

Unit 10



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide Invertebrates

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Unit 10: Invertebrates

Week 28

Overview / Preparation

835

Day 1

Introduce the Gus Character and Short-U	841
Introduce <i>Gus the Duck</i>	842
Introduce Invertebrates	843

Day 2

Introduce High Frequency Words: <i>by, how, now, went</i>	846
<i>Gus and Tin Man</i>	847
Illustrate <i>Gus and Tin Man</i>	848

Day 3

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Day 5

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Build a Word	858

Week 29

Overview / Preparation

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Introduce <i>Bug in a Jug</i>	867

Day 2

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<i>At Gus's Pond</i> , Chapter 1	872
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Day 4

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Day 5

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Week 30

Overview / Preparation

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Day 1

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Day 3

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Culmination Week

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Step 1

Choose Favorite Starfall Character	904
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Step 2

Assign Groups to Characters	904
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Step 3

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Step 4

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Step 5

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Step 6

Plan Character Presentations	906
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Step 7

Character Presentations	906
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Unit Plan • Unit 10: Invertebrates

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Four weeks

Description: Children will complete their study of the Animal Kingdom by learning about animals without backbones, the invertebrates. They meet the arthropods, which include insects and spiders. They discover that honeybees work together in colonies, each with its own job, and they will compare an insect's body with that of a human. Children will also learn about butterflies and their life cycles.

This unit includes a culmination week that provides suggested activities in celebration of the Starfall characters.

Essential Questions:

- (RF.3) *How does knowing how to read help us learn about the world?*
- (RI.1) *How can asking and answering questions about informational books help us learn new things?*
- (W.3) *How can we use drawings, letters and words to write about something that happened in our lives and how we felt about it?*
- (RL.5) *What are some types of texts and how are they different from one another?*
- (L.4) *How can we understand the way a word is used and find its meaning?*
- (Voc.3) *How can we learn new words and what they mean?*
- (LIT.RA.7) *How can understanding story elements show that we understand fiction and nonfiction text?*



Standards & Benchmarks

Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
PC.1a	Recognize that sentences in print are made up of separate words	Recognize that sentences are made up of separate words
Phonological Awareness		Inline Summary Form
PA.2b	Distinguish rhyming and non rhyming words	Distinguish rhyming and non rhyming words
Vocabulary Development		Inline Summary Form
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	Listen to and discuss familiar and conceptually challenging text
Fluency		Inline Summary Form
FL.6	The student demonstrates the ability to read orally with accuracy and expression. Students will:	Demonstrate ability to read with accuracy and expression
FL.6a	Read alphabet letters in random order with automaticity	Read letters in random order
FL.6b	Use appropriate intonation and expression during unison oral reading with the teacher	Use appropriate intonation and expression during oral reading
FL.6c	Read previously taught grade-level text with appropriate expression	Read grade-level text with expression

Literary Response & Analysis		Inline Summary Form
LIT.RA.7	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will:	Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information
LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	Create or present poetry, drama, art, or personal response to text or theme
LIT.RA.7c	Make inferences based on titles	Make inferences based on titles
Writing		Inline Summary Form
W.8	Students write and draw to communicate effectively for a variety of purposes and audiences. Students will:	Write and draw for a variety of purposes and audiences
W.8a	Create a group draft, scripted by the teacher	Create a group draft scripted by the teacher
W.8b	Produce, illustrate, and share a finished piece of writing	Produce, illustrate and share writing
W.8c	Draw and label	Draw and label
W.8d	Print their names	Print name
Listening & Speaking		Inline Summary Form
LS.9	The student effectively applies listening and speaking strategies. Students will:	Apply listening and speaking skills
LS.9a	Recite short poems, rhymes and songs	Recite short poems, rhymes and songs
LS.9c	Relate an experience in a logical sequence	Relate an experience in sequence
LS.9d	Understand and follow one and two-step directions	Understand and follow one and two-step directions
Media Literacy		Inline Summary Form
ML.10	Use technology resources to support learning	Use technology resources to support learning

Starfall Social Studies Standards

Chronological Thinking		Inline Summary Form
SS.CT.3b	Put events in temporal order using a calendar	Put events in temporal order
SS.CT.3c	Explain that calendars represent days of the week and months of the year	Understand that calendars represent days and months



Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
SC.IE.1	The student develops an understanding of science concepts by formulating questions and performing investigations. Students will:	<i>Ask and answer questions to understand science concepts</i>
SC.IE.1h	Predict and explain information or events based on observation or previous experience	<i>Predict or explain information or events based on observation or previous experience</i>
Life Sciences		Inline Summary Form
SC.LS.2	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
SC.LS.2a	Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects)	<i>Observe and describe similarities and differences of plants and animals</i>
SC.LS.2b	Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)	<i>Identify major structures of plants and animals</i>
SC.LS.2c	Understand all plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce	<i>Understand plants and animals have internal and external structures that keep them alive</i>
SC.LS.2e	Recognize that stories sometimes give plants and animals attributes they do not really have	<i>Recognize stories sometimes give plants and animals fictional attributes</i>

Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
RL.K.4	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
Integration of Knowledge and Ideas:		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	<i>Connect illustrations to story events</i>
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>
Integration of Knowledge and Ideas:		
RL.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Describe the relationship between illustrations and text</i>
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>

Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	<i>Follow words from left to right, top to bottom, and page by page</i>
Phonological Awareness:		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>
Phonics and Word Recognition:		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Identify differences between similarly spelled words</i>
Fluency:		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

Writing

Inline Summary Form

Text Types and Purposes:

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Production and Distribution of Writing:

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Respond to questions and suggestions from peers, adding detail to strengthen writing

Speaking & Listening

Inline Summary Form

Comprehension and Collaboration:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Participate in conversations with diverse partners about kindergarten topics and texts

SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Follow agreed-upon rules for discussions

Language

Inline Summary Form

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of English grammar when writing or speaking

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of English conventions in capitalization, punctuation, and spelling

L.K.2.A Capitalize the first word in a sentence and the pronoun *I*

Capitalize the first word in a sentence and the pronoun I

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

Recognize and name end punctuation

Vocabulary Acquisition and Use:

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Determine or clarify meaning of unknown and multiple-meaning words and phrases



Week 28 Overview

Invertebrates

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

- meet Gus the Duck.
- learn the sounds of short-u and long-u.
- read and illustrate *Gus and Tin Man*.
- write our own “Gus” stories.
- dramatize the folk tale *Anansi the Spider*.

Recommended Literature

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

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

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

Starfall Books & Other Media

ABC Rhyme Book

Backpack Bear's Invertebrates Book by Alice O. Shepard

Gus the Duck

Invertebrates (Animals without Backbones) Poster

Reading & Writing Books

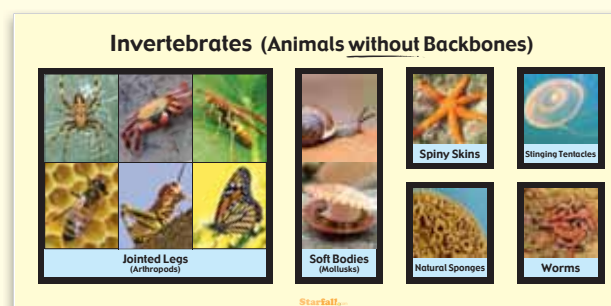
Short-u Puzzles

Starfall Dictionaries

“Starfall Speedway”

Starfall Writing Journals

The Animal Kingdom Poster



Preparation

Post the Essential Questions Cards for Unit 10. Refer to them often as you and the children discuss related information throughout the unit.

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

Be sure to have the anchor charts on display where the children can easily see them. The children will each be assigned to groups to prepare presentations about one of the anchor charts you have introduced this year. Decide in advance how many children will be assigned to each anchor chart. Consider assigning more children or two smaller groups for the longer anchor charts such as Capital Letters and Punctuation.

Day One

You will need an index card for each child, a basket, and tape or reusable adhesive for today's Magic Writing Moment.

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

You will need each child's copy of *Gus the Duck* for Session 2.

For today's Activity the children will use two of each High Frequency Word Card: *about, because, give, many, of, one, out, over, saw, so, than, them, then, this, very, were, when, where, and your.*

Cut apart the Invertebrate Overlay Cards (found in your supplements package or downloaded from teach.Starfall.com) and laminate them prior to Session 3.

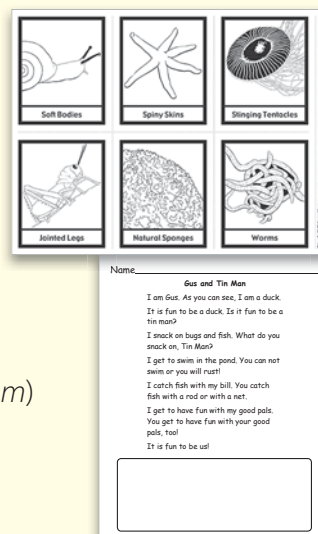
Day Two

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

Duplicate the *Gus and Tin Man* blackline (found in your supplements package or downloaded from teach.Starfall.com) for each child for use during Session 3.

Day Three

Prepare questions for the Starfall characters or yourself to ask the group presenting the Schema Anchor Chart to assist them in covering all of the components of their anchor chart.



Day Four

Prepare questions for the Starfall characters or yourself to ask the group presenting the Capital Letter Anchor Chart to assist them in covering all of the components of their anchor chart.

Choose several High Frequency Word Cards to use in Session 1.

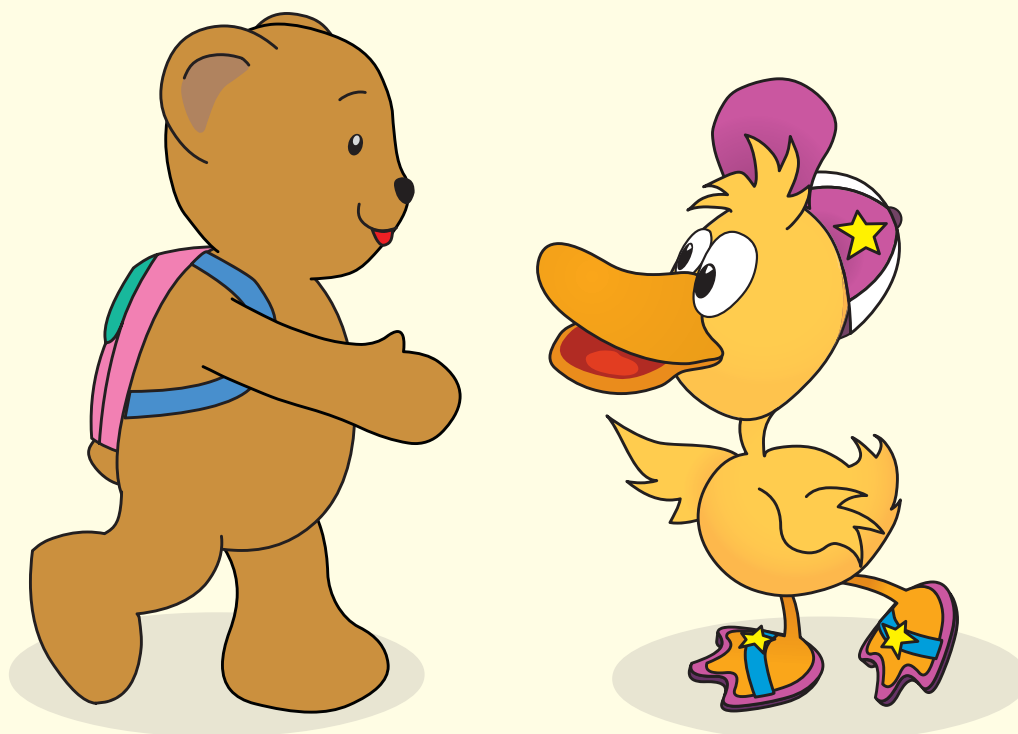
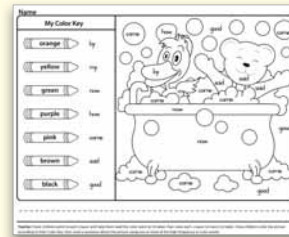
For Session 2, have one-half sheet of drawing paper, and a black, green, red, yellow, and orange crayon for each child.

Day Five

Prepare questions for the Starfall characters or yourself to ask the group presenting the Spaces Between Words Anchor Chart to assist them in covering all of the components of their anchor chart.

Generate a Week 28 "Color by Word" worksheet for each child.

You will need one of each Lowercase Letter Card (omit q) for Session 2.



Day 1

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

Backpack Bear 🐻

Day 2

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

Backpack Bear 🐻

Day 3

I loved Gus's story.
He is a very good
writer!
Your friend,

Backpack Bear 🐻

Day 4

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

Backpack Bear 🐻

Day 5

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

Backpack Bear 🐻

DAY One

DAY Two

Magic Writing Moment	Review Anchor Charts	Prepare Anchor Chart Presentations
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	<i>R&W</i> , p. 51 Rhyming <i>Gus the Duck</i>  Comprehension Strategies: Ask Questions Open Discussion Introduce Short-U	Long-u Comprehension Skill: Compare/Contrast HF Words: by, how, now, went <i>Gus and Tin Man Story</i> Decodable Words/High Frequency Words
Computer	<i>Learn to Read</i> : Row 3, "Vowels Save the Day"; Row 5, "Gus the Duck"; <i>ABCs</i> : Review Aa, Ee, Ii, Oo, and the vowels /a, e, i, o/	<i>Learn to Read</i> : Row 15; Row 5, "Gus the Duck" and related games; <i>BpB's Books</i> : Concepts, "U-Machine"
Activity	Play HF Word Concentration	Play dough or magnetic letters HF words
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>BpB's Invertebrates Book</i> "Aa Apple, Ee Elephant, Ii Igloo, Oo Ostrich, Uu Umbrella Rhymes" from <i>Backpack Bear's ABC Rhyme Book</i> Animal Kingdom, Invertebrates (Animals <u>without</u> Backbones) Posters Fingerspelling Vocabulary: invertebrates, mollusk	Vocabulary: rust Illustrate <i>Gus and Tin Man</i>
Writing		
Social Studies		
Science	Introduce Invertebrates	

DAY Three

DAY Four

DAY Five

Schema Anchor Chart Presentation

R&W, p. 52

Word families
-um, -uff, -un

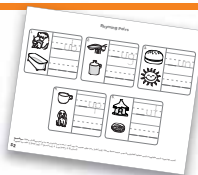
Gus the Duck

Comprehension Skills:

Compare/Contrast
Classify/Categorize

Comprehension Strategy:

Make Connections



Capital Letter Anchor Chart Presentation

R&W, p. 53

Rhyming

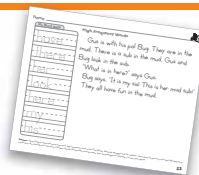
Gus the Duck

Comprehension Skills:

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

Comprehension Strategies:

Ask Questions
Open Discussion
High Frequency Words Review



Spaces Between Words Anchor Chart Presentation

Identify/discriminate short-u words

Build Words with Letter Cards

Starfall Free Day

"Color by Word"

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

Calendar

BpB's Books: Concepts, All Vowel Machines

Learn to Read: Row 5, "Gus the Duck"

Short-u Puzzles

Sequence *Gus the Duck*

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

Sequence *Gus the Duck*

Backpack Bear's Invertebrates Book

Invertebrates (Animals without Backbones) Poster

Vocabulary: arthropods, exoskeleton

Anansi the Spider

"Itsy Bitsy Spider"

Teacher's Choice

Teacher's Choice

Dramatize *Anansi the Spider*

Write about Gus and his friend

Introduce Arthropods

Know stories sometimes give animals attributes they do not really have

**Reading:
Foundational Skills**

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

Language

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

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

**Reading:
Foundational Skills**

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

Magic Writing Moment**Review Anchor Charts**

Say: **Let's review our anchor charts.** Indicate and identify each of the charts.

Continue: **Today we will form groups and each group will be assigned an anchor chart. Tomorrow you will be the teachers and your groups will begin to teach the class about their charts.**

Distribute an index card to each child. The children print their names with pencils and place the cards in a basket.

Indicate the Schema Anchor Chart. Select several name cards and those children attach their names to the anchor chart with tape or reusable adhesive. Repeat for each anchor chart.

Materials

- ☐ Anchor Charts:
 - What is Schema?; What gets a Capital Letter?; Punctuation; Meet the Space Detective; I Can be a Star Writer
- ☐ Tape or reusable adhesive
- ☐ Index cards, pencils
- ☐ Basket

Group ELL children with strong readers who will be patient and encourage their participation.

ELL**Phonological Awareness Warm-Up****Materials**

- ☐ ABC Rhyme Book

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

Together read "Aa Apple" on page 5 of the *ABC Rhyme Book*.

The children identify the words in the rhyme that have short-a as a beginning or medial sound.

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

1

Introduce the Gus Character and Short-U

Recall Backpack Bear's message. Ask: **Who do you think Tin Man's friend is?** Volunteers respond.

Distribute Zac, Peg, Mox, and Tin Man to volunteers. They stand in front of the class and identify their characters' vowel sounds. Each volunteer chooses a child to say a word that includes the vowel sound.

Say: **There are five vowel sounds, but we have only four. One is missing.**

Identify the vowels *a*, *e*, *i*, and *o*. The children say each vowel's sound and determine *u* is missing.

Say: **Since there is a character for each vowel sound, I wonder if there is a character for short-u. Let's look!**

One or more children search the room for Gus the Duck. When he is found, introduce Gus to the children. He whispers to you that he can't wait to teach his classmates his short-u sound, /u/.

- Print the letters *U* and *u* on the board.
- The children say the letter name and make the sound /u/.
- They form the ASL *Uu* sign and make the sound /u/.
- Read "Uu Umbrella" on page 45 of the *ABC Rhyme Book*.
- Discuss words that begin with /u/.
(up, umbrella, under)

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

Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 51. Complete the page together with the children as directed.

Navigate to *Learn to Read*: Row 5, "Gus the Duck." The children read along with you to preview the story.

As the children fingerspell encourage them to make the letter sounds and blend them into words for added practice.

ELL

Materials

- ☐ *Reading & Writing Books*, p. 51
- ☐ Zac, Peg, Mox, Tin Man, and Gus the Duck
- ☐ Classroom computer
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons

Reading: Foundational Skills

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

Uu Umbrella

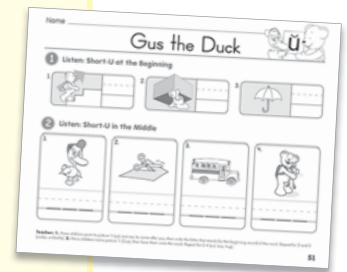
Up, up, up, the umbrella goes.

When will it rain? I don't know.

Under the umbrella

Under I wait—

Rain or shine, an umbrella's great!



Reading:
Foundational Skills**RF.K.3.B** Associate long and short vowel sounds with common spellings (graphemes)**RF.K.3.C** Read common high frequency words by sight**Fluency****FL.6** Demonstrate ability to read with accuracy and expression**Introduce *Gus the Duck***

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

Distribute *Gus the Duck* books. The children write their names on the covers. To strengthen fluency, read one page with expression and the children repeat. Continue for each page, until you complete the story. The children read the story with expression in unison.

Partner the children to find words from the story that have the short-u sound, and list the words on their whiteboards.

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

Gus	runs	mud	tub	suds
hugs	bugs	sub	fun	rubs

Review the resulting list.

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

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

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

**Formative Assessment**

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

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

Materials

- ☐ Individual whiteboards, markers
- ☐ Classroom whiteboard, marker
- ☐ *Gus the Duck* for the teacher and each child
- ☐ Pencils

Computer

Practice

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

Activity

The children play Concentration using selected High Frequency Word Cards.

Materials

- ☐ Two of each High Frequency Word Cards *about, because, give, many, of, one, out, over, saw, so, than, them, then, this, very, were, when, where, your*
- ☐ Pocket chart

3

Introduce Invertebrates

Indicate the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups, animals with backbones, called vertebrates, and animals without backbones, called invertebrates. We have learned about animals with backbones. Let's name the five different groups of animals that belong to this group.**

The children identify mammals, birds, reptiles, fish and amphibians.

Continue: **Now Backpack Bear would like us to learn about animals without backbones.**

Indicate *Backpack Bear's Invertebrates Book* and discuss the cover illustrations.

Read pages 5-7 and ask: **How are invertebrates different from vertebrates?** (They don't have backbones.)

Read page 8 and ask: **Into how many different groups are invertebrates divided?** (6)

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

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

The children stand and bend their legs. Explain: **Where your legs bend there are joints. Without these joints you could not bend your legs. What other parts of your bodies have joints?** (arms, feet, hands, hip, neck)

Materials

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

Reading: Foundational Skills

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

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

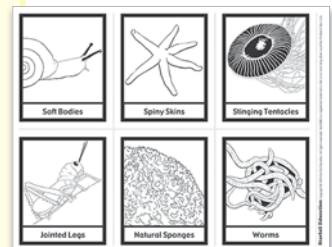
ML.10 Use technology resources to support learning

Science

SC.LS.2 Understand different types of plants and animals

SC.LS.2.a Observe and describe similarities and differences of plants and animals

SC.LS.2.b Identify major structures of plants and animals



Ask: **Are you arthropods? Why not? Right, you have a backbone.**

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

Ask: **Have you ever seen shells near the shore at the beach? At one time those shells were the skeletons of mollusks.**

Spiny Skins — Ask: **Who has seen a starfish? Did you know that a starfish is not really a fish? It is an invertebrate called a “sea star.” Its skin is spiny. We call it an echinoderm. Children repeat, echinoderm. That’s a big vocabulary word. Echino means “spiny” and derm means “skin.” Echinoderm means “spiny skin.”**

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

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

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



Formative Assessment

Partner the children. Continue: **We have learned that there are many different types of invertebrates. Discuss with your partner what you learned from Backpack Bear’s Invertebrates Book.**

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

Magic Writing Moment

Materials

- ☐ Zac, Peg, Mox, Tin Man, and Gus
- ☐ Anchor Charts

Prepare Anchor Chart Presentations

Review the name of each anchor chart and place them in various areas around the classroom.
The children form groups near their assigned anchor charts.

Say: **Today your group will review your assigned anchor chart and discuss how you will “teach” the information on your anchor chart to the Starfall characters and the other children in the class.**

As children work in small groups circulate to provide suggestions and ideas related to how they might present their anchor charts, such as using the whiteboard to write examples. Presentations will begin on Day 3.

Reading:
Foundational Skills

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

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

Language

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

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

Phonological Awareness Warm-Up

Materials

- ☐ None

Long-U

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

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

Continue: **If the word I say begins with short-u place your palms close together.** (Demonstrate) **If you hear long-u spread your palms wide apart.** (Demonstrate) Say the following words and pause after each to allow the children to respond. Discuss the correct response after each word.

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

**Reading:
Foundational Skills**

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

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

Materials

- ☐ Individual whiteboards, markers
- ☐ Classroom whiteboard, marker
- ☐ Classroom computer
- ☐ *Starfall Dictionaries*

Introduce High Frequency Words: *by, how, now, went*

Distribute individual whiteboards and markers and the children draw a vertical line down the middle.

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

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

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

Ask: **What do you notice about these words?** (Volunteers respond.) **Yes, they rhyme because they have the same middle and ending sounds.**

Gather the children around a classroom computer and navigate to *Learn to Read*: Row 15. Remind the children that sometimes y can also be a vowel prior to viewing the video "Y as a Vowel."

Write *my* on the board. The children say *my*, and copy *my* on the right side of their whiteboards.

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

The children write *by* under *my* on their whiteboards and read both words aloud.

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

The children erase their whiteboards.

Say: **There's one more high frequency word.** Write *went* and the children copy it on their whiteboards. They change the first letter of *went* to create *bent*, *sent*, *dent*, *rent*, *tent*, and *vent*.

Ask: **Do these words rhyme? Who can tell us why?** (Volunteers respond.) **That's right! These words rhyme because they have the same middle and ending sounds.**

Write the following sentences on the board:

- My pal is here now.
- Will you sit by me now?
- How are you?
- She went to see my cat.
- The duck went to the pond.

A volunteer reads each sentence while a second volunteer circles the new high frequency word(s).

**Formative Assessment**

The children enter *went*, *by*, *now*, and *how* in their *Starfall Dictionaries*.

Gus and Tin Man

Indicate Gus the Duck and Tin Man and lead the children in a discussion to compare and contrast the two characters.

Say: **Gus has written a story for us. He used words we could read because he would like us to read his story.**

Use a pointer as you read Gus's story from the chart paper.

Materials

- ☐ Word Cards *snack, swim, pond, rust, catch*
- ☐ *Gus and Tin Man* Story written on chart paper
- ☐ Vocabulary Card: *rust*
- ☐ Plush Gus the Duck and Tin Man
- ☐ Pointer

Gus and Tin Man Story

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

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

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

I get to swim in a pond. You cannot swim or you will rust!

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

I get to have fun with my good pals.

You get to have fun with your good pals too!

It is fun to be us!

Discuss answers to the following questions.

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

Explain: **Gus said that Tin Man would rust if he went swimming. That's because Tin Man is made of tin. Tin is a metal, and when it gets wet, it *rusts*. Who knows what it means to rust?**

Explain: **To *rust* means to turn reddish-brown and crack or peel.**

Children say, *rust* and take turns to share their knowledge of rust.

Explain: **This story uses decodable words and high frequency words you already know. Some of the decodable words have blends. When two or more consonants are blended together, each consonant sound can be heard in the blend.**

Reading: Foundational Skills

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

Reading: Literature

RF.K.4 Read texts with understanding

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

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

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

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



Formative Assessment

The children join you in reading the story.

Reading: Foundational Skills

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

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

Media Literacy

ML.10 Use technology resources to support learning

Computer

Practice

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

Activity

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

Materials

- ☐ Play dough or magnetic letters
- ☐ High Frequency Word Cards:
by, went, how, now, out, about, one
- ☐ Individual whiteboards

3

Fluency

FL.6c Read grade-level text with expression

Reading: Literature

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

Illustrate *Gus and Tin Man*

Distribute *Gus and Tin Man* worksheets and the children point to each word as you read the story together. Partner the children, pairing strong readers with struggling readers, to read the story again.

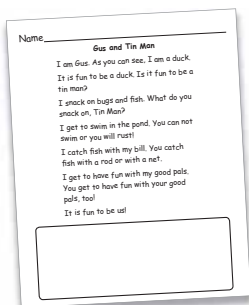
Materials

- ☐ *Gus and Tin Man* worksheet
for each child
- ☐ *Gus and Tin Man* chart
paper story
- ☐ Pencils, crayons



Formative Assessment

The children illustrate the story in the space provided. Remind them that their illustrations should in some way reflect the story text.



Magic Writing Moment

Schema Anchor Chart Presentation

The children assigned to the Schema Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ What is Schema? Anchor Chart
- ☐ Starfall plush characters

Day Three

Literary Response & Analysis

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

Speaking & Listening

LS.9 Apply listening and speaking skills

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

Phonological Awareness

PA.2b Distinguish rhyming and non rhyming words

Phonics Warm-Up

Rhyming Words

Distribute *Reading & Writing Books* and the children turn to page 52. Complete the page together with the children according to the directions.

Materials

- ☐ *Reading & Writing Books*, p. 52
- ☐ Classroom whiteboard, marker
- ☐ Pencils, crayons



1

Arthropods

Place the Invertebrates Overlay Picture Cards face down in a pocket chart in any order. A volunteer reveals a Picture Card and you review the group of invertebrates represented. Continue until all groups are reviewed.

Ask: **Where else do you see these invertebrate animal groups in our classroom? Right, they are on the Invertebrates Poster.**

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

After page 13, say: **Stand up straight and tall. What holds your body up?** (Volunteers respond.) **You have bones that are connected to each other under your skin. They form a skeleton inside your body. Arthropods have skeletons too, but their skeletons are on the outside. We call them *exoskeletons*. Say, *exoskeleton*.**

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

Materials

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

Reading:
Informational Text

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

Science

SC.LS.2 *Understand different types of plants and animals*

SC.LS.2a *Observe and describe similarities and differences of plants and animals*

SC.LS.2b *Identify major structures of plants and animals*

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

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

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



Formative Assessment

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

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

2

Write Gus Stories

Say: **Let's read *Gus the Duck*.** The children read *Gus the Duck* in unison.

Volunteers share responses to the following questions:

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

Say: **What do you think Gus and his new friend might do tomorrow?**
(The children share ideas.) **Let's surprise Gus and write stories for him.**

Materials

- ☐ *Gus the Duck* for the teacher and each child
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons
- ☐ Plush Gus the Duck

Reading: Informational Text

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

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction



Formative Assessment

The children use kid writing and their *Starfall Dictionaries* to write stories. They will continue to work on their stories in Session 3.

Computer

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

Practice

Activity

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

Materials

- ☐ *Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards
- ☐ *Gus the Duck*
- ☐ Pocket chart

Reading: Foundational Skills

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

ML.10 Use technology resources to support learning

Social Studies

SS.CT.3c Understand that calendars represent days and months

Listening & Speaking

LS.9c Relate an experience in sequence

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Social Studies

SS.CT.3b Put events in temporal order

3

Gus Story Writing (Continued)

The children complete their writings from Session 2 and illustrate them.

Materials

- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons
- ☐ *Gus the Duck*

Writing

W.8b Produce, illustrate and share writing



Formative Assessment

The children share their writings and illustrations with each other as they finish.

Literary Response & Analysis

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

Listening & Speaking

LS.9 Apply listening and speaking skills

LS.9a Recite short poems, rhymes and songs

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

Language

L.K.2.A Capitalize the first word in a sentence and the pronoun I

Phonological Awareness

PA.2b Distinguish rhyming and non-rhyming words

Magic Writing Moment**Capital Letter Anchor Chart Presentation**

The children assigned to the "What Gets a Capital Letter?" Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ "What Gets a Capital Letter?"
- Anchor Chart
- ☐ Plush Starfall characters

Phonological Awareness Warm-Up**Rhyming Words**

Teach the children the words to "The Eensy Weensy Spider." Repeat them several times and add appropriate actions. For example, the children can use one arm as the waterspout and the other hand to resemble the spider.

Ask: **Did you hear any rhyming words in this song?** (Volunteers respond.) **If the words I say rhyme, pretend your spider is crawling up your arm.** Say the following pairs of words pausing to allow the children time to respond. Discuss the correct response after each.

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

Continue: **Let's try some more. Remember to make your spider crawl up your arm if the words rhyme.** Repeat as above.

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

Materials

- ☐ None

The Eensy Weensy Spider

*The eensy weensy spider
went up the water spout
Down came the rain
and washed the spider out
Out came the sun
and dried up all the rain
And the eensy weensy spider
went up the spout again!*

1

"High Frequency Spider Game"

Ask: **Who remembers the parts of a spider's body?**

Right, spiders have 2 body parts and 8 legs.

Draw two large spiders, including the two main body sections and eight legs, side-by-side on a classroom whiteboard, making sure they are low enough for children to access them.

Say: **Let's play the "High Frequency Spider Game."** Briefly review the high frequency words with the children. Divide the children into two teams. The children on each team sit one behind the other in two rows. Assign one spider to each team and label the spiders Team 1 and Team 2.

Materials

- ☐ Classroom whiteboard, marker
- ☐ High Frequency Word Cards
- (teacher's choice)

Listening & Speaking

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

Reading: Foundational Skills

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

Science

SC.LS.2b Identify major structures of plants and animals



Formative Assessment

- Reveal a High Frequency Word Card.
- The first person on Team 1 identifies the word. If the child needs help, he or she may ask the next child in line.
- If the high frequency word is identified correctly, the child erases one part of the spider and moves to the end of his or her team's line.
- Team 2 identifies the next word. If the child identifies the word correctly, he or she erases one part of their spider.

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

Literary Response & Analysis

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

Reading: Literature

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

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

Science

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

Introduce *Anansi the Spider*

Indicate *Anansi the Spider* and say: **Here is a book Backpack Bear would like us to read. The title of this book is *Anansi the Spider: A Tale from the Ashanti*. It is a folk tale, retold and illustrated by Gerald McDermott.**

Indicate the Caldecott Award on the cover and remind the children that this award is only given to one children's book each year for its illustrations.

Continue: **This folk tale is from Ghana, West Africa.**

Locate Africa on the map in the book.

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

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

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

Materials

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



Formative Assessment

Reread the book, and ask the following questions:

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

Ask: **Who is the story's main character?** (Anansi) Review the names of the other characters in the story. Children share their favorite characters and explain why they are their favorites.

Say: **Decide which character is your favorite and illustrate that character.**

The children illustrate their own spiders, using the traditional Ashanti colors black, green, red, yellow, blue and orange. Display the book and the children's completed illustrations in the classroom.

Computer

- *Backpack Bear's Books*: Concepts, All Vowel Machines
- *Learn to Read*: Row 5, "Gus the Duck"

Practice

Activity

The children read short-u and short-i words to advance on the Starfall Speedway. Remind them to look carefully at the middle sound of each word!

Materials

- ☐ Short-U and Short-I Word Cards
- ☐ "Starfall Speedway"

3

High Frequency Review

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

Distribute *Reading and Writing Books* and the children turn to page 53. Explain: **You will read another story about Gus on this page. First, look at the high frequency words in the "Words I Know" box and circle each word as I say it.**

Materials

- ☐ *Reading & Writing Books*, p. 53
- ☐ *Gus the Duck*
- ☐ Pencils, crayons

Formative Assessment

Complete the page together with the children as directed.

Reading: Foundational Skills

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

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

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

Media Literacy

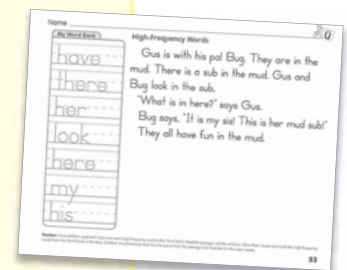
ML.10 Use technology resources to support learning

Speaking & Listening

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

Reading: Foundational Skills

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



Print Concepts

PC.1a Recognize that sentences are made up of separate words

Listening & Speaking

LS.9 Apply listening and speaking skills

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

Reading:**Foundational Skills**

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

Media Literacy

ML.10 Use technology resources to support learning

Literary Response & Analysis

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

Magic Writing Moment**Spaces Anchor Chart Presentation**

The children assigned to the Spaces Between Words Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ Plush Starfall characters
- ☐ Spaces Between Words
- Anchor Chart

Phonics Warm-Up**Long-U**

Navigate a classroom computer to *Learn to Read*: Row 10, "Dune Buggy."

Remind the children that *Uu* can stand for the short sound as in *under* or the long sound as in *uniform*.

Explore *Learn to Read*, Row 10 together.

Materials

- ☐ Classroom computer

1

Dramatize *Anansi the Spider*

Say: **Backpack Bear would like us to dramatize *Anansi the Spider*. Let's do that now. First we need a list of the characters.**

List the story character names on the board as children identify them, referencing the book as necessary. Divide the children into two groups. The first group of actors take turns writing their names beside their chosen characters.

Materials

- ☐ Classroom whiteboard, marker
- ☐ *Anansi the Spider*

**Formative Assessment**

The group that chose characters mimes the roles of Anansi, his sons, Fish, Falcon, the villagers, and so on, as you read the story. The other group serves as the audience and uses appropriate audience skills. Repeat, with the second group dramatizing the story, so that all children have an opportunity to participate.

Optional: Invite another class to attend the dramatizations.

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

Computer

1

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

"Color by Word"

The children complete the "Color by Word" worksheet.

Materials

2

- ☐ Pencils, crayons
- ☐ Week 28 "Color by Word" worksheet for each child

Short-U Puzzles

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

Materials

3

- ☐ Pencils
- ☐ Writing paper
- ☐ Short-U Puzzles

Sequence *Gus the Duck*

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

Materials

4

- ☐ Pocket chart
- ☐ *Gus the Duck*
- ☐ *Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Social Studies

SS.CT.3b Put events in temporal order

Materials

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

**Reading:
Foundational Skills**

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

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

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

**Build a Word**

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

Formative Assessment

- Choose a word from the list below. Say the three letters that spell the word in random order (e.g., for bug, say g–b–u).
- Children holding the letters come forward and confer to build the word.
- When they've made their decision, they stand side-by-side facing the class in the correct order, without identifying the word.
- The class reads the word aloud.

If the word is spelled correctly, the children return to their seats. If not, class members make corrections. Continue for other words as time allows.

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

Week 29 Overview

Insects

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

- draw our own insects.
- compare two different versions of the same story.
- classify words as high frequency, decodable, and high frequency decodable.
- learn whether objects sink or float.



Starfall Books & Other Media

ABC Rhyme Book

At Gus's Pond Chapter Book

Backpack Bear's Invertebrates Book by Alice O. Shepard

Backpack Bear's Plant Book by Alice O. Shepard

Bug in a Jug

Gus the Duck

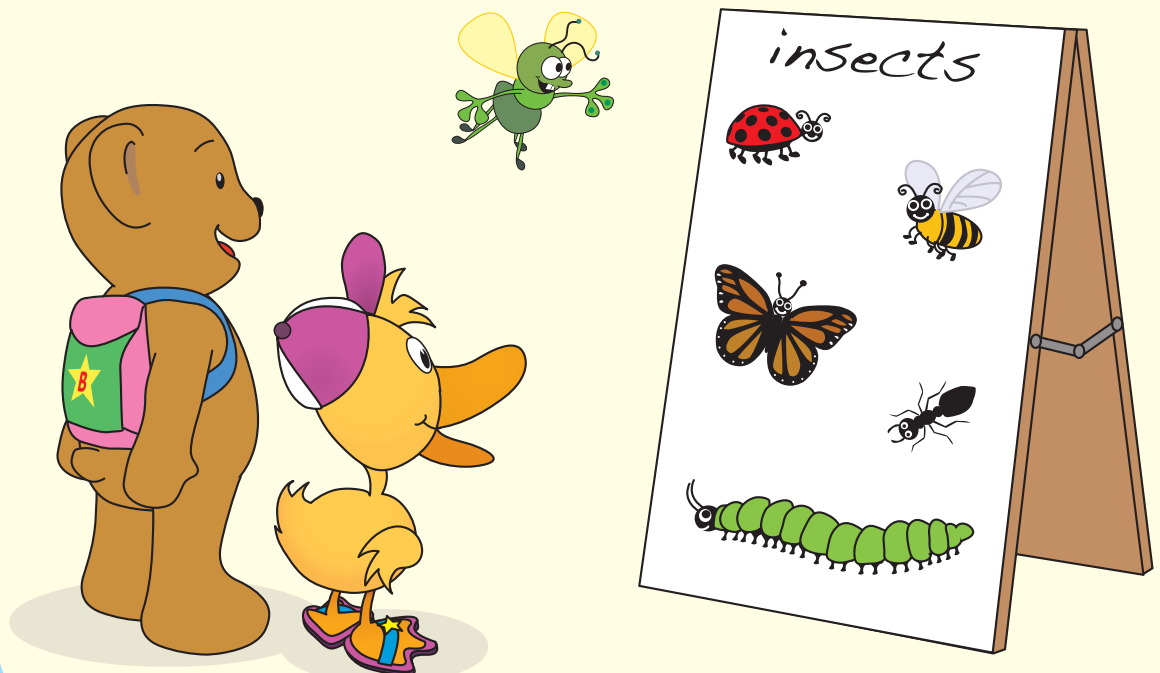
Invertebrates (Animals without Backbones) Poster

Pond Ecosystem Poster

Reading & Writing Books

Starfall Dictionaries

Starfall Writing Journals



Preparation

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

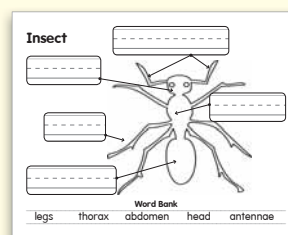
Optional: Ask the children to bring blankets for the Kindergarten Book Club meeting on Day 5.

Day One

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

Day Two

For Session 1, duplicate an insect labeling diagram (found in your supplements package or downloaded from teach.Starfall.com) for each child. For Session 2, you will need *Backpack Bear's Story* printed on chart paper. Leave a space for the title, which the children will decide later. For Session 3, you will use *Backpack Bear's Story* printed on chart paper, and a printed copy for each child. Generate word cards for: *wings, swim, duck, ramp, and stick*.



Name _____

Gus said, "Look! That cup has a bug in it."
 "How did a bug get in the cup?" said Zac.
 "He fell in the cup. His wings are all wet."
 "A bug can not swim like a duck can," said Gus.
 Peg said, "The bug is sad. He wants to get out of the cup."
 "What can we do to help the bug?" said Zac.
 "I could fix a ramp. It will help the bug get out of the cup," said Gus.
 Gus put a stick down in the cup. The bug went up the ramp.
 "The bug is out of the cup!" said Peg.

Day Three

Prior to the Phonological Awareness Warm-Up, create an Amazing Silent E Wand by printing an "e" on a paper star and attaching it to a fly swatter.

Generate a Week 29 "Color by Word" worksheet for each child for today's Activity Time.

For Session 3, collect the following objects, trying to keep them close in size in order to make the experiment more precise.

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

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

You will also need a small, clear container filled with water, and a copy of the class Sink or Float Chart (found in your supplements package or downloaded from teach.Starfall.com).

Day Four

None

Day Five

Generate a Week 29 "Word Search" worksheet for each child for learning centers.

Day 1

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

Day 2

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

Day 3

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

Day 4

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

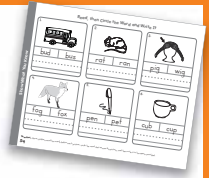
Day 5

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

DAY One

DAY Two

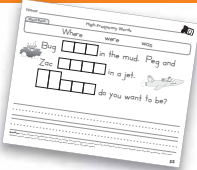
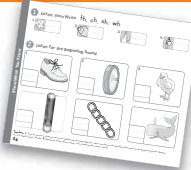
Magic Writing Moment	Punctuation Anchor Chart Presentation	Star Writer Anchor Chart Presentation
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	Phoneme deletion <i>Gus the Duck</i> Comprehension Skills: Classify/Categorize Identify Genre (Aesop's Fable) Story Elements (problem/solution, author's intention) <i>Bug in a Jug</i>	<i>R&W</i> p. 54 Decoding <i>Bug in a Jug</i> Comprehension Skills: Compare/Contrast Story Elements (characters, problem/solution)
Computer	"Calendar"; ABCs: Uu; <i>Backpack Bear's Books: Concepts, "U-Machine"</i>	<i>Short Vowel Pals: "Bug in a Jug,"</i> any previously introduced stories
Activity	Sequence <i>Gus the Duck</i>	"Concentration" Picture and Word Cards
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Invertebrates Book</i> <i>The Crow and the Pitcher</i> Vertebrates (Animals <u>with</u> Backbones) Poster Invertebrates (Animals <u>without</u> Backbones) Poster Vocabulary: insects, thorax, antennae, abdomen	<i>Backpack Bear's Invertebrates Book</i> <i>Backpack Bear's Story</i>
Writing		Label parts of an insect
Social Studies		
Science	Insect Labeling Diagram Water Displacement Demonstration	Insect Labeling Diagram



DAY Three

DAY Four

DAY Five

Editing Sentences	Editing Sentences	Editing Sentences
Rhyming Comprehension Skill: Story Elements (characters) Vowel Teams Silent E <i>At Gus's Pond</i> Chapter Book High Frequency Words: eat, make, take	<i>R&W</i> p. 55 Phoneme substitution Digraphs Nonfiction text 	<i>R&W</i> p. 56 Review Digraphs <i>At Gus's Pond</i> Chapter Book 
		Starfall Free Day 1
		Make invertebrates with play dough 2
<i>Learn to Read</i> : Row 5, "Gus the Duck," games; <i>Short Vowel Pals</i> : "Bug in a Jug"; <i>BpB's Books</i> : Concepts, any "Vowel Machine"	<i>Learn to Read</i> : Rows 1-5 <i>Talking Library</i> : Nonfiction, "The Story of Milk"	Short-u Puzzles and Word Search 3
"Color by Word" Week 29	Magnetic letters HF Words	Illustrate Magic Writing Moment journal entry 4
<i>Backpack Bear's Story</i> "Uu Umbrella Rhyme" Sink/float Predictions	<i>Backpack Bear's Invertebrates Book</i> <i>Backpack Bear's Plant Book</i> <i>ABC Rhyme Book</i>	Teacher's Choice 5
		Teacher's Choice 6
		<i>Backpack Bear's Invertebrates Book</i> Kindergarten Book Club
		Illustrate Magic Writing Moment Journal Entries
Sink or Float? Experiment	Introduce Honeybees	

**Reading:
Foundational Skills**

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

Literary Response & Analysis

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

Listening & Speaking

LS.9 Apply listening and speaking skills

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

Language

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

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

**Reading:
Informational Text**

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

Science

SC.LS.2 Understand different types of plants and animals

SC.LS.2a Observe and describe similarities and differences of plants and animals

SC.LS.2b Identify major structures of plants and animals

Magic Writing Moment**Punctuation Anchor Chart Presentation**

The children assigned to the Punctuation Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ Punctuation Anchor Chart
- ☐ Plush Starfall characters

Phonological Awareness Warm-Up**Phoneme Deletion**

Write *cup* on the board. Say: **Listen carefully to the sounds in this word, /k/, /u/, /p/. Say it with me, /k/, /u/, /p/, cup. If we take away the /k/, what word is left?** Erase the c and children say *up*. Repeat with:

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

Materials

- ☐ None

1

Insects

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

Say: **Last week we learned about a special group of invertebrates called arthropods. What do you remember about arthropods?** Volunteers respond.

Ask: **Who remembers the name of an animal that belongs to the arthropod group? Right, spiders are arthropods.** Partner the children to share and discuss what they remember about spiders. Volunteers share responses with the class.

Say: **Let's read Backpack Bear's Invertebrates Book to review what we learned.** Read pages 4-15.

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

Read and discuss pages 16-25 and explain: **Insects are cold-blooded. Insects, such as bees and dragonflies, must shiver to stay warm when they are in a cold environment. Some insects die when it gets too cold. Some migrate, or move, to warmer climates or underground. Honeybees stay warm by crowding together and moving their wings to generate heat. Let's learn more about an insect's body.**

Materials

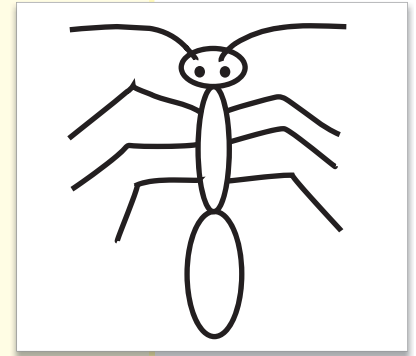
- ☐ Individual whiteboards, markers
- ☐ Invertebrates (Animals without Backbones) Poster
- ☐ *Backpack Bear's Invertebrates Book* by Alice O. Shepard
- ☐ Vocabulary Cards *insects, antennae, thorax, abdomen*
- ☐ Vertebrates (Animals with Backbones) Poster

Compare the human body to the insect body. As you identify each body part (below), children touch the corresponding part of their bodies. Model this as needed. Draw and label the insect body parts on the board, and discuss them as described.

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

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

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



Formative Assessment

Say: **Turn to your neighbor and share your drawing. Don't forget to use the correct names as you discuss the parts of your insect.**

Consider learning the names of the body parts in the children's native languages to help their comprehension.

ELL

2

Introduce *The Crow and the Pitcher*

Say: **Aesop's fable, *The Crow and the Pitcher*, is about a crow that was very thirsty. Raise your hand if you have ever been thirsty. What did you do about it?** Volunteers respond.

Continue: **Fables teach lessons or morals. Let's listen closely for what lesson we learn from this fable.**

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

Materials

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

Reading: Literature

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

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

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

Language

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

The Crow and the Pitcher

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

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

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

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

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

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

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

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

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

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

Explain: **The crow was very thirsty. She needed water to stay alive. Everything she tried failed. She had to invent, or try, a new way to get the water. If it wasn't absolutely necessary for her to get the water, she may have given up. Let's read this fable again. As we read it, we will demonstrate how the crow was able to raise the water in the pitcher so she could get a drink.**

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



Formative Assessment

Children partner and share what they learned from the fable.

Mark the outside of the cylinder so children can better observe the water level rising

**Observe
& Modify**

Display a photo of a pitcher, or have a pitcher available to use as a visual aide during this lesson.

ELL

Computer

Practice

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

Activity

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

Materials

- ☐ Gus the Duck Sequence Cards and Word Cards
- ☐ Gus the Duck
- ☐ Pocket chart

3

Introduce *Bug in a Jug*

Indicate the *Bug in a Jug*. Read the title, and lead the children to discuss the cover illustration.

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

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

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

Children explain how the stories are different:

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

Distribute *Bug in a Jug*, and the children write their names in the space provided.

Explain: **This book has decodable words, high frequency words, and decodable high frequency words.**

Read the story together as a class. Partner the children and ask: **What are other ways Bug could have solved the problem?**

Partners discuss possible solutions and volunteers share them with the class.



Formative Assessment

Divide the children into two groups. Read *Bug in a Jug* chorally, having each group read alternate pages.

Materials

- ☐ *Bug in a Jug* for the teacher and each child
- ☐ Pencils

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Social Studies

SS.CT.3c Understand that calendars represent days and months

SS.CT.3b Put events in temporal order

Reading: Informational Text

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

Fluency

FL.6b Use appropriate intonation and expression

Literary Response & Analysis

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

Listening & Speaking

LS.9 Apply listening and speaking skills

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

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

Language

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

Reading:**Foundational Skills**

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

Writing

W.8c Draw and label

Reading:**Informational Text**

RI.K.9 Identify similarities and differences between texts on the same topic

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

Magic Writing Moment**Star Writer Anchor Chart Presentation**

The children assigned to the I Can be a Star Writer Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ I Can be a Star Writer Anchor Chart
- ☐ Plush Starfall characters

Phonics Warm-Up**Decoding**

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

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

Distribute *Reading & Writing Books* and the children turn to page 54. Read the directions and the children complete the page independently then compare answers with their neighbors. Review the correct answers together.

Materials

- ☐ *Reading & Writing Books*, p. 54
- ☐ Picture Cards *tub*
- ☐ Pencils, crayons

1

Bug in a Jug and Insects

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

- Discuss how the bug in the story is different from a real insect. (A real insect's legs are attached to its thorax.) Emphasize that cartoon characters often look different from actual animals.
- Indicate the "Insect" diagram and review the body parts, then distribute a copy to each child.
- The children label the diagram.

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

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

Materials

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

**Formative Assessment**

If time permits, children illustrate insects on the back of their diagrams and use kid writing to label them.

Backpack Bear's Story

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

Say: **Listen carefully to Backpack Bear's Story.** Read the story with expression. Consider changing your voice as the different characters speak.

Materials

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

(Title)

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

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

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

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

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

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

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

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

Ask:

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

Choose volunteers to hold Zac, Gus, and Peg in front of the class. Continue:

Listen to the story again. The volunteers will raise the characters when they speak in the story. Remind the children that the quotation marks will provide clues as to when each character speaks. Read the story again.



Formative Assessment

Say: **Something is missing in this story. It doesn't have a title!** The children close their eyes and listen to the story again. As they listen, they think of possible titles.

The children turn to their neighbors and discuss titles for the story then they share their ideas with their classmates. Make a list of their suggestions.

After Group 2 shares its title suggestions decide as a class on a title for *Backpack Bear's Story*. Write the title at the top of the chart paper.

Speaking & Listening

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

Reading: Literature

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

Reading: Foundational Skills

RF.K.4 Read texts with understanding

The children will choose a title for this story at the end of the lesson.

Reading:
Foundational Skills

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

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

Media Literacy

ML.10 Use technology resources to support learning

Computer

Practice

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

Activity

Children place the Picture and Word Cards in random order face down in a pocket chart. They match Picture and Word Card pairs.

Materials

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

3

Backpack Bear’s Story Vocabulary

Indicate *Backpack Bear’s Story* and say: **There are some words Backpack Bear used in his story that he would like us to learn.**

Indicate each of the following Word Cards. Discuss the blends used in each word. Remind the children to use their strategies to read the words.

wings

swim

duck

ramp

stick

Materials

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

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

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

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



Formative Assessment

Partner the children to read the story, pairing stronger readers with struggling readers.

Gather the children and read the story in unison. The children illustrate the story in the space at the bottom of the page.

If possible, partner ELL children with others who have knowledge of their native languages.

ELL

Magic Writing Moment

Editing a Sentence

Say: **Today let's practice what we have learned about writing.**

Distribute writing journals, dictionaries, and pencils.

Continue: **Watch as I write a sentence on the board.** Write the following sentence (including errors).

Sentence: i lik to lookfor bugs?

Ask: **Is there anything wrong with this sentence?**

Volunteers assist in making corrections. When the sentence has been corrected, volunteers copy it beneath the original sentence on the board.

The children copy the corrected sentence on the first line of their writing journal pages.

Materials

- ☐ Anchor Charts
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils

The children will use the same journal page on Days 4 and 5.

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Phonics Warm-Up

Silent E

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

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

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

Gather the children around a classroom computer and navigate to *Learn to Read*: Row 5, "The Amazing Silent E."

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

Materials

- ☐ Amazing Silent E Wand
- ☐ Classroom computer

Reading: Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Have ELL children repeat the online activities often to help with understanding.

ELL

Reading: Literature

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

RL.K.7 Connect illustrations to story events

Reading:**Foundational Skills**

RF.K.4 Read texts with understanding



At Gus's Pond, Chapter 1

Indicate and review the Pond Ecosystem Poster.

Ask: **Did you know that Gus lives near a pond? He wrote about his life at the pond and would like to share it with us.**

Indicate *At Gus's Pond*. Introduce the title of chapter 1, "A Pond Is Full of Life." Ask: **Why do you think Gus named the first chapter, "A Pond Is Full of Life?" Let's look through chapter one and discuss the illustrations.** (Do this.)

Read chapter 1, pausing after each page to discuss how the illustrations support the text.

Indicate the chart paper. Say: **Let's make a list of all the things Tin Man and Gus saw as they explored the pond.** Create and review the list.

Distribute *At Gus's Pond* and explain: **Some of the words Gus used are story words and some words are decodable. A story word means you may not be able to decode it but the illustrations help you read the word.**

Partner the children to read chapter 1. They raise their hands for help to read unknown words.



Formative Assessment

Ask: **What words were difficult for you to read?** Take time to write these words on the board and discuss them. Review the difference between story words and decodable words.

Materials

- ☐ *At Gus's Pond* class set
- ☐ Pond Ecosystem Poster
- ☐ Chart paper
- ☐ Markers

Save the list for use on Day 5.

Introduce High Frequency Words: *eat, make, take*

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

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

Say: **Now *a* gets to say its name while *e* is silent! This word is *tape*. Say, *tape*.**

Distribute individual whiteboards and markers, and continue.

- Write *at* on the board.
- The children copy *at* on their whiteboards and read *at*.
- They add *e* to the end.
- A volunteer uses the wand to tap *a* on the board.
- The volunteer waves the wand over the group.
- Children read aloud *ate*.

Say: **Two of our new high frequency words use the Amazing Silent E.**

Print *mak* on the board. Say: **Let's decode this word, /m/ /a/ /k/. Hmm, that doesn't sound like a word. Oh, I forgot! This word is supposed to have a silent e.** Add *e* to the end, tap the *a* with the Amazing Silent E Wand, and decode *make*. The children copy *make* on their whiteboards. Repeat for *take*.

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

Write *team* on the board. The children identify the two vowels. Ask: **Which vowel is first? (e) If e is first, which vowel will do the talking? (e) What will a say?** (Nothing, it is silent.)

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

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

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

Write *eat* on the board and the children copy *eat* on their whiteboards. They segment and blend orally to read the word. Continue for *leaf, weak, meat, and read*.

Materials

- ☐ Individual whiteboards, markers
- ☐ Amazing Silent E Wand
- ☐ Starfall Dictionaries
- ☐ Pencils

Reading: Foundational Skills

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

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

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

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



Formative Assessment

The children enter *eat*, *make*, and *take* in their *Starfall Dictionaries*.

Have ELL children and others repeat the vowel rhyme several times to help with comprehension.

ELL

Reading: Foundational Skills

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

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

RF.K.4 Read texts with understanding

Media Literacy

ML.10 Use technology resources to support learning

Computer

Practice

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

Activity

The children complete the "Color by Word" worksheet to review high frequency words.

Materials

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

3

Sink or Float?

Science

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

SC.IE.1h Predict or explain information or events based on observation or previous experience

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

Ask:

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

Ask: **Who weighs more, you or me? I weigh more because I take up more space. I am bigger. But size doesn't always tell us if one thing is heavier than another. Think of a beach ball and a little stone. The beach ball is bigger, but it is full of air. Air is not heavy, but stones are.**

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

Materials

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

For each object, the children make a prediction. Record the number of children who think the object will sink by writing it in the *sink* prediction blank. Write the number of children who think it will float in the *float* prediction blank on the Class Sink or Float Chart. Place each object in the water one at a time. Write *sink* if the object sinks and *float* if the object floats.

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

Optional additional experiments and examples:

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

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

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

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

Objects	PREDICTOR (sink)	PREDICTOR (float)	RESULT (sink)	RESULT (float)	DESIGNER'S COMMENT (Yes or No)
Small Rock					
Wooden block					
Plastic object					
Rubber, super ball					
Quarter or piece of steel					



No Formative Assessment

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Reading: Foundational Skills

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

Magic Writing Moment**Editing a Sentence**

Distribute writing journals, dictionaries, and pencils.
Read together, *I like to look for bugs.*

Say: **Let's write another sentence.** Write the following sentence on the board:

- *On monday i saw six very bigbugs*

Volunteers edit and copy the sentence correctly under the original sentence.

The children copy the corrected sentence on the next line of their writing journal pages.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Anchor Charts
- ☐ Pencils

Phonological Awareness Warm-Up**Phoneme Substitution****Materials**

- ☐ None

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

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

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

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

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

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

1

Honeybees

Review Backpack Bear's message. Indicate *Backpack Bear's Plant Book* and say: **When we talked about plants, we learned the vocabulary word *pollination*. Let's read about pollination.** (Read pages 18 -19.)

Indicate *Backpack Bear's Invertebrates Book*. Read pages 24 and 25 and explain:

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

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

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

Materials

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

Reading: Informational Text

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

Speaking & Listening

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

Science

SC.LS.2b Identify major structures of plants and animals



Formative Assessment

Partner the children to discuss what they learned about honeybees. Volunteers share with the class.

**Reading:
Foundational Skills**

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

RF.K.3.D Identify differences between similarly spelled words

Media Literacy

ML.10 Use technology resources to support learning

**Reading:
Foundational Skills**

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

RF.K.4 Read texts with understanding

High Frequency Word Practice

Write *where*, *were*, and *was* on the board. Say: **Raise your hand if you can read these words.** Volunteers read the words and the class repeats.

Distribute *Reading & Writing Books* and the children turn to page 55. Guide the children to insert the correct words from the Word Bank into the sentences.

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

Materials

- ☐ *Reading & Writing Books*, p. 55
- ☐ *Starfall Dictionaries*
- ☐ Pencil, crayons



Formative Assessment

The children use kid writing and their *Starfall Dictionaries* to complete the page and add illustrations. As they finish, children share responses with others who have also finished.

Computer

Practice

- *Learn to Read*: Rows 1-5
- *Talking Library*: Nonfiction, "The Story of Milk"

Activity

Place the High Frequency Word Cards face down in a deck. The children take turns to reveal the cards and read the words. They use magnetic letters to form the words on their whiteboards then write them on paper.

Materials

- ☐ High Frequency Word Cards:
put, went, saw, was, one, out
- ☐ Magnetic letter sets for each child
- ☐ Individual whiteboards
- ☐ Paper, pencils

3

Digraphs

Ask: **Who remembers the job of Superhero h?**

Recall with the children that when Superhero h is added next to *s*, *c*, *w* or *t*, he changes the sounds they stand for.

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

Materials

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

Reading:
Foundational Skills

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



Formative Assessment

Divide the children into four groups and assign each group a Letter Card. Say the following words and the groups stand when they hear their digraph.

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

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Reading: Foundational Skills

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

Magic Writing Moment**Editing a Sentence**

Distribute writing journals, dictionaries, and pencils.

Say: **Let's read what we have written in our journals so far.**

Read together: *I like to look for bugs. On Monday I saw six very big bugs!*

Continue: **Here's another sentence we can add.** Write the following sentence on the board:

gus said, they all ran up the tree

Volunteers edit and copy the sentence correctly on the board under the original sentence.

The children copy the corrected sentence on the next line of their writing journal pages.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Anchor Charts
- ☐ Pencils

Phonics Warm-Up**Review Digraphs**

Say: **Yesterday we reviewed the job of Superhero h.**

Review how Superhero h changes the sounds *s*, *c*, *w*, and *t* stand for when he moves in next to those letters in words.

Distribute *Reading & Writing Books* and the children turn to page 56. Complete the page together with the children as you have similar pages.

Materials

- ☐ *Reading & Writing Books*, p. 56
- ☐ Pencil, crayons

1

At Gus's Pond, Chapter 2

Indicate *At Gus's Pond*.

Ask: **Who can remind us or retell what happened in chapter one of "A Pond Is Full of Life?"** Volunteers respond.

Indicate the Pond Ecosystem Poster and continue:

Tin Man asked what they should explore next. What do you think they will find when they explore further?

Indicate *At Gus's Pond*, chapter two, "Vertebrates."

Ask: **What kind of vertebrates do you think Tin Man and Gus will find at the pond?** (Discuss the children's ideas.) **Let's read to find out!**

Read chapter two, "Vertebrates," pausing to discuss the relationship between the text and the illustrations.

Indicate and review the chart paper list from Day 3.

Say: **Gus helped us learn more about what we might see at a pond. Let's add what Gus and Tin Man saw at Gus's pond to our list.**

Volunteers locate as many of the items mentioned as they can find on the Pond Ecosystem Poster.

Materials

- ☐ *At Gus's Pond* class set
- ☐ Pond Ecosystem Poster
- ☐ Chart paper from Day 3
- ☐ Markers

Literary Response & Analysis

LIT.RA.7c Make inferences based on titles

Reading: Literature

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

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

Reading: Foundational Skills

RF.K.4 Read texts with understanding



Formative Assessment

Distribute *At Gus's Pond* and say: **Let's read Gus's chapter about vertebrates together.** Read the chapter chorally, very slowly.

You will revisit chapter two and the list in Week 30.

Media Literacy

ML.10 Use technology resources to support learning

Science

SC.LS.2 Understand different types of plants and animals

SC.LS.2a Observe and describe similarities and differences of plants and animals

Reading: Foundational Skills

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

Writing

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

Computer**1**

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

Create an Invertebrate**2**

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

Materials

- ☐ Backpack Bear's Invertebrates Book
- ☐ Play dough

Short-U Puzzles**3**

Children assemble puzzles then complete the Week 29 "Word Search" worksheet.

Materials

- ☐ Pencils
- ☐ Short-U Puzzles
- ☐ Week 29 "Word Search" worksheet for each child

Add Illustrations**4**

Children add illustrations to their Magic Writing Moment entries.

Materials

- ☐ Pencils, crayons
- ☐ Starfall Writing Journals

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Review Invertebrates

If weather permits, conduct this lesson outside on blankets.

Say: **Today we will review what we have learned about invertebrates. Why do you think we are outside? Yes, it is home to invertebrates. We might even see some while we are outside.**

Read *Backpack Bear's Invertebrates Book*.

As you read, omit words for the children to supply. Pause after reading several pages and children partner to share what they heard. Volunteers report back to the class.

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

Materials

- ☐ Backpack Bear's Invertebrates Book
- ☐ Optional: Blankets



Formative Assessment

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

Week 30 Overview

Butterflies

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

- read and illustrate *The Butterfly Book*.
- illustrate *At Gus's Pond*.
- write a shared story about our plush character friends.

Recommended Literature

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

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

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

Starfall Books & Other Media

At Gus's Pond Chapter Book
Backpack Bear's Bird Book
Backpack Bear's Mammal Book
Backpack Bear's Invertebrates Book
Backpack Bear's Reptiles, Amphibians, & Fish Book
 Invertebrates (Animals without Backbones) Poster
 Vertebrates (Animals with Backbones) Poster
 The Animal Kingdom Poster
 Pond Ecosystem Poster
Reading & Writing Books
Starfall Writing Journals
Starfall Dictionaries
Get Up, Cub



Preparation

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

Day One

Prior to today's Phonological Awareness Warm Up, organize Picture Cards into the following sets:

- box, fox, boy
- ham, jam, fish
- dog, log, doll
- bug, mug, drum
- red, bed, bag
- bat, cat, clock
- rain, train, brown
- shell, bell, sheep
- sock, rock, shop
- three, tree, two

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

Day Two

You will use the chart paper list of all the things Tin Man and Gus saw as they explored the pond in Session 1. The children will complete the pond drawings begun in Session 1 during today's Activity time.

Day Three

Duplicate a copy of *The Butterfly Book* (2 pages, double-sided) for each child, then fold them into booklet form prior to Session 1. The book is found in your supplements package or downloadable from teach.Starfall.com.

Day Four

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

Generate a *Get Up, Cub* graph for each child, for use during today's Activity Time.

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

Day Five

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

Generate a Week 30 "Color by Word" worksheet for each child, for use in Learning Center 2. Write "The Butterfly Book" on a sentence strip for the children to copy in Learning Center 4.

Staple drawing paper covers to the front of *The Butterfly Books* for Learning Center 4.

Day 1

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

Love,

Backpack Bear



Day 2

I loved learning about butterflies. It's amazing how they change from caterpillars into beautiful butterflies!

Your friend,

Backpack Bear



Day 3

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

Love,

Backpack Bear



Day 4

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

Your pal,

Backpack Bear

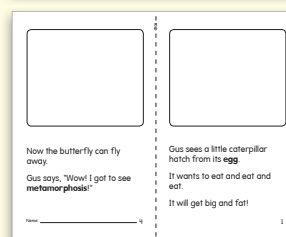
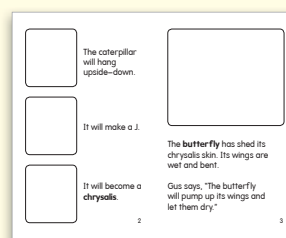


Day 5

I really liked hearing the story you wrote yesterday!

Love,

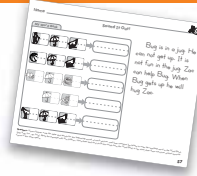
Backpack Bear



DAY One

DAY Two

Magic Writing Moment	Message to Backpack Bear	R&W p. 58
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 57 Silent E Long vowel rhyming Comprehension Skills: Retell stories Use illustrations as context Comprehension Strategy: Summarize <i>At Gus's Pond</i>	R&W p. 59 Sentence completion Rhyming words <i>At Gus's Pond</i> Nonfiction text Comprehension Skills: Vocabulary in context Review facts learned from nonfiction text
Computer	<i>Learn to Read</i> : Row 5, "Silent E" Movie; Row 6, "Play" (both Long-E activities)	<i>Short Vowel Pals</i> : Any previously introduced story
Activity	"Starfall Speedway" Short Vowel Words	Complete pond illustrations and labeling
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Invertebrates Book</i> Butterfly life cycle Metamorphosis Vocabulary: larva, pupa	<i>Monarch Butterfly</i> Vocabulary: molts, chrysalis, transparent
Writing		Write sentences about illustrations Draw and label pond illustrations
Science	Introduce Butterflies Metamorphosis (Butterfly Life Cycle)	Stages of a butterfly's life cycle



DAY Three

R&W, p. 60



"See It! Spell It!
Show It!"

Comprehension Skills:

Story Elements - characters, setting
Connect text and illustrations

Comprehension Strategy:

Open Discussion

DAY Four

R&W, p. 61



Phoneme
deletion and substitution

Get Up, Cub

Comprehension Skills:

Inference
Connect text and illustrations
Recall of information
Compare/contrast

Comprehension Strategy:

Ask Questions

DAY Five

R&W, p. 61 (Continued)

Rhyming

Comprehension Skill:

Story Details (characters,
setting)

Comprehension Strategies:

Summarize
Open Discussion

1

Starfall Free Day

2

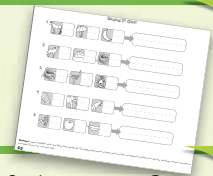
"Color by Word"

3

ABCs: Children choose letters
to review

Short Vowel Pals: "Get Up, Cub"
Learn to Read: Row 10 "Play"

R&W, p. 62



4

HF Words with play dough or
magnetic letters

Get Up, Cub "Graph"

Illustrate cover of *The Butterfly Book*

5

The Butterfly Book

Vocabulary: omnivore, carni-
vore, herbivore, hibernate

Teacher's Choice

6

Teacher's Choice

Kindergarten Book Club

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

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

Illustrate *The Butterfly Book* and
sketch covers

Add details to *The Butterfly Book*

Write shared story about an
adventure of the Starfall friends

Illustrate shared story

Butterfly Life Cycle facts

Writing

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

Magic Writing Moment**Message to Backpack Bear**

Ask: **Who knows what a speech bubble is?**
(Volunteers respond.)

Draw a speech bubble on the whiteboard. Say:
Let's try to write using speech bubbles.

Continue: **Backpack Bear always writes us messages. Close your eyes and think of a message you would like to write to Backpack Bear.** (Pause to allow the children time to think.) Distribute writing journals, dictionaries, pencils and crayons.

The children illustrate themselves and a speech bubble. They write their messages to Backpack Bear inside the speech bubbles. When children are finished, they bring their writing journals to Backpack Bear and read their messages to him.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons
- ☐ Backpack Bear

Phonological Awareness Warm-Up**Rhyming**

Place a set of three Picture Cards in random order (*box, fox, boy*) in a pocket chart and identify each picture. Volunteers take turns identifying the word that does NOT rhyme. Repeat for each set of Picture Cards.

Materials

- ☐ Picture Cards: *bag, bat, bed, bell, box, boy, brown, bug, cat, clock, dog, doll, drum, fish, fox, ham, jam, log, mug, rain, red, rock, sheep, shell, shop, sock, three, train, tree, two*
- ☐ Pocket chart

Phonological Awareness

PA.2b Distinguish rhyming and non rhyming words

1

Sound It Out

Distribute *Reading & Writing Books* and the children turn to page 57.

Materials

- ☐ *Reading & Writing Books*, p. 57
- ☐ Pencils, crayons

Reading: Foundational Skills

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

**Formative Assessment**

The children find and circle words from the word bank in the story then illustrate their favorite scenes in the open space.

2

At Gus's Pond, Chapter 3

Indicate *At Gus's Pond* and ask: **Who can retell what has happened in the story so far?** Volunteers tell what they remember.

Before distributing *At Gus's Pond*, remind the children that some of the words they will encounter will be story words. Ask: **When you come to a story word you don't know, what strategy can you use to read that word?** (Volunteers respond.) **Right, you can use the illustrations and letter sounds to help you.**

Distribute *At Gus's Pond* and say: **Today we will learn what else Tin Man and Gus found when they explored the pond.**

Partner the children and remind them to use the illustrations and decoding strategies as they read. Explain that they may raise their hands if they encounter a word they cannot read after using these strategies.

Gather the children together and read chapter 3, "Invertebrates."



Formative Assessment

Ask: **What invertebrates did Tin Man and Gus discover at the pond?** The children identify and indicate their responses, on the Pond Ecosystem Poster.

Have an assistant listen to ELL children read and provide explanations of difficult words and concepts.

ELL

Computer

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

Practice

Activity

Children read short vowel words to advance on the "Starfall Speedway."

Materials

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

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Reading: Literature

RL.K.2 Retell familiar stories

Science

SC.LS.2 Understand different types of plants and animals

Reading: Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Vocabulary Cards: <i>larva</i> , <i>pupa</i> |
| <input type="checkbox"/> | <i>Backpack Bear's Invertebrates</i> |
| | Book |

Vocabulary

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

Reading:**Informational Text**

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

Speaking & Listening

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

Science

SC.LS.2 Understand different types of plants and animals

Introduce Butterflies

Indicate *Backpack Bear's Invertebrates Book* and say:

Raise your hand if you have ever seen an insect called a butterfly. What do you already know about butterflies? (Volunteers respond.) **Let's read *Backpack Bear's Invertebrates Book* to learn more about butterflies.**

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

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

**Formative Assessment**

Partner the children to share what they recall about the life cycle of the butterfly. Select volunteers to share with the class.

Magic Writing Moment

Complete Sentences

Distribute *Reading & Writing Books* and the children turn to page 58. They complete the page by choosing the missing word to fit in each sentence.

Materials

- ☐ Reading & Writing Books, p. 58
- ☐ Pencils, crayons

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming Words

Select 5 volunteers to form a team and stand in the front of the classroom. Say: **Let's play a rhyming word game. I will say a word and each person on your team will say a word that rhymes with my word. Ready? The word is cat.** The 5 volunteers take turns and respond with a word that rhymes with *cat*.

Select 5 different volunteers and repeat with the word *run*.

Repeat until all of the children have a chance, using the words *hen*, *pin*, and *hot*.

Materials

- ☐ None

Reading:
Foundational Skills

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

1

At Gus's Pond: Invertebrates

Review *At Gus's Pond* chapter 3 then indicate the chart paper list from Week 29. Say: **Let's add invertebrates from the story to the chart paper.** (Do this.) Review the chart paper list.

Materials

- ☐ Chart paper from Week 29
- ☐ Pond Ecosystem Poster
- ☐ Large drawing paper
- ☐ Pencils, crayons
- ☐ *At Gus's Pond*

Writing

W.8c Draw and label

Science

SC.LS.2 Understand different types of plants and animals



Formative Assessment

Distribute *At Gus's Pond*, drawing paper, crayons and pencils.

The children create large illustrations that depict Tin Man and Gus's trip to the pond. They may use their books, the Pond Ecosystem Poster and other available references to help. Children label the items they illustrate.

At this point in the year ELL children need many opportunities to practice speaking English. Take time to observe, ask questions about their illustrations, and allow them to share what they have illustrated.

ELL

Children will continue to work on their illustrations during today's Activity Time.

Writing

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

W.8b Produce, illustrate, and share writing

Reading:
Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Writing

W.8c Draw and label

Science

SC.LS.2 Understand different types of plants and animals

Write About It

Distribute *Reading & Writing Books* and the children turn to page 59.

**Formative Assessment**

The children illustrate themselves then write sentences to explain what they are doing. If time allows, they color their illustrations and share their writings with others who have also finished. Provide extra paper for children who wish to continue writing.

Materials

- ☐ *Reading & Writing Books*, p. 59
- ☐ Pencils, crayons

Computer**Practice**

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

Activity

The children work to complete the pond illustrations and labeling activity from Session 1.

Materials

- ☐ Pond drawings from Session 1
- ☐ Pond Ecosystem Poster
- ☐ *At Gus's Pond*
- ☐ Pencils, crayons

3

Introduce *Monarch Butterfly*

Indicate *Monarch Butterfly* by Gail Gibbons. Say: ***Monarch Butterfly* is a nonfiction book written by Gail Gibbons. What does nonfiction mean? Right, nonfiction means the book includes real information, so it will teach us more about butterflies.**

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

Say: **The author used new vocabulary words in her nonfiction book about butterflies.** Read each Vocabulary Card (*molts*, *chrysalis*, *transparent*) and display them in a pocket chart.

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

Ask and discuss:

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

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Monarch Butterfly</i> by Gail Gibbons |
| <input type="checkbox"/> | Vocabulary Cards <i>molts</i> , <i>chrysalis</i> , <i>transparent</i> |
| <input type="checkbox"/> | Pocket chart |

Vocabulary

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

Reading: Informational Text

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

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Science

SC.LS.2 Understand different types of plants and animals

Formative Assessment

Volunteers choose their favorite pages in the book and explain their choices to the group.



Day Three

Writing

W.8c Draw and label

Reading:
Foundational Skills

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

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

Magic Writing Moment

Reading & Writing Books, Page 60

Remind the children that labeling means to write the word that names an object or a part of something pictured or illustrated. Say: **Today you will label an illustration.**

Distribute *Reading & Writing Books* and the children turn to page 60. Review the words in the Word Bank. Children work independently or with partners to complete the page. If time allows, they color the illustration.

Materials

- ☐ Reading & Writing Books, p. 60
- ☐ Pencils
- ☐ Optional: Crayons

Phonics Warm-Up

"See It! Spell It! Show It!"

Say: **Let's play "See It! Spell It! Show It!"** Distribute individual whiteboards and markers. Read a Word Card, but do not show it. The children write the word on their whiteboards.

When the children are finished writing, show the Word Card and they check their answers.

Materials

- ☐ Individual whiteboards, markers
- ☐ Word Cards *bug, bus, cub, cup, Gus, hug, hut, jug, mug, nut, pup, rug, sub, sun, tub*

1

Reading:
Foundational Skills

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

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

Writing

W.8d Print name

The Butterfly Book

Distribute copies of *The Butterfly Book* and give the children time to notice there are no illustrations. Explain: **Starfall is the author of this book and you will be the illustrators.**

Assist the children as needed to fold the page in half, then turn to the last page and write their names on the line.

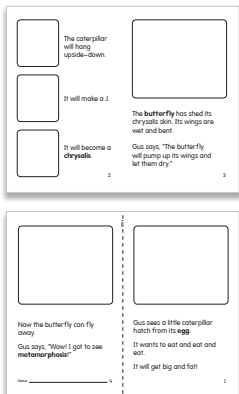
Say: **This book uses high frequency words you know, new decodable words, and other words that you may not know.** Read the story and the children follow along.

Divide the children into groups of three. The groups work together to read the book. Say: **If you come to a word you do not know, write it on the classroom whiteboard.**

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

Materials

- ☐ *The Butterfly Book* for each child
- ☐ Classroom whiteboard, markers
- ☐ Pencils



Formative Assessment

The children read the story together. Collect the books for use in Session 2.

Illustrate *The Butterfly Book*

Page through *The Butterfly Book* and discuss the types of illustrations the children would expect to see. They will sketch their ideas in pencil, then color their illustrations in Session 3, and create covers in Learning Centers on Day 5.

Materials

- ☐ *The Butterfly Book* for each child
- ☐ Pencils, crayons

Vocabulary

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

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Reading: Informational Text

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

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

Science

SC.LS.2 Understand different types of plants and animals

Page 1

Read the text then ask:

Who is the character on this page? (Gus)

What is the setting? Where is he? (outside)

What does he see? (He sees a caterpillar hatching from an egg then eating.)

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

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

Page 2

Read the text then ask:

How many illustrations will we need for this page? How do you know? (We will need three because there are three boxes.)

What should each illustration show?

What is a chrysalis? (The caterpillar forms this and changes into a butterfly while inside it.)

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

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

Page 3

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

Children discuss possible illustrations then sketch their ideas.

Page 4

Read the text then explain: **Now that the butterfly's wings are pumped up, and have dried, the butterfly can fly away.**

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



Formative Assessment

Children discuss illustration possibilities then sketch their ideas.

Reading: Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Fluency

FL.6a Read letters in random order

Computer

Practice

- **ABCs:** Children may choose letters to review

Activity

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

Materials

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

3

Add Details to *The Butterfly Book*

The children read *The Butterfly Book* in unison.



Formative Assessment

They color and add details to their illustrations from Session 2.

Materials

- ☐ *The Butterfly Book* for each child
- ☐ Pencil, crayons

Reading: Informational Text

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

Fluency

FL.6c Read grade-level text with expression

Magic Writing Moment

"Gus and His Pals"

Distribute *Reading & Writing Books* and the children turn to page 61.

The children read the passage "Gus and His Pals" together. They then locate and circle the high frequency words in the passage using the Word Bank.

Materials

- ☐ Reading & Writing Books p. 61
- ☐ Pencils

Children will complete this page on Day 5.

Reading: Foundational Skills

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

Phonological Awareness Warm-Up

Phoneme Deletion and Substitution

Write the word *us* on the board and the children identify the word.

Say: **Watch as I change *u* to *i*. What's the new word?** (is)

Continue to change the initial, medial, or final sound to form new words. Change only one sound each time and the children read the new words.

Materials

- ☐ None

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

Reading: Foundational Skills

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

Vocabulary

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

Reading: Informational Text

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

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Science

SC.LS.2 Understand different types of plants and animals

1

Introduce *Get Up, Cub*

Indicate the Vocabulary Cards. Introduce each word and discuss its meaning.

omnivore	an animal that eats plants and animals
carnivore	an animal that eats only animals
herbivore	an animal that eats only plants
hibernate	to sleep through the winter months

Materials

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



Indicate *Get Up, Cub* and read the title. Dialogue as you page through the book.

Title page:

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

Page 1:

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

Page 2:

- **Why must Cub dig for the nuts?** (They are buried.)
- **Are nuts plants or animals?** (Nuts are plants because they grow on trees.)
- **If the bear eats nuts, is he a carnivore?** (No, carnivores do not eat plants.)
- **How was Cub able to find the nuts?** (He has a strong sense of smell so he can find food.)

Page 3:

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

Page 4:

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

Page 5:

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

	Butterfly	Moth
Antennae	long, club-like	feathery
Color	usually bright	usually dull
Resting	wings usually closed	wings usually open

Activity	usually daytime	usually nighttime
Pupa	chrysalis	cocoon
Flight	Wings do not hook together.	Hind and fore wings hook together.



No Formative Assessment

2

Read *Get Up, Cub*

Indicate *Get Up, Cub* and say: **There are some words in this story we should review.**

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

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

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



Formative Assessment

Partner the children to discuss the part of this book they think Backpack Bear liked best and explain why. Partners read the story.

Materials

- ☐ Individual whiteboards, markers
- ☐ Classroom whiteboard, marker
- ☐ *Get Up, Cub* for the teacher and each child

Fluency

FL.6c Read grade-level text with expression

Reading: Foundational Skills

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

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

Reading:
Foundational Skills

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

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

RF.K.3.D Identify differences between similarly spelled words

Media Literacy

ML.10 Use technology resources to support learning

Writing

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

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

Science

SC.LS.2 Understand different types of plants and animals

Computer**Practice**

- *Short Vowel Pals*: "Get Up, Cub"
- *Learn to Read*: Row 10, "Play"

Activity

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

Materials

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

3**Write a Shared Story**

Indicate the characters and Backpack Bear and say:

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

Materials

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

Consider using one of the following story starters or use one of your own.

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

Elicit the children's ideas and write the story on loose-leaf paper as the children dictate it to you. As they develop the story, encourage them to use information they have learned about animals.

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

**Formative Assessment**

The children share their ideas for possible details to add to the story. Add details as you see fit.

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

Read the story with small groups of ELL children so they are not intimidated when practicing English.

ELL

Magic Writing Moment

Reading & Writing, p. 61

Distribute *Reading & Writing Books* and the children turn to page 61. Read the passage together. The children then choose their favorite scene from the passage and illustrate it in the open space.

Materials

- ☐ Reading & Writing Books p. 61
- ☐ Pencils, crayons

Fluency

FL.6c Read grade-level text with expression

Reading: Literature

RL.K.7 Connect illustrations to story events

Reading: Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming Words

Write each sentence below on the whiteboard one at a time. Indicate each sentence and say: **This sentence includes three words that rhyme. Let's see if we can identify the three rhyming words, then name as many other words that rhyme with them as we can.**

Volunteers identify the rhyming words and think of additional words that rhyme.

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

Materials

- ☐ Whiteboard, marker

1

Shared Story

Distribute a copy of the shared writing from Day 4 to each child. Read the story and the children follow along.

Materials

- ☐ Copy of Day 4 shared writing for each child
- ☐ Pencils, crayons

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Literature

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

RL.K.7 Connect illustrations to story events

Formative Assessment

Volunteers identify the characters, setting, and main idea. Choose volunteers to take turns to retell the story in their own words, each picking up where the previous volunteer left off. Repeat, with volunteers identifying the sequence of story events.

Recall how illustrations often support the text before the children illustrate their story in the space at the top of the page.

As they finish, children partner to share their work.

Media Literacy

ML.10 Use technology resources to support learning

Reading:**Foundational Skills**

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

Reading:**Foundational Skills**

RF.K.2.C Blend and segment onsets and rimes of single syllable words

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

Fluency

FL.6c Read grade-level text with expression

Reading: Literature

RL.K.7 Connect illustrations to story events

Computer**1**

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

"Color by Word"**2**

Children complete the "Color by Word" worksheet.

Materials

- ☐ Pencils, crayons
- ☐ Week 30 "Color by Word" worksheet for each child

Reading and Writing, Page 62**3**

Children write the letter that stands for the beginning sound of each picture then combine the letters to write the resulting word in the space provided.

Materials

- ☐ Pencils, crayons
- ☐ Reading & Writing Books, p. 62

The Butterfly Book Cover**4**

The children write the title The Butterfly Book on their copies. They illustrate the cover, keeping in mind that the cover of a book often allows the reader to predict what the story is about.

Materials

- ☐ Pencils, crayons
- ☐ The Butterfly Book sentence strip
- ☐ The Butterfly Book, individual copies from Day 3

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Kindergarten Book Club

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

Review the Animal Kingdom Posters individually and the children identify the distinguishing characteristics of each animal group.

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

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

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



Formative Assessment

Gather the children together. Each group shares its presentation, indicating illustrations from the books as necessary.

Materials

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

Speaking & Listening

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

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals

SC.LS.2b Identify major structures of plants and animals

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

Week 31: Culmination Week

Week 31 is a celebration of the Starfall characters. Ideas and suggestions for the celebration are listed. You may use them or you may choose to create your own celebration week. The lessons detailed below are meant to span the week.

Divide the children into 6 groups. Each group will choose or be assigned to one of the Starfall characters. They will work as groups to create displays and presentations related to their characters. Consider inviting another class to join the character presentations and celebration.

At the end of the week distribute the *Reading & Writing Book* page “Super Star Award” to each child. The children should write their names and illustrate themselves in the space provided. As they are working to complete the awards, add your signature to the bottom.

Step One Choose Favorite Starfall Characters

Indicate the plush characters and explain that this week will be a celebration of the Starfall characters. Distribute *Reading & Writing Books* and the children turn to page 63. Identify each character and the missing illustration. Explain that the children will illustrate themselves in the “Me” box.

The children think about each character and choose their favorites. On the board write: “My favorite Starfall friend is ____.” The children copy the sentence stem then complete the sentence by copying their favorite character’s name in the blank.

Materials

- ☐ *Reading & Writing Books*, page 63
- ☐ Pencils
- ☐ Plush Characters: Zac, Peg, Tin Man, Mox, Gus, Backpack Bear

Step Two Assign Groups to Characters

Say: **Each child will be assigned one of the Starfall characters. Would you like to sign up for your favorite character or have your name drawn from the basket?**

Depending on the class choice, the children either choose their characters or draw names. (Assign a number limit for each character based on the number of children in your class.) The children print their names under the name of their assigned character on the chart.

Materials

- ☐ Plush Characters: Zac, Peg, Tin Man, Mox, Gus, Backpack Bear
- ☐ Chart paper, marker
- ☐ Basket with names (optional)

Step Three *Character Books*

Place one character on each table (or in each work area) and combine all of the related books in a common space.

Gather the children together and explain that each group will work together to select all of the books about its character. They find the books in the common space and return with them to their tables.

The children discuss the books at their tables. If time allows, they find additional books in the classroom library that they think their characters would like, and bring them to their tables.

Materials

- ☐ Chart paper list of groups
- ☐ 6 tables or work areas
- ☐ Plush Characters: Zac, Peg, Tin Man, Mox, Gus, Backpack Bear
- ☐ Related books for all characters—Zac: *Zac the Rat, Zac and Cat, Zac Camps*; Peg: *the Hen, Peg Helps Zac, Peg's Egg, Hen, Peg Goes Places*, etc.

Step Four *Characters' Favorite Activities*

Indicate the character posters and explain that each group will decorate its poster with illustrations that show favorite activities and foods of its assigned character.

- Distribute drawing/writing paper, markers, pencils, and crayons. The children work at their tables to illustrate their characters doing something they think that character would like to do.
- The children cut out their completed illustrations and glue them to their character's poster.

Materials

- ☐ Large poster board for each character labeled with the character's name in the center
- ☐ Drawing paper, markers, pencils, crayons
- ☐ Scissors, glue stick

Step Five *Plan Snacks for Character Presentations*

Say: **At the end of the week we will invite (name of class) to come to our classroom to celebrate with us. Each group will tell our friends about its character and we will share a special snack. Today, let's make a list of foods you think your character would like to eat. For example, I think that Zac might like cheese!**

Partner the children to discuss food items they think their characters would enjoy.

Gather the children together around the chart paper. Volunteers share their ideas of possible food items their characters might like. Remind them that the food items must be easy to prepare. List their food items on the chart under the corresponding character's name.

Materials

- ☐ Chart paper list
- ☐ Marker



Step Six

Plan Character Presentations

Gather the children together and explain that they will work with their groups to decide which book each of them would like to present to the visiting class, and what each child might tell the visitors about their character.

The children gather at their character tables to discuss what information they will present to the visitors.

Materials

- ☐ 6 tables with characters, books, and poster

Step Seven

Character Presentations

Consider having each group practice its presentation to the class prior to presenting to the visiting class.

On the day of the celebration, have the food items/containers ready for the children to display at their tables.

The food items can be in large containers. Have smaller containers (such as cupcake liners, small paper cups, coffee filters, small paper plates, etc.) available for serving.

The children wash or sanitize their hands and work in their groups to fill the smaller containers with food from the larger containers. Each group should have portions for themselves and the visitors. The food containers should be placed on the table with the character, books, and poster.

When the visitors arrive, you or a child explains that your class is celebrating the characters that have helped them learn so much this year.

Invite each group of visitors to move to one of the presenters' tables. The kindergarten children make their presentations. When the guests have had a chance to visit each table, they can choose what foods they would like and take it to a common area. Your children can choose food from their tables and join their guests for a snack.

Materials

- ☐ 6 tables with characters, books, and poster
- ☐ Food in large containers and smaller containers for serving



Unit 10 Bibliography

Teacher Read Aloud (Fiction)

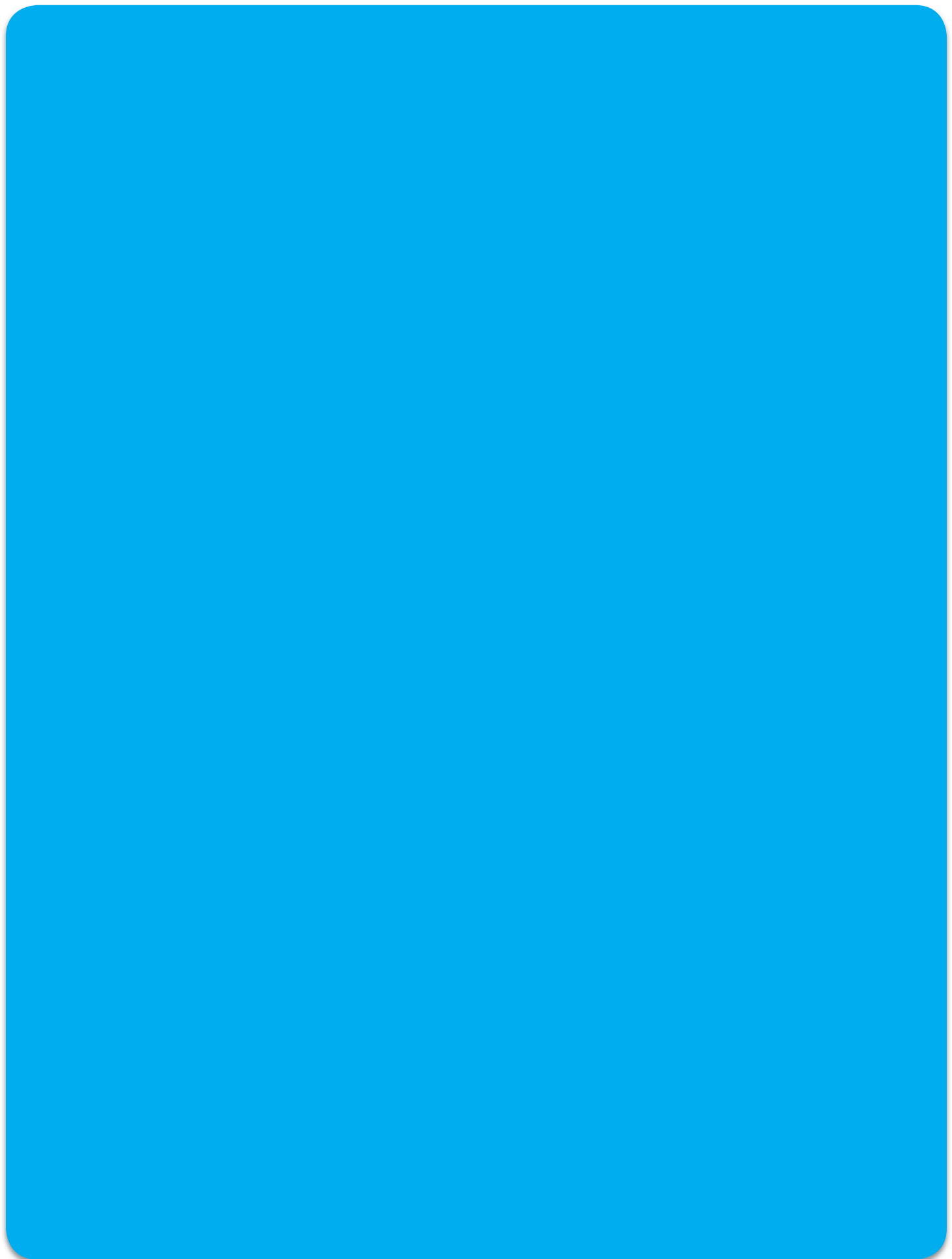
<i>The Alphabet Tree</i>	<i>Andy the Spider</i>	<i>Bargad</i>	<i>Snail and Worm: Three Stories About Two Friends</i>
Lionni, Leo	Rindfuss, Samantha	Kommuru, Subhash	Kugler, Tina
Knopf Books, 2004	CreateSpace Independent Publishing Platform, 2014	CreateSpace Independent Publishing Platform, 2013	HMH Books for Young Readers, 2016
Word bug and caterpillar teach the letters living in the alphabet tree how to make words and sentences.	A fun chapter book about a spider who isn't good at weaving strong webs and depends on his sister who is captured by a mean owl.	This story is set in an ancient Indian village and it teaches children how to respect and care for the environment.	A humorous story about the adventures of a snail and a worm who are best friends.
<i>The Honeybee Man</i>	<i>Miss Twiggley's Tree</i>	<i>Andy the Ant Learns the Buzz on Bees</i>	<i>What's the Buzz, Bumbly Bee?</i>
Nargi, Lela	Warren Fox, Dorothea	Blackwell, Nancy	Hendricks, Brenda
Schwartz & Wade, 2012	Purple House Press, 2015	Faithful Life Publishers, 2013	Two Small Fish Publications, 2013
Fred is a beekeeper who keeps bees on the rooftop of his apartment in Brooklyn, New York where he greets them as members of his enormous family.	Miss Twiggley is afraid of the world around her, but she always seems to be able to put her fears aside to comfort her neighbors.	Join Andy the Ant on an exciting adventure inside a beehive where he learns about beekeeping with his friend Beatrice the Bee.	Children learn an interesting fact about bees when Bumblebee hears the neighborhood buzz and learns that his wings are too small to carry his heavy body.

Teacher Read Aloud (Nonfiction)

<i>A Little Book of Bee Poems</i>	<i>Beautiful Butterflies</i>	<i>Bugs</i>	<i>Squishy Sponges</i>
Wise, Rusty	Golish, Meish	Malyan, Sue	Lunis, Natalie
Trafford Publishing, 2007	Bearport Publishing, 2008	DK Publishing, 2005	Bearport Publishing, 2008
A beekeeper's poetic admiration for his honeybees who give him honey as he cares for them.	Illustrated with close-up photos showing how butterflies change throughout their life cycles.	A close-up look at insects and their relatives, including exact measurements.	Sponges may resemble plants but they are animals (invertebrates) that do not move.
<i>Squirting Squids</i>	<i>Insect Life Cycles</i>	<i>Invertebrates</i>	<i>Wiggly Earthworms (No Backbone! the World of Invertebrates)</i>
Lunis, Natalie	Aloian, Molly and Kalman, Bobbie	Stone, Lynn	Lunis, Natalie
Bearport Publishing, 2008	Crabtree Publishing, 2005	Rourke/Topeka Bindery, 2003	Library Binding, 2009
An animal (invertebrate) with no bones? Find out about jet propulsion and ink squirting too.	The complete life cycle (metamorphosis) of familiar and exotic insects	Children learn how invertebrates disguise themselves from predators using camouflage, color and shape tricks	Children can view photos and learn interesting facts about earthworms and the important job they do.

Professional Development

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



Name _____

Gus and Tin Man

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

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

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

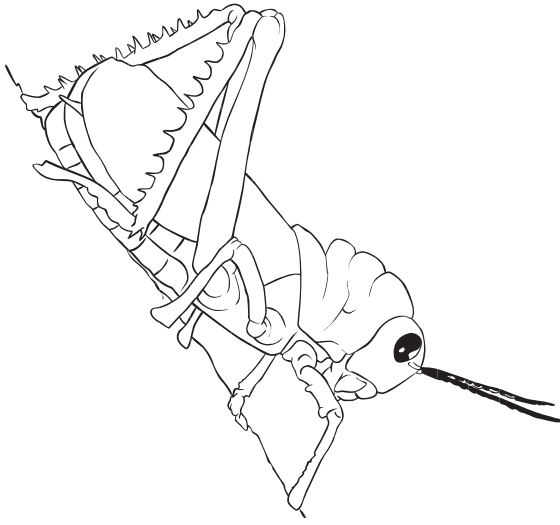
I get to swim in the pond. You can not swim or you will rust!

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

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

It is fun to be us!

Jointed Legs



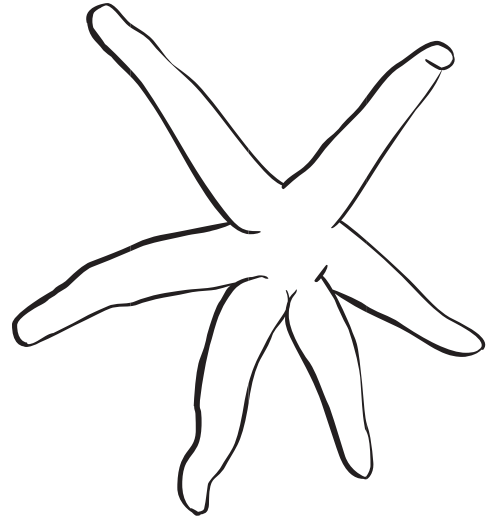
Soft Bodies



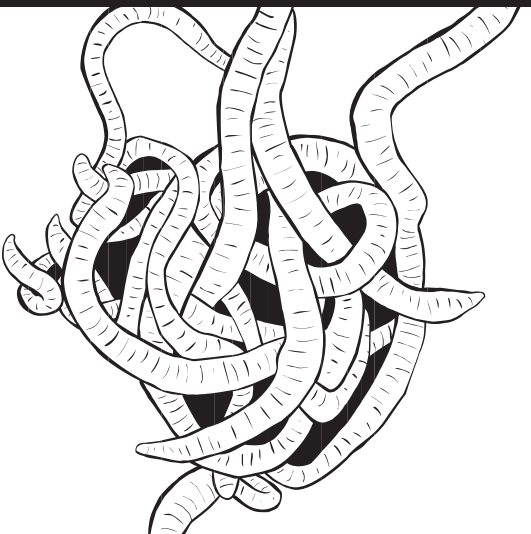
Natural Sponges



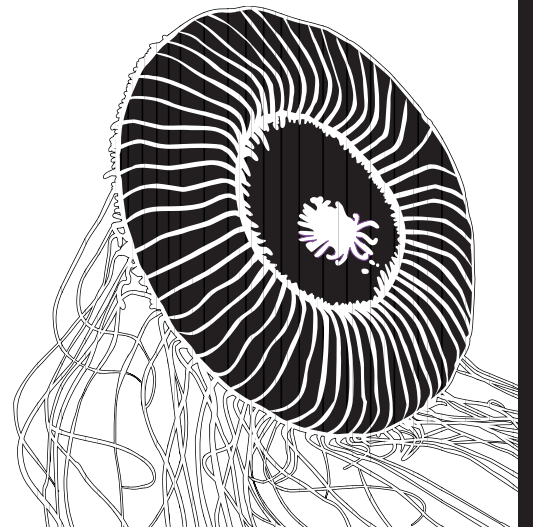
Spiny Skins



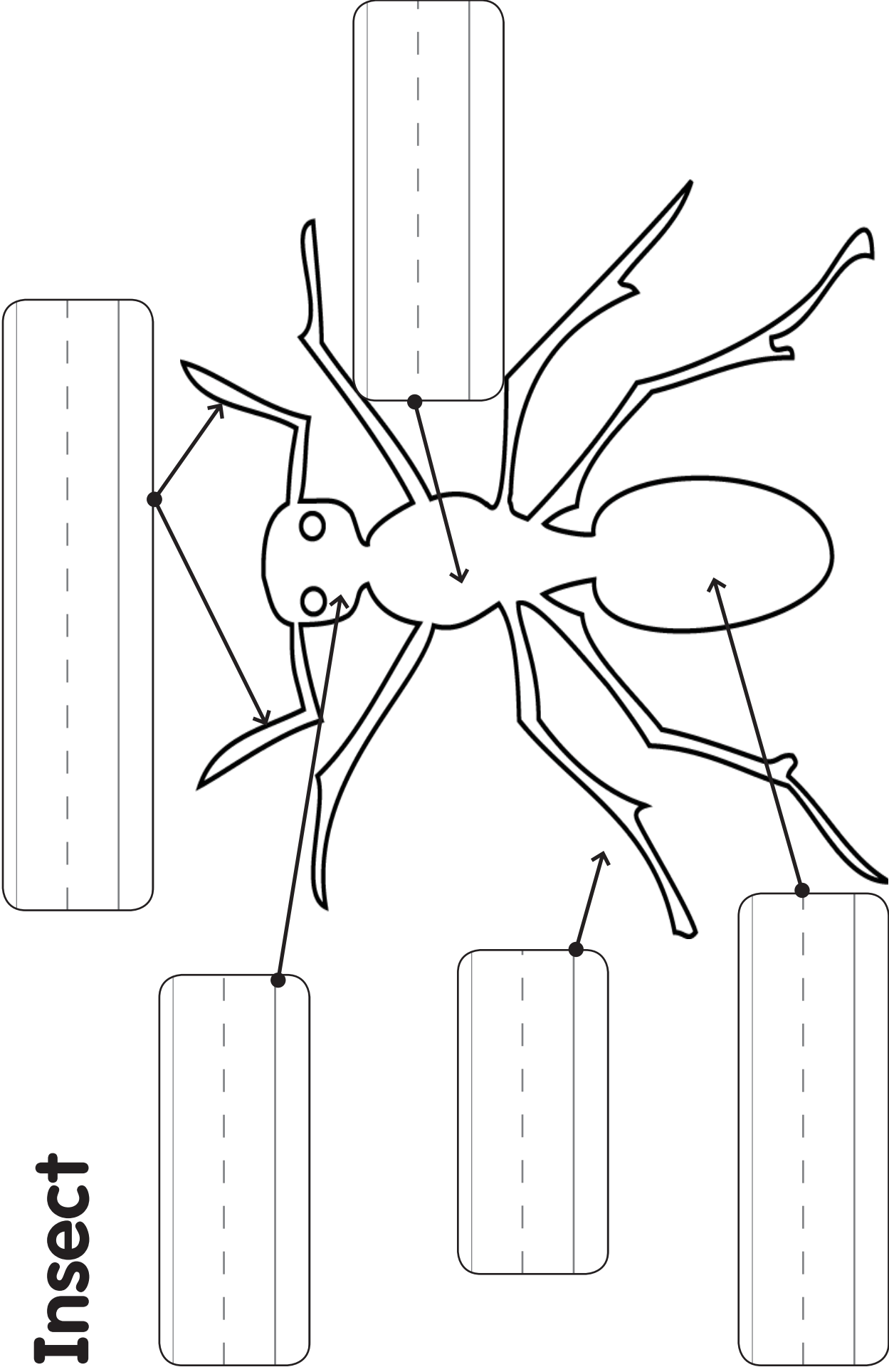
Worms



Stinging Tentacles



Insect



Word Bank

legs

thorax

abdomen

head

antennae

Name _____

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

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

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

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

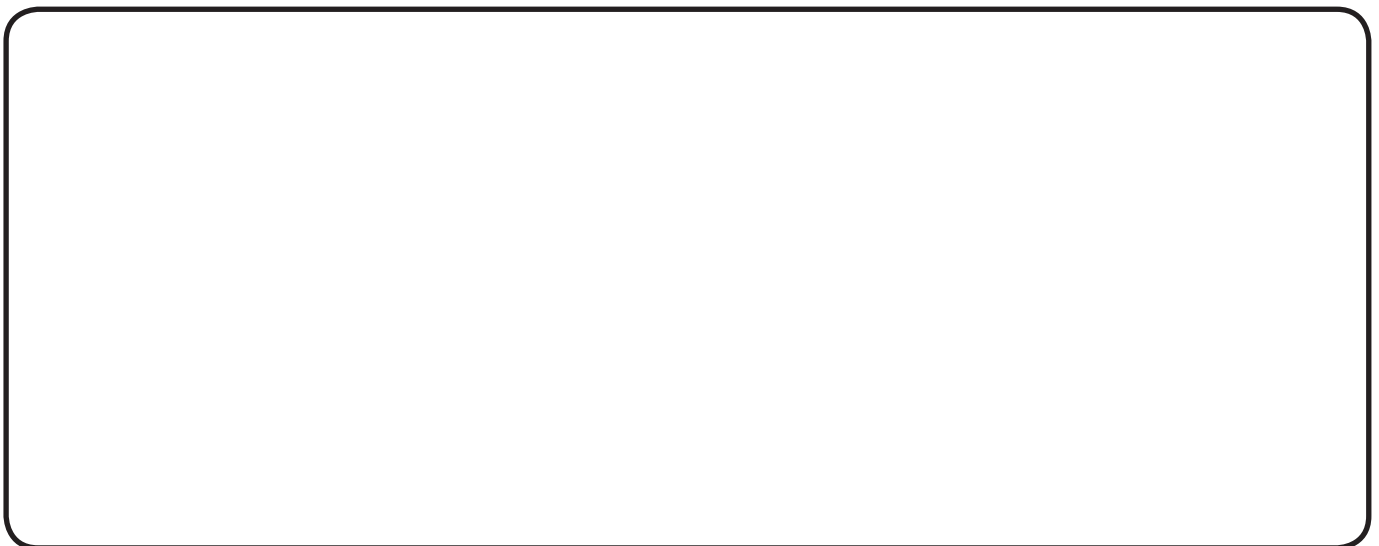
Peg said, "The bug is sad. He wants to get out of the cup."

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

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

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

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



Sink or Float?

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

The caterpillar
will hang
upside-down.

It will make a J.

It will become a
chrysalis.

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

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

FOLD

Now the butterfly can fly
away.

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

Name: _____ 4

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

It wants to eat and eat and
eat.

It will get big and fat!

1