keller Poster

### Reading

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

### Science

*Observe common objects by using the five senses*

### Social Studies

*Know the triumphs in American legends and historical accounts*

Partner children to discuss the many things Helen could not see or hear, and ways she might have used her other senses to help her. For example, for music she could feel the beat of the music under her feet. She could have used a cane or seeing-eye dog to help her get where she needed to go safely.

Say: **Helen Keller went on to attend college, write books, and speak to large groups of people, even though she could not see or hear.** Choose volunteers to list the difficulties of being both deaf and blind.



You may wish to blindfold volunteers and give them a "play" assignment. They will engage in the activity (such as building with blocks or playing a game) without using their sense of sight and then share what it was like with the class.

## Phonemic Awareness Warm-Up

## Use American Sign Language

Ask: **If someone is deaf and cannot hear, what other sense does that person need to use?** (sight) **How did Anne Sullivan communicate with Helen Keller?** (She signed into her hand.) **Let's practice our sign language!**

Play *Sing-Along* Tracks 42 through 47. Use sign language to identify letters mentioned in the song. (See *Starfall Sing-Along Book* for complete lyrics.)

## Materials

- Sing-Along* Tracks 42 through 47

Where is ABCD? (Tune: *Where Is Thumbkin?*)

- |   |   |
|---|---|
| <p>1) <i>Where is A?</i><br/><i>Where is A?</i><br/><i>Here I am!</i><br/><i>Here I am!</i></p> <p><i>How are you today sir?</i><br/><i>Very well I thank you</i><br/><i>Run away, run away</i></p> | <p>2) <i>Where is B?</i><br/><i>Where is B?</i><br/><i>Here I am!</i><br/><i>Here I am!</i></p>   |
| <p>3) <i>Where is C?</i><br/><i>Where is C?</i><br/><i>Here I am!</i><br/><i>Here I am!</i></p>   | <p>4) <i>Where is D?</i><br/><i>Where is D?</i><br/><i>Here I am!</i><br/><i>Here I am!</i></p> <p><i>How are you today sir?</i><br/><i>Very well I thank you</i><br/><i>Run away, run away</i></p> |

## Reading

Connect to life experiences the information and events in texts

1

## Author's Chair

Invite Mox to join you.

Display *How I Know My World: A book about the senses*. Say: **Let's picture walk through this book.** Choose volunteers to share what is happening on each page.

Say: **Let's share the letters we wrote about popcorn with Mox!**

Children take turns in the author's chair to share their writings.

## Materials

- Plush Mox the Fox*
- How I Know My World: A book about the senses* by Brandi Chase
- Starfall Writing Journals*
- Author's chair

## Listening &amp; Speaking

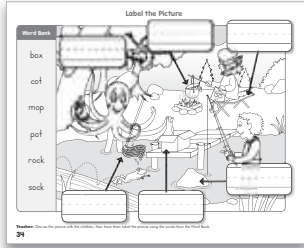
Communicate effectively when sharing ideas, relating experiences, and retelling stories heard

**Technology**

Use technology resources to support learning

**Reading**

Match consonant and short-vowel sounds to appropriate letters



**Reading**

Read simple one-syllable and high-frequency words

**Reading**

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

# Computer

1

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

## Reading and Writing, Page 34

2

Children assemble the short-o puzzles, then label the pictures to complete *R&W*, p. 34.

**Materials**

- Short-o puzzles
- R&W*, p. 34
- Pencils/crayons

## "Color by Word"

3

Children locate high-frequency words in the picture and use the Word Bank to color the picture according to the color code.

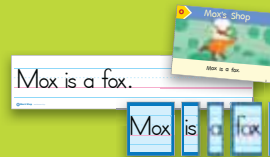
**Materials**

- Week 23 "Color by Word" practice page for each child
- Pencils/crayons

## Sequence Mox's Shop

4

Children review the sequence of *Mox's Shop* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in a pocket chart.



**Materials**

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

## Practice Page Generator

5

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

**Materials**

- Generated practice page of your choice

## "Go Fish"

6

Children match Picture Cards with their corresponding Word Cards to play "Go Fish." Each child in turn says one of the following sentences to another child:

**Materials**

- Medial Short-O and Short-I Picture and Word Cards

- "I'm looking for the picture of \_\_\_\_\_."
- "I'm looking for the word \_\_\_\_\_."

2

## Bright-Star Award

Congratulate the children for reading eleven decodable books!

Distribute *This Bright-Star Award* to each child. Have each child write his or her name at the top.

Say: **I will hold up a book listed on your Bright-Star Award. We will read the title together then find and circle the title on your paper.**

Display the teacher edition of each book. Ask children to turn their papers to the other side. Read: "Write the name of your favorite book here."

Say: **Look at all the titles of books. Choose the book that was your favorite and copy the title on the handwriting line.**

Instruct children to illustrate the book and write about why it was their favorite on the handwriting lines.

If time allows, call out each title and have the children who chose that book as their favorite to come forward. Determine which book was the class favorite!

### Materials

- Classroom whiteboard/marker
- This Bright-Star Award* for each child
- Pencils/crayons
- Teacher editions: *Zac the Rat, Zac and Cat, Zac and the Hat, Peg the Hen, Peg Helps Zac, Peg's Egg, Hen, Mox's Shop, Mox Jogs, Hop, Bend Stomp, Pop! Pop! Pop!*

### Writing

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



As children are working, write your name and date on each child's paper on the back of the award.

Day 1

Backpack Bear



Day 2

Backpack Bear



Day 3

Backpack Bear



Day 4

Backpack Bear



Day 5

Backpack Bear



# Week 24 Overview

## Cumulative Review

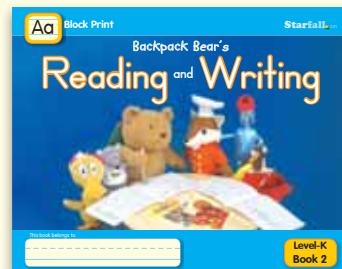
This review week allows children the opportunity to practice the skills introduced prior to and during Weeks 15-23. The suggested activities serve to review the specific skills introduced. You may wish to divide your class into skill groups during this review week, in order to provide additional review for struggling children, and more challenging activities for children who demonstrate mastery of these skills, and are functioning at or above grade level.

The following pages list the 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.

## Preparation

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

- Be sure to create Backpack Bear's daily messages! Space provided at left.
- We've provided suggested review activities alongside each instructional area's Progress Checklists. Feel free to create your own as well.
- You will find lists of all the phonics skills addressed, Starword vocabulary, and recommended literature organized by week. Look for helpful teacher notes in the pages that follow.
- Children will complete pages 35-38 of the Practice Book 2: *Reading & Writing* this week.
- Invite children to vote for their favorite learning centers early in the week, then use those learning centers throughout the week.
- Make arrangements with a teacher of older students to partner with your class to assist with the review. The older students can read to your children, assist with practice pages, and play board games.



Reading & Writing



WEEK 24 — OVERVIEW



# Cumulative Review

## Suggested Review Activities

Write uppercase and lowercase letters from left to right on lined writing paper, or use magnetic letters to sequence the alphabet.

Use magnetic letters or play dough to reproduce words.

Discuss how pictures and signs on a map provide information.

Make a class list of objects in the classroom. Children make index card labels and affix them to the objects.

Before reading, have children identify the title, name of author, and illustrator.

Review that the word at the beginning of a sentence is always capitalized. Practice capitalizing names and first words in sentences.

Provide practice in punctuating sentences.

Practice daily writing of sentences using kidwriting and adult writing.

Provide opportunities for children to identify everyday printed material using ads in newspapers and magazines, or advertising flyers from local grocery stores and malls.

## Challenge Activity

Provide newspaper/magazine articles and highlighters. Children highlight words that have capital letters and punctuation marks. Find as many different punctuation marks as possible in the selected articles. Partner the children to share their work.

## Planning Notes:


## Print Concepts Progress Checklist

- Distinguish between a letter and a word
- 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 words 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 cover, title, illustrator, author, title page
- Identify types of everyday print materials (maps and labels)

Sequencing Mox the Fox



Forming words with play dough



# Cumulative Review

## Phonemic Awareness Progress Checklist

- Identify short-a, short-e, and short-o
- Identify and produce rhyming words in response to an oral prompt
- Identify rhyming sounds with -an, -at, -all, -ell, -en, -et, -op, -og
- Understand that spoken words are made up of a sequence of sounds
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds
- Segment onsets and rimes
- Identify initial and final sounds
- Count the number of syllables in words
- Identify short CVC words
- Track and represent changes in words as a target sound is added, substituted, omitted, or shifted
- Track auditorily each word in a sentence
- Identify alliteration and homophones
- Identify vowels /a/, /e/, /o/



Practicing ASL with Backpack Bear

### Suggested Review Activities

Children listen for initial, medial, and final sounds in short-a, short-e, and short-o words.

Practice counting the number of syllables in words by clapping or holding up a finger for each syllable, then count the syllables.

Practice segmenting and blending sounds using the invisible rubber band.

Alter the initial sounds in familiar phrases (e.g. Mary had a little lamb, Bary had a bittle bamb).

Use Picture Cards to separate words into word families.

Choose a nursery rhyme or song. Assign an action to certain words. Children perform the actions when they hear the designated words.

Identify rhyming words in popular nursery rhymes.

Children work in partners. One child states a word and the partner makes the ASL sign for the beginning sound heard.

### Challenge Activities

Provide multisyllabic words. Children clap and count the number of syllables when orally presented with these words.

Review the sounds of short-a, short-e, and short-o in the initial position. Children differentiate words that begin with /a/, /e/, /o/. Provide an opportunity for each child to pair these short vowels with a consonant, allowing for nonsense words such as "ap," "ab," "et," "en," "op," "ot."

Pair words that begin with the sounds of short-a, short-e, and short-o with CVC words using the same sounds: /at/, /cat/; /egg/, /Peg/; /on/, /Don/.

### Planning Notes:


# Cumulative Review

## Suggested Review Activities

Practice short-a, short-e, short-o words by playing "Go Fish" or "Old Maid."

Practice short-a, short-e, and short-o online using Rows 1, 2, and 4, or a deck of short-a, short-e, and short-o words with the Starfall game board.

Match Picture Cards to Word Cards.

Match consonants and short vowel sounds to appropriate letters using Starfall ABCs.

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

Use High-Frequency Word Cards and Picture Cards to construct sentences in a pocket chart.

Use assessments to prepare a list of high-frequency words that need to be reviewed. Place corresponding Word Cards in a pocket chart. Children use dry erase boards, shaving cream, play dough, or drawing paper to practice high-frequency words. Children may use their dictionaries and play "I Spy" to locate the high-frequency words.

Children reread *Zac the Rat*, *Peg the Hen*, *Mox's Shop*, and the other decodable books to each other. Each child chooses one of the books to read while sitting in the teacher's chair.

## Challenge Activities

Provide children with challenging word families using /a/, /e/, /o/, but add blends to the beginning. Begin with single consonants and build to include blends: (ack) rack, pack, black, smack, stack, track, quack; (ell) sell, well, smell, shell, spell, swell; (ock) sock, rock, dock, clock, block, flock, smock.

Provide Early Reading leveled readers such as the fiction and nonfiction books *Wolves*, *Penguin*, *Penguin*, or any other Margaret Hillert readers. Partner children to read the books. Children list words they do not know on scrap paper or whiteboards. Gather partners and review the word lists with the whole group. Children orally read the stories as a group. Children enter additional words in their dictionaries as needed.

Consider pairing a child from the Challenge Group with a child in the Review Group to partner read the story.

## Phonics Progress Checklist

- Match short vowel sounds to appropriate letters
- Identify Aa, /a/, Ee, /e/, and Oo /o/
- Identify all initial and final sounds
- Recognize word families -am, -an, -ap, -at, -all, ell, -en, -et, -op, -og
- Identify short-a, short-e, and short-o rhyming words
- Understand that as letters in words change, so do the sounds
- Segment onsets and rimes
- Identify ending sounds
- Read simple one-syllable words
- Blend sounds from letters into recognizable words



Matching Picture Cards to Word Cards in a pocket chart

"Starfall Speedway"



Reviewing word families with the pocket chart

## Writing Progress Checklist

- Use letters and phonetically spelled words to write a story
- Write high-frequency words
- Write short-a, short-e, and short-o words
- Write name using correct form and proper spacing
- Write color words
- Use inventive or kidwriting to write a sentence
- Use the dictionary as a writing tool
- Demonstrate understanding of the text by drawing illustrations in response to questions
- Add details to pictures
- Write CVC words
- Spell independently using sounds of the alphabet and knowledge of letter names
- Participate in writing simple stories, poems, rhymes, song lyrics, and a variety of informational forms



Peer editing



Illustrating answers to questions

# Cumulative Review

## Suggested Review Activities

Provide a story starter and have children write ending.

Provide sentences with obvious errors, such as no capitalization, punctuation, or no space between words. Children do the adult writing!

Produce shared writing by having the class write a group story, then edit and revise it.

Respond to stories by illustrating answers and adding detail to illustrations.

Use play dough or magnetic letters to form CVC words.

Write thank you letters to Zac, Peg, or Mox for helping them to learn to read.

Children share previous writings in their writing journals with each other.

## Challenge Activities

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

Read a familiar fairy tale and have children write a different ending.

Write a newspaper ad or article about one of the stories read.

## Planning Notes:


# Cumulative Review

## Suggested Review Activities

Place vocabulary words in a pocket chart face-down. A volunteer turns over a word and the teacher reads it. The volunteer chooses a child to give the word's meaning or use it in a sentence.

Organize story words by using a Venn diagram.

Use Picture Cards for CVC short-a words. Children categorize the Picture Cards in groups according to word families. Then children orally give additional words for each word family.

Repeat with the short-e and short-o CVC Picture Cards. Children use two words from the same word family and make up sentences. (Nonsense sentences are acceptable.)

Play "Wheel of Reading" and "I Spy" to review vocabulary words.

Children choose vocabulary words to illustrate, and write sentences in their writing journals using the chosen words.

Prepare a list of vocabulary words to review. Print the words on index cards and place them in a basket. Draw a word, read it, then children tell what the word means and/or use it in sentences.

## Challenge Activity

Tell children you will play a "backwards" game. You will give a definition, or meaning, of a word from the Starword Wall, and they are to tell you the word that matches that definition. After several teacher-led examples, children take over the role of teacher, provide a definition, and choose volunteers to give the word. The child leader may confer with the teacher before making his or her selection.

## Planning Notes:


## Vocabulary and Concepts Progress Checklist

- Understand concept development terms: setting, main idea, characters, conflict, problems, sequencing, compare and contrast, action words, describing words, naming words, possessives, blends, cause and effect, categorization, opposites, consequences, fantasy, classification, fiction, nonfiction, realistic text, alliteration
- Identify names of persons, places, and things
- Recognize vowels and consonants
- Identify onsets and rimes
- Identify ordinal numbers
- Discuss meanings of words and develop vocabulary through meaningful/concrete experiences
- Use new vocabulary that is introduced and taught directly
- Relate new vocabulary to prior knowledge
- Identify and sort words in basic categories using a Venn diagram
- Describe common objects and events in both general and specific language
- Use language to correctly express spatial and temporal relationship



Children volunteer to help each other learn words from the Starword Wall.

# Cumulative Review

## Comprehension Progress Checklist

- Explain story details
- Sequence events
- Recall details
- Compare/contrast
- Make inferences
- Retell a story
- Use pictures and text to complete a sentence
- Dramatize important events of a story
- Connect to life experiences from the information and events in the text
- Ask and answer questions about essential elements of a story
- Summarize a story
- Identify main ideas
- Use pictures to make predictions about story content
- Comprehend a wide array of informational text that is part of our day-to-day experience
- Draw conclusions from information gathered
- Identify characters, setting, problem, solution
- Distinguish fantasy from realistic text
- Identify beginning, middle, and end of a story



Foxy Loxy hats!

### Suggested Review Activities

Locate the cover, title, author, illustrator, title page of stories included in this review, or books from your classroom library.

Children identify the main idea in Zac, Peg, and Mox stories.

Children recall details in stories. Review books from Weeks 15-23.

Use Story Sequence Cards to sequence and review any stories.

Reread a literature selection from Weeks 15-23. Use the Story Element Cards with the group. After the group discusses each Story Element Card, repeat this activity by mixing them up and passing out a card to each child. Individual children address the Story Element Card they received as an additional review.

Read unfamiliar literature books. Stop reading before the end and have children discuss how they think the story will end. Finish reading the book and discuss.

Choose favorite stories. Identify their problems and the authors' solutions. Ask children to think of alternate solutions.

Dramatize previously read stories.

### Challenge Activity

Read two selections (fiction and nonfiction). Lead children to discuss the elements in each story that make it a fiction or nonfiction book. Discuss what would need to be changed to make the fictional story into a nonfictional one. Discuss how they could turn the nonfiction story into fiction.

### Planning Notes:


# Cumulative Review

## **Suggested Review Activities**

Model speaking in complete, coherent sentences, and offer children many opportunities to practice speaking in complete sentences.

Children each select one object from the classroom and take turns telling what object they chose and why. Classmates give a “thumbs-up” if they can not hear the child sharing. Encourage the child to use his or her “presentation” voice. Check for coherent and complete sentences.

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

Provide practice in distinguishing the difference between statements and questions.

Children vote for their favorite books and explain their choices.

## **Suggested Review Activities**

Model reading to children in a manner that sounds like natural speech. Children repeat or echo in the same manner.

Give children daily opportunities for rapid, accurate letter and sound naming for mastery.

Practice rapid, accurate reading of high-frequency words daily.

Read a page from one of the decodable stories non-fluently and fluently. Ask children to determine which was fluently read.

## **Challenge Activity**

List the high-frequency words in a pocket chart in several rows from left to right. Tell children that you want them to read the words as quickly as possible. Start with just the first row of words and have each child try row one. Then tell children that they will try rows two and three!

## **Listening & Speaking Progress Checklist**

- Share information and ideas
- Establish purpose for listening; to be informed and follow directions
- Share information in complete, coherent sentences using descriptive words
- Understand and follow one and two-step oral directions
- Recite songs and rhymes

Sharing stories with Backpack Bear and Zac the Rat



## **Fluency Progress Checklist**

- Use punctuation clues
- Partner read
- Read aloud using expression and intonation
- Read aloud using natural speech



Reading Mox's Shop



# Starword Vocabulary by Week

## Unit 6

W

### Vocabulary

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

Mammals

15 characteristics, ripe, tromp, disguise, half, limbs, survive, camouflage, predator, mammals

16 wasp, pate, nuisance, dough, yeast, spade, rubrics, question, exclamation, deaf, composer, conductor, orchestra, interpreter

17 cooperation, enormous

## Unit 7

Birds

18 birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey, stroll, scamper, tend, ground, hoe

19 gem, locate, self-portrait, sketch, terminal, fare, hold, captain, copilot, soar, runway, intercom, control tower, journey, crew

20 moral, outline, down feathers, Antarctica, dialogue, narrator, dramatize

## Unit 8

How Animals Live

21 curious, doubts, exhausted

22 muscle, jog, lap

23 senses, kernel, archaeologist, method, colonist, blizzard, examine, hull, boil



# Recommended Literature by Week

## Unit 6

	W	Genre	Book Title	Author
Mammals	15	fiction	<i>The Little Mouse, the Red Ripe Strawberry, and the Big, Hungry Bear</i>	Don & Audrey Wood
		nonfiction	<i>Backpack Bear's Mammal Book</i>	Alice O. Shepard
	16	fiction	<i>The Giant Jam Sandwich</i>	John Vernon Lord and Janet Burroway
	nonfiction	<i>Backpack Bear's Mammal Book</i>	Alice O. Shepard	
17	fiction	<i>The Little Red Hen and Other Folk Tales: "The Turnip, a Russian Folk Tale"</i>	retold by Starfall	
	nonfiction	<i>Backpack Bear's Mammal Book</i>	Alice O. Shepard	

## Unit 7

Birds	18	fiction	<i>The Little Red Hen</i>	Paul Galdone
		fiction	<i>The Little Red Hen and Other Folk Tales</i>	retold by Starfall
		nonfiction	<i>Backpack Bear's Bird Book</i>	Alice O. Shepard
		nonfiction	<i>Backpack Bear's Mammal Book</i>	Alice O. Shepard
19	fiction	<i>Amazing Airplanes</i>	Tony Mitton	
20	fiction	<i>The Little Red Hen and Other Folk Tales: "The Little Red Hen" and "Chicken Little"</i>	retold by Starfall	
	nonfiction	<i>Penguin, Penguin</i>	Margaret Hillert	
	nonfiction	<i>Backpack Bear's Bird Book</i>	Alice O. Shepard	
	fiction	<i>The Little Red Hen</i>	Paul Galdone	
	fiction	<i>Amazing Airplanes</i>	Tony Mitton	

## Unit 8

How Animals Live	21	nonfiction	<i>Wolves</i>	Margaret Hillert
		fiction	<i>The Three Little Pigs</i>	Patricia Seibert
	22	fiction	<i>One Fine Day</i>	Nonny Hogrogian
23	fiction	<i>The Popcorn Book</i>	Tomie dePaola	
	nonfiction	<i>How I Know My World: A book about the senses</i>	Brandi Chase	
	fiction	<i>The Little Red Hen and Other Folk Tales: "Chicken Little"</i>	retold by Starfall	



# Unit 8 Bibliography

## At and Below Level (Wordless Books)

<b>Yellow Umbrella</b>	<b>Four Hungry Kittens</b>	<b>Up and Up</b>	<b>Sleepy Little Yoga: A Toddler's Sleepy Book of Yoga</b>
Sheen, Dong Il and Liu, Jae-Soo	McCully, Emily	Hughes, Shirley	Whitford, Rebecca
Kane/Miller Book Pub, 2002	Dial, 2001	Various editions, publishers, years	Henry Holt, 2007
An audio CD gracefully adds "rain tones" and rhythms to the story of children going to school.	Drama in the barnyard unfolds for a cat, her kittens, the farmer, and his dog who saves the day.	A young girl's wish about flying comes true.	Animals introduce simple, calming yoga poses that are easily learned by young children.

## Above Level (Beginning Readers)

<b>Country Fair</b>	<b>Me and My Senses</b>	<b>The 5 Senses -Let's Learn About</b>	<b>Animal Hospital</b>
Mayer, Mercer	Sweeney, Joan	Roca, Nuria	Walker-Hodge, Judith
Fitzgerald Books, 2007	Crown Books/Young Readers, '03	Barron's Educational Series, 2006	DK (Dorling Kindersley), 1999
One of the "Little Critter" First Readers books featuring stories about familiar adventures.	How can your senses help you to find out what's for lunch? Intro-level information about senses.	A story of two children who delight in discovering the world around them using their senses.	An "Eyewitness Readers" book about two boys, an injured duck, and a trip to the veterinarian.

## Teacher Read Aloud

<b>Caring for Your Small Pets</b>	<b>You Can't Taste a Pickle With Your Ear: A Book About the Five Senses</b>	<b>The Busy Body Book: A Kid's Guide to Fitness</b>	<b>How Do You Know? A Book about the Five Senses</b>
Alderton, David	Ziefert, Harriet	Rockwell, Lizzy	Jayne, Lisa
Southwater Publishing, 2002	Blue Apple Books, 2006	Crown Books/Young Readers, '04	Tate Pub/Enterprises, 2007
A guide for families with children about choosing and caring for small animals at home.	A humorous book about the 5 senses with some silly, entertaining facts dispersed throughout.	Celebrates the joy of movement and physical exercise, what an amazing machine the human body is and how it works.	Simple, clear examples and fun-filled illustrations give examples of how we use our five senses.

<b>I Can Ride a Bike</b>	<b>I Can Go Hiking</b>	<b>Dance, Turn, Hop, Learn! Enriching Movement Activities for Preschoolers</b>	<b>My Daddy Is a Pretzel: Yoga for Parents and Kids</b>
Eckart, Edana	Eckart, Edana	Dow, Connie	Baptiste, Baron
Children's Press, 2002	Children's Press, 2003	Redleaf Press, 2006	Barefoot Books, 2004
Ethnically diverse children learn about sports such as biking, bowling, soccer, and swimming.	A father and son go hiking, have fun, and learn about exploring nature safely.	Classroom activities for personal and shared space movements to develop good learning skills.	A fun way to learn yoga with an adult. Occupations of parents inspire basic poses for children.

## Professional Development

Moats, Louisa Cook, *Speech to Print: Language Essentials for Teachers*. Brooks Publishing, 2000, ISBN 1557663874 or 978-1-55766-387-0.





She said, "Get out and run."

He likes to run and hop.

Eggs and fish are good for you.

Mox says, "I like to help."

She said, "We can all run."

They will run and run and run!



There they go! They jog fast!

He likes to run and hop.

Look at them hop!

Could we run with you?

Look at what Mox can do.

I can see him on the log.



Peg and Mox will run and then jog.

That cat is fast!

Give Zac and Bob a clap!

It is good to jog.

Some cats like to run.