

Unit 5



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide Living and Nonliving

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Unit 5: Living and Nonliving

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Unit Plan • Unit 5: Living and Nonliving

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Three weeks

Description: The children will learn characteristics of living things, and how plants and animals cooperate, or help each other exist, through the oxygen cycle. They will learn the main parts of plants and their functions.

The children will also be introduced to our solar system, specifically the earth, sun, moon, and constellations. They will learn about Earth's orbit and rotation and how they cause night and day and the four seasons.

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

- (RF.K.1) *Why is it important to understand the organization and basic features of print?*
- (W.K.3) *How can we use drawings, letters, and words to write about something that happened in our lives and how we felt about it?*
- (W.K.8) *How can remembering and gathering information from our experiences help us write answers to questions?*
- (W.K.7) *How can we work together to create shared research and writing projects?*



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.2a	Recognize that compound words are made up of shorter words	Recognize that compound words are made up of shorter words
Vocabulary Development		Inline Summary Form
VOC.3	The student uses multiple strategies to develop vocabulary. Students will:	Use multiple strategies to develop vocabulary
VOC.3b	Describe common objects and events in both general and specific language	Describe objects and events in general and specific language
Fluency		Inline Summary Form
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
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.7d	Make text to self connections	Make text to self connections
LIT.RA.7f	Identify cause and effect	Identify cause and effect
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.8b	Produce, illustrate, and share a finished piece of writing	Produce, illustrate and share writing
W.8c	Draw and label	Draw and label
Listening & Speaking		Inline Summary Form
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

Geography		Inline Summary Form
The World in Spatial Terms		
SS.ST.4b	Describe the relative location of people, places, and things by using positional words	Use positional words to describe relative location of people, places and things
Economics		Inline Summary Form
Beginning Economics		
SS.E.5b	Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts	Match descriptions of work people do to related jobs in school, community and from historical accounts

Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
SC.IE.1b	Conduct observations repeatedly over time and compare results	Conduct observations over time and compare results
SC.IE.1c	Seek information through observation, exploration, and investigation	Seek information through observation, exploration, and investigation
SC.IE.1h	Predict and explain information or events based on observation or previous experience	Predict and explain information or events based on observation or previous experience

Life Sciences		Inline Summary Form
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>
Forces & Motion		Inline Summary Form
SC.FM.3	The students understand that the motion of objects can be changed by force. Students will:	<i>Understand motion of objects can be changed by force</i>
SC.FM.3a	Observe that a push or pull can change the way an object moves	<i>Observe that a push or pull can change how an object moves</i>
SC.FM.3b	Investigate that things move in different ways, such as fast, slow, etc.	<i>Investigate how things move (fast, slow, etc.)</i>
SC.FM.3c	Describe the relative position of objects using one reference	<i>Describe relative position of objects</i>
SC.FM.3d	Recognize that forms of energy have a source, a means of transfer (work and heat) and a receiver. Note: related to sound/vibration/pitch	<i>Recognize forms of energy have a source, a means of transfer and a receiver</i>
Physical Science		Inline Summary Form
SC.PS.4e	Know that the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies	<i>Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies</i>
SC.PS.4f	Recognize the apparent position of the moon, as seen from Earth, and its actual position relative to Earth changes in observable patterns	<i>Recognize the position of the moon as seen from Earth, and its actual position relative to Earth changes in observable patterns</i>
Earth Sciences		Inline Summary Form
SS.ES.5	The student understands that Earth is composed of land, air, and water. Students will:	<i>Understand Earth is composed of land, air and water</i>
SS.ES.5a	Recognize that changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	<i>Recognize changes in weather occur daily and seasonally</i>
SS.ES.5b	Know sunlight can be blocked to create shadows	<i>Know blocked sunlight creates shadows</i>
SS.ES.5e	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	<i>Explore and investigate the Law of Gravity</i>
SS.ES.5f	Recognize the repeating pattern of day and night	<i>Recognize the repeating pattern of day and night</i>
SS.ES.5g	Recognize that the sun can only be seen in the daytime	<i>Recognize the sun can only be seen in the daytime</i>
SS.ES.5h	Observe that sometimes the moon can be seen at night and sometimes it can be seen during the day.	<i>Observe the moon may be seen during the day or at night</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.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>
Range of Reading and Level of Text Complexity:		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RI.K.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>
Craft and Structure:		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Name the author and illustrator of a text and define their roles</i>
Integration of Knowledge and Ideas:		
RI.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>

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>
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>

Phonological Awareness:

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>

Phonics and Word Recognition:

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.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>

Writing

Inline Summary Form

Text Types and Purposes:

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<i>Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book</i>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
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.	<i>Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction</i>

Production and Distribution of Writing:

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>
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Research to Build and Present Knowledge:

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>

Speaking & Listening		Inline Summary Form
Comprehension and Collaboration:		
SL.K.1.B	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<i>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
Research to Build and Present Knowledge:		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<i>Provide detail to describe familiar people, places, things, and events</i>
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Add drawing or other visual displays to provide additional detail</i>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>

Language		Inline Summary Form
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Demonstrate command of English grammar when writing or speaking</i>
L.K.1.A	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
L.K.1.B	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<i>Use the most frequently used prepositions</i>
L.K.1.F	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Represent most consonants and short vowel sounds (phonemes)</i>
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
Vocabulary Acquisition and Use:		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<i>Identify new meanings for familiar words and apply them accurately (Ex. duck)</i>
L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<i>Use inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as clues to meaning of unknown words</i>
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>Sort common objects into categories</i>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>

Week 13 Overview

Plants

This week the children learn to tell the difference between living and nonliving things. With the help of *Backpack Bear's Plant Book*, they discover how plants and animals *cooperate*, or help each other exist, through the oxygen cycle. They plant and observe the growth of lima beans. This week we will:

- recognize four characteristics of all living things.
- perform two science experiments.
- write about our observations.
- learn about *Qu* /kw/, *Yy* /y/, and *Kk* /k/.
- discover the parts of a plant and their functions.

Starfall Books & Other Media

ABC Rhyme Book

We Can See!

Backpack Bear's Plant Book by Alice O. Shepard

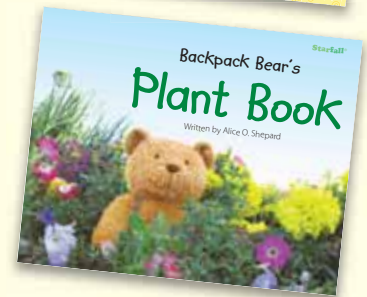
Sing-Along, Volume 1

Star Writer Melodies

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

Post the Essential Questions Cards for Unit 5. Refer to them often as you and the children discuss related information throughout the unit.

Generate:

- Vocabulary Cards for Week 13. You will use *living* and *nonliving* on Day 1, *plant*, *roots*, *stem*, *leaves*, and *flower* on Day 2, *absorb* and *seed* on Day 3, and *pollination*, *evergreen*, and *deciduous* on Day 5.
- Word Cards: *grows*, *moves*, *breathes*, and *needs food and water*. You will use these cards throughout the week.

Day One

For today's Magic Writing Moment, use the "Journal Writing" Teacher Tool on teach.starfall.com to generate a sheet of lined writing paper for each child. Add the title "My Pet Dog" in dotted letters at the top of the page. Also prepare a sheet of chart paper to match the writing paper to use for demonstration.



You will use the chart paper and individual writing papers again on Days 2 through 4.

Familiarize yourself with the characteristics of living things specific to plants, found at the end of Day 1, Session 1, and determine if you wish to include them in your discussion of living and nonliving things.

For Session 1 you will need a rock, crayon, ruler, plastic cup, bowl, a potted plant and the characteristics of living things cards: *grows, moves, breathes, needs food and water*.

You will need 6 to 8 sheets of chart paper. Write the words *says, his, and her* in large letters in random order on each page.

Day Two

Duplicate the “Hey Diddle Diddle” blackline (found in your supplements package or downloaded from teach.Starfall.com) for each child.

Children will observe how a plant absorbs water and nutrients through its stem. You will need:

- a potted flowering plant with roots that can be easily exposed
- a fresh, white carnation and a celery stalk
- red and blue food coloring
- newspaper
- two clear vases or transparent plastic cups

Optional: Have a yo-yo available for Session 3.

Day Three

Today the children will plant lima beans. You will need the chart paper list from Session 1, three dry lima beans, a paper towel, and a clear plastic cup labeled with each child’s name for each child, and one for demonstration. You will also need a spray bottle or small container of water.

Note: If you live where the weather is cold, help the children realize that plants grow all year in warmer places and indoors. Consider planting seeds again in the spring rather than skipping this lesson.

Day Four

For today’s Magic Writing Moment prepare a sheet of drawing paper folded so the folds create three sections for each child. Number the sections 1, 2, and 3.

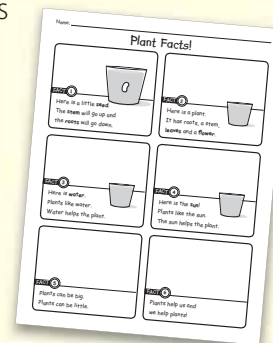
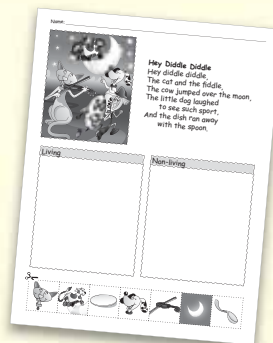
Duplicate the “Plant Facts!” worksheet (found in your supplements package or downloaded from teach.Starfall.com) for each child.

Generate a “Color by Word” worksheet for Week 13 for each child.

Day Five

Prepare a sheet of chart paper by creating three columns labeled **Qu/qu; Yy; Kk**, using three different colored markers for today’s Magic Writing Moment.

For today’s Learning Centers, generate lined writing paper for each child.



Day 1

I love to spell words! I want to write some of the new words we have learned.

Your friend,

Backpack Bear 

Day 2

I went outside for a walk and saw lots of living things. Can we learn more about plants?

Love,

Backpack Bear 

Day 3

I had so much fun learning about plants. There are many plants where I live.

Love,

Backpack Bear 

Day 4

It was fun to share my book with you. I can't wait to see what happens to our lima beans!

Your pal,

Backpack Bear 

Day 5

Are you enjoying my plant book? I like your Plant Facts! You are great illustrators!

Love,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment

Writing a story - "My Pet Dog"

Writing a story - "My Pet Dog"

Reading

Phonemic Awareness

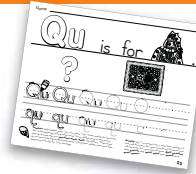
Phonics

High Frequency Words

Comprehension

Print Concepts

L&W, p. 53
"See It! Say It!
Spell It!"



Qq /q/

HF Words:

her, his, says

Comprehension Skills:

Inference

Classify/categorize

Comprehension Strategy:

Make connections

L&W, p. 54

Rhyming



Yy /y/

Comprehension Skills:

Compare/contrast

Classify/categorize

Comprehension Strategy:

Predict/verify

Computer

ABCs: All introduced letters

Holidays: "Garden Shop"
All About Me, "Who Am I?"

Activity

"I Spy" high frequency words

"Hey Diddle, Diddle" worksheet

Listening & Speaking

Literature

Rhymes, Poems & Songs

Vocabulary

"Letter March Song Qq"

"Qq Queen Rhyme"

Vocabulary: Living, nonliving

"Hey Diddle Diddle"

"Yy Yo-yo Rhyme"

"Letter March Song Yy"

Vocabulary: Roots, stem,
leaves, flower, plant

Characteristics of living, non-
living things

Parts of a plant

Writing

Write sentences about science
experiment

Social Studies

Science

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

Parts of a plant

DAY Three

DAY Four

DAY Five

Writing a story - "My Pet Dog"

L&W, pp. 55, 56

Beginning sounds

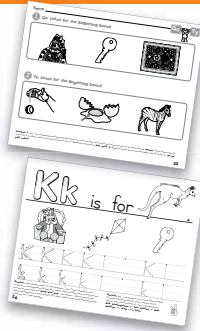
Kk /k/

Comprehension Skill:

Classify/categorize

Comprehension Strategy:

Predict/verify



Writing a story - "My Pet Dog"

Rhyming

We Can See!



Comprehension Skill:

Inference

Comprehension Strategies:

Predict/verify

Make connections

Review /kw/, /y/, /k/

L&W, p. 57

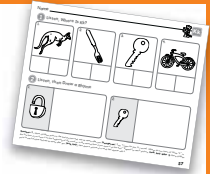
Beginning/ending sounds

"Name the Letter"

Comprehension Strategies:

Open discussion

Make connections



Starfall Free Day

"Starfall Speedway" HF words

ABCs: Qq, Yy, Kk, Ww

BpB's Books: Rows 10 & 11

ABCs: ABC Song;

BpB's Books: "We Can See!"

Draw and label a flowering plant using vocabulary words

"Color by Word" worksheet for Week 13

Write uppercase and lowercase letters

Sequence *We Can See!*

Backpack Bear's Plant Book

"Kk Kangaroo Rhyme"

"Letter March Song Kk"

Vocabulary: Absorb, seed

Backpack Bear's Plant Book

"A Little Plant"

Teacher's Choice

Teacher's Choice

Backpack Bear's Plant Book

"Alphabet Song"

Recycle

Vocabulary: Pollination, evergreen, deciduous

Write predictions about seed planting experiment

Add to observation writings

Identify major structures of common plants and animals

Plant seeds

Plant Facts (worksheet)

The Oxygen Cycle and Pollination

Reading:
Foundational Skills

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

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Science

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

Reading:
Foundational Skills

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

Language

L.K.2.D Spell simple words phonetically

Magic Writing Moment**Writing a Story: "My Pet Dog"**

Say: **This week we will learn about *living and nonliving* things. Is a pet dog living or nonliving? Why?**

Indicate the chart paper and continue: **The title on this chart paper says *My Pet Dog*. Let's pretend we have a pet dog. We will make a list of all the things we need to do for our pet dog each day.**

Distribute individual writing papers. The children print their names at the top and trace *My Pet Dog*.

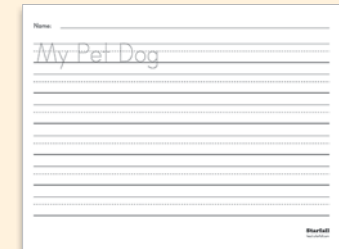
Ask: **What's the first thing we should do every morning for our dog?**
Lead the children to understand that taking the dog outside should be first.

On the chart paper print *I will take my dog outside*. As you write use teacher talk such as, *I must begin my sentence with a capital letter, I ran out of space so I will do a "return sweep" or finish on the next line, or I must remember to start at the left and move to the right.*

The children read the sentence together then copy it on their writing papers. Circulate to assist where necessary. Collect the writing pages for use on Day 2.

Materials

- ☐ Generated lined writing page for each child
- ☐ Prepared chart paper
- ☐ Marker, pencils

**Phonics Warm-Up****"See It! Say It! Spell It!"**

The children practice spelling short-vowel, consonant-vowel-consonant (CVC) words by playing "See It! Say It! Spell It!"

- Indicate the Word Card *can*.
- The children identify the word and observe its spelling.
- Place the Word Card behind your back.
- The children sound out each letter and write the word on their whiteboards.
- Show the Word Card.
- The children check their spelling.

Continue with *hot*, *pin*, and *run*.

Materials

- ☐ Word Cards: *can*, *hot*, *pin*, *run*
- ☐ Whiteboards, markers

1

Living and Nonliving

Indicate a rock. Ask: **Does this rock need food and water? Does it grow or get bigger? Can it move? Does it breathe? Do you think this rock is *living*? Let's learn the difference between *living* and *nonliving* things.**

Place the Vocabulary Card *nonliving* in the right side of the pocket chart. Say: **This word is *nonliving*.** (Children repeat, *nonliving*.) **If we say something is *nonliving*, we mean it is not alive and has never been alive, just like the rock.**

Place the *living* Vocabulary Card on the left side of the pocket chart. Say: **This word is *living*.** (Children repeat, *living*.) **If something is *living*, it is alive.**

Say: **Something is *living* if it does these four things.** Identify the Word Cards *grows*, *moves*, *breathes*, and *needs food and water* and place them under *living* in the pocket chart.

Ask: **Are you *living* or *nonliving*? Let's find out. Do you grow? Do you move? Do you breathe? Do you need to eat and drink? The answer is 'yes' to all four questions, so you are *living*.**

Indicate a crayon. Ask: **What if we ask the same four questions about this crayon? Ask the questions and the children answer. All of the answers were *no*, so a crayon is a *nonliving* thing. It does not grow, move, breathe, or need food and water.**

Indicate the plant. Say: **This is a *plant*. Is a plant *living* or *nonliving*? How can we decide? Right, we can ask the four questions.** Ask the questions and determine that the plant is a *living* thing.

Materials

- ☐ Picture Cards: *ants, bell, chick, cot, fan, fish, pig, pizza, pup, rat, sock, umbrella, wall, wolf*
- ☐ Word Cards: *grows, moves, breathes, needs food and water*
- ☐ Vocabulary Cards: *living, nonliving*
- ☐ Rock, crayon, ruler, plastic cup, bowl
- ☐ Pocket chart
- ☐ Potted plant

Language

L.K.5.A Sort common objects into categories

Science

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

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



Formative Assessment

Four children stand side-by-side in front of the class holding an object to represent the following categories. Child #1—Ruler (grows), Child #2—Runs in place (moves), Child #3—Takes a deep breath (breathes), Child #4—cup and bowl (needs food and water)

Indicate a Picture Card. As you ask the four questions the child representing each category either holds up his or her prop or does the action.

The class responds "yes" or "no" to each question. Ask: **Is it *living* or *nonliving*?** The class responds. A volunteer places the Picture Card under "living" or "nonliving" in the pocket chart. Repeat as time permits using additional Picture Cards.

Ask: **What do you notice about all of the Picture Cards in the *living* column? That's right, they are all animals.**

Save the Word Cards for use throughout the week.

There are seven characteristics of living things. You may include all seven during this lesson.

The descriptions that follow apply these characteristics to plants:

Movement	Plants move by turning to face the sun; some open and close their petals.
Breathing	Plants take in carbon dioxide and give off oxygen. This is the opposite of animals.
Sensitivity	Plants are sensitive to light and gravity. Stems grow up and roots grow down.
Growth	Plants do not stay the same.
Reproduction	Plants make more of themselves.
Excretion	Plants give off waste.
Nutrition	All living things need food and water. Most plants make their own food using light.

2

Introduce High Frequency Words: *her, his, says*

Say: **Let's play a game to help us learn our new high frequency words.**

Divide the children into three or four small groups. Distribute pencils and a prepared sheet of chart paper to each group. Do not read the words on the chart paper at this time.

- Identify the word *says* and write it on the whiteboard.
- The children repeat *says* and identify the beginning sound /s/.
- A volunteer uses *says* in a sentence, and you write the sentence on the whiteboard.
- Another volunteer underlines *says* in the sentence.
- The children locate *says* on their chart papers.
- Each child writes *says* somewhere on the chart paper.

Repeat for *his* and *her*.

Distribute *Starfall Dictionaries* and the children trace the high frequency words.

Materials

- ☐ Six to eight prepared sheets of chart paper
- ☐ Classroom and individual whiteboards, markers
- ☐ *Starfall Dictionaries*
- ☐ Classroom books
- ☐ Pencils, crayons

Reading: Foundational Skills

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

Children trace new high frequency words in their *Starfall Dictionaries*.



ELL students may be intimidated to talk in complete sentences in front of the group. Give them the opportunity to do nonspeaking tasks such as underlining the high frequency words on the whiteboard.

ELL



Formative Assessment

Distribute individual whiteboards and markers then demonstrate how to divide the whiteboards into 3 columns. The children write *says*, *her*, and *his* at the top of the columns.

Partner the children to find *says*, *her*, and *his* in classroom books. Each time the partners locate one of the words, they place a tally mark next to it on their whiteboards.

Computer

Practice

ABCs: The children practice previously learned letters.

Activity

The children place the Word Cards face down in a pocket chart. They take turns to reveal cards, identify them then say, "I spy (the word) in the dictionary."

The child who selects the word becomes "the teacher" and checks to see that the other children found the correct word. He or she chooses the next child to be "the teacher." Each child should have a turn before any child repeats.

Materials

- ☐ High Frequency Word Cards:
all, and, are, for, get, has, her, his, into, is, on, says, see, some, that, the, there, they, to (and other words needing review)
- ☐ Starfall Dictionaries
- ☐ Pocket chart

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

Reading: Foundational Skills

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

Listening & Speaking

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

3

Introduce Qq /kw/

Step One Introduce /kw/ in the initial position

Read "Qu qu Queen" on page 37 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*dress, yes*)



Indicate the *queen* Picture Card. Say: **This is a picture of a queen. Say, queen. The word queen begins with /kw/. Watch my mouth, /kw/. Now you say /kw/. The words queen, quilted, quick, and quietly begin with the same sound, /kw/. (Children repeat /kw/.) I will read the rhyme again. Listen for /kw/ in the rhyme.** Read the rhyme again then repeat it with the children in unison.

Materials

- ☐ Listening & Writing Books, p. 53
- ☐ Letter Cards: Q, q, and u
- ☐ Wall Card: Queen /kw/
- ☐ Picture Card: queen
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Qu qu Queen

*I questioned the queen
In the quilted dress,
"Can we play a quick game?"
She quietly said, "Yes."*

Language

L.K.1.A Print upper- and lowercase letters

Reading: Foundational Skills

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

Step Two Discriminate /kw/ in the initial position

The children stand. Say: **If you hear /kw/ at the beginning of a word I say, touch your nose with your finger. If not, do nothing. Ready?**

funny

quilt

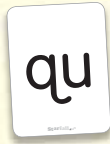
zip

quack

quail

Step Three Connect /kw/ to the spelling Qq

Indicate the *qu* Letter Card. Indicate the letter *q* and say: **This is the lowercase letter *q*. The letter *q* never stands alone. It is always by its best friend *u*.** (Indicate the letter *u* next to the *q*.) **That's why we say, 'Wherever there's a *q*, there's always a *u*!'** Children repeat the phrase several times. **The letters *qu* stand for /kw/. Each time I touch the letters *qu* say, /kw/. Touch *qu* several times.**



Demonstrate the letter's formation as you write *q* on the board. The children sky write *q* several times.

Teach the children the ASL sign for Qq. Remind them that *q* and *u* always stick together so they will make a *q* sign and a *u* sign for /kw/. The children sing "The Letter March" with the ASL sign for Q + U and sound /kw/.

Say: **Let's play a game. If the word I say begins with /kw/, make the ASL Q + U sign. Ready?**

quit	peanut	quite	red	quick
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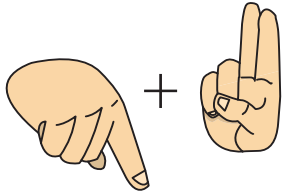
The Letter March: Qu

(Melody: "The Ants Go Marching")

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

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

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



Indicate the *Qu* Letter Card. Indicate the letter *Q* and say: **This is the uppercase letter *Q*. Just like lowercase *q*, the uppercase letter *Q* needs the lowercase *u* to stand for /kw/.** A volunteer locates *Qq* on the Alphabet Chart. Ask: **Are the letters *Q* and *q* near the beginning, middle, or end of the alphabet?** (middle)

Step Four Listening & Writing, Page 53**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 53. Complete the page together as you have similar pages.

The sound /qu/ does not exist in French, German, Spanish, Tagalog, or Mandarin Chinese. Emphasize this sound for children who speak these languages. In Spanish the letters *qu* stand for /k/.

ELL

Display the Wall Card at the end of the lesson.



Magic Writing Moment

Writing a Story: "My Pet Dog"

Indicate the chart paper from Day 1. The children read it together. Say: **We decided that the first thing you should do each morning for your pet dog is take it outside. What should you do for your dog next?** The children discuss and agree on what they would do next.

Use teacher talk to review basic writing conventions as you add their sentence to the chart paper. The children copy the sentence on their writing papers.

Materials

- ☐ Individual writing papers
- ☐ Chart paper from Day 1
- ☐ Pencils

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

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Reading:
Foundational Skills

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

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming Words

Recite the nursery rhyme "Hey Diddle Diddle" and the children listen for rhyming words. Ask: **Which word rhymes with diddle?** (*fiddle*) **Which word rhymes with moon?** (*spoon*) **Can you think of any other words that rhyme with moon and spoon?** (*noon, tune, soon*)

Play *Sing-Along Volume 1* Track 14, "Hey Diddle Diddle" and the children sing along.

Materials

- ☐ *Sing-Along Volume 1* Track 14, "Hey Diddle Diddle"

"Hey Diddle Diddle"

Hey, diddle, diddle,
the cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Observe
& Modify

Listen for responses such as *room* and *boom* as words that rhyme with *moon* and *spoon*. Discuss why these words do not rhyme with *moon* and *spoon* by emphasizing and contrasting the ending sounds /m/ and /n/.

Vocabulary Development

VOC.3b Describe objects and events in general and specific language

Science

SC.IE.1b Conduct observations over time and compare results

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

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

Introduce Parts of a Plant

The children stand in a semicircle near the pocket chart. Place the required materials on newspaper spread on the floor in front of you.

This lesson may require additional time to complete.

Say: **When I look at you, I can see different parts of your body. Touch your head. What is your head's job?** Repeat for arms, legs, stomach, and feet. The children sit. **Each part of your body has a job.**

Indicate the flowering *plant* in a pot. Say: **This is a plant.** Place the Vocabulary Card *plant* in the top of the pocket chart. **Plants have four major parts. Every part has a job, just like the parts of your body. There is one part of a plant you cannot see. It is underground!**

Materials

- ☐ A potted flowering plant with roots that can be exposed
- ☐ Two clear vases or plastic cups half-filled with water
- ☐ Vocabulary Cards: *plant, roots, stem, leaves, flower*
- ☐ White carnation, celery stalk
- ☐ Red and blue food coloring
- ☐ Potted plant from Day 1
- ☐ Pocket chart
- ☐ Newspaper

Roots

Lift the flowering plant out of the pot to expose its roots. Indicate the roots. Explain: **These are the roots of the plant.** (Children repeat, *roots*.) **The job of the roots is to hold the plant in the ground. Roots also carry water, minerals, and food from the soil up to the rest of the plant. This plant looks different than it did when it was in the pot because you can see its roots.**

Place the Word Card *roots* in the bottom of the pocket chart.

Stem

Indicate the stem of the plant. Explain: **This is the stem of the plant.** (Children repeat, *stem*.) **Stems hold up the leaves and flowers. They have little tubes inside them that work like straws. They carry water and food from the roots to the rest of the plant.**

Indicate the white carnation and celery stalk. Say: **Let's do an experiment to see how a stem works.**

Divide the children into two groups. One group will be responsible for the carnation experiment and the other group will be responsible for the celery stalk experiment. As each group performs its experiment the other group observes.

Experiment #1: Carnation

- Add red food coloring to the cup of water.
- Trim the stem of the carnation and place the carnation in the colored water, reminding the children that stems have tubes that carry water up from the roots.

Ask: **What might happen to the carnation if we leave the stem in the colored water?** (Children make predictions.)

Experiment #2: Celery Stalk

- Slit the celery stalk about three-quarters of the way up the center.
- Add red food coloring to one cup of water and blue food coloring to another cup of water.
- Place one part of the stalk in the red cup and the other part of the stalk in the blue cup, reminding the children that stems have tubes that carry water up from the roots.

Ask: **What might happen to the celery stalk if we leave the stem in the colored water?** (Children make predictions.) **Let's observe the carnation and celery stalk during the day to check our predictions.**

Place the Vocabulary Card *stem* in the pocket chart just above *roots*, and the children discuss the job of the *stem* with their neighbors.

Leaves and the Oxygen Cycle

Indicate the *leaves* of the plant. Explain: **These are the leaves.** (Children repeat, *leaves*.) **It is the job of the leaves to make food for the plant. When plants have sunlight, water, and a special kind of gas called carbon dioxide, they make food for the plant.**

- Place the Vocabulary Card *leaves* in the pocket chart above *stem*.
- Children discuss the job of the *leaves* with their neighbors.

Say: **Take a deep breath. Hold it! When you breathe in, your lungs take in oxygen from the air. Now breathe out. Your lungs let out carbon dioxide. A plant's leaves use the carbon dioxide to make food for the plant. As it does this, the plant gives off oxygen. Oxygen is the very thing we need from the air.**

The children inhale and exhale again. Remind them that they breathe out carbon dioxide. Say: **Plants use the carbon dioxide we breathe out to make food. Plants give off oxygen that we, and all animals, need to breathe.**

The children inhale again. Continue: **Your lungs take oxygen from the air. It goes like this around and around forever and ever. It is a cycle called the Oxygen Cycle. Plants help animals live, and animals help plants live. Plants and animals work together as a team.**

Flower

Indicate a *flower* on the plant. Explain: **This part is a flower.** (Children repeat, *flower*.) **Flowers come in many different colors, shapes, and sizes. It is the flower's job to make seeds. When we plant seeds, new plants grow. Flowers also provide food for butterflies, bees, and other insects, and some seeds are food for animals and even people.**

Place the Vocabulary Card *flower* in the pocket chart above *leaves* and the children discuss the job of *flowers* with their neighbors.



Formative Assessment

Review the four parts of a plant. Read each Vocabulary Card as volunteers indicate the corresponding part on the plant.

2

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

Language

L.K.2.D Spell simple words phonetically

Write About Experiments

Indicate the carnation and the celery stalk.

Say: **Let's illustrate our science experiments and write a sentence about them.** The children date their writing pages and illustrate the carnation and celery stick in the top portion of the page.

Guide them to each construct a sentence describing the experiment and to write it using kid writing and their *Starfall Dictionaries*. (For example, *We put the stem in red water to watch...*)

Provide adult writing as the children finish.

Materials

- ☐ Carnation, celery from Session 1
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons

**Formative Assessment**

The children share their illustrations and writings with a neighbor when finished.

Listening & Speaking

LS.9c Relate an experience in sequence

Reading:**Foundational Skills**

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

Language

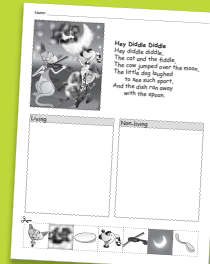
L.K.5.A Sort common objects into categories

Computer**Practice**

- *Holidays: "Garden Shop"* — Complete each type of flower.
- *It's Fun to Read: All About Me, "Who Am I?"*

Activity

The children cut out the pictures at the bottom of the "Hey Diddle Diddle" worksheet and glue them in the correct categories, then color the pictures.

**Materials**

- ☐ "Hey Diddle, Diddle" worksheet for each child
- ☐ Pencils, crayons
- ☐ Glue sticks
- ☐ Scissors

3

Reading:**Foundational Skills**

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

Language

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

Introduce Yy /y/

Say: **Today we will learn about an invention that has been around for over 2,500 years! In fact, it is the second oldest toy ever invented.** (The first toy was the doll.)

Show a yo-yo or indicate the yo-yo Picture Card. Say: **This is a yo-yo. No one is sure who invented the yo-yo, but a man named Pedro Flores from the Philippines began making them in his small toy factory in California in the 1920s. Mr. Flores named this toy yo-yo.**

Materials

- ☐ *Listening & Writing Books*, p. 54
- ☐ Letter Cards: Y and y
- ☐ Wall Card: Yo-yo /y/
- ☐ Picture Card: yo-yo
- ☐ *ABC Rhyme Book*
- ☐ Pencils, crayons
- ☐ Optional: yo-yo

Step One Introduce /y/ in the initial position

Read "Yy Yo-yo" on page 53 of the *ABC Rhyme Book*. Ask:

Which words in the poem rhyme? (down, around)



Indicate the yo-yo Picture Card. Say: **This is a picture of a yo-yo. Say, yo-yo. The word yo-yo begins with /y/. Watch my mouth, /y/. Now you say /y/. The words yo-yo and yellow begin with the same sound /y/.**

(Children repeat: /y/.) **Listen for /y/ as I read the rhyme again.** Read the rhyme then repeat it together in unison.

Yo-yo

Little yellow yo-yo

Going up and down —

Can you go in circles

And spin all around?

Step Two Discriminate /y/ in the initial position

The children stand. Say: **If you hear /y/ at the beginning of a word I say, jump up one time. If not, stand still. Ready?**

zip

you

wet

yellow

yak

sink

yam

Step Three Connect /y/ to the spelling Yy

Teach the children the ASL sign for Yy. They sing "The Letter March" with the ASL sign for y and sound /y/.



Indicate the y Letter Card. Say: **This is the lowercase letter y. The letter y stands for /y/. Each time I touch the letter y say /y/.** Touch y several times.

Demonstrate the letter's formation as you write y on the whiteboard. The children sky write y several times.

Say: **Let's play a game. If the word I say begins with /y/, make the ASL Yy sign. If it does not, do nothing. Ready?**

yesterday

queen

run

your

you



Indicate the Y Letter Card. Say: **This is the uppercase letter Y.**

The uppercase letter Y and the lowercase letter y stand for /y/.

A volunteer locates Yy on the Alphabet Chart. Ask: **Are the letters Y and y near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter's formation as you write Y on the whiteboard. The children sky write Y several times.

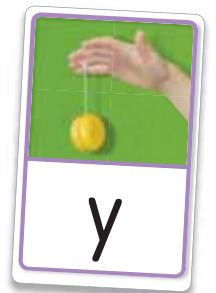
The Letter March: Yy

(Melody: "The Ants Go Marching")

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

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

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



Display the Wall Card at the end of the lesson.

Step Three Listening & Writing, page 54**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 54. Complete the page together as you have similar pages.



The sound /y/ does not exist in French or German.
Emphasize this sound for children who speak these languages.

ELL

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

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Reading: Foundational Skills

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

Reading: Informational Text

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

RI.K.6 Name the author and illustrator of a text and define their roles

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

Science

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**Writing a Story: "My Pet Dog"**

Indicate the chart paper from Day 1. The children read it together. Ask: **What should you do next for your dog?** The children discuss and agree on what they would do next.

Use teacher talk to review basic writing conventions as you write their sentence on the chart paper. The children copy the sentence onto their writing papers.

Materials

- ☐ Individual writing papers
- ☐ Chart paper from Day 1
- ☐ Pencils

Phonological Awareness Warm-Up**Listening and Writing, Page 55**

Distribute *Listening & Writing Books* and the children turn to page 55.

Complete the page together as you have similar pages.

Materials

- ☐ *Listening & Writing Books*, p. 55
- ☐ Pencils, crayons



1

Introduce Backpack Bear's Plant Book

Partner the children. Read the following riddles to review information from Day 2. Pause after each riddle to allow partners time to discuss. Volunteers share their answers.

Materials

- ☐ *Backpack Bear's Plant Book* by Alice O. Shepard
- ☐ Chart paper, marker

spoon	I am nonliving. I ran away with the dish in "Hey Diddle Diddle." What am I?
roots	I am the part of the plant that holds it in place in the ground. Which part am I?
stem	My job is to carry water and food from the roots to the rest of the plant. What am I?
sun	I shine brightly in the sky and help plants grow. They even move toward me. What am I?
flower	I produce seeds for new plants. What part of the plant am I?

leaves	I have veins that carry food to other parts of the plant. I breathe in carbon dioxide. What am I?
living	I need food and water. I grow, move and breathe. What am I?
cooperate	I am a word that means to work together to get something done. What word am I?

Say: **Backpack Bear has a book about plants he would like us to read. The title of the book is *Backpack Bear's Plant Book*. The author is Alice O. Shepard. Do you think this is a *fiction* or a *nonfiction* book?** (Volunteers respond.)
Right, it is *nonfiction* because it gives real information about plants.

Open the book to page 2. Say: **Look at this illustration. If you were the author, what would you write on this page?** (Discuss)

Turn to pages 6 and 7. Continue: **Look at these illustrations. What do you think these pages will teach us?** (Discuss) ***Backpack Bear's Plant Book* will teach us all about plants. As I read, listen for information you already know about plants.**

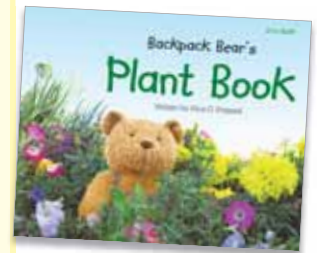
Read the book through without pausing to define terms.



Formative Assessment

Say: **Listen carefully as I read the book again. This time, raise your hand when you hear something new that you would like to learn more about. We will make a list of those things on chart paper.**

As you read, pause to list new information. Items might include seed coats, pollination, evergreen and deciduous trees, oxygen cycle, and how we use plants. When the list is complete, explain to the children they will learn more about these concepts later in the week.



Save the list for
use in Session 2.

Language

L.K.6 Use acquired words and phrases

Science

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

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

Plant Seeds

Review the list generated in Session 1. Indicate *Backpack Bear's Plant Book*. Read pausing on page 4. The children describe what is happening on this page. (They are learning about seeds.) Continue reading pages 4 through 7.

Indicate a lima bean. Say: **This is a seed. It is from a lima bean plant. It is just like the seeds in Backpack Bear's Plant Book. Backpack Bear said that in order for a seed to grow into a plant, it must get wet. Seeds absorb water.** (Children repeat, *absorb*.) **To absorb means to take something in, to soak it up. When seeds absorb water it causes them to become bigger and softer, like a sponge. When a seed changes like this, a young plant inside it begins to grow.**

Indicate two plastic cups. Say **Let's try an experiment. We'll fill one cup with water and leave the other cup empty, then we will place some seeds in each cup. We will observe the seeds for a few days. Who can make a prediction about what will happen?** Volunteers share predictions.

Place the two cups of lima beans where they may be easily observed. Remind the children to observe the seeds over the next several days to check their predictions.

Say: **Let's start another experiment. We can plant seeds according to what we learned in Backpack Bear's Plant Book and see what happens.**

Distribute three lima beans, a damp paper towel, and a transparent plastic cup labeled with the child's name to each child.

The children follow your example as you crumple the damp paper towel to fill the cup then place the seeds between the paper towel and the cup so they are visible when the cup is viewed from the side.

Materials

- ☐ Chart paper list from Session 1
- ☐ *Backpack Bear's Plant Book*
- ☐ Two clear plastic cups
- ☐ Three lima beans, a paper towel, and a clear plastic cup labeled with the child's name for each child, plus one for demonstration
- ☐ Spray bottle, or small container of water
- ☐ Vocabulary Cards: *seed*, *absorb*
- ☐ Water



Formative Assessment

The children predict what will happen to the seeds over time. (The roots will grow, then the stem will form.) Place the cups out of direct sunlight. For the next several days, the children observe the sprouting roots and stems. Spray the paper towels daily to keep them moist.

Computer

Practice

- ABCs: Qq, Yy, Kk, Ww
- Backpack Bear's Books: Rows 10 & 11

Activity

Display the Vocabulary Cards in a pocket chart. The children illustrate a flower with all of its plant parts. They label their drawings by printing the vocabulary words next to the appropriate parts. They write "My Plant" as a title and color their illustrations.

Materials

- ☐ Vocabulary Cards: *plant, seed, roots, stem, leaves, flower*
- ☐ Pencils, crayons
- ☐ Drawing paper
- ☐ Pocket chart

3

Introduce Kk /k/

Step One Introduce /k/ in the initial position

Read "Kk Kangaroo" on page 25 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*to, do*) **Which words are homonyms?** (*to, two, too and do, due*) Remind the children that homonyms are words that sound alike but mean different things. Discuss the differences in meaning for *to, too, and two, and do, due, and dew*.



Indicate the *kangaroo* Picture Card. Say: **This is a picture of a kangaroo. Say, kangaroo.** (The children say, kangaroo.) **The word kangaroo begins with /k/. Watch my mouth, /k/. Now you say /k/.**

(The children say, /k/.) **The words Kenny, kickball, class, and karate begin with the same sound, /k/.** (The children repeat, /k/.) **Listen for /k/ as I read the rhyme again.** Read the rhyme again then repeat it together with the children in unison.

Materials

- ☐ Listening & Writing Books, p. 56
- ☐ Wall Card: *kangaroo /k/*
- ☐ Picture Card: *kangaroo*
- ☐ Letter Cards: K and k
- ☐ ABC Rhyme Book
- ☐ Pencils, crayons

Kangaroo

Kenny Kenny Kangaroo
Tell me, where are you hopping to?
A kickball class,
Or karate perhaps,
Or is hopping all that you do?

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

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

Language

L.K.6 Use acquired words and phrases

Writing

W.8c Draw and label

Language

L.K.1.A Print upper- and lowercase letters

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

Reading: Foundational Skills

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

Step Two Discriminate /k/ in the initial position

The children stand. Say: **If you hear /k/ at the beginning of a word I say hop like a kangaroo! If not, stand still. Ready?**

key

wig

egg

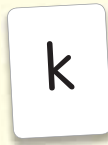
keep

kite



Step Three Connect /k/ to the spelling Kk

Teach children the ASL sign for Kk. They sing "The Letter March" with the ASL sign for k and sound /k/.



Indicate the k Letter Card. Say: **This is the lowercase letter k. The letter k stands for /k/. Each time I touch the letter k say, /k/.**

Touch k several times.

Demonstrate the letter's formation as you write k on the whiteboard. The children sky write k several times.

Say: **Let's play a game. If the word I say begins with /k/, make the ASL Kk sign. If it does not, do nothing. Ready?**

keep	moon	king	koala	ladder
------	------	------	-------	--------



Indicate the K Letter Card. Say: **This is the uppercase letter K. The uppercase letter K and the lowercase letter k stand for /k/.**

A volunteer locates Kk on the Alphabet Chart. Ask: **Are the letters K and k near the beginning, middle, or end of the alphabet?** (middle)

Demonstrate the letter's formation as you write K on the whiteboard. The children sky write K several times.

Step Four Introduce /k/ in the final position

Ask the riddle:

book

I have many words in me. People love to read me.
What am I?

Explain: **The word, book ends with the letter k. The letter k stands for the sound /k/.**

Emphasize the final /k/ as you say the following words. The children repeat each word after you. Say: **If you hear /k/ at the end of the word, hop on one foot. If you don't hear /k/ at the end, do nothing.**

fork	top	night	lock	tick	fun
------	-----	-------	------	------	-----

Step Four Introduce /k/ in the final position



Formative Assessment

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

The Letter March: Kk

(Melody: "The Ants Go Marching")

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

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

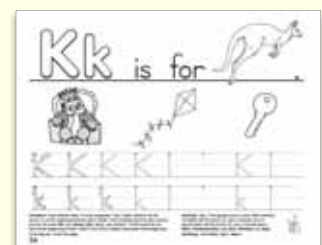
The letters go marching one by one,
"K" stands for the sound, /k/ /k/ /k/ /k/

And they all go marching ,

In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Magic Writing Moment

Writing a Story: "My Pet Dog"

Indicate the chart paper from Day 1. The children read it together, with your help as needed. Say:

We have listed, in order, several things we must do to care for our pet dogs. Let's review what we wrote. (Do this.) **Today you will illustrate each thing you should do in one section of the drawing paper.** Indicate the three sections and demonstrate where and in what order the children should place the three illustrations.

Distribute the writing papers and a sheet of drawing paper to each child. Circulate to staple the drawing papers under or above the writing papers.

Materials

- ☐ Drawing paper folded so the folds create three numbered sections (1,2,3) for each child
- ☐ Individual writing papers
- ☐ Chart paper from Day 1
- ☐ Pencils, crayons

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

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Reading:

Foundational Skills

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

Literary Response & Analysis

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

Reading:

Foundational Skills

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

Reading: Literature

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

Fluency

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

Media Literacy

ML.10 Use technology resources to support learning

Phonological Awareness Warm-Up

Rhyming Words

Say: **Listen to these words. Touch your finger to your nose if the words rhyme.**

deep/ asleep	seed/ plant	sun/rain	earth/ birth	flower/ flat	sigh/sky
-----------------	----------------	----------	-----------------	-----------------	----------

Say: **Backpack Bear knows a song about a little plant that uses rhyming words. He would like us to listen to it.**

Play *Sing-Along Volume 1 Track 18, "A Little Plant,"* and the children listen to the song. Read the song line by line and teach the actions, then play the song again. The children sing as they perform the actions.

Materials

- ☐ Sing-Along Volume 1 Track 18, "A Little Plant"

Materials

- ☐ High Frequency Word Cards: help, her, here, his, see, says, she, the, to, with
- ☐ We Can See! Take-Home Book 12 for each child
- ☐ Classroom computer navigated to Backpack Bear's Books, "We Can See!"
- ☐ Any small classroom book

1 Introduce We Can See!

Stand at the opposite side of the classroom from the children and hold up a small book. Ask: **Can you tell what is on the cover of the book?** (The children should have difficulty seeing the cover illustration.) **Why can't you tell me about the illustration?** (It is too far away.) **What needs to be done in order for you to see the illustration clearly?** (The book needs to be closer.)



Explain that some people have difficulty seeing things clearly even when they aren't really far away. These people need glasses to help them see clearly. Recall that Benjamin Franklin's invention of bifocals from a long time ago still helps people do this. Ask: **Have you ever wondered what it is like for people who have trouble seeing?**

Hold the High Frequency Word Cards in a deck and reveal the first card. Take a step back and show the children the next word. Continue to move backward and show words until the children can no longer read them.

Say: **Here is a story about a little girl who needed help to see.** Introduce *We Can See!* by navigating to *Backpack Bear's Books*: "We Can See!" The children interact with and discuss the story.

Ask: **What did the girl have trouble seeing?** (plant) **What helped her?** (glasses) **Why can Backpack Bear see the plant?** (He doesn't need glasses.) **What might happen if glasses had never been invented?** Discuss.

If time allows, meet individually with ELL students to hear their answers. They may be too intimidated to talk in front of the group.

ELL

Formative Assessment

Divide the children into groups of three, and distribute *We Can See!* The groups work together to read the story. Several groups take turns to read the story to the class.

2

Add To Observation Writings

The children share their written observations with each other.

Indicate the carnation and the celery stalk.

Say: **Let's add to our writings to describe what we see happening to the carnation and celery stalk.**

The children illustrate changes in them.

Lead the children in a discussion describing the changes. They formulate and write their own sentences using kid writing and their *Starfall Dictionaries*.

Provide adult writing as the children work.

If necessary, allow ELL students to dictate their sentences to you or an assistant.

ELL

Materials

- ☐ *Starfall Writing Journals*
- ☐ Carnation, celery stalk
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons

Writing

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

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

Science

SC.IE.1b Conduct observations over time and compare results



Formative Assessment

The children partner to share their writings and discuss any additions or changes.

Computer

Practice

- *ABCs*: ABC Song (located on the vowel bar)
- *Backpack Bear's Books*: Concepts, "We Can See!" and Row 12

Activity

The children read high frequency and color words to color the picture.

Materials

- ☐ "Color by Word" worksheet for Week 13
- ☐ Pencils, crayons

3

Plant Facts

Gather the children on the floor or a rug. Say: **Curl up into a ball, and pretend you are a little seed. The rain is coming down and the baby plant inside is getting ready to grow. Here come the roots.** (Children unfold their legs.) **The roots are growing down into the ground. Here comes the stem.** (Children reach up.) **You're growing!**

Read pages 1 - 9 of *Backpack Bear's Plant Book*. Say: **Backpack Bear used some words we should review.** Display the Vocabulary Cards *plant, seed, roots, stem, leaves, and flower* in a pocket chart. Develop strategies, such as looking at the beginning and ending sounds to help the children read these words. They say each word as you touch it.

Distribute a "Plant Facts" worksheet to each child.

- The children write their names on the worksheet.
- Indicate and read the Vocabulary Card *plant* in the pocket chart.
- Read the title of the worksheet and the children search for the word *plant* in the title.

Ask: **What is missing?** (illustrations of plants)

Review the remaining Vocabulary Cards.

- The children follow along and identify vocabulary words as you read each fact.
- Reread the fact with the children in unison.



Formative Assessment

The children use pencils to illustrate the text.

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

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

Listening & Speaking

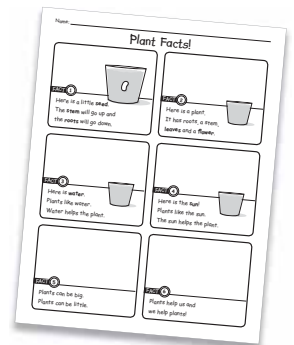
LS.9a Recite short poems, rhymes and songs

Materials

- ☐ *Backpack Bear's Plant Book*
- ☐ Vocabulary Cards: *plant, seed, roots, stem, leaves, flower*
- ☐ "Plant Facts!" worksheet for each child
- ☐ Pocket chart
- ☐ Pencils

Science

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



**Reading:
Foundational Skills**

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

**Reading:
Foundational Skills**

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

Language

L.K.1.A Print upper- and lowercase letters

**Reading:
Informational Text**

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

Speaking & Listening

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

Language

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

Science

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

Magic Writing Moment**Review /kw/, /y/, /k/**

Display the prepared chart paper, indicate the column headings, and review the letters and the sounds they stand for.

Choose volunteers to identify words that begin with one of the three sounds and indicate the appropriate columns. Classmates confirm or revise their answers. Print their words in the appropriate columns.

Materials

- ☐ Three different color markers
- ☐ Prepared chart paper

Phonics Warm-Up**Listening and Writing, Page 57**

Distribute *Listening & Writing Books* and the children turn to page 57. Complete the page together with the children as you have similar pages.

Materials

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



1

The Oxygen Cycle and Pollination

Read and review *Backpack Bear's Plant Book*, pages 1-9. Read the remaining pages pausing to discuss the following.

Materials

- ☐ *Backpack Bear's Plant Book*
- ☐ Vocabulary Cards: *pollination*, *evergreen*, *deciduous*
- ☐ Backpack Bear

Pages 10 - 13

So far, we have learned that plants need water and sunlight to grow. Backpack Bear told us they also need something else. Who remembers what it is? (Air)

Pages 12 - 13

(The Oxygen Cycle) Take a deep breath. Now breathe out. We breathe in oxygen, which we need to live. We breathe out a special kind of air, or gas, called carbon dioxide. That special air is just what plants need to make food. When a plant makes food from carbon dioxide, it gives off oxygen. That is just what we need to breathe. People and plants help each other. Plants need us and we need plants.

Pages 14 - 15

The children compare and contrast the parts of a plant with the parts of a tree. Draw attention to the similarities between the stem of the plant and the trunk of the tree. Ask: **Do trees have flowers? Yes, many trees do have flowers. Some trees even grow fruit. First a flower appears, and then the flower grows into fruit.**

The children name some fruit-bearing trees (apple, pear, peach, cherry, orange).

Pages 16 - 17

Introduce the vocabulary words *evergreen* (having green leaves that stay on a plant throughout the year) and *deciduous* (having leaves that drop off each year). Children repeat, *evergreen, deciduous*.

Say: **I wonder how new plants are created. Let's find out.**

Pages 18 - 21

Remind the children they just learned a big, new word, *pollination* (to move or carry pollen to a plant to make new seeds). The children repeat, *pollination*. They partner to discuss ways seeds travel, then share their responses with the group.

Explain that sometimes we EAT seeds! Backpack Bear whispers to you that we use plants in many ways and he wrote about those ways in his book. Say: **Let's read to learn how.**

Pages 22 - 29

Pause to discuss each page. The children identify examples of ways plants are used. They look around the classroom to find items that were made from plants. Take a moment to review the need to recycle to save plants and trees.

**Formative Assessment**

Partner the children using "Stand up, Hand up, Partner up." Say: **Talk to your partner about one thing you learned.** Volunteers share what they learned with the class.

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

Listening & Speaking

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

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

Language

L.K.1.A Print upper- and lowercase letters

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer**1**

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

"Starfall Speedway"**2**

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

Materials

- ☐ "Starfall Speedway"
- ☐ High Frequency Word Cards of your choice

Write Uppercase and Lowercase Letters**3**

The children write all uppercase and lowercase letters in alphabetical order on lined paper.

Materials

- ☐ Pencils
- ☐ Lined handwriting paper

Sequence *We Can See!***4**

The children sequence *We Can See!* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.

Materials

- ☐ Pocket chart
- ☐ *We Can See!* Take-Home Book 12 for each child
- ☐ *We Can See!* Cover Card, Sentence Strips, Word Cards

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Shared Writing Narrative

Distribute the seed containers from Day 3. Say: **Let's write about our seed experiment. We will do a special writing called a narrative.** (Children repeat, *narrative*.) **A narrative tells a story about something that happens, in the order it happens.**

Continue: **Look at your containers. What is the topic of our story, or what will the story be about?** Begin the story by writing *We planted seeds.* (or something similar) on the chart paper.

Ask: **Who remembers what we did first when we planted our seeds?** Children respond. **What did we do next? What did we do after that?** Continue until all of the steps to plant the seeds are identified. As the children list the steps in order, add them to the story. Use terms such as first, next, last and finally.

Read the finished story and the children choose a title.



Formative Assessment

Partners discuss ideas for a concluding sentence. Use their ideas, or construct a conclusion to add to the chart paper. Read the completed story.

Materials

- ☐ Seed containers from Day 3
- ☐ Chart paper, marker

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

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

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Week 14 Overview

Living and Nonliving

This week the children will review the characteristics of living things and begin their study of our solar system. They will learn about shadows and what causes day and night. They will also discover the importance of our sun. This week we will:

- celebrate the letters/sounds of the alphabet
- practice compound words
- experiment with shadows
- make sun catchers

Starfall Books & Other Media

Listening & Writing Books

Cut-Up/Take-Home Books

Starfall Dictionaries

Starfall Writing Journals

Sing-Along Volumes 1 and 2

Why the Sun and the Moon Live in the Sky



Preparation

Beginning Week 14 the children will enter new high frequency words into their dictionaries themselves without the help of traceable words.

Day One

Prepare a This Shining Star Award (found in the children's Cut Up Take-Home Books) for each child and a copy of each first semester take-home book for today's Magic Writing Moment.

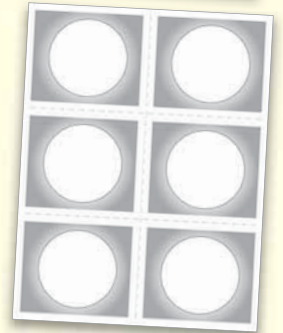
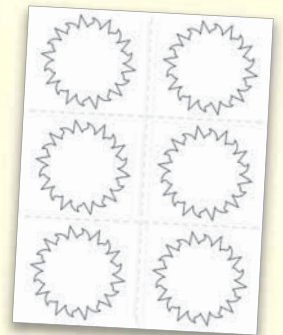
For Session 1 you will use a large ball or a globe marked with an X to represent the United States. You will also need a flashlight, and sticky notes.

Duplicate the Sun and Moon worksheets (found in your supplements package or downloaded from teach.Starfall.com). Half of the children will use a sun and the other half will use a moon.

For Session 3 prepare a sheet of chart paper with the heading, *The many, varied effects of not having the sun.*

Day Two

Have the two favorite take-home books from Day 1 available for today's Magic Writing Moment.



Prepare a sheet of chart paper by dividing it into three columns labeled, *Root Word*, *-S*, and *-ED*.

For Session 3 you will need cardboard and a transparency or a scrap of cellophane (or something else that is transparent).

Day Three

For Session 1 you will use the chart paper from Day 1, Session 3 and another sheet of chart paper.

In Session 2 you will reference the Writing Anchor Charts and the chart paper from Session 1 ("Why We Need the Sun").

For today's Activity you will use construction paper in different colors, a medium bowl or other circular object to use for tracing, a small plastic container of baby oil, cotton swabs, yarn, and a hole punch.

You will need several mirrors, a flashlight, cut outs of the sun and moon, and a globe for Session 3.

Day Four

For today's Magic Writing Moment you will need the children's This Shining Star Awards, the two favorite take-home books, and the chart paper from Days 2 and 3.

You will use the Inflectional Endings chart paper from Day 2 for today's Phonics Warm Up.

For Session 2 you will need the "Why We Need the Sun" chart paper from Session 1.

For today's Activity prepare a set of index cards with CVC words (*cab, fed, big, hot, fun, hat, leg, hit, fog, gum, dad, jet, lip, box, cub, pan, hen, zig, mom, hut*) and a set of index cards with nonsense words (*kam, len, wij, wod, fum, fav, res, bis, sov, luj, jat, nef, zik, lod, vut, dac, feg, ril, gos, huv*).

You will also need two baskets labeled Yes and No.

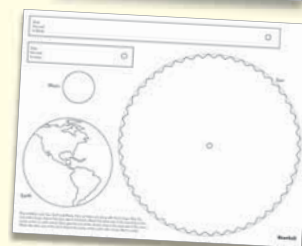
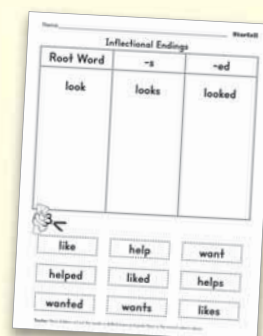
Day Five

For today's Magic Writing Moment you will use the chart papers from Day 4.

For Learning Centers, prepare a copy of the Inflectional Endings worksheet (found in your supplements package or downloaded from teach.Starfall.com) for each child and select High Frequency Word Cards for words your children need to practice most.

For Session 2 you will need one small white paper plate and two paper fasteners for each child, and one for demonstration.

You will also need to duplicate an Earth and Moon worksheet (found in your supplements package or downloaded from teach.Starfall.com) for each child.



Day 1

Congratulations! You have read all twelve of my books! Which one is your favorite?

Love,

Backpack Bear



Day 2

Have you ever noticed your shadow? I wonder how they are made.

Love,

Backpack Bear



Day 3

I like learning about the sun, the earth, and the moon. I looked for the moon last night. Did you?

Your friend,

Backpack Bear



Day 4

You have thought of many reasons why we need the sun. It is fun to write about them!

Love,

Backpack Bear



Day 5

We are learning many high frequency words. Have you counted how many you can read?

Your pal,

Backpack Bear



DAY One

DAY Two

Magic Writing Moment

Shining Star Awards
First Semester Take-Home Books

Opinion Writing

Reading

Phonemic Awareness
Phonics
High Frequency Words
Comprehension
Print Concepts

L&W, p. 58

Letters/
Beginning and
Ending Sounds



Comprehension Skills:

Recall of information
Classify/Categorize

Comprehension Strategy:

Make Connections
Graph Favorite Books

L&W, p. 59

Compound
Words



Rhyming

Introduce Inflectional Endings
(-s and -ed)

Comprehension Skills:

Recall of Information

Comprehension Strategy:

Make Connections

Computer

Backpack Bear's Books:
Rows 1-4
"Monkey" ABC traditional song
under ABC section

Backpack Bear's Books:
Rows 1-4
ABC Rhymes: A-F

Activity

Create lowercase letters using
play dough

L&W, p. 60: Label the Pictures

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

"Day and Night"
"The Alphabet Song"

It's Fun to Read: Poetry,
"My Shadow"

Writing

Social Studies

Earth – Globe (land/water)

Science

Living/Nonliving
Day and Night (Earth, Sun, Moon)
Light/Effects of the sun

Shadows
Shadow Experiments

DAY Three

DAY Four

DAY Five

Opinion Writing	Favorite Book Illustrations	Complete Opinion Writings
<p>L&W, p. 61</p> <p>Decoding</p>  <p>Comprehension Skills: Inference</p> <p>Comprehension Strategy: Predict Make Connections Writing Anchor Charts</p>	<p>Inflectional Endings</p> <p>HF Words: look, my, our, your</p> <p>Comprehension Skills: Answer questions/Inferences Sequence/Interpret illustrations</p> <p>Comprehension Strategy: Recall /Story Elements Identify words in sentences</p>	<p>Segment Phonemes</p> <p>HF Word Challenge</p> <p>Comprehension Skills: Answer questions</p> <p>Comprehension Strategy: Recall</p>
		Starfall Free Day 1
		Illustrate writings 2
<p><i>It's Fun to Read: Poetry, "My Shadow"</i></p> <p><i>Backpack Bear's Books: Rows 5-8</i></p>	<p><i>Talking Library: Poetry, "Why the Sun and the Moon Live in the Sky"</i></p> <p><i>Backpack Bear's Books: Rows 9-13</i></p> <p><i>Selected Nursery Rhymes: Track 39, "The Man in the Moon"</i></p>	Inflectional Endings Cut & Paste 3
Make Sun Catchers	Nonsense vs. CVC Words	"Starfall Speedway" HF Words 4
<i>Why the Sun and the Moon Live in the Sky</i>	<i>Why the Sun and the Moon Live in the Sky</i>	Teacher's Choice 5
		Teacher's Choice 6
		Partner share – teach about the earth, moon, and sun
Why we need the sun – Part 1	Why we need the sun – Part 2	
	People long ago	
Light/benefits from the sun Phases of the moon	Why we need the sun	Review Earth, Sun, Moon

Reading: Literature

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

RL.K.10 Engage in group reading activities

Reading: Foundational Skills

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

Speaking & Listening

SL.K.1.B Continue a conversation through multiple exchanges

Magic Writing Moment**Shining Star Awards**

Distribute the This Shining Star Awards, and the children write their names at the top.

Display the take-home books side-by-side on the whiteboard ledge. Say: **Let's look at the take-home books we have read so far this year.**

The children identify each book by name. They take turns placing a tally mark next to or above their favorite books. Say: **We have graphed our favorite take-home books!** Discuss the results and identify the top two favorite books.

Collect the This Shining Star Awards for use on Day 4.

Materials

- ☐ One copy of each first semester take-home book
- ☐ This Shining Star Award for each child
- ☐ Pencil

**Phonics Warm-Up****Beginning and Ending Sounds**

If you are unable to project the *Listening & Writing* page, do the following warm-up.

Recreate the first example on the whiteboard, and practice identifying where the first and last letters of the words will be written.

Complete the first several items together then partner the children to work together to complete the page. Together check the results.

Materials

- ☐ *Listening & Writing Books*, p. 58
- ☐ Pencils



If you work with a large number of children who speak a first language similar to English, learn some of the directional words in their native language. For example, in Spanish the word for first (sound) is *primero* and ending (sound) is *final*.

ELL

1

Day and Night

Say: **Last week we learned about living and nonliving things. What questions should we ask to decide if something is living or nonliving?** (Living things breathe, grow, move, and need food and water.)

Indicate the basket of Picture Cards. A volunteer draws one and asks the four questions:

- Can it breathe?
- Does it grow?
- Does it move?
- Does it need food and water?

If the answer to any of the questions is no, the object is nonliving. Repeat for each Picture Card.

Indicate the globe (or large ball). Say: **This is a globe.** (Children repeat, *globe*.) **It represents Earth, the planet where we all live. Is a planet living or nonliving?** (Discuss) **The earth is always moving. That's why we have day and night. Let's see how it happens.**

Indicate the United States on the globe, and explain that this is where we live. Place a sticky note on the United States.

Spin the globe and volunteers locate the United States using the sticky note as a guide. Turn off the classroom lights and shine a flashlight toward the globe, lighting the United States. Explain that the light from the flashlight represents the sun.

Say: **When the sun shines on us, it is daytime on the part of the earth where we live.**

A volunteer holds the flashlight. Turn the globe halfway so the light is no longer shining on the United States.

Ask: **Is the light shining on the United States? No, it is dark on our side of the globe because the sun is not shining on us. When the sun isn't shining on us it is night. We only see the sun during the day.**

Say: **Let's play "Day or Night?" When the flashlight (or sun) is shining on the United States, say day. When it is not shining on the United States, say night.** Volunteers take turns spinning the globe and shining the flashlight. The children determine if it is day or night in the United States.

Materials

- ☐ Sun picture for one half of the children, and a moon picture for the other half
- ☐ Picture Cards: *sun, moon, stars, planets*
- ☐ *Sing-Along* Volume 2 Track 6, "Day and Night"
- ☐ Globe or a large ball marked with an X to represent the United States
- ☐ Backpack Bear
- ☐ Sticky notes
- ☐ Flashlight
- ☐ Basket

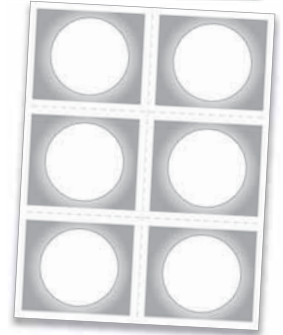
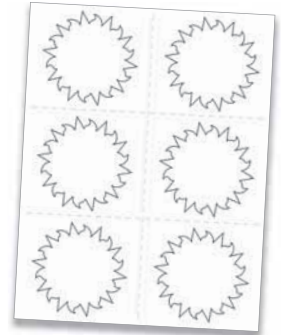
Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Science

SC.ES.5f Students will recognize the repeating pattern of day and night

SC.ES.5g Recognize the sun can only be seen in the daytime





Formative Assessment

Ask: **Did you notice day and night follow a pattern?**

Distribute a sun or moon picture to each child. A child with a sun picture and a child with a moon picture come forward and stand side-by-side.

Say: **We have day, then we have night. What comes after night?** A child with a sun picture comes forward to continue the pattern. Continue until all children are part of the pattern. Say: **Day and night follow an AB/AB pattern.**

Play and sing *Sing-Along Volume 2 Track 6, "Day and Night."*

Engage ELL children by learning the words for sun and moon in their native languages.

ELL

2

Celebrate the Letters and Sounds of the Alphabet

Congratulate the children on learning all of the letters of the alphabet.

Play *Sing-Along Volume 1 Track 2, "The Alphabet Song"* and encourage the children to sing along. Say: **Let's play 'Name the Letter' to celebrate learning all the letters of the alphabet and their sounds.**

Materials

- ☐ Lowercase Letter Cards
- ☐ *Sing-Along Volume 1 Track #2, "The Alphabet Song"*
- ☐ Basket

Reading: Foundational Skills

RF.K.1.D Recognize and name all upper- and lowercase letters

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



Formative Assessment

Gather the children in a semicircle. Shuffle the Lowercase Letter Cards and place them in a basket.

- A volunteer stands facing the class.
- Choose a letter from the basket and hold it above the volunteer's head so he or she is unable to see it.
- Instruct the children to raise their hands if they can think of a word that begins (or, in the case of Xx, ends) with that sound. Volunteers respond.
- The volunteer standing tries to identify the letter that stands for the sound at the beginning of the words.
- Once the letter is identified, the volunteer chooses the next child. Continue until all letters have been named.

Computer

Practice

- *Backpack Bear's Books*: Rows 1–4
- “Monkey” ABC traditional song under the ABC section

Activity

Children create the lowercase letters of the alphabet using play dough.

Materials

- ☐ Play dough
- ☐ Newspaper

3

The Earth, The Sun, The Moon

Say: **Look at the planet Earth. It is made of land and water. The blue on the globe shows the water on Earth. The other colors show the land.** Volunteers take turns to indicate the water and land.

Ask: **Did you know that the earth is also surrounded by air? Take a deep breath. Now let it out. If there was no air on Earth, we could not live here.**

Explain: **Earth has no light of its own, but every morning when we come to school it is light outside. Where do you think Earth gets its light? Earth gets its light from the sun, or our daytime star.**

The moon doesn't have light of its own. It also gets its light from the sun. Our daytime star is busy during the day and during the night.

Ask: **What else do we see in the night sky?** (Discuss)

Explain: **There are billions of other stars like our sun in the sky. They are so far away that we don't feel their heat, but we can see them “twinkle.” There are also other planets, like Earth in the sky. We can tell they are planets because they don't twinkle like stars.**

The stars and planets don't go away during the day. They are still in the sky, but our sun makes the sky so bright that we can't see them.

Say: **Let's try an experiment.** Turn off the classroom lights, and turn on the flashlight.

Ask: **Can you see the light from the flashlight? Why? What do you think will happen if we turn on all the lights in the classroom then turn on the flashlight?** (Discuss) **Let's try it.** Discuss the results.

Take the children outside to observe the sky and to try to find the stars and planets. Remind them that the sun is so bright they can't see the stars and planets during the day.

Materials

- ☐ Prepared chart paper
- ☐ Flashlight
- ☐ Globe

Reading: Foundational Skills

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Science

ES.5 Understand Earth is composed of land, air and water

ES.5g Recognize the sun can only be seen in the daytime



Formative Assessment

Indicate the chart paper.

Say: **The sun is not living but many living things depend on the sun.**

Read the title: *The many, varied effects of not having the sun.*

Lead the children to consider the effects of not having the sun. They dictate sentences for you to write on the chart paper. Review their responses.

Save the chart
paper for use on
Day 3.

Magic Writing Moment

Opinion Writing

Write the title of one favorite take-home book on the chart paper.

Say: **Today you will give your opinion about why this was one of your favorite books.**

Write: *I liked _____ because*

Read the sentence starter. The children dictate reasons why this book was a favorite. Decide which of the reasons to use and add it to complete the sentence. The children read the sentence together.

Materials

- ☐ Top two favorite take-home books
- ☐ Chart paper, marker

You will repeat this process for the other favorite take-home book on Day 3.

Phonological Awareness

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

Listening & Speaking

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

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name the book

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

Phonological Awareness Warm-Up

Compound Words

Say: **Today let's play a compound word matching game. Each of you will get a Picture Card. At the signal, find a person who has a Picture Card that together with yours forms a compound word. Let's try one together.**

Place the Picture Cards *cup*, *ant*, *cake*, and *hill* in the pocket chart. A volunteer finds two Picture Cards that together form a compound word. Repeat for the other two Picture Cards.

Distribute the Picture Cards and repeat the directions if necessary. The children find partners, then return to the rug and sit together.

Partners take turns to place their Pictures Cards together in the pocket chart.

Materials

- ☐ Picture Cards: *ant*, *ball*, *bell*, *bird*, *blue*, *book*, *bow*, *boy*, *brush*, *bat*, *cake*, *cup*, *dog*, *door*, *fish*, *flower*, *foot*, *hill*, *house*, *man*, *rain*, *shelf*, *snow*, *sun*, *tooth*
- ☐ Pocket chart

Materials

- ☐ Three different colored markers
- ☐ Prepared chart paper

Language

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

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

L.K.4.B Use inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as clues to meaning of unknown words

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

Introduce Inflectional Endings, -s and -ed

Ask: **Who remembers what the roots of a plant do?**

Roots hold the plant firmly in the ground so it can grow. Today we'll learn about another kind of root, a root word. Say, root word. (The children say, *root word*.) **A root word is a word without extra endings.**

Indicate the chart paper. Say: **This chart will help us learn more about root words and endings.** Print *like* in the Root Word column.

Say: **This word is *like*. Like describes an action, or something we do. Words that do that are called verbs.**

The word *like* is a verb and a root word. Listen to this sentence: *I like to help my friend*.

Sometimes we need extra endings, depending on who is doing the action or when the action is done. Listen to this sentence, *Sam like to help his friend*. Does that sound right? No! Now listen again. *Sam likes to help his friend*. Does that sound right? Yes! We had to add *s* to the end of the root word *like*.

Print *likes* in the "s" column next to *like*, using a different colored marker for "s."

The children sit on a rug or the floor. Say: **Let's pretend you are a root word. Now grow an ending.** (The children stand.) **You are a root word with an ending.**

Continue: **If you hear the root word *like* in a sentence, sit on the floor like a root. If the word *like* has an added ending, stand up tall. Ready?** Emphasize the verbs *like* and *likes* in each sentence.

- ***I like to read about Backpack Bear.***
- ***Tommy likes to play with Backpack Bear.***
- ***Samantha likes to play with her friend.***
- ***We like to play outside.***

Say: **If we want to talk about something we did in the past we add a different ending to the root word. The past is anytime before now.**

Print *liked* in the -ed column using a different color marker. Say: **Let's be roots again.** (The children sit on the floor.) **Listen to these sentences. If you hear just the root word *like*, stay a root. If you hear *like* with the *ed* ending stand up tall. Ready?**

- ***I like to water the flowers.***
- ***He liked my garden.***
- ***We like to say nice things to our friends.***
- ***He liked it when I said nice things to him.***

This lesson provides exposure to inflected endings. Mastery is not expected at this time.



Formative Assessment

Say: **Let's try another word.** Write *help* in the root word column. **Help is the root word. Who can add "s" to the root word help?** A volunteer does this. **Who can add *ed* to the root word help?**

Save the chart paper for use on Day 4.

2

Rhyming Words

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

Say: **Today we will practice rhyming words.** The children identify the pictures in row 1: *can*, *man*, and *van*.

Ask: **What do you notice about *can*, *man*, and *van*. Yes, they rhyme. What is the same about these words? What is different?**

Work together to trace and add letters needed for each picture. At the end of each row, help children recognize that rhyming words not only sound the same in the middle and end, but they are often spelled the same except for the first letter.

Materials

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

Reading: Foundational Skills

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

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

Language

L.K.2.D Spell simple words phonetically



Formative Assessment

The children identify other words that rhyme with *can/man/van*, *big/dig/pig*, and *wet/vet/jet*.

Computer

- *Backpack Bear's Books*: Rows 1-4
- *Backpack Bear's ABC Rhymes*: A-F

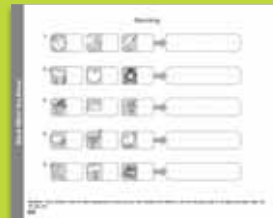
Practice

Activity

The children write the letter represented by each picture, then combine the letters to write the resulting words in the spaces provided.

Materials

- ☐ *Listening & Writing Books*, p. 60
- ☐ Pencils



Reading: Literature

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

Reading: Foundational Skills

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

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

Language

L.K.2.C Represent most consonants and short vowel sounds (phonemes)

L.K.2.D Spell simple words phonetically

Use this activity to assess ELL children's understanding of letters and sounds.

ELL

**Reading:
Informational Text**

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

Science

SC.ES.5b Know blocked sunlight creates shadows

SC.IE.1c Seek information through observation, exploration, and investigation

Shadows

Ask the children if they have ever seen their shadows and discuss their experiences.

Say: **A famous poet named Robert Louis Stevenson wrote a poem about a shadow. Let's watch together to get some clues about what causes a shadow.**

Play "It's Fun to Read: Poetry, "My Shadow." After you watch and listen to the poem, navigate to page 2 (boy, light, shadow). Ask: **What do you see in this picture? Right, you see a lamp with light, a boy, and the wall. A shadow occurs when something or someone gets between light and a surface. If you are outside on a sunny day, what might you see? Yes, you might see your shadow. When something or someone blocks the sun from Earth's surface, it creates a shadow.**

Say: **To create a shadow you need light and something to block or stop the light. Let's try some experiments.**

Experiment #1

- Set up the projector, lamp or flashlight so that various materials can be positioned between it and a wall.
- Place a transparency or cellophane between the light and the wall so that light shines on it.

Ask: **Do you see a shadow? No, you can't see a shadow because light is going through the cellophane. The cellophane is not blocking the light so it doesn't create a shadow.**

Experiment #2

Place cardboard between the light and the wall. Ask: **Does the light shine through the cardboard and create a shadow on the wall? Right, the cardboard blocked the light. When that happens, it creates a shadow.**

Say: **You are like the cardboard. When you are in front of the light you block it and a shadow is created.**

Allow each child to stand between the light source and the wall and perform an action. The other children observe the shadows created.

Experiment #3 (If weather conditions are suitable)

Take the children outside to observe and discuss objects that block the sunlight (themselves, trees, and buildings, etc.) and create shadows.

Materials

- | | |
|--------------------------|-----------------------------------------------------|
| <input type="checkbox"/> | Starfall.com: It's Fun to Read: Poetry, "My Shadow" |
| <input type="checkbox"/> | Transparency or cellophane |
| | scrap (something that is transparent) |
| <input type="checkbox"/> | Projector (if available) |
| <input type="checkbox"/> | Cardboard |
| <input type="checkbox"/> | Flashlight |



Formative Assessment

Say: Listen to these situations. Stand if a situation would produce a shadow.

- It is dark in your bedroom and you turn on your lamp. (yes)
- It is a cloudy day and you cannot see the sun shining. (no)
- You are using a projector in the classroom and someone walks between the projector light and the wall. (yes)

**Reading:
Informational Text**

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

**Reading:
Foundational Skills**

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

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

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

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

Literary Response & Analysis

LIT.RA.7d Make text to self connections

LIT.RA.7f Identify causes and effect

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

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

Magic Writing Moment**Opinion Writing**

Repeat the process from Day 2 to complete an opinion writing about the children's second favorite take-home book.

Materials

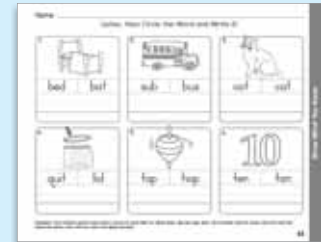
- ☐ Second favorite take-home book
- ☐ Chart paper, marker

Phonics Warm-Up**Decoding**

Distribute the *Listening & Writing Books* and the children turn to page 61. Complete the page together as you have similar pages.

Materials

- ☐ *Listening & Writing Books*, p. 61



1

How the Sun Helps Living Things

Say: **The sun is a star. It is a ball of burning gases that gives us light and heat. It is very far away, and it never moves. If the sun was much closer to us it would be too hot for us to live on Earth, but without the sun we couldn't live on Earth.**

Indicate and read the chart from Day 1, "The many, varied effects of not having the sun."

Say: **The sun is not a living thing because it does not breathe, it does not move, it does not grow or need food and water. But, all living things need the sun in order to live! We made a list of what would happen if we didn't have the sun. Now let's think of all the ways the sun helps living things.**

Materials

- ☐ Chart paper from Day 1, Session 3
- ☐ Chart paper, marker

**Formative Assessment**

Indicate the chart paper and write the title *Why We Need the Sun*.

Write *The sun* on the first line. The children identify reasons we need the sun. Write their responses beginning on the second line, and include their names next to their responses. Review the responses.

Explain that in Session 2 the children will choose one of the responses to write about in their *Starfall Writing Journals*.

Kid Writing: Part 1

Review the “Why We Need the Sun” chart paper. Say:
You will each choose one reason we need the sun to write about in your journals. You can use your dictionaries and kid writing, then I’ll help you by doing adult writing.

Backpack Bear whispers: I don’t know how to spell words and I’m scared to do kid writing.

Tell Backpack Bear that he is a great writer and it’s fine if not all of the words are spelled correctly.

Say: **Write the letters you hear in the word so when I do adult writing, you will remember what you wrote.**



Formative Assessment

The children each choose a response to write about. Circulate and provide adult writing and support as children write. They will continue writing on Day 4.

Materials

- ☐ Chart Paper from Session 1 (“Why We Need the Sun”)
- ☐ *Starfall Writing Journals*
- ☐ Writing Anchor Charts
- ☐ *Starfall Dictionaries*
- ☐ Backpack Bear
- ☐ Pencils

Computer

- *It’s Fun to Read: Poetry: “My Shadow”*
- *Backpack Bear’s Books: Rows 5-8*

Practice

Activity

The children trace the bowl to create a circle on construction paper. They cut out the circle, write their names at the bottom, and color the circle with markers.

- They dip cotton swabs into the baby oil and use them to create designs on their circles.
- With assistance, they punch holes in the top of the circles and you tie a piece of yarn at the top.

Hang the sun catchers in a window, so they will glow as they catch the sunlight.

Materials

- ☐ Construction paper in a variety of colors
- ☐ Small plastic container of baby oil
- ☐ Medium bowl or circular object
- ☐ Cotton swabs
- ☐ Hole punch
- ☐ Scissors
- ☐ Marker
- ☐ Yarn

Language

L.K.2.D Spell simple words phonetically

Writing

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

Reading: Literature

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

Reading: Foundational Skills

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

Listening & Speaking

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

Science

IE.1c Seek information through observation, exploration, and investigation

If you do not have assistance, prepare the circle shapes with yarn attached before the activity.

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text requesting clarification if necessary

Science

PS.4f Recognize the position of the moon as seen from Earth, and its actual position relative to Earth changes in observable patterns

IE.1c Seek information through observation, exploration and investigation

ES.5h Observe the moon may be seen during the day or night

The Moon

Indicate a mirror. Ask: **Why do we use mirrors?** (Discuss)

Let's learn a new vocabulary word, reflection. Say, reflection. When you look into a mirror you see yourself.

That is your reflection. Pass a mirror around so the children can look at their reflections.

Explain: **The light bounces off the mirror and you can see yourself. You saw your own reflection.**

Say: **The sun is busy, even at night. The moon doesn't give any light of its own. The moon shines because of sunlight reflecting off of it. When you see the moon, you see reflected light from the sun bouncing off the moon, which acts like a mirror.**

Say: **Let's try an experiment.** Turn off the classroom lights and close the curtains or blinds. Choose one volunteer to hold the flashlight while another holds a mirror tilted slightly.

Say: **Point the flashlight at the mirror and turn it on.** The children observe closely what happens to the beam of light.

Turn the lights back on and the children describe what they saw. (When the flashlight was shining on the mirror, the light bounced off and we could see other things in the classroom.)

Explain: **The sun's light shines on the moon just like the flashlight shone on the mirror. The mirror didn't have any light. It got its light from the flashlight. Sometimes we can even see the moon during the day.**

Backpack Bear asks: Why does the moon have different shapes? Say: **Good question, Backpack Bear. Let's find out.**

Seat the children in a large circle and select a volunteer to hold the globe to represent Earth, another to represent the sun, and a third to represent the moon. The child holding the sun stands in the center of the circle. Say: **Remember, the sun stays in the center.**

The child holding the globe (representing Earth) stands in the center of the circle near the "sun" and walks slowly in a circle around the sun, while rotating.

As the child does this say: **It takes 365 days for Earth to travel around, or orbit, the sun. Earth is not the only thing traveling. The moon travels too.**

A volunteer holds the moon and stands between the sun and Earth (globe).

Explain: **The moon travels around Earth.** The child holding the moon walks around Earth as Earth rotates and orbits the sun.

Materials

- ☐ Cut outs of the sun and the moon
- ☐ Several mirrors
- ☐ Backpack Bear
- ☐ Flashlight
- ☐ Globe

Continue: **Because the moon travels around Earth, there are times during the day when the sun reflects on the moon. That's why sometimes you can see the moon, even during the day.**

Explain: **It takes the moon about one month to travel completely around Earth. We see different parts of the moon at different times because we are all moving. Sometimes we see a full moon, sometimes we see half of the moon, and sometimes we see only a slice of the moon. Sometimes we hardly see the moon at all! We only see the part of the moon lit by the sun.**



Formative Assessment

Ask the following questions to check the children's understanding.

- **Which one does not move, the sun, the moon, or Earth?**
- **How long does it take for Earth to orbit the sun one time?**
- **Can you ever see the moon during the day? Why?**
- **What creates day and night?**
- **Why does the moon look different sometimes?**

These concepts may take time for ELL children to grasp. Use visuals and be patient when referring to the moon and its phases.

ELL

Language

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

L.K.4b Use inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as clues to meaning of unknown words

Writing

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

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

Magic Writing Moment**Favorite Book Illustrations**

Review the two chart paper opinion pieces from Days 2 and 3.

The children will individually decide which of the two books is their favorite.

Distribute This Shining Star Awards begun on Day 1. The children copy the title of their favorite book at the top then illustrate the book they chose.

Collect This Shining Star Awards to complete on Day 5.

Materials

- ☐ Chart paper from Days 2 and 3
- ☐ Children's two favorite books
- ☐ This Shining Star Awards
- ☐ Pencils, crayons

Phonics Warm-Up**Inflectional Endings Review**

Indicate the chart paper and review the root words and inflectional endings -s and -ed.

Divide the children into 3 groups: *root word*, -s, and -ed. The groups sit on a rug or the floor.

Say: **If I use the word *help* in a sentence, the root word group stands. If I use the word *helps*, the -s group stands, and if I use the word *helped*, the -ed group stands. Listen carefully.**

Pause after each sentence to discuss whether the correct group stood.

- **We *help* Backpack Bear write his letters.**
- **My teacher *helps* me learn to read.**
- **We *helped* each other plant the seeds.**
- **Anthony wants to *help* his friend learn to swim.**
- **Backpack Bear *helped* me find my stuffed animal.**
- **Playing outside in the sun *helps* me get exercise.**

Materials

- ☐ Inflectional endings chart
- paper from Day 2

Using visual aids for ELL children, such as cards printed with *root*, *s*, and *ed* is very helpful. When repeating the activity, wait to show the visuals to first observe if the children hear the correct endings.

ELL

1

Why the Sun and the Moon Live in the Sky

Say: **Long ago people wondered about what they saw in the sky, but they did not have telescopes or a way to travel into space to learn about it.**

Indicate *Why the Sun and the Moon Live in the Sky*. Explain: **Why the Sun and the Moon Live in the Sky is an African folktale. This folktale was retold by Myrna Estes and illustrated by Jing Lili.**

Gather the children in a semicircle and read the story.

Divide the children into 4 groups. Each group will answer a set of questions related to the story. If a group has difficulty answering a question they may ask another group to help them.

Group 1

- **Who are the characters in the story?**
- **What is the setting?**
- **How do you know?**

Group 2

- **What was the main idea, or what was the story about?**
- **What happened first in the story?**
- **What happened at the end of the story?**

Group 3

- **Is this story real (nonfiction) or not real (fiction)?**
- **How do you know?**
- **Is this a poem, a nonfiction story or a folktale?**

Group 4

Open the book to pages 12-13 and read the text.

- **Why do you think the illustrator chose to illustrate these pages this way?**
- **Is there anything in this illustration that helps you understand what is happening?**
- **How did the illustrator show that the water was talking?**



Formative Assessment

Reread the story. The children raise their hands when they hear something that couldn't really happen. After reading the story discuss the "pretend" events.

When grouping the children be sure to group ELL children with others who have a basic understanding of their languages or are supportive and will assist with vocabulary if needed.

ELL

Materials

- ☐ *Why the Sun and Moon Live in the Sky* retold by Myrna Estes

Reading: Literature

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

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

RL.K.7 Connect illustrations to story events



Language

L.K.2d Spell simple words phonetically

Writing

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

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

Reading: Literature

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

Reading:**Foundational Skills**

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

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

Kid Writing: Part 2

Distribute the writing journals. The children turn to the writing begun on Day 3.

Explain: **You will finish your writings today but you will have a little help. Watch!**

You and a volunteer sit knee-to-knee. The child reads what he or she has written so far. Affirm him or her and ask questions such as *How else could the sun help?* that will encourage the child to add more detail to his or her writing.

**Formative Assessment**

Partner the children. They take turns to read what they have written so far and suggest ways their partners could add to their writings. They use their dictionaries and kid writing to edit their writings.

The children will illustrate their writings on Day 5.

Materials

- ☐ "Why We Need the Sun" chart
- paper from Day 3
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils

Computer**Practice**

- *Talking Library*: Fiction and Poetry, "Why the Sun and the Moon Live in the Sky"
- *Backpack Bear's Books*: Rows 9-13
- *Selected Nursery Rhymes*: Track 39, "The Man in the Moon"

Activity

Place the two labeled baskets in which to sort the cards on a table. Shuffle the cards together and form them into one deck. Place them face down on the table.

The children take turns drawing cards and reading them to their groups, placing them in the appropriate basket (yes for words and no for nonsense words). If a child has difficulty, she or he asks for help from the group.

Materials

- ☐ One set of prepared index cards with CVC words
- ☐ One set of prepared index cards with nonsense words
- ☐ Two baskets labeled "Yes" and "No"

3

Introduce High Frequency Words: *look, my, our, your*

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

Write *look* (red); *my* (blue); *your* (green); *our* (purple) on the whiteboard.

Indicate and read each word and the children repeat them.

Select 4 volunteers for Sentence Set 1. Assign each volunteer a word, and give him or her the marker used to write that word.

- Write the first sentence from Sentence Set 1 on the whiteboard.
- Read the sentence and the children repeat.
- The child assigned the high frequency word *look* circles it in the sentence.
- Continue for the other sentences in Sentence Set 1.

Choose 4 new volunteers for each of the other sentence sets and repeat the activity.

Sentence Set 1

- Look at the bat.
- The bat is my bat.
- The bat is your bat.
- The bat is our bat.

Sentence Set 2

- Look at the sun.
- Here is my sun.
- Here is your sun.
- Here is our sun.

Sentence Set 3

- I like to look at the moon.
- Do you like my moon?
- Do you like your moon?
- Here is our moon.

Materials

- ☐ Black, red, blue, green, purple markers
- ☐ *Starfall Dictionaries*

Reading: Foundational Skills

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



Formative Assessment

Say: **Beginning today you will write the words in your dictionaries all by yourselves!**

Lead the children through the process to enter *look, my, our, and your* in their *Starfall Dictionaries* one word at a time.

**Reading:
Foundational Skills**

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

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book

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

W.8b Produce, illustrate and share writing

Magic Writing Moment**Complete Opinion Writings**

Indicate and review the chart papers from Day 4.

Distribute This Shining Star Awards and the children write why this is their favorite book in the space below their illustrations. They may reference the chart papers created this week for ideas. As they finish, they share their writings with partners.

Materials

- ☐ Chart papers from Day 4
- ☐ This Shining Star Awards
- ☐ Starfall Dictionaries
- ☐ Pencils

Phonological Awareness Warm-Up**Segmenting Phonemes**

Review the “Invisible Rubber Band” technique. Say:
Today we will segment, or break apart words into individual sounds.

Indicate the *bat* Picture Card.

Using your invisible rubber band, demonstrate breaking apart the word *bat* into individual phonemes, /b/ /a/ /t/, then snap your invisible rubber band with a “clap” and say *bat*.

The children repeat this procedure for all of the Picture Cards.

Materials

- ☐ Picture Cards: *bat, bus, cot, dig, fan, leg, hut, lips, map, sun, tent, wig*

1

**Reading:
Foundational Skills**

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

Listening & Speaking

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

High Frequency Word Challenge

Divide the children into two teams, *Sun* and *Moon*. The children sit one behind the other with their respective teams.

Write *Sun* and *Moon* on the board. A volunteer keeps score by placing a tally mark under the name of the team that reads the word correctly.

**Formative Assessment**

Flash a word card to the first person on the Sun team. If the child reads the word correctly, the Sun team gets a point and that child moves to the back of the line. If the child does not read the word correctly, he or she moves to the back of the line, and the Moon team gets a turn. The teams take turns until the word is read correctly. Each child moves to the end of the line after his or her turn.

Continue to play as time allows.

Materials

- ☐ High Frequency Word Cards:
a, am, an, and, are, as, at, away, be, big, but, can, come, do, down, for, go, had, has, have, he, help, helps, her, here, his, I, in, is, it, like, likes, little, me, not, on, said, says, see, she, the, to, up, us, want, was, we, will, with, you, look, my, our, your

Computer

1

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

Media Literacy

ML.10 Use technology resources to support learning

Illustrations

2

The children illustrate their writings from Days 3 and 4.

Materials

- ☐ Pencils, crayons
- ☐ Individual writing journals

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Inflectional Endings Cut and Paste

3

The children cut apart the words at the bottom of the page and glue them in the appropriate columns.

Materials

- ☐ Scissors
- ☐ Glue stick
- ☐ Inflectional endings worksheets



Language

L.K.4b Use inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as clues to meaning of unknown words

“Starfall Speedway” High Frequency Words

4

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

Materials

- ☐ “Starfall Speedway”
- ☐ High Frequency Word Cards

Reading:

Foundational Skills

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

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Speaking & Listening

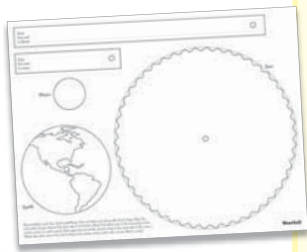
SL.K.5 Add drawing or other visual displays to provide additional detail

Language

L.K.6 Use acquired words and phrases

Science

PS.4f Recognize the position of the moon, as seen from Earth, and its actual position relative to Earth changes in observable patterns



Review The Earth, The Sun, The Moon

Say: **This week we have learned about the earth, the sun, and the moon. Let's create models to demonstrate or show what we have learned.**

Ask: **Which of the objects in the sky is in the center of the solar system? Right, the sun is in the center.**

Distribute the Earth and Moon worksheets.

Here are pictures to use for our models. The big circle represents the sun. Use a yellow crayon to color the sun.

Remind the children to color the entire circle.

Ask: **What travels or orbits around the sun? Place one finger on Earth.**

Check to see if all students correctly located Earth.

Continue: **What colors should we color Earth?** Lead the children to decide on blue and green to represent the land and water. The children color Earth.

Say: **Now, let's use scissors to cut out the sun, the earth, and the long rectangular strip on your paper. Then use your glue stick to glue the earth to the end of the strip.** (Demonstrate)

Ask: **Which object takes about one month to travel around Earth?** (moon)

The small circle on your paper represents the moon. Color the moon gray then cut out the moon and the short rectangular strip. (Demonstrate) **Try to cut on the black lines. Where should we attach the moon? Why?**

Demonstrate how to push the paper fastener through the center of the earth and push the strip onto the paper fastener. Circulate and help those needing assistance.

Say: **It's time to glue the moon to the end of the strip.** The children do this.

Say: **We are finished! Let's use our models to show how Earth travels around, or orbits, the sun.** Demonstrate and give children an opportunity to practice. **What does the moon do?** Repeat for the earth and sun.

Backpack Bear whispers to you. Say: **Backpack Bear would like you to partner and teach each other about the earth, the moon, and the sun using your models.** The children partner and do this.

Materials

- ☐ Crayons, glue sticks, scissors
- ☐ Earth and Moon worksheet for each child
- ☐ Three paper fasteners for each child
- ☐ Backpack Bear
- ☐ Extra set of materials for demonstration



Formative Assessment

Observe the children as they use their models to teach their partners how the earth rotates around the sun, and the moon travels around the earth. Listen for their use of vocabulary such as *orbit*, *rotate*, *travel*, and *planet*, whether they discuss the fact that the sun doesn't move, and if they mention time frames.

Backpack Bear whispers that he would like children to take their models home to teach their families about the earth, the moon, and the sun.

Partner ELL children with children who are stronger in comprehension and can assist in reviewing this week's concepts. Reward the "teachers" and let them know they are your special helpers.

ELL

Note: It may be wise to Review Week 15 in advance due to the amount of content it contains and required preparation it requires.

Week 15 Overview

The Solar System

This week the children will continue their study of Earth, learning about its orbit around the sun and the effect of gravity. They will also be introduced to the universe and the many types of celestial objects, including comets, asteroids, galaxies, and our solar system. The children will learn about constellations and create constellations of their own, using mini marshmallows and toothpicks. This week we will:

- discuss what causes the four seasons.
- reorder words to create sentences.
- be introduced to hard and soft Gg and Cc.
- learn about prepositions.

Starfall Books & Other Media

Listening & Writing Books

Goldilocks and the Three Bears

Solar System Poster

Starfall Selected Nursery Rhymes Book and CD

Big Bear/Dipper and Little Bear/Dipper Posters

Big and Little Bear Poster

Starfall Dictionaries

Starfall Writing Journals

Orion the Hunter diagrams

Reach for the Stars

Where Oh Where is Backpack Bear?



Preparation

Day One

Prior to Day 1 create 8 “planet necklaces” using eight-inch-long construction paper strips with yarn attached. Write the name of one planet (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) on each necklace. You may add photos of the planets to the necklaces, or create planet headbands instead. Also create 1 “sun necklace” using a yellow construction paper circle.

For Session 1 you will need an object such as a ball or sheet of paper to demonstrate the effect of gravity.

In Session 3 the children will use the planet and sun necklaces and the Solar System Poster.



Day Two

Generate a sheet of lined writing paper for each child for today's Magic Writing Moment.

Prior to Session 1 place a ladle (or other long-handled spoon) in Backpack Bear's backpack. For this lesson you will also use the Big Bear/Dipper and Little Bear/Dipper Posters and the Big and Little Bear Poster.

Duplicate a Big Dipper worksheet for each child for Session 1.

Prior to Session 3, create seven "star necklaces" using construction paper strips with yarn attached. Write the name of one star (Betelgeuse, Bellatrix, Alnitak, Alnilam, Mintaka, Saiph, Rigel) on each necklace. You will also use the Orion the Hunter diagrams.

Day Three

Prior to Session 1 prepare a puppet by attaching the name "Superhero h" to its front. Write the digraphs *sh*, *ch*, *th*, *wh* on individual index cards.

Optional: For Session 2 have scrap drawing paper available.

Day Four

For today's Activity the children will complete their This Shining Star Awards which may be found on the last page of the *Listening & Writing Books*.

You will need a copy of "Backpack Bear's Starry Adventure Story" blackline and the Constellation Posters for Session 3.

Day Five

For today's Session 2 prepare enough small containers with miniature marshmallows and toothpicks to place on each table for the children to use in creating their own constellations. Place white chalk or crayons on each table, and have dark blue or black construction paper available for each child.

For today's Learning Center 3 the children will need the posters used in Weeks 14 and 15, play dough in several different colors, a table or large piece of cardboard, and a chart paper that lists the objects they will create to represent our solar system (pictured).

For Learning Center 4, prepare a "Color by Word" worksheet for Week 15 that uses high frequency words the children most need to practice for each child.



Our Solar System

- One Sun
- One Moon
- Eight Planets
- Big Dipper and Little Dipper
- Orion the Hunter



Day 1

Do you remember that Earth rotates around the sun? I wonder how long it takes to travel all the way around.

Love,

Backpack Bear



Day 2

I went outside and looked up into the night sky. There were so many stars. Can we learn more about our universe?

Love,

Backpack Bear



Day 3

Ursa Major and Ursa Minor are my favorite constellations. Which are your favorite stars in the sky? Your friend,

Backpack Bear



Day 4

I have a dream of traveling to the night sky with you! Can you imagine what it would be like?

Love,

Backpack Bear



Day 5

Congratulations! You have finished your first writing book. We have worked hard and learned so much!


Your pal,

Backpack Bear



DAY One

DAY Two

Magic Writing Moment	Rearrange words to create sentences	Rearrange words to create sentences
Reading Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	<i>L&W</i> , p. 62 Segment syllables  Comprehension Skills: Inference/Recall Comprehension Strategy: Make connections/Predict Sentence beginning/Left to right	Letter Recognition HF Words: let's, one, say Comprehension Skills: Use observation to aid understanding Comprehension Strategy: Make Connections/Visual Text Capitals at beginning of sentences Introduce apostrophes
Computer	<i>Talking Library: Poetry</i> , "Poems for the Seasons" Songs & Rhymes (free choice)	<i>It's Fun To Read: Greek Myths</i> , "Pegasus" ABCs: A-F
Activity	Story Order Create sentences with individual words cards	Match Letters to Sounds <i>Listening & Writing</i> , p. 63
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	Partner Share Class Discussion <i>Goldilocks and the Three Bears</i>	"Star Light, Star Bright" "Twinkle, Twinkle Little Star"
Writing	Writing CVC words	
Science	Earth/Universe/Milky Way Law of Gravity Introduce the Solar System	Introduce Constellations, Orion the Hunter

DAY Three

DAY Four

DAY Five

Rearrange words to create sentences	Rearrange words to create sentences	Read/illustrate sentences
<p>Rhyming</p> <p>Introduce /sh/, /ch/, /th/, /wh/</p> <p>Comprehension Skills: Inference/Observation/Recall</p> <p>Comprehension Strategy: Predict Make Connections</p> <p>Where to begin sentences (return sweep)/sentences begin with capital letters</p>	<p>Segment Phonemes</p> <p>Introduce C/k/, /s/ and G/g/, /j/</p> <p>Comprehension Skills: Sequence/Story Ending/ Inference</p> <p>Comprehension Strategy: Make Connections</p> <p>Sentences begin with capital letters</p>	<p>Delete/Substitute Phonemes</p> <p>Positional Words and Preposition Words</p>
		Starfall Free Day 1
		Listening & Writing Books 2
Learn to Read: Skills: sh, wh, th, ch ABCs: H-M	Talking Library: Nonfiction, "Reach for the Stars" ABCs: Any letters N-Z	Solar System Model 3
HF Word Review	Shining Star Awards	"Color By Word" for Week 15 4
Discussion Reach for the Stars "I'm a Little Rocket"	Listen for hard/soft sounds Share idea for story ending Backpack Bear's Starry Adventure Story	Teacher's Choice 5
		Teacher's Choice 6
Illustrate imaginary trips in the night sky	Add text to illustrations	Presentation Voices Where Oh Where is Backpack Bear?
Law of Gravity	Stars	Constellation Creations

**Reading:
Foundational Skills**

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

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

Magic Writing Moment**Materials**

- ☐ Story Sentence Strips, Word Cards from any Take-Home book
- ☐ Individual whiteboards, markers
- ☐ Pocket chart

Rearrange Words to Create Sentences

Place the sentence strip in the top row of a pocket chart. Read the sentence together. Ask: **Who can point to where the sentence begins?** (A volunteer does this.) **Who can show us in which direction we read the sentence? Yes, we always read from left to right.** (Demonstrate)

Place Word Cards for the sentence in random order in the next row. Read the Word Cards together. Ask: **Is this a real sentence or just mixed up words? Why? It isn't a real sentence because it doesn't make sense! What should we do to turn this into a real sentence?**

Two volunteers work together to rearrange the words to match the sentence strip. The children read the sentence together.

On the whiteboard write *at Look me*. Read the words with the children. Ask: **Do these words make sense? Is this a real sentence? No, it isn't a real sentence because it doesn't make sense.**

Distribute individual whiteboards and markers.

Say: **Write the words in the correct order to change this into a real sentence.** The children hold up their whiteboards when they finish.

On the classroom whiteboard write *Look at me*. The children compare their answers to the sentence on the whiteboard. Remind them that in order for the sentence to be complete they need to add a period at the end.

Choose ELL children to indicate where writing begins and demonstrate the direction in which we read, since it will offer them a chance to be successful and serve as an informal assessment of their writing/reading comprehension.

ELL

Phonological Awareness Warm-Up

Segmenting Syllables

Say: **Today we will clap syllables. Remember syllables are chunks or parts of a word.**

Listen, table. Say, table. (The children say, *table*.)
Let's segment or clap the parts in the word table.
Ready? ta-ble. How many parts or syllables does the word table have? Yes, ta-ble has two syllables.

Place the Number Cards 1, 2, 3, 4 spread out across the top row of a pocket chart.
 Say: **Let's see if we can sort words according to how many syllables they have.**

Partner the children and distribute a Picture Card to each pair. The partners work together to determine the number of syllables in their words. Then they place their Picture Cards in the pocket chart under the corresponding number.

When all of the partners have finished, clap syllables to verify their answers.

Materials

- ☐ Picture Cards: *ambulance, baseball, butterfly, cot, dinosaur, Earth, hamburger, helicopter, igloo, nut, purple, salamander, sun, thermometer*
- ☐ Number Cards: 1, 2, 3, 4
- ☐ Pocket chart

Reading:
Foundational Skills

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

Listening & Speaking

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

1

Planet Earth and the Universe

Lead the children in a discussion to review what causes day and night. They should understand day and night are the result of Earth's rotation. Earth rotates once every twenty-four hours.

Say: **Earth does something else while it rotates. It moves around or orbits the sun. It takes one whole year for Earth to travel around (orbit) the sun, and in that year we have fall, winter, spring and summer on Earth. So Earth revolves and rotates all at the same time!**

Ask: **Have you ever wondered why we don't fall off the earth? The reason is because we have a friend on Earth called gravity. Say, gravity.** (The children say, *gravity*.) **Gravity is the force that is always pulling us, and everything around us, toward Earth.**

Indicate the ball or object. **What will happen if I toss this ball up? Let's check your predictions.** Toss the ball up. **Did it stay in the air or did it come down? It came down because gravity pulled it back toward Earth. If Earth didn't have gravity, we would all be floating around our classroom!**

Gather the children in a circle and choose volunteers to represent the sun and the earth. The child representing the sun stands in the center of the circle holding a flashlight, and the child representing the earth stands close by.

Ask: **What does the earth do that causes day and night?** Discuss what is causing day and night as the volunteers demonstrate.

Materials

- ☐ An object such as a ball or piece of paper
- ☐ Flashlight

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text, requesting clarification, if necessary

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Science

ES.5a Recognize changes in weather occur daily and seasonally

ES.5e Explore and investigate the Law of Gravity

ES.5f Recognize the repeating pattern of day and night

Ask: **What does the earth do that causes the four seasons?** Discuss how during the earth's orbit it tilts toward and away from the sun, which causes seasons on Earth.

Continue: **Because we have seasons, we have different kinds of weather.**

Optional: Add the moon and demonstrate its movement around the earth as it rotates and orbits the sun.

Explain: **When you look up in the night sky you see many, many stars.**

The people who study the stars are called *astronomers*. Say, *astronomers*.

(The children say, *astronomers*.) **Astronomers study the universe, which is made up of billions and billions of celestial objects. Celestial objects are objects in the universe such as the sun, moon, stars, comets, planets, asteroids and many others. We can't see all of the celestial objects in the universe because many of them are too far away.**

Say: **Let's pretend that our classroom is the universe. Do you think our classroom is bigger or smaller than the real universe? Right, it's much, much smaller.**

Divide the children into 5 groups, and position the groups in various locations around the classroom.

Say: **The universe is made up of millions of *galaxies*. *Galaxies* are like really big neighborhoods in the sky. Let's pretend that each group in our classroom is a different galaxy. How many galaxies are in our classroom universe?**

Explain: **We live in one of these galaxies. The galaxy we live in is called the *Milky Way Galaxy*. Say, *Milky Way Galaxy*.** (The children say, *Milky Way Galaxy*.)

This week we will learn about our solar system in the *Milky Way Galaxy*.

The children return to their places.



Formative Assessment

Ask:

- **What does an astronomer study?**
- **How long does Earth take to rotate once to cause day and night?**
- **How long does it take Earth to go around, or orbit, the sun and cause the four seasons?**
- **Which is bigger, the universe or a galaxy?**
- **What is the name of our galaxy?**

Use pictures of the universe or star systems when introducing new vocabulary to assist the children in making connections.

ELL

2

Writing CVC Words

Distribute individual whiteboards. Say: **Today we will play a new game. I will show you a picture. Use your invisible rubber band to help write the letters in the word that identifies the picture on your whiteboard. When you finish writing, hold up your whiteboard.**

Flash one Picture Card at a time. When the children finish, use your invisible rubber band to demonstrate. Write the words correctly on the whiteboard and the children compare.

Materials

- ☐ Individual whiteboards, markers
- ☐ Picture Cards: *cap, fin, gum, men, top*
- ☐ *Listening & Writing Books*, p. 62
- ☐ Pencils, crayons

Reading: Foundational Skills

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

Language

L.K.2d Spell simple words phonetically



Formative Assessment

Distribute the *Listening and Writing Books* and the children turn to page 62.

Arrange the children so they are unable to see each other's books.

Work the first example (ham) together. Identify the additional pictures, and tell the children that they will complete the page by themselves. Circulate to observe and assist where necessary. When children finish, they partner and compare their answers.

Computer

- *Talking Library*: Poetry, "Poems For The Seasons"
- Songs + Rhymes (Free choice)

Practice

Activity

The children arrange Sentence Strips in story order, then create each sentence using individual Words Cards.

Materials

- ☐ Sentence Strips and Word Cards from a Take-Home book
- ☐ Pocket chart

Reading: Literature

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

Reading: Foundational Skills

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

Print Concepts

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

Speaking & Listening

SL.K.2 Ask or answer questions about key details of a text, requesting clarification, if necessary

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Literary Response & Analysis

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

Science

PS.4e Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

ES.5e Explore and investigate the Law of Gravity

**Materials**

- ☐ *Goldilocks and the Three Bears*
- ☐ Solar System Poster
- ☐ 8 planet necklaces or headbands
- ☐ Sun necklace

Introduce the Solar System

Read *Goldilocks and the Three Bears*. Ask: **What problem caused the three bears to leave their cozy cottage to take a walk?** (Volunteers respond.) **That reminds me of our solar system.**

Explain: **Our solar system has the sun in the middle, millions of other stars, and eight planets. Some planets are closer to the sun than others. The planets do not have any light of their own. They get their light from the sun. When you look up in the night sky, if an object twinkles, it's a star. If it doesn't twinkle, it's a planet.**

- **What happens if a planet is too close to the sun?**
(It would be too hot to live there.)
- **What happens if a planet is too far away from the sun?**
(It would be too cold to live there.)

Indicate the Solar System Poster, and point out Earth's position in the solar system compared to the other planets.

Continue: **Earth is the one planet in the solar system that is just the right distance from the sun! That is why we can live on Earth.**

Gather the children where they have room to reenact the position of the planets around the sun. If weather permits, consider doing this activity outside.

A volunteer represents the sun, wears the sun necklace, and stands in the center of the group. Say: **The sun is in the center of our solar system.**

Say: **Let's add the planets to our solar system. The planets are not in a circle around the sun, they are in an ellipse.** Explain that an ellipse is oval.

Identify and assign planets to volunteers in order from the closest to farthest from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), and distribute the planet necklaces.

Note: If a child asks about Pluto, explain that astronomers now say that Pluto isn't large enough to be considered one of the major planets.

Educator's Note: Astronomers consider Pluto a dwarf planet. They know that more objects like Pluto would very likely be discovered, therefore the number of planets in our solar system would start growing quickly. These objects would either all have to be considered planets, or Pluto and bodies like it would have to be reclassified.

Once the children are in place, say: **Let's move the way our solar system moves. The planets orbit around the sun.** (clockwise) **Remember, the sun always stays in the center.**

Each volunteer gives his or her necklace to another volunteer.

Arrange the children in a line extending from the sun so they can see which planets are closer or farther away.

Ask: **Why do you think all the planets stay in an orbit around the sun?**
Right, there is gravity in our solar system and that is what holds everything in place. Without gravity we would be floating around the galaxy!



Formative Assessment

Discuss which planets are too close, too far, or just the right distance from the sun to sustain life.

Offer ELL children an opportunity to use new vocabulary by having them repeat terms and demonstrate understanding by indicating or reenacting with the group. Children will be at different stages in language development. If they are not ready to use English, accept answers in their native languages.

ELL

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

Print Concepts

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

Magic Writing Moment**Rearrange Words to Create Sentences**

Say: **Let's work to create sentences from mixed up words.**

On a whiteboard write *see We the sun*. Read the words together.

Distribute writing paper and a pencil to each child. The children write their first and last names at the top of their papers.

Ask:

- **What clue tells us which word should be the first word in the sentence? Right, the word with the capital letter comes first. Copy the word *We* on your paper.**
- **What word comes next?** (Discuss) **Leave a space and write *see*.**

Continue until children have written, *We see the sun*.

Read the sentence together. Congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 3.

Materials

- ☐ Classroom whiteboard, marker
- ☐ Writing paper with lines for each child
- ☐ Pencils

Phonics Warm-Up**Rapid Letter Recognition**

Divide the children into 4 teams.

Say: **Today we will play "Rapid Letter Recognition." *Rapid* means to do something as quickly as you can. I will write letters on the board. You and your team will see how quickly you can identify the letters.**

Write the following letters on the board, *b c l m w p t j*.

Team 1 stands and together the children identify the letters as quickly as they can. Repeat with Teams 2, 3, and 4.

Write the next sequence of letters, *a, d, e, x, y, f, h, k*, on the whiteboard.

Continue with each team identifying the letters as rapidly as they can.

Materials

- ☐ Classroom whiteboard, marker

Reading:**Foundational Skills**

RF.K.1.D Name all upper- and lowercase letters of the alphabet

Fluency

FL.6a Read letters in random order

1

Introduce Constellations

Indicate *Nursery Rhymes* page 46 and read "Star Light, Star Bright" and "Twinkle, Twinkle Little Star" together.

Say: **Look closely at the illustrations. Do you see the stars? When illustrators illustrate stars in books, the stars have points, but real stars are big balls of burning gas. When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light. When you look at the sun in the sky, does it have points?**

Play "Star Light, Star Bright" and "Twinkle, Twinkle Little Star," and the children sing along.

Explain: **There are other celestial bodies in our solar system besides planets. All the stars that we see in the night sky are celestial bodies. There are groups of stars that can be seen in the night sky called *constellations*. Say, *constellations*.** (The children say, *constellations*.) **Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people, or other things. Each picture is a *constellation*.**

Backpack Bear whispers that he saw a constellation that looked just like him, and he has something in his backpack to help us find it in the night sky.

Remove the ladle from Backpack Bear's backpack and say: **This is a ladle. You use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Pretend you have a dipper and scoop some soup.** (The children do this.)

Indicate the Little Bear Poster. Say: **This is the constellation *Little Bear*. It's easy to find in the night sky. Just look for the dipper inside. Little Bear's real name is *Ursa Minor*, which is Greek for Little Bear.**

Indicate the Big Bear Poster.

Say: **This is another constellation. It's called *Ursa Major*, or Big Bear. What do you see inside *Ursa Major*? Right, it's another dipper.**

Backpack whispers that he has a favorite star. It's called Polaris and it's the star at the end of Little Bear's tail. Backpack Bear wishes on this star every night before he goes to bed.

Indicate the poster showing both *Ursa Minor* and *Ursa Major*. Explain: **If you find *Polaris*, the brightest star in the sky, you can find *Ursa Minor* or Little Bear, and if you look right below *Polaris* you will find *Big Bear* or *Ursa Major*.**

The children locate the Big Dipper stars inside the *Ursa Major* and *Ursa Minor* constellations.

Materials

- ☐ Selected *Nursery Rhymes* Book and CD
- ☐ Ladle placed in Backpack Bear's backpack
- ☐ Big Dipper worksheet for each child
- ☐ Big and Little Bear Poster
- ☐ Big Bear/Dipper and Little Bear/Dipper Posters
- ☐ Pencils, crayons
- ☐ Backpack Bear

Language

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Science

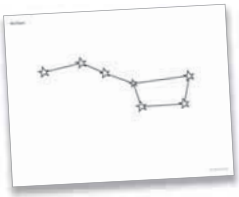
PS.4e Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

IE.1c Seek information through observation, exploration, and investigation





Formative Assessment



Distribute Big Dipper worksheets. Say: **Let's turn this Big Dipper into Ursa Major or Big Bear for Backpack Bear.**

The children use the Ursa Major Constellation Poster as a model to draw Big Bear around the Big Dipper. If time allows, the children color their drawings.

2

Preview Contractions and Introduce High Frequency Words: *let's, one, say*

Materials

- ☐ Black, red, blue, green markers
- ☐ Large rubber band
- ☐ *Starfall Dictionaries*
- ☐ Pencils

Reading: Foundational Skills

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

Language

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

Indicate the large rubber band. Say: **When we stretch the rubber band, it expands or gets longer. When we let it go it contracts, or gets smaller. Take out your invisible rubber band. Stretch it to make it expand or get longer. Now let it go to make it smaller.**

Continue: **Today we will learn about a new punctuation mark called an *apostrophe*. Say, *apostrophe*.** (The children say, *apostrophe*.) **One of its jobs is to make two words smaller by forming them into one word. When we form one word out of two words it is called a *contraction*. Say, *contraction*.**

(The children say, *contraction*.)

Write the words *let us* on the whiteboard. Say: **Here are two words, *let* and *us*. We're going to make the words *let* and *us* into one word. Watch!** Erase the "u" in *us* and replace it with an apostrophe. **Who can point to the apostrophe.** A volunteer does this. **The apostrophe took the place of the "u" and now we have one word, *let's*.**

Say: **Let's try some more.** Repeat for *I am* (*I'm*), *he is* (*he's*), and *what is* (*what's*).

Say: **Today we will learn three new high frequency words, and one of them is a contraction.**

Write *let's* on the whiteboard. Say: **This word is *let's*. Who can circle the apostrophe? What two words does *let's* stands for?** (*let us*)

Write *say* and *one* on the whiteboard and identify them.

Say: **Our three new high frequency words this week are *let's, say* and *one*. Let's be high frequency word detectives.**

Write a sentence on the whiteboard with a black marker. Assign the red marker to *let's*, the blue marker to *say*, and the green marker to *one*. Read the sentence. The children take turns circling the new high frequency words in each sentence.

- *Let's go run, I say yes!*
- *I can see one sun.*
- *What did you say?*
- *Let's say a word.*

This lesson is for exposure only, not mastery.

- We have one sun and one moon.
- I always say thank you. Do you?
- Let's help Sam.
- Let's go swim!
- Will you help one dog run?



Formative Assessment

Distribute *Starfall Dictionaries*, and the children enter *let's*, *say*, and *one*.

Computer

- *It's Fun To Read: Greek Myths "Pegasus"*
- *ABCs: A-F*

Practice

Activity

Distribute *Listening & Writing Books* and the children turn to page 63. Complete the page together having the children write the corresponding letters under the sound pictures.

Materials

- ☐ *Listening & Writing Books*, p. 63

Reading: Foundational Skills

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

Reading: Literature

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

3

Introduce Orion the Hunter

Remind the children that constellations are like dot-to-dot pictures in the night sky. Indicate and review the Ursa Minor (Little Bear) and Ursa Major (Big Bear) posters.

Indicate the Orion the Hunter Poster (with the diagram).

Say: **Today let's learn about another constellation called Orion the Hunter.**

Volunteers describe what they see on the poster.

Say: **Orion has stars with very funny names. We will learn them today so you can teach them to your parents.**

Indicate the Orion the Hunter Poster (stars only).

The children repeat the names of each star as they are introduced.

Materials

- ☐ Ursa Minor/Ursa Major: Big and Little Bear Posters from Session 1
- ☐ Orion the Hunter Poster (with the diagram)
- ☐ Orion the Hunter (stars only)
- ☐ 7 prepared star necklaces or headbands



Language

L.K.6 Use acquired words and phrases

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Science

PS.4e Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

IE.1c Seek information through observation, exploration, and investigation

- Introduce **Betelgeuse** and **Bellatrix** (Bellytrix). Discuss what part of Orion is made up of these stars.
- Introduce Orion's belt: **Alnitak and Alnilam are twins and they love mints (Mintaka).**
- Introduce **Saiph** (Safe) and **Rigel**. Discuss what part of Orion is made up of these stars.

Teach the song "Orion's Stars" to the children (to the tune of "Ten Little Indians").



Formative Assessment

Say: **Now YOU will become Orion the Hunter!**

Distribute star necklaces (or headbands) to 7 children. With the poster and your help, the children take their places. Classmates may help them as needed.

After the children form Orion, they remove their necklaces (or headbands) and choose other children to take their places.

"Orion's Stars"

(Tune: "Ten Little Indians")

Betelgeuse, Bellytrix, Saiph and Rigel.

Alnitak, Alnilam, Min-ti-ka

These are stars that make up Orion

Look for them tonight!

Magic Writing Moment

Rearrange Words to Create Sentences

On a whiteboard write *like I the stars*. Read the mixed up words together.

Distribute writing paper and a pencil to each child.

Say: **You wrote a sentence on the first line. Where should you begin the next sentence? Do a "return sweep" and you begin the next sentence on the next line.** (Demonstrate)

Ask: **What clue tells us which word will be the first word in the sentence? Right, the word with the capital letter comes first. Copy the word I on your writing paper.**

Continue: **Which word comes next?** (Discuss) **Leave a space and add like to your sentence.**

Continue until the children have written, *I like the stars*.

Read the sentence together, and congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 4.

Materials

- ☐ Classroom whiteboard, marker
- ☐ Individual writing paper from Day 2
- ☐ Pencils

Reading:
Foundational Skills

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

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

Phonological Awareness Warm-Up

Rhyming Words

Say: **Today let's play "What doesn't belong?" I will say three words. Two of the words rhyme, but one doesn't belong because it doesn't rhyme with the other two. Let's try one together, sun, fun, cat. Which two words rhyme? Which word does not belong? Right, cat.**

Repeat for: *moon, mom, spoon; chair, pair, children; feet, hand, meet; and cup, up, bow.*

Materials

- ☐ None

Reading:
Foundational Skills

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

1

Reading:
Foundational Skills**RF.K.3** Apply phonics/word analysis skills in decoding words

This lesson serves as a preview, so mastery is not expected. Each digraph will be addressed individually in the second semester.

Preview Digraphs: sh, ch, th, wh

Say: **Listen to these words and tell me what letter stands for the sound you hear at the beginning. Ready?**

Say the following words and pause for the children to respond: *sing, computer, tiger, water.*

Continue: **Now listen and tell me what sound you hear at the beginning of the word, ship. Right /sh/ but there isn't a letter that stands for /sh/.**

Enter Superhero h: "Here I come to save the day! Superhero h is on his way! I'm Superhero h. I can help you solve your problem. All I need is a little help from the letter s."

Indicate the s Letter Card. Superhero h stands next to s and continues: "When my h gets together with s, we stand for a brand new sound, /sh/. Now you have the letters you need for the beginning of *ship*. Can you think of other words that start with our sound?"

Continue to use Superhero h to create the *th, ch,* and *wh* digraphs.

Materials

- ☐ Picture Cards (*sh*) *shell, sheep, ship; (ch)* *chair, cheese, chip; (th)* *thermometer, thorn, thumb; (wh)* *whale, wheel, whistle*
- ☐ Puppet with "Superhero h" attached
- ☐ Prepared index cards (*sh, ch, th, wh*)
- ☐ Letter Cards *c, s, t, w*
- ☐ Pocket chart

**Formative Assessment**

Say: **Superhero h would like us to play a game. I will place the letters that stand for the new sounds at the top.**

Place *sh, ch, th,* and *wh* across the top row to create 4 column headings.

Distribute the Picture Cards to volunteers. They take turns to identify the pictures and place the Picture Cards beneath the correct digraph.

2

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

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

Writing Focus on Illustrations

Say: **Today we will go on an imaginary trip in the night sky! What might you see on our trip?** (sun, moon, planets, constellations, etc.) **First decide what celestial bodies you will visit. Will you visit the planets, Big Bear, Orion? Today we will only think about and plan our illustrations. Tomorrow we will write about them so we can learn about your trip.**

Materials

- ☐ Starfall Writing Journals
- ☐ All Constellation Posters
- ☐ Pencils, crayons
- ☐ **Optional:** Scrap drawing paper

**Formative Assessment**

Discuss important elements to include in the illustrations so if someone who couldn't read looked at them he or she would know what the stories are about. Interact with the children as they illustrate, asking questions that prompt them to include more details in their illustrations.

Consider having the children sketch their illustrations using pencils and scrap paper before adding them to the top section of their writing journal pages.

The children will write about their trips on Day 4.

Provide pictures for support and ask questions about them that can be answered in simple language or by pointing to promote independence for those who are not yet comfortable with English.

ELL

Computer

- Learn To Read: Skills: *sh, wh, th, ch*
- ABCs: H-M

Practice

Activity

The children choose materials they would like to use to reproduce the high frequency words.

Materials

- ☐ High Frequency Word Cards *my, our, your, look, say, let's, one*
- ☐ Play dough, magnetic letters or individual whiteboards and markers

3

Introduce *Reach for the Stars*

Indicate *Reach for the Stars*. Say: **This is a nonfiction book. Raise your hand if you can tell us what is special about nonfiction books.** Discuss that nonfiction books provide information about real people and events.

Who can look at the cover and predict what this story might be about? (Discuss)

Continue: **Once a little girl had a dream to study the stars. Later she decided she wanted to do more than that, she wanted to see the stars up close. This little girl's name was Stephanie, and she grew up to become an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title, and explain that the book has real photographs. As you read, pause to discuss them. As opportunities present themselves, the children tell why the author chose the particular photograph for each page.

Read pages 1 through 5 and ask: **What did Stephanie want to become?**

Read pages 7 through 10 and ask: **Where do you think all the astronauts are**

Materials

- ☐ *Reach for the Stars* by Stephen Schutz



Reading: Foundational Skills

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

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

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

Language

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

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

SS.SC.PS.4e Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies

SS.SC.E5.5e Explore and investigate the Law of Gravity

Social Studies

SS.SS.E5b Match descriptions of work people do to related jobs in school, community and from historical accounts

going? How will they travel to outer space? Let's read to find out.

Read pages 11 through 14 and ask: **Why does the rocket need so much power?**

Explain: **This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets.**

Chant "I'm a Little Rocket" and children perform the actions.

Read pages 15 through 17 and ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Read pages 18 through 20 and ask: **What happens if you open a bag of popcorn in space?** (It would all float away.)
When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for a while. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station to help us learn more about our solar system.**

Read pages 25 through 29.

"I'm a Little Rocket"

I'm a little rocket

(The children squat.)

Point toward the sky

(Point arms upward.)

4...3...2...1

(The children repeat slowly.)

Blast off! Fly!

(They spring into the air.)



Formative Assessment

Partner the children to share three things they learned from the story. Volunteers share their responses.

Partner ELL children with others who speak their languages and encourage them to use vocabulary from the story when sharing. This will assist them with their understanding of new vocabulary.

ELL

Magic Writing Moment

Rearrange Words to Create Sentences

On the whiteboard write *planet Our Earth is*. Read the mixed up words together.

Distribute writing paper and a pencil to each child.

Ask: **What clue tells us which word is first in the sentence? Right, a word with the capital letter comes first. Copy the word *Our* on your writing paper.** (If the children choose *Earth* as the first word, they may form the sentence, *Earth is our planet*.)

Continue: **Which word comes next?** (Discuss) **Leave a space and add *planet* to your sentence.**

Continue until the children have written, *Our planet is Earth*.

Read the sentence together. Congratulate the children for turning mixed up words into a real sentence. Collect the papers for use on Day 5.

Materials

- ☐ Classroom whiteboard, marker
- ☐ Individual writing paper
from Day 3
- ☐ Pencils

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

Phonological Awareness Warm-Up

Segmenting Phonemes in CVC Words

Place the Picture Cards face down in a pocket chart.

Say: **Today we will segment or take apart words into their individual sounds. Listen to this word, *hot*. Get out your invisible rubber bands. Say, *hot*. Use your invisible rubber bands to take apart the sounds. Let's try it, /h/ /o/ /t/, *hot*.**

Volunteers take turns revealing Picture Cards. They identify the words, and lead the class in segmenting them into individual sounds.

Materials

- ☐ Picture Cards: *bag, cap, cut, doll, gum, men, pet, pin, six*
- ☐ Pocket chart

Reading:
Foundational Skills

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

**Reading:
Foundational Skills**

RF.K.3.A *Demonstrates one-to-one letter-sound correspondence*

Introduce Cc /k/, /s/ and Gg /g/, /j/

Recall the meaning of community helpers and choose volunteers to identify several. Ask: **Do all community helpers wear the same kind of hat? What are some kinds of hats community helpers wear? Sometimes we say, "People wear many different kinds of hats." That means that one person does many different kinds of things. If your dad is a construction worker he wears a hard hat. But what if he also likes to snow ski? Would he wear the same hat to snow ski? No, he'd wear a soft, warm hat.**

Explain: **Today we will learn about some letters that wear different hats or stand for different sounds.**

Write a large C on the whiteboard. Add a "hard hat" to the top. Say: **This is "Hard C." Hard C stands for the sound /k/. Can you think of some words that begin with /k/?**

Write these words under "Hard C."

Write a large C on the whiteboard. Add a soft ski cap. Say: **This is "Soft C." Soft C stands for the sound /s/. Write city under Soft C. This word is city. We see a c but the c stands for /s/ in this word.**

Write and say *cylinder, cent, place, pencil, race, and mice* in the Soft C column. The children take turns to find and circle c in these words as you say them. Discuss that the c in these words stands for Soft C /s/.

This lesson provides exposure to the occurrence of hard and soft c and g. It is not intended to teach usage rules.

**Formative Assessment #1**

Say: **Let's play a listening game. I will say a word. If you hear Hard C (/k/) clap hard. If you hear Soft C (/s/) clap softly. Ready?** Say the following words pausing after each for the children to respond: *cell, cat, place, computer, cow, cereal, face*.

Say: **There's another letter that wears more than one hat.** Write a large G wearing a hard hat on a whiteboard. **This is "Hard G." Hard G stands for the sound /g/. Can you think of some words that begin with /g/?** Write the words under "Hard G."

Write a large G on the whiteboard and add a soft ski cap. Say: **This is "Soft G." Soft G stands for the sound /j/. Write gem under Soft G. This word is gem. We see a g but the g stands for /j/ in this word.**

Write and say *gentle, bridge, page, giant, giraffe* in the Soft G column. The children take turns to find and circle g in these words as you say them. Discuss that the g in these words stands for Soft G /j/.

**Formative Assessment #2**

Let's play the listening game again. If you hear Hard G (/g/), clap hard. If you hear Soft G (/j/), clap softly. Ready? Say the following words pausing for the children to respond: *gym, gum, good, badge, cage, globe, germs*.

2

Adding Text to Illustrations

The children use their illustrations from Day 3 as inspiration to write about imaginary journeys into the night sky. As you add adult writing, assist children to include additional detail.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries

Computer

- *Talking Library*: Nonfiction, "Reach For the Stars"
- ABCs: Any letters N-Z

Practice

Activity

The children illustrate themselves with Backpack Bear then color their illustrations and decorate or color the border of their This Shining Star Awards.

Sign and date the awards (or use the Backpack Bear paw stamp as your signature) before sending This Shining Star Awards home.

Materials

- ☐ This Shining Star Awards
- ☐ Pencils, crayons

3

Backpack Bear's Starry Adventure Story

Read *Backpack Bear's Starry Adventure Story*. Say: **I wonder what happened next. Raise your hand if you have an idea about what could have happened.**

The children share their ideas, and you add them to the chart paper.

Read their ideas then ask: **How do you think the story ends?** Add and read the children's ideas while they listen and offer additional suggestions.

Materials

- ☐ *Backpack Bear's Starry Adventure Story* (Blackline)
- ☐ Constellation posters
- ☐ Chart paper, marker



Reading: Foundational Skills

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

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

Language

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

Writing

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

Language

L.K.1f Produce and expand complete sentences

Speaking & Listening

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

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Magic Writing Moment**Read and Illustrate Sentences**

Distribute drawing paper and the writing paper from Day 4.

The children read the three sentences on their papers together:

I see the sun. I like the stars. Our planet is Earth.

They illustrate the sentences on drawing paper.

Optional: Staple the drawing paper under or on top of the sentences and post these in the classroom.

Materials

- ☐ Individual writing paper from Day 4
- ☐ Pencils, crayons
- ☐ Drawing paper

If possible, you or an assistant ask your ELL children to read the sentences aloud and share what they might draw.

ELL**Phonemic Awareness / Phonics Warm-Up****Deleting and Substituting Phonemes**

Navigate a classroom computer to "Word Machines." Say: **Today let's play with sounds. We can make new words by deleting or taking away one sound and adding a different sound. Let's play Word Machines to watch this happen.**

Use the a-machine and o-machine to demonstrate deleting and substituting letters in words. The children take turns choosing which "lever" to push.

Materials

- ☐ Starfall.com: "Word Machines"

Reading: Foundational Skills

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

Language

L.K.1.E Use the most frequently used prepositions

L.K.6 Use acquired words and phrases

Social Studies

ST.4b Use positional words to describe relative location of people, places and things

1**Positional Words and Prepositions**

Indicate Backpack Bear.

Say: **Raise your hand if you remember when we moved Backpack Bear to different places and we identified where he was.** (Volunteers respond.) **When we talked about where Backpack Bear was we used very special words called prepositions. Say, prepositions.** (The children say, prepositions.) **Prepositions are words that tell where an object or a person is, compared to another object or person. Raise your hand when you hear a preposition that tells where Backpack Bear is.**

Materials

- ☐ Backpack Bear
- ☐ Chart paper
- ☐ Markers

Volunteers take turns to place Backpack Bear in a variety of locations in the classroom and, with your help, use prepositions to identify his location (under a desk, on the bookshelf). The class identifies the prepositions.

Continue: **Backpack Bear told me he had a great way to remember what a preposition is. He said that a preposition is anywhere you can fly in a plane compared to a cloud. Let's make a list.**

Indicate the chart paper. Continue: **I'll start! I can go through a cloud.** Indicate and read "through a cloud" and select a volunteer to circle *through*. As children give examples, write them on the chart paper then children circle the prepositions with markers. Children can be *below a cloud, in a cloud, above a cloud, next to a cloud*, etc.

Note: Common prepositions include *in, under, on, around, beneath, in front of, beside, by, on top of, behind, above*.



Formative Assessment

Say: **Let's pretend each of you has your own cloud. I will read a sentence and you demonstrate the preposition with your pretend cloud. Ready?**

Read the sentences created on the list and add others if time permits.

Suggestions include: *above a cloud, among the clouds, into a cloud, near a cloud, onto a cloud, through a cloud, next to a cloud, under a cloud, with a cloud, upon a cloud, below the cloud, against a cloud, beside a cloud, between the clouds*

Computer

1

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

Media Literacy

ML.10 Use technology resources to support learning

Listening & Writing Book

Distribute *Listening & Writing Books*. The children carefully trace the letters and numbers inside the back cover.

If time allows, they practice writing their letters or choose a letter and "turn it into" a picture on drawing paper.

Materials

2

- ☐ Pencils
- ☐ Drawing paper
- ☐ Listening & Writing Books

Language

L.K.1.A Print upper- and lowercase letters

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Literary Response & Analysis

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

Science

PS.4e Know the earth, sun, and moon are a part of a larger system that includes other planets and smaller celestial bodies

Create a Model of the Solar System: Progressive Center

The children will participate in a “progressive” center in which they will work to create the solar system using play dough. The first group checks the chart paper and works together to create the items on the list, placing the items in their correct position in the solar system on a table or large piece of cardboard.

When the rotation is over the next group reviews what has been done so far, by referring to the chart paper, and continues to create where the first group left off.

Continue until all groups have rotated through the center.

If more objects are needed, children can create additional stars. Remind them that stars are actually round and do not have points.

At the end of center rotations, display the model for all to enjoy, and the children discuss the part they played in helping to create it.

Materials

- ☐ Prepared chart paper
- ☐ Play dough (several colors)
- ☐ Posters from Weeks 14 and 15
- ☐ Table or large piece of cardboard

3

Our Solar System

- One Sun
- One Moon
- Eight Planets
- Big Dipper and Little Dipper
- Orion the Hunter

**Reading:
Foundational Skills**

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

"Color by Word"

Children identify high frequency words to complete the "Color by Word."

Materials

- ☐ Pencils, crayons
- ☐ Week 15 "Color by Word" for each child

4

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

2

Constellation Creations

Ask: **What do you remember about stars?** Allow time for the children to share. If they do not mention constellations ask: **Who remembers what we call a shape made by connecting stars? Yes, it is a constellation.** The children repeat, *constellation*.

Continue: **When a group of stars looks like an animal or an object it is called a constellation and given a name.**

Review the Constellation Posters.

Backpack Bear whispers to you. Say: **Backpack Bear thinks these pictures look like ‘connect the dots’ with the stars.**

Say: **Today you will make your own constellations with marshmallows and toothpicks. It will be like “connecting the dots” to create constellations.**

Distribute a sheet of construction paper to each child. Say: **Write your first and last names on the back of your paper with white chalk or a white crayon. Turn your paper over when you are finished.**

Continue: **Think about how you would like your constellation to look. Will it look like an animal or an object? What will you name it?**

Partner the children to share their ideas and the names of their constellations. After an appropriate amount of time, give the children a signal. They return to their places and begin to create original constellations.

Remind the children that the name they choose for their constellations should have something to do with their shapes.

Circulate while children are creating constellations. Encourage them to write the names of the constellations on the front of their papers.

Materials

- ☐ Bag of miniature marshmallows
- ☐ Blue or black construction paper for each child
- ☐ Small containers to hold toothpicks and marshmallows at tables
- ☐ White chalk or crayons for each table
- ☐ Constellation Posters
- ☐ Box of toothpicks
- ☐ Backpack Bear

Speaking & Listening

SL.K.4 Provide detail to describe familiar people, places, things, and events

SL.K.5 Add drawing or other visual displays to provide additional detail

Writing

W.8c Draw and label

Science

PS.4e Know the earth, sun, and moon are a part of a larger system that includes other planets and smaller celestial bodies

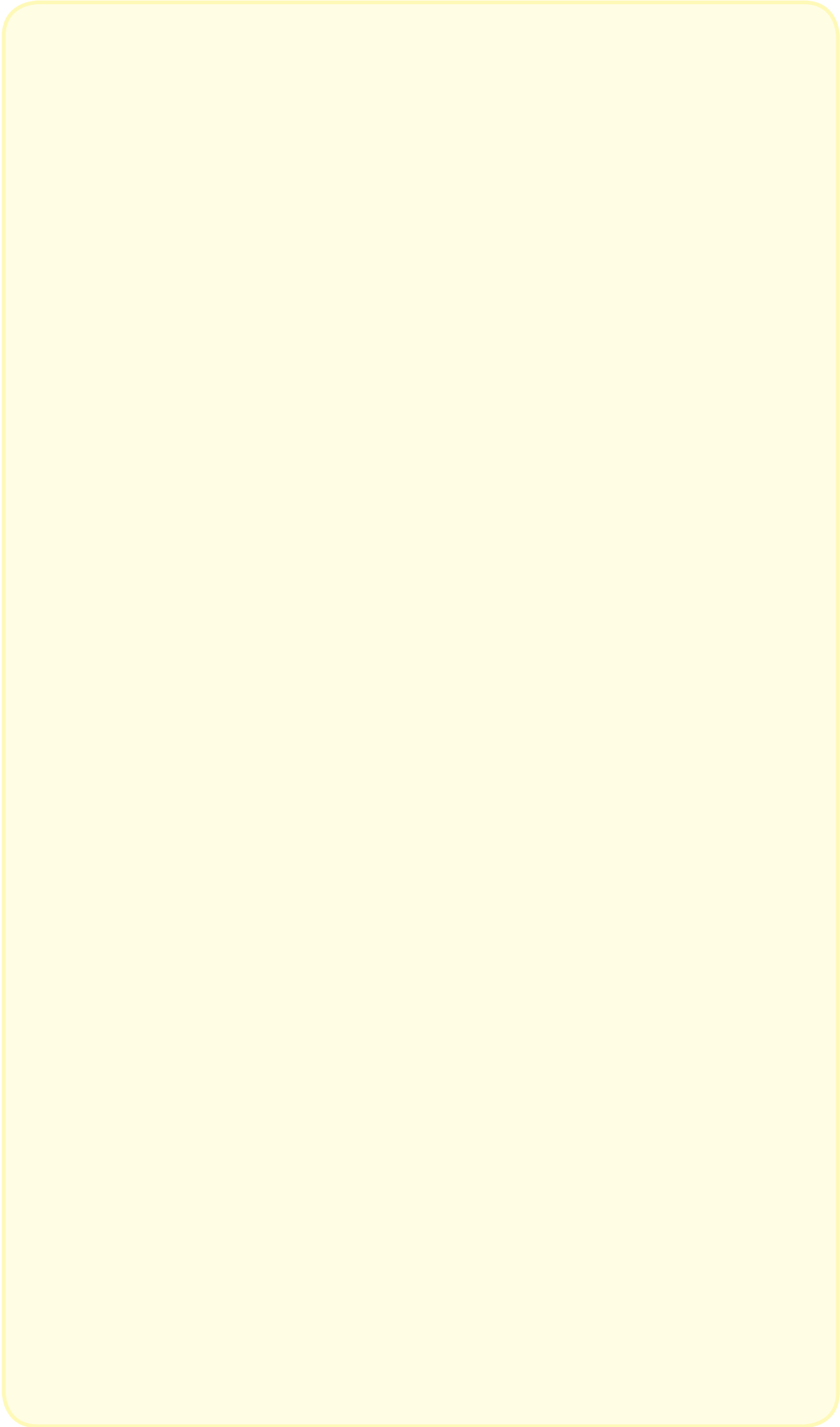


Formative Assessment

The children share their constellations. Ask questions about their creations, and encourage them to use their presentation voices and to present their ideas clearly. Classmates may ask questions and/or give compliments.

Some ELL children may be hesitant to share orally. Accept any languages they feel comfortable speaking. Remind them of vocabulary they have learned as they share.

ELL



Unit 5 Bibliography

Teacher Read Aloud (Fiction)

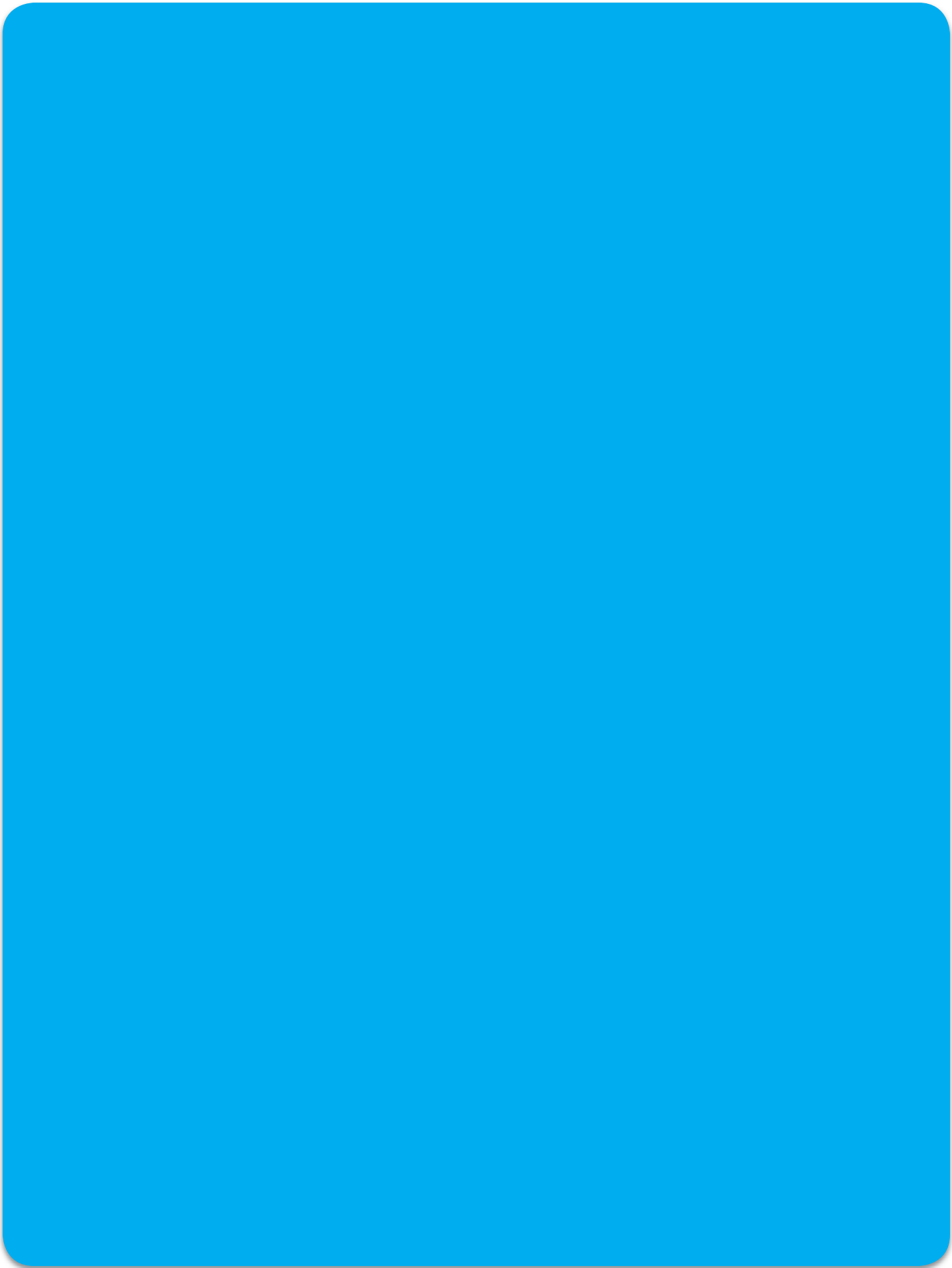
<i>Plant a Little Seed</i>	<i>Mrs. Spitzer's Garden</i>	<i>The Gardener</i>	<i>The Tiny Seed</i>
Christensen, Bonnie	Pattou, Edith	Stewart, Sarah	Carle, Eric
Roaring Book Press, 2012	Harcourt Children's Books, 2001	Square Fish, Reissue Edition, 2007	Little Simon, 2009
Two patient young friends plant seeds and watch them grow. The children tend the sprouts and they eventually grow to create a beautiful garden. The story follows the seeds as they sprout, grow, flower and mature.	Mrs. Spitzer is a kindergarten teacher whose principal gives her a packet of seeds at the end of each summer. Mrs. Spitzer works diligently tending her garden and making sure her flowers grow, while all the while doing the same for her kindergarten children.	When Lydia Grace Finch goes to stay with her Uncle Jim, who lives in a big city, she takes a suitcase full of seeds with her. Lydia brightens her uncle's bakery and brings smiles to the faces of his customers with the flowers she grows.	This book helps children see and understand the life cycle of a flower seed. It follows seeds as they burst forth and face the elements and perils of nature. Against the odds, some of the seeds survive and grow into flowers whose seeds burst forth, continuing the cycle.
<i>Bully Bean (Lima Bean Series)</i>	<i>One Watermelon Seed</i>	<i>Plant a Kiss</i>	<i>Zinnia's Flower Garden</i>
Weck, Thomas	Lottridge, Celia	Rosenthal, Amy Krouse	Wellington, Monica
Lima Bear Press, 2013	Fitzhenry & Whiteside, 2012	Harper Collins, 2011	Perfection Learning Corporation, 2007
Children learn they should treat everyone with kindness, not just those who are kind to them. Bully Bean makes fun of the other beans and plays mean tricks on them. They are the ones who eventually come to Bully's rescue.	This is a counting book that incorporates gardening and colors. The fruits and vegetables produced by the plants the children grow, become so numerous that they have to eventually be counted by tens.	Little Miss plants, and then carefully tends a kiss. When the kiss sprouts and grows, Little Miss decides to share the harvest with the world. Children learn valuable lessons about kindness and generosity, and most importantly that every person is capable of bringing about positive change.	Zinnia plants her spring flower garden and carefully tends it, watering and weeding. She waits patiently for the seeds to sprout, and finally they do. The story is fun and informative. Children enjoy watching Zinnia's garden grow.

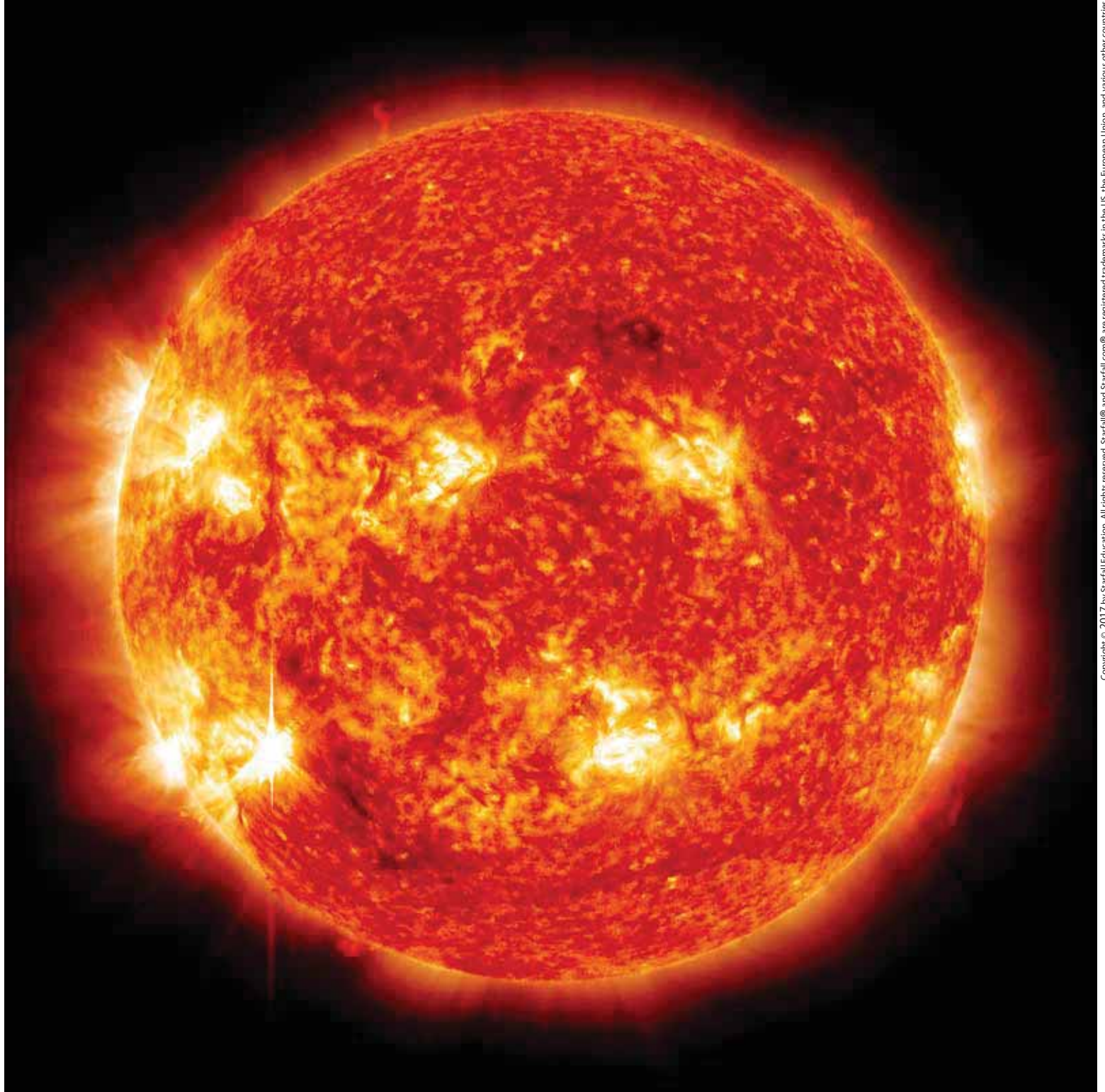
Teacher Read Aloud (Nonfiction)

<i>Plants Are Living Things</i>	<i>Is It Living or Nonliving?</i>	<i>Are you Living?: A Song About Living Things</i>	<i>Seeds - World of Plants</i>
Kalman, Bobbie	Rissman, Rebecca	Salas, Laura Purdie	Farndon, John
Crabtree Pub. Co., 2007	Heinemann-Raintree, 2009	Picture Window Books, 2009	Blackbirch Press, 2006
This book introduces living things and explains their needs. It tells what characteristics make plants living things, and why people need them.	Children are introduced to the characteristics of living and nonliving things. The book also teaches children the questions to ask in order to determine whether something is living or nonliving.	The basic scientific concept of living is first outlined and then words are set to a familiar melody, creating a song that explains characteristics of living and nonliving things.	Children learn that most plants begin as seeds. The book examines types of seeds and their germination, discusses the way seeds are spread, and their role in the diets of animals and humans.
<i>"Photosynthesis: Changing Sunlight Into Food"</i>	<i>This Is the Sunflower</i>	<i>I am a Living Thing</i>	<i>Plant and Animal Partners</i>
Kalman, Bobbie	Schadfer, Lola M.	Kalman, Bobbie	Lunis, Natalie
Crabtree Publishing Co, 2008	Greenwillow Books, 2000	Crabtree Publishing Co, 2007	Benchmark Education Co, 2010
Complex information is explained in a logical way. This book examines photosynthesis; it outlines how plants use the sun and carbon dioxide, to make food and give us oxygen.	This book explains the life cycle of a sunflower and the interaction of a sunflower plant with birds and the weather. Through cumulative verse children learn how a sunflower blossoms and grows, and how its seeds are spread.	Children learn what makes human beings living things and what we need to survive. They also learn about the many similarities human beings share with plants and animals.	This book describes the partnership many plants and animals share, and how partners must work together in order to survive.

Professional Development

Beck, Isabel, McKeown, Margaret, and Kucan, Linda, *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press, 2002, ISBN 1572307536 or 978-1572307537





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Sun



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Moon

Backpack Bear's Starry Adventure



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Backpack Bear always wondered what it would be like to live in the night sky. Each night he would look out his window and stare lovingly at his favorite star saying, *"Star light, star bright. First star I see tonight. I wish I may, I wish I might, have the wish I wish tonight."*

He wished HE could visit that star.

Each night before falling asleep, Backpack Bear would read from his book about stars. He learned that his favorite star was really the brightest star in the sky and that it was part of a constellation called Ursa Minor. He felt very smart knowing the REAL name. His friends called this constellation Little Bear!

It wasn't long before Backpack Bear drifted off to sleep, dreaming that one day he would meet Ursa Minor.

Suddenly he felt himself moving very fast. In fact, he was soaring, soaring through the sky. He felt a little frightened but also excited. Could it be? Could his wish be coming true?

When right before his eyes, there he was, Ursa Minor! *"Hi Backpack Bear! I was wondering when you'd finally get here! Welcome to my home!"*

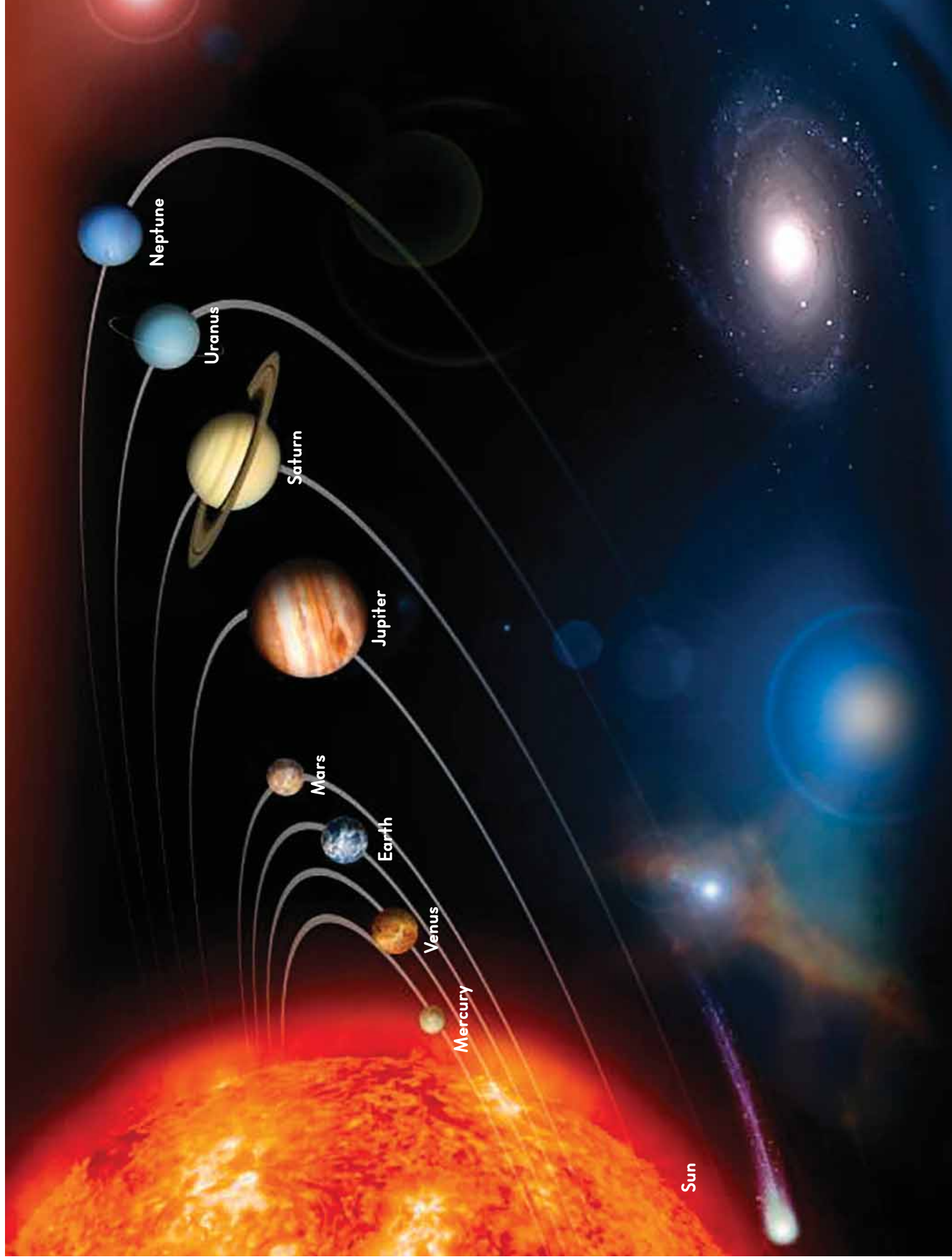
Backpack Bear couldn't believe it. Was this really happening? Was it a dream or was he really standing right in front of Ursa Minor?

"It's so good to meet you, Ursa Minor," said Backpack Bear. *"You look just like me! I've waited a long time to meet you! But how did I get here?"*

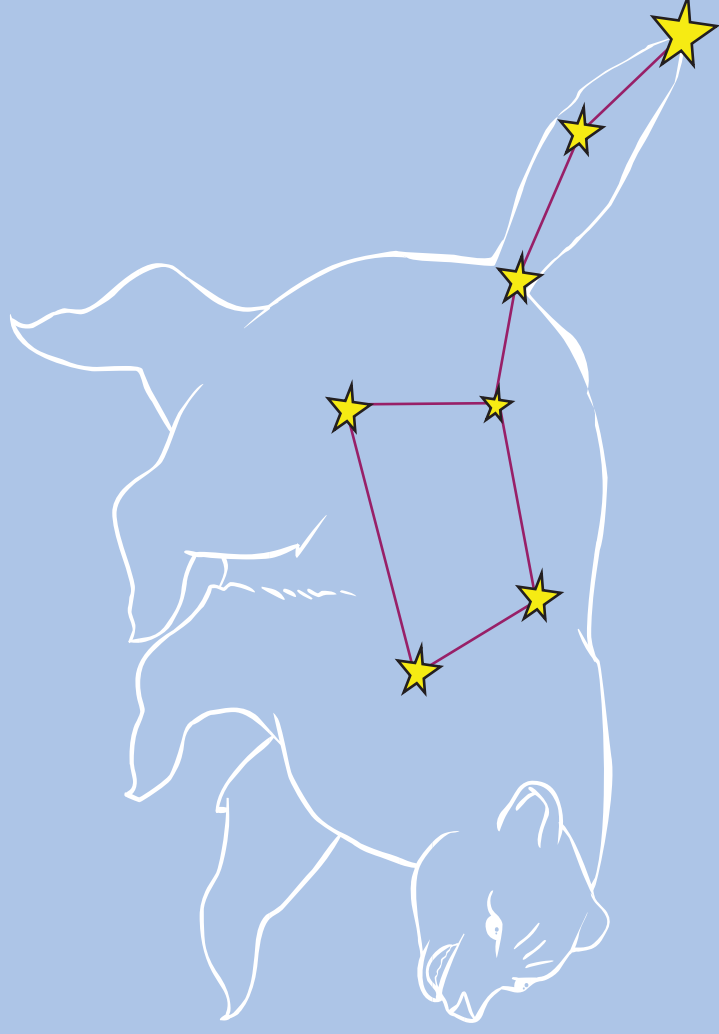
Ursa Minor just looked at Backpack Bear and winked!

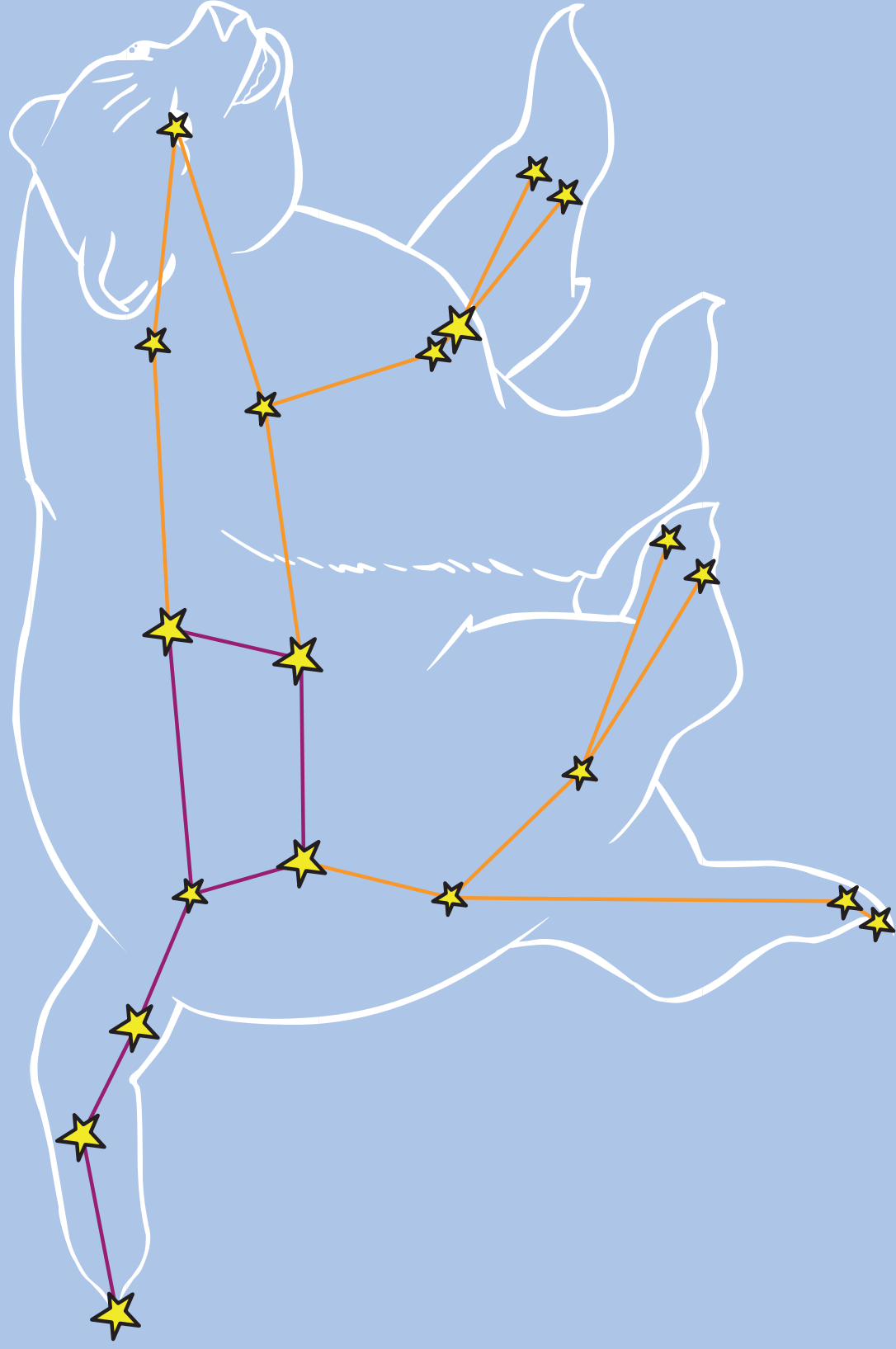
"Backpack Bear, I'd like to introduce you to one of my friends - Ursa Major, or Big Bear, as I like to call him. He lives just down there. He's easy to find. The star you wish on every night points right to him!"

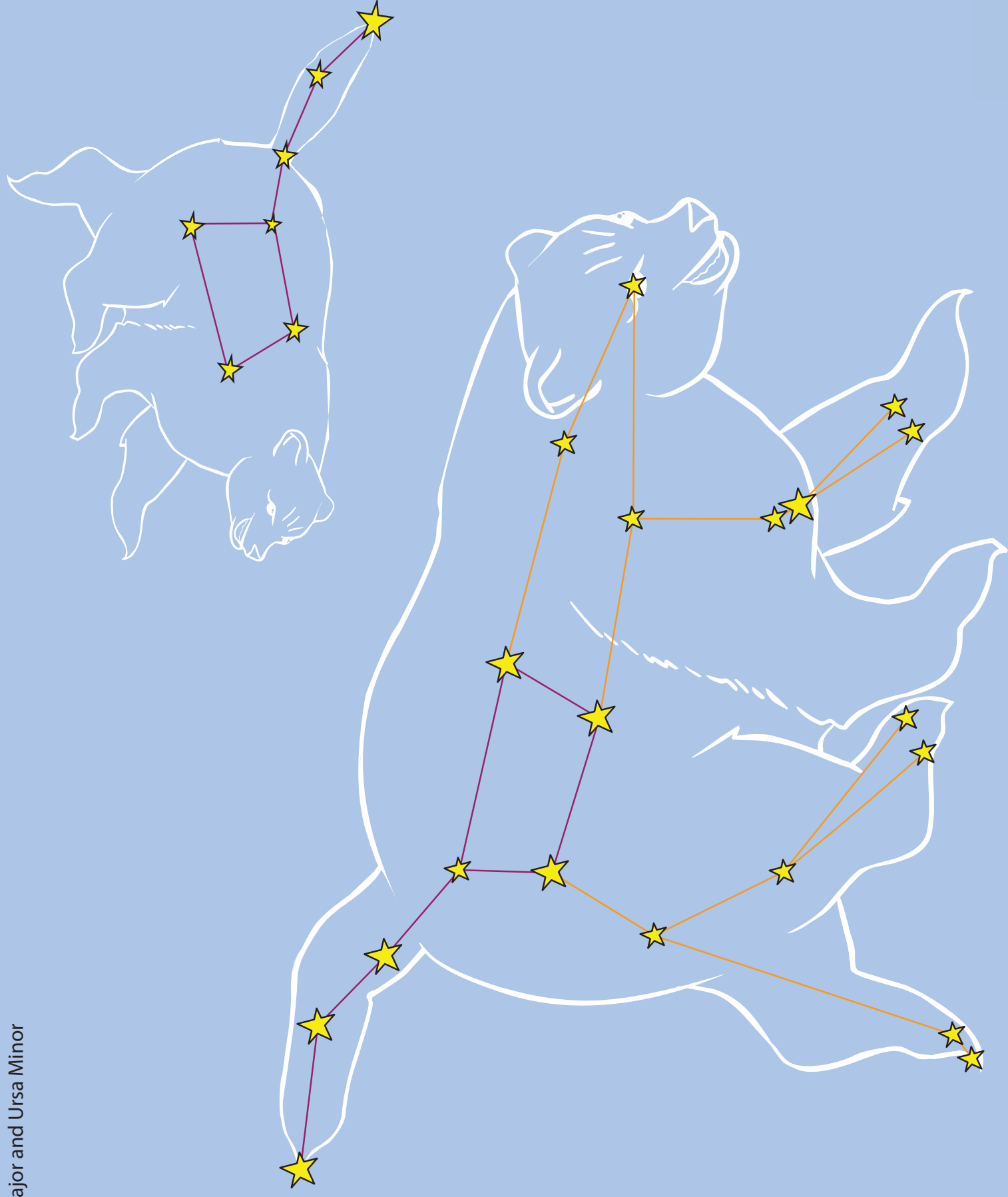
Backpack Bear couldn't wait. He jumped on Ursa Minor's back and off they went...



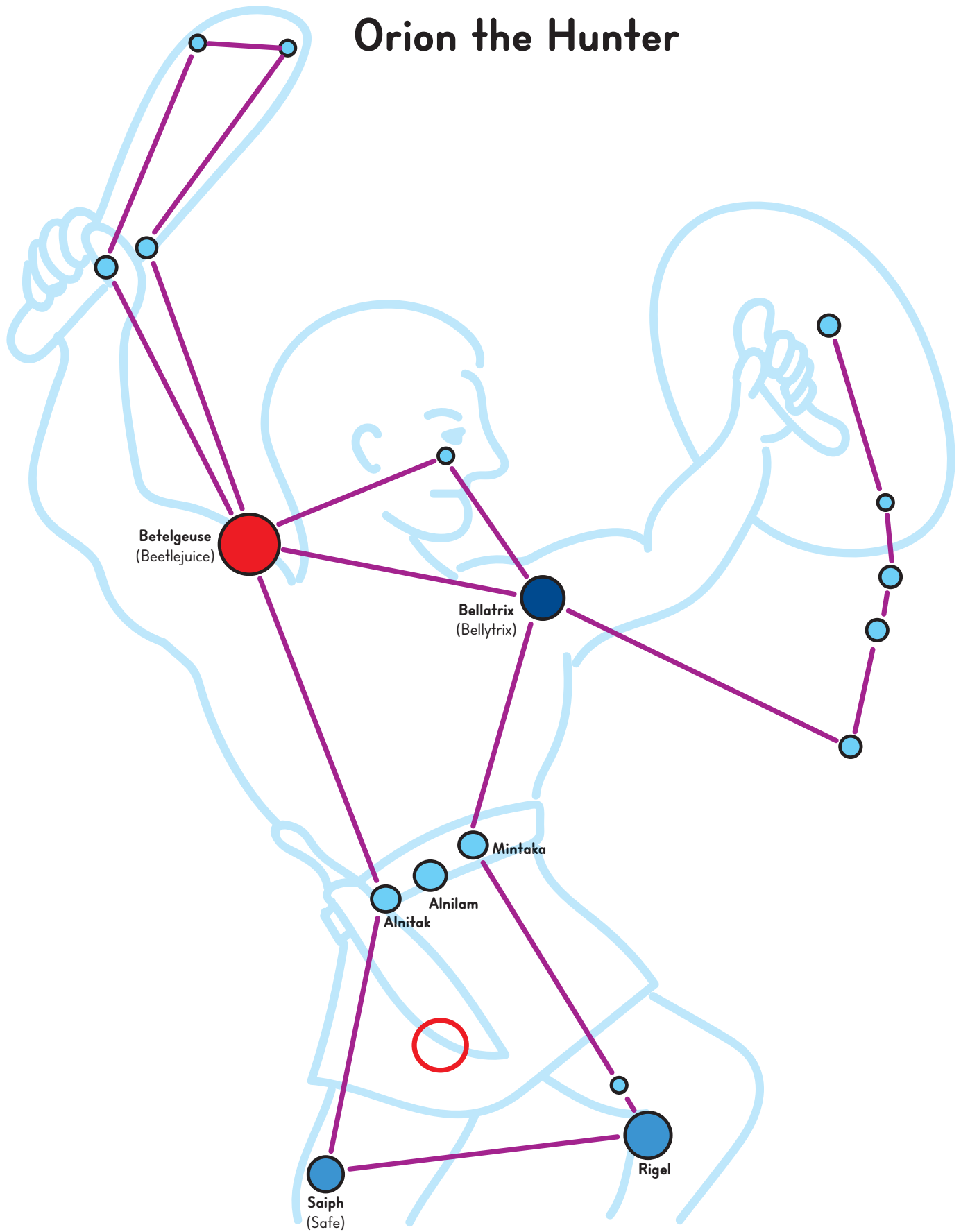
Ursa Minor (Little Dipper)



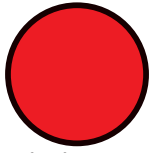




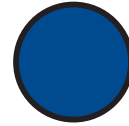
Orion the Hunter



Orion the Hunter



Betelgeuse
(Beetlejuice)



Bellatrix
(Bellytrix)



Alnitak



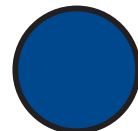
Alnilam



Mintaka

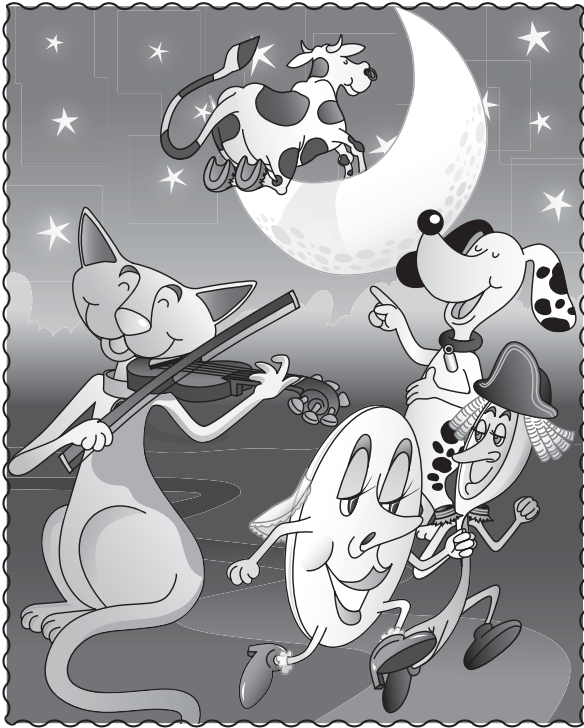


Saiph
(Safe)



Rigel

Name: _____



Hey Diddle Diddle
Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon,
The little dog laughed
to see such sport,
And the dish ran away
with the spoon.

Living

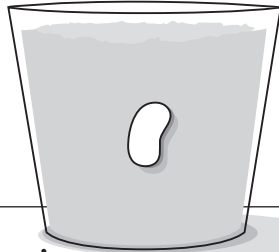
Non-living



Name: _____

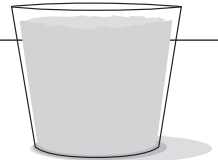
Plant Facts!

FACT 1



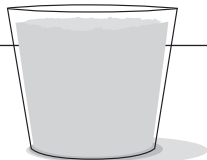
Here is a little **seed**.
The **stem** will go up and
the **roots** will go down.

FACT 2



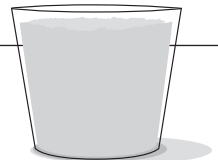
Here is a plant.
It has roots, a stem,
leaves and a **flower**.

FACT 3



Here is **water**.
Plants like water.
Water helps the plant.

FACT 4



Here is the **sun**!
Plants like the sun.
The sun helps the plant.

FACT 5

Plants can be big.
Plants can be little.

FACT 6

Plants help us and
we help plants!

Name: _____

Starfall®

Inflectional Endings

Root Word	-s	-ed
look	looks	looked



like

help

want

helped

liked

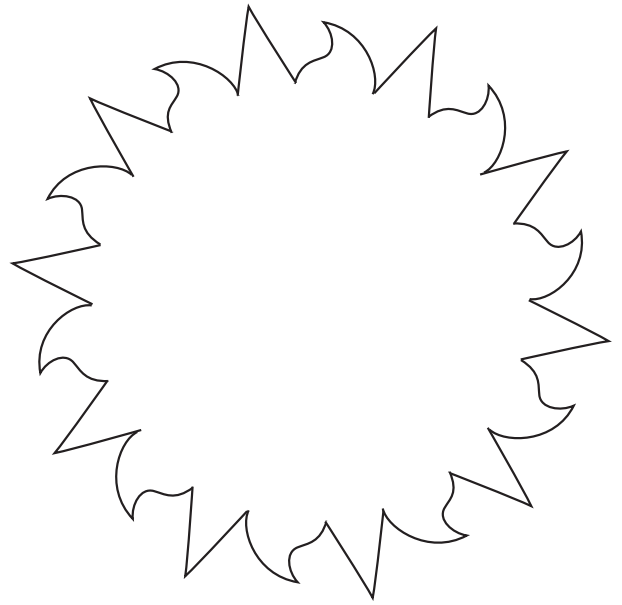
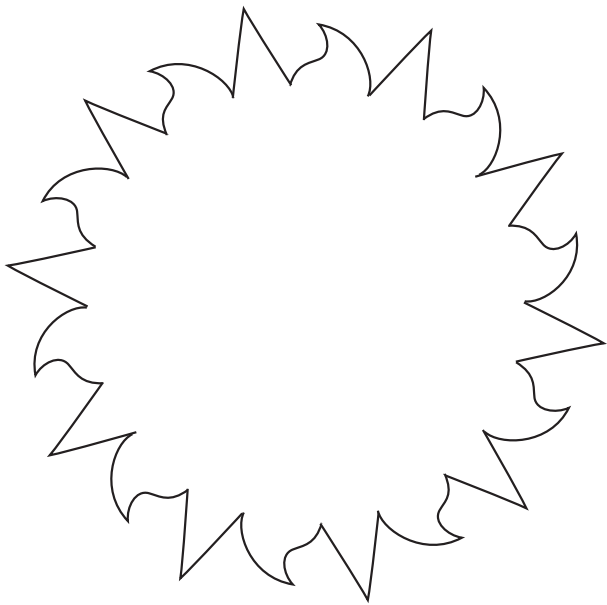
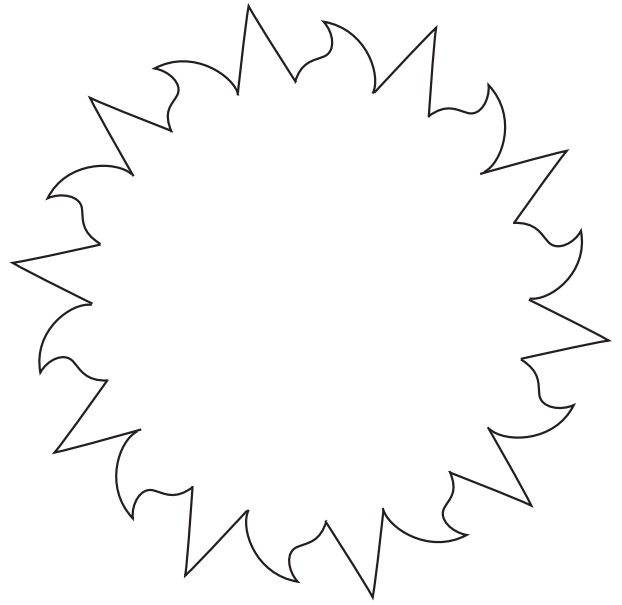
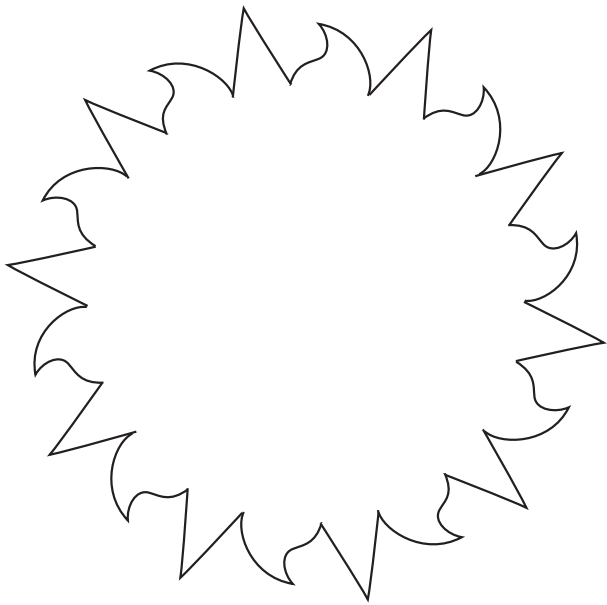
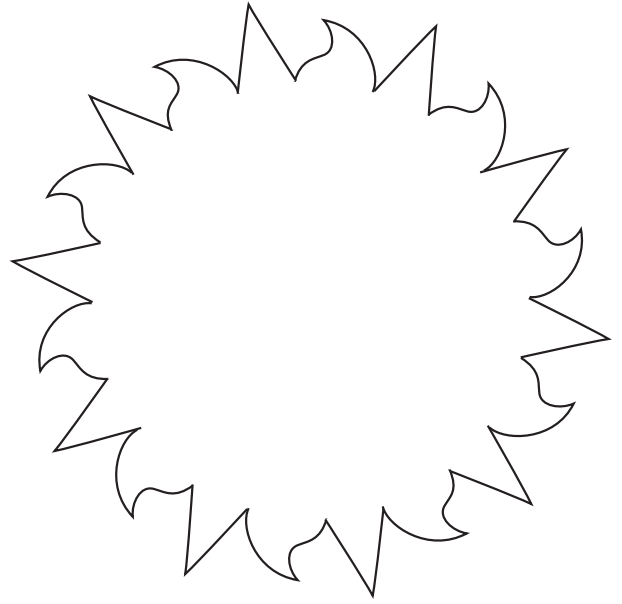
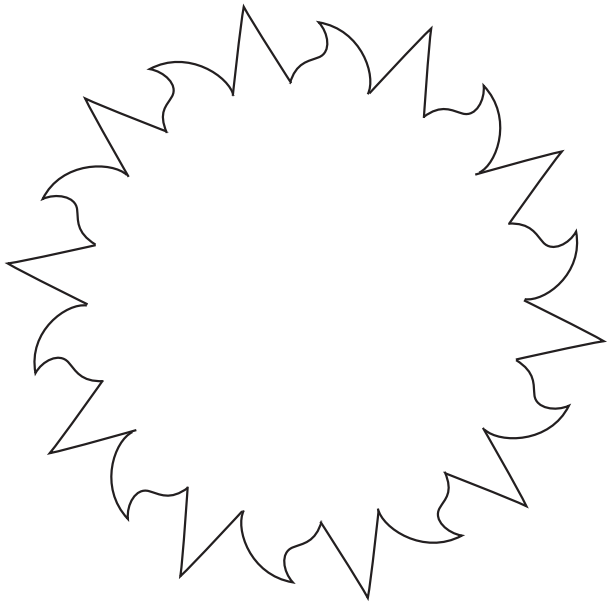
helps

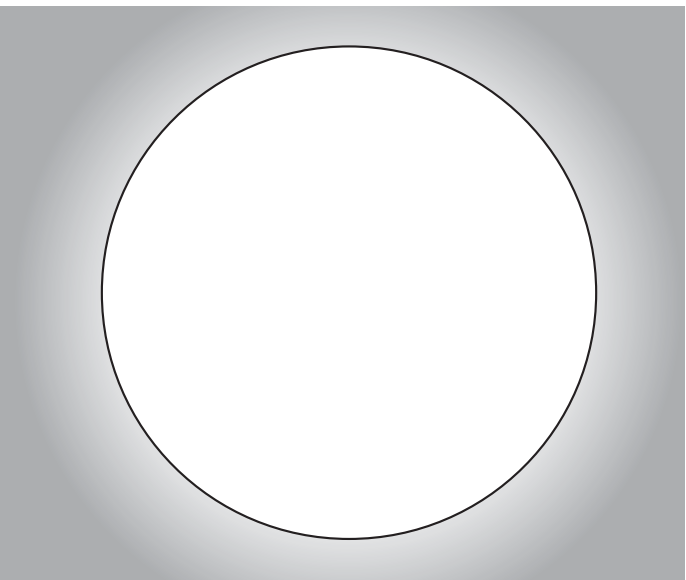
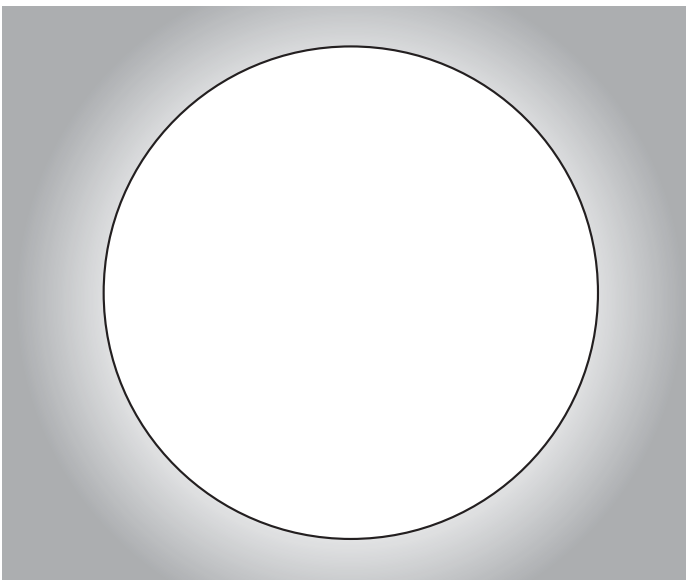
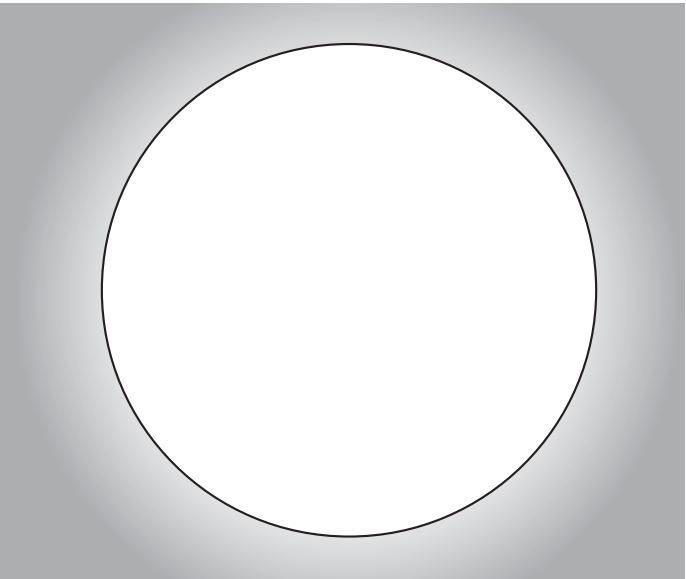
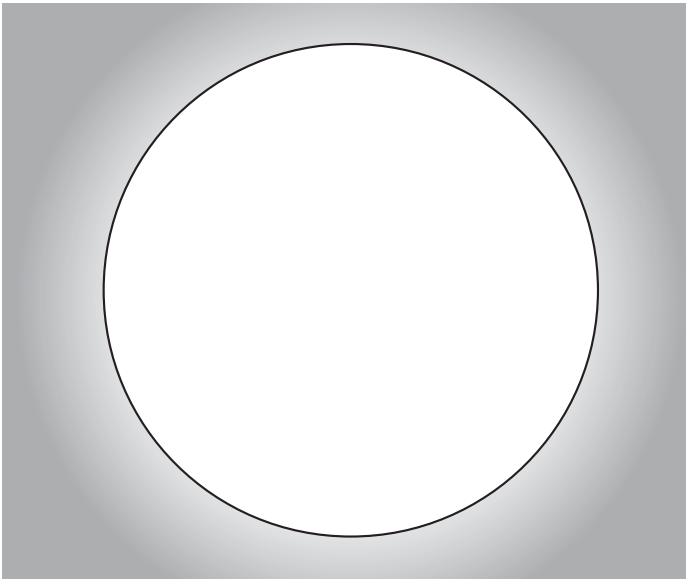
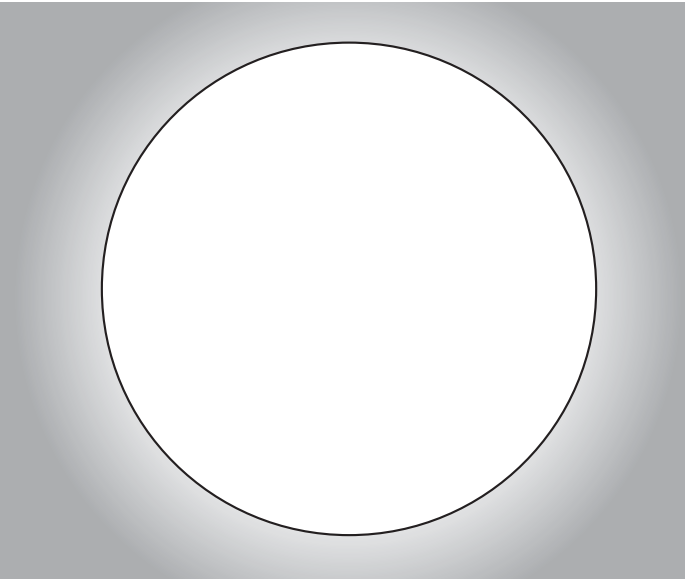
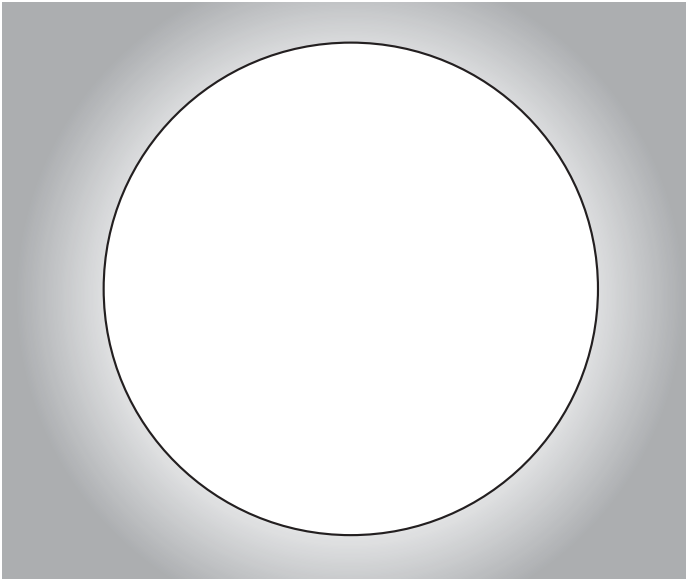
wanted

wants

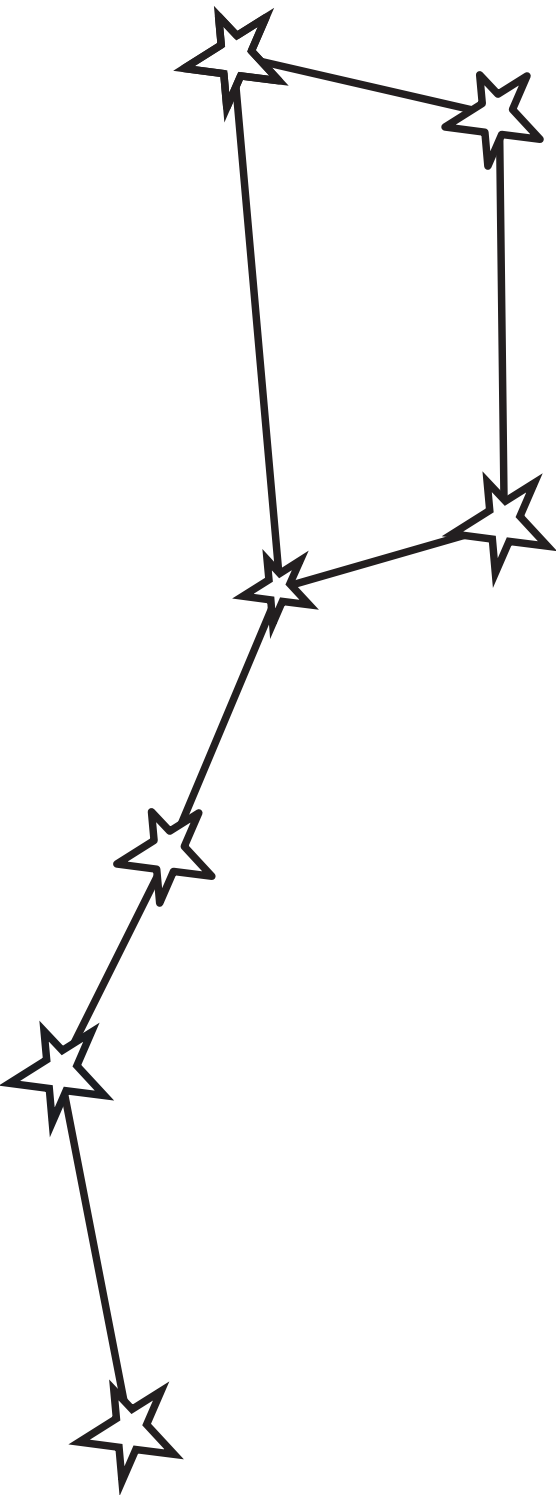
likes

Teacher: Have children cut out the words in dotted boxes and paste them in the correct column above





Big Dipper



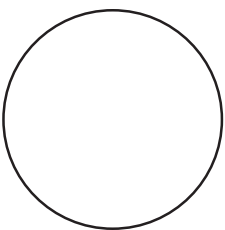
Glue
this end
to Earth



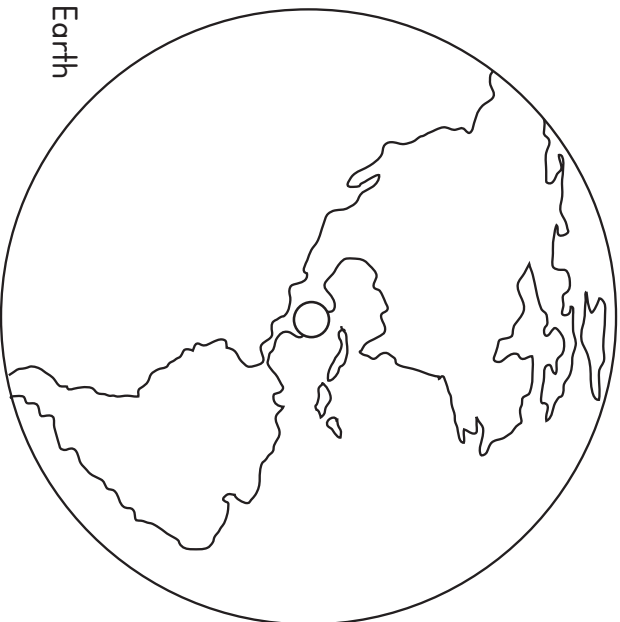
Glue
this end
to moon



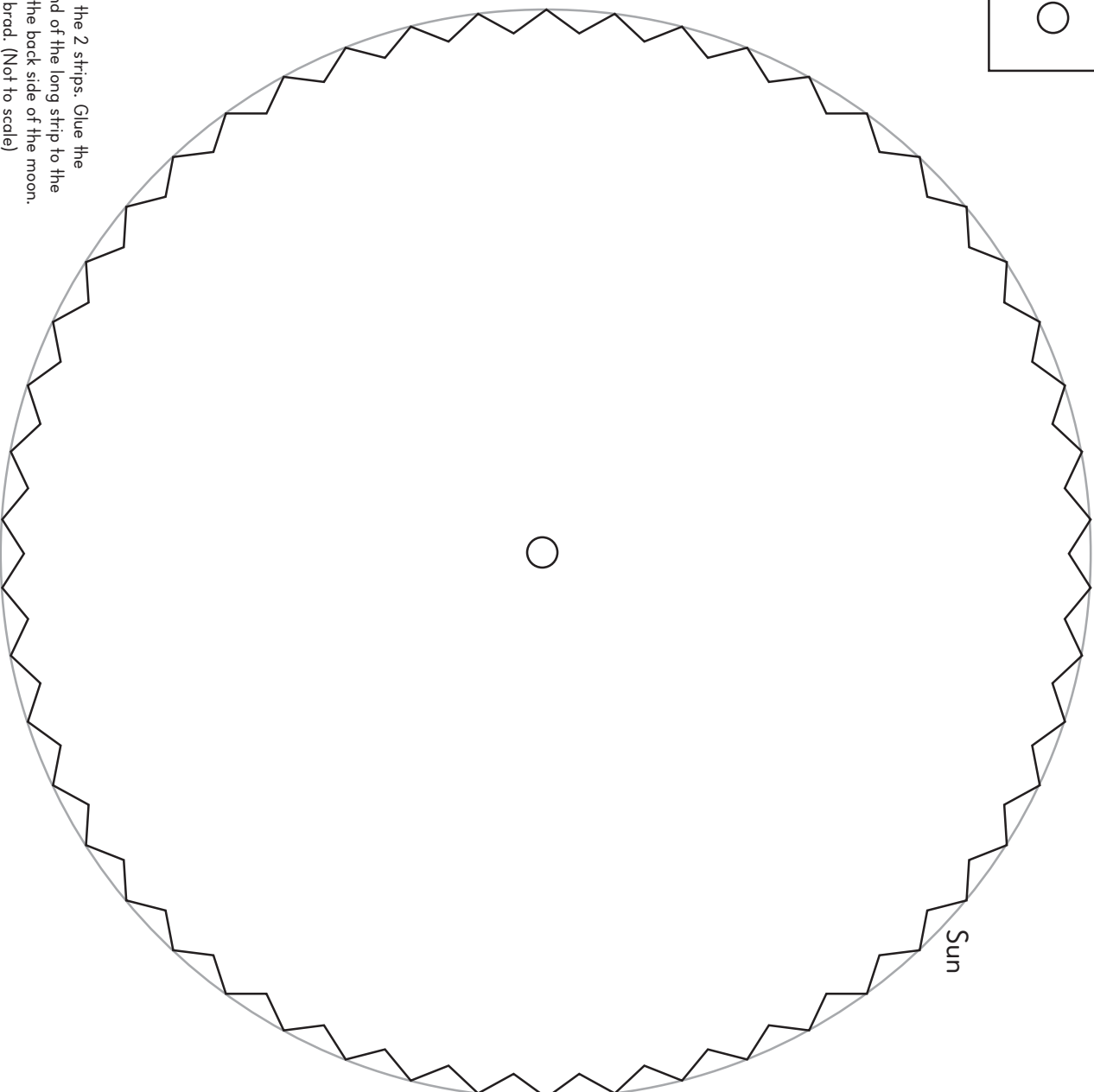
Moon



Earth



Sun



Have children color Sun, Earth and Moon, then cut them out, along with the 2 strips. Glue the end of the longer strip to the back side of the Earth. Attach the other end of the long strip to the center of the sun with a brad. Next, glue the end of the shorter strip to the back side of the moon. Attach the other end of the short strip to the center of the earth with a brad. (Not to scale)