

# Unit 6



**Starfall®**  
**Kindergarten**  
ENGLISH LANGUAGE ARTS  
with SCIENCE and SOCIAL STUDIES

## Teacher's Guide Mammals

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# Unit 6: Mammals

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# Unit Plan • Unit 6: Mammals

**Subjects:** Kindergarten English Language Arts, Social Studies, Science

**Time Frame:** Three weeks

**Description:** Children will be introduced to the Animal Kingdom and Mammals. The focus of this unit is medial short-a.

During this unit children will encounter the Animal Kingdom, and learn the characteristics that set mammals apart from the other animal groups. Children will manipulate short-a words and focus on fluently reading stories featuring the short-a sound.

**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.

- (RI.K.1) *How can asking and answering questions about informational books help us learn new things?*
- (RI.K.7) *What is the connection between the pictures and words in an informational book?*
- (RI.K.9) *How are two books about the same topic alike and how are they different?*
- (RF.K.2e) *How can we change the sounds in words to make new words?*
- (SL.K.2) *Why should we ask questions to better understand or clarify information that is presented to us?*
- (W.K.8) *How can remembering and gathering information from our experiences help us write answers to questions?*



## Standards & Benchmarks

### Starfall English Language Arts Standards

Vocabulary Development		Inline Summary Form
<b>VOC.3a</b>	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
<b>VOC.3b</b>	Describe common objects and events in both general and specific language	<i>Describe objects and events in general and specific language</i>
Fluency		Inline Summary Form
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression. Students will:	<i>Demonstrate ability to read with accuracy and expression</i>
<b>FL.6c</b>	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
Literary Response & Analysis		Inline Summary Form
<b>LIT.RA.7</b>	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:	<i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</i>
<b>LIT.RA.7a</b>	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>

<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>Writing</b>		<b>Inline Summary Form</b>
<b>W.8b</b>	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>Listening &amp; Speaking</b>		<b>Inline Summary Form</b>
<b>LS.9a</b>	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>Media Literacy</b>		<b>Inline Summary Form</b>
<b>ML.10</b>	Use technology resources to support learning	<i>Use technology resources to support learning</i>
<b>ML.10a</b>	Recognize that authors, illustrators, and composers create informational sources	<i>Recognize that authors, illustrators, and composers create informational sources</i>

## Starfall Social Studies Standards

<b>American History</b>		<b>Inline Summary Form</b>
<b>Historical Knowledge:</b>		
<b>SS.HK.2g</b>	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore	<i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i>
<b>Geography</b>		<b>Inline Summary Form</b>
<b>The World in Spatial Terms</b>		
<b>SS.ST.4d</b>	Understand that maps and globes help to locate different places and that globes are a model of the Earth	<i>Understand maps and globes help locate places on Earth</i>
<b>Economics</b>		<b>Inline Summary Form</b>
<b>Beginning Economics</b>		
<b>SS.E.5d</b>	Recognize jobs people do at their school and in their community	<i>Recognize jobs people do in their school and community</i>
<b>Civics and Government</b>		<b>Inline Summary Form</b>
<b>Foundations of Government, Law and the American Political System:</b>		
<b>SS.CG.6c</b>	Understand the characteristics of being a good citizen	<i>Know characteristics of being a good citizen</i>



## Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
Life Sciences		Inline Summary Form
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
<b>SC.LS.2a</b>	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>
<b>SC.LS.2b</b>	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>
<b>SC.LS.2c</b>	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>
<b>SC.LS.2e</b>	Recognize that stories sometimes give plants and animals attributes they do not really have	<i>Recognize stories sometimes give plants and animals fictional attributes</i>
Forces & Motion		Inline Summary Form
<b>SC.FM.3</b>	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>
<b>SC.FM.3a</b>	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>
Physical Science		Inline Summary Form
<b>SC.PS.4c</b>	Compare and sort common objects by physical attributes (e.g. color, shape, texture, size or weight)	<i>Compare and sort objects by physical attributes</i>

## Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
<b>RL.K.1</b>	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>
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RL.K.5</b>	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:		
<b>RL.K.7</b>	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>
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
<b>RI.K.3</b>	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:		
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RI.K.6</b>	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>
Range of Reading and Level of Text Complexity:		
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>

Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
<b>RF.K.1.A</b>	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>
<b>RF.K.1.B</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>
<b>RF.K.1.C</b>	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>
Phonological Awareness:		
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
<b>RF.K.2.A</b>	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
<b>RF.K.2.B</b>	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken words</i>
<b>RF.K.2.C</b>	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
<b>RF.K.2.D</b>	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>
<b>RF.K.2.E</b>	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:		
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
<b>RF.K.3.A</b>	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>

<b>RF.K.3.B</b>	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
<b>RF.K.3.C</b>	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>
<b>Fluency:</b>		
<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

## Writing

### Inline Summary Form

### Text Types and Purposes:

<b>W.K.1</b>	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>
<b>W.K.2</b>	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>
<b>W.K.3</b>	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:

<b>W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Explore digital tools to produce and publish writing</i>
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### Research to Build and Present Knowledge:

<b>W.K.7</b>	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>
<b>W.K.8</b>	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:

<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
<b>SL.K.1.B</b>	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
<b>SL.K.2</b>	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>
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>

### Research to Build and Present Knowledge:

<b>SL.K.5</b>	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>
<b>SL.K.6</b>	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		
<b>L.K.1</b>	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>
<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
<b>L.K.1.B</b>	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
<b>L.K.1.F</b>	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</i>
<b>L.K.2</b>	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>
<b>L.K.2.C</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Represent most consonants and short vowel sounds (phonemes)</i>
<b>L.K.2.D</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
Vocabulary Acquisition and Use:		
<b>L.K.4</b>	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>
<b>L.K.4.B</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>
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
<b>L.K.5.A</b>	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>
<b>L.K.5.C</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Identify real-life connections between words and their use</i>
<b>L.K.5.D</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<i>Distinguish shades of meaning among verbs by acting them out</i>
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>





# Week 16 Overview

## The Animal Kingdom

This week the children encounter the Animal Kingdom and discover they all belong to the same animal group as Backpack Bear: mammals! They learn the characteristics that set mammals apart from the other animal groups as they listen to and discuss *Backpack Bear's Mammal Book*. This week we will:

- learn medial /a/.
- review initial short-a and preview initial long-a.
- understand that words in “word families” rhyme.

## Recommended Literature

**The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear — Don and Audrey Wood** are husband and wife. They work together as an author-illustrator team. When she writes a book, he illustrates it. Sometimes it is the other way around. One time Audrey wrote a story and also drew all the pictures. Don said he wanted to paint them, so he did. He likes oil paints. Don also likes to illustrate books using a computer to “paint” the pictures.

When Don and Audrey think of an idea for a story, they write it on a scrap of paper and throw it into a cardboard box. One time they finished a book, but it didn't seem right so they put it back in the box. Later, they pulled it out and changed the story and pictures to make it better. The name of that book was *King Bidgood's in the Bathtub*. Some of the people and animals in their illustrations look and behave just like their own family and pets.

## Starfall Books & Other Media

*ABC Rhyme Book*

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

*Reading and Writing Books*

Short-A Puzzle (2)

Sing-Along Volume 1

*Starfall Dictionaries*

“Starfall Speedway”

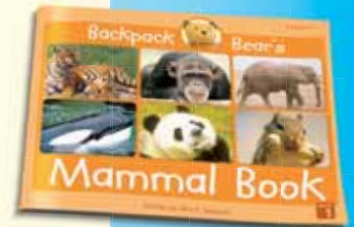
*Starfall Writing Journals*

Story Element Cards

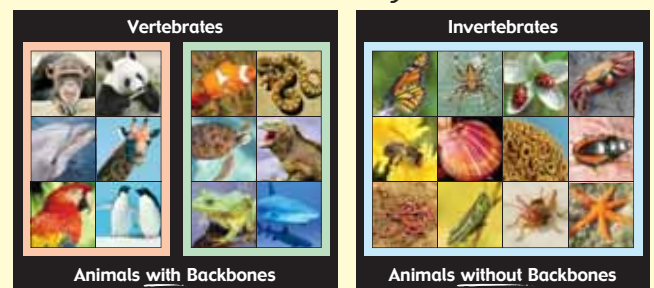
The Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

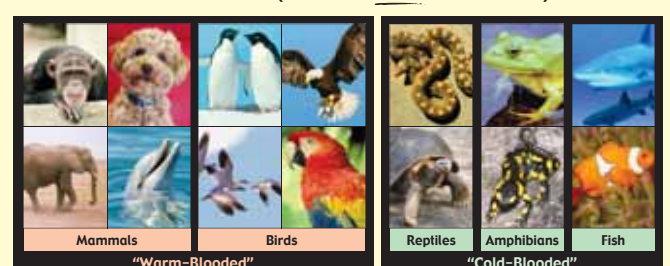
*Zac the Rat*



### The Animal Kingdom



### Vertebrates (Animals with Backbones)





# Preparation

Post the Essential Questions Cards for Unit 6. Refer to them often as you and the children discuss related information throughout the unit.

Now that individual letters have been introduced, rearrange your Word and Picture Cards. Remove the **Alphabet Dividers** and replace them with the **Short Vowel Dividers**, then organize the Word and Picture Cards according to the medial vowel sounds of the words they represent. Save the **Alphabet Dividers** for use during the first half of next school year.

Save Word Cards: *mammals, birds, reptiles, fish, and amphibians* for use throughout the second semester.

Generate Vocabulary Cards for Week 16. You will use *characteristics, ripe, tromp, disguise, and half* on Day 2, *want, look, help, jump* and *walk* on Day 3, and *limbs, survive, camouflage, and predator* on Day 4.

This week you will begin using Level-K, Book 2: *Reading and Writing* on Day 1. Write each child's name on the front cover or the children write their own names.

## Day One

Place prepared index cards with the words *like, likes, liked, want, wants, wanted, look, looks, looked, get* and *gets* in a basket for today's Magic Writing Moment.

Save the chart paper used today for use throughout Week 16.

Hide the plush Zac character from the children in preparation for Session 1.

For Session 2 you will need non-menthol shaving cream.

For Session 3 prepare a sheet of chart paper with the headings "High Frequency Words" and "Short-A Words." You will also need a *Zac the Rat* Take-Home Book for each child.

## Day Two

You will use the prepared index cards, minus those selected on Day 1, in a basket for today's Magic Writing Moment.

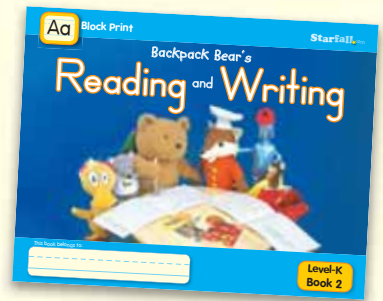
Prepare a sheet of drawing paper for each child by folding them to create six "boxes" for Session 3.

## Day Three

You will use the prepared index cards, minus those selected on Days 1 and 2, in a basket for today's Magic Writing Moment.

For Session 2 create three "inflectional endings necklaces" by using 8 inch sentence strips and yarn to fit over the children's heads. Label them *s, ed, and ing*.

Also prepare large word cards *want, look, help, jump* and *walk* on sentence strips.



### Day Four

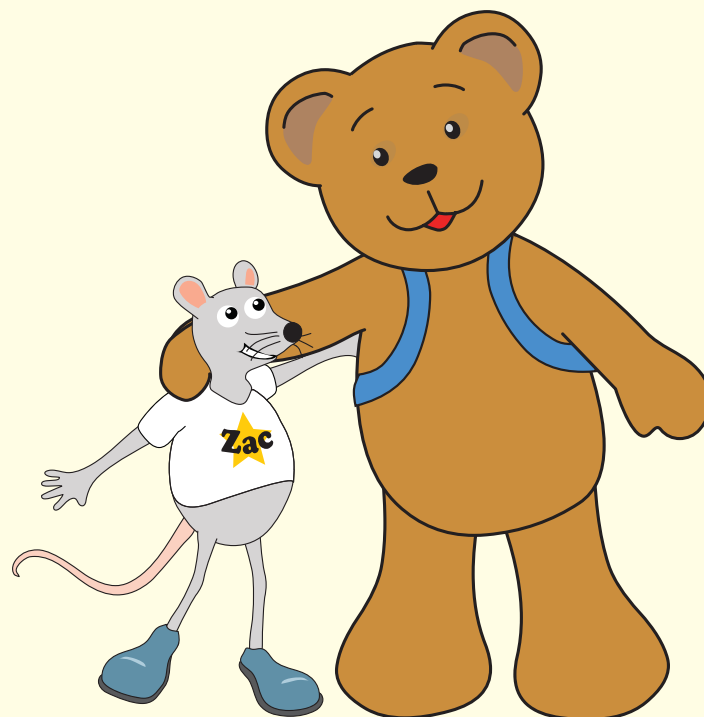
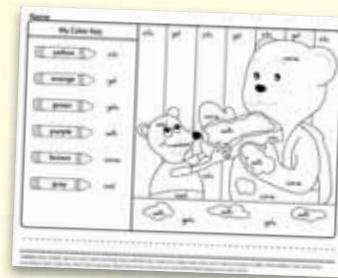
You will use the prepared index cards, minus those selected on Days 1 through 3, in a basket for today's Magic Writing Moment.

### Day Five

Label a sheet of chart paper "Mammals" for Session 1. The list created in this lesson will be used again in Week 17, Day 3.

Generate a Week 16 "Color by Word" worksheet for each child for today's learning centers.

For Center 4 the children will use the list of mammals created in Session 1.



### Day 1

I have a new friend who wants to be part of our class. Would you like to meet him?

Love,

Backpack Bear 

### Day 2

I learned that I belong to a group of animals called mammals. Guess what? You do, too!

Love,

Backpack Bear 

### Day 3

I loved learning about Zac's favorite sound. The same sound is in my name! Do you hear the /a/ in Backpack?

Your Pal,

Backpack Bear 

### Day 4

I have a surprise for you! It will help us learn more about mammals.

Love,

Backpack Bear 

### Day 5

I am so glad we belong to the same animal group, the mammals! Can we make a list of other mammals?

Love,

Backpack Bear 

# DAY One

# DAY Two

## Magic Writing Moment

Inflectional Endings  
(using words in sentences)

Inflectional Endings  
(using words in sentences)

## Reading

Phonemic Awareness  
Phonics  
High Frequency Words  
Comprehension  
Print Concepts

R&W p. 1  
Medial /a/  
Review vowels  
Review homonyms



*Zac the Rat*

HF Words:

**goes, into, off, why**

Initial short-a words  
Initial long-a words

### Comprehension Skills:

Inference  
Classify/Categorize  
Questioning

### Comprehension Strategy:

Open Discussion

## Computer

*BpB's Books*: Concepts, "A-Machine"  
*ABCs*: Zz - Aa; *Learn to Read*:  
Row 15, "Y Can Be a Vowel"

*Learn to Read*: Row 1, "Zac the Rat"  
*ABCs*

## Activity

"Starfall Speedway" CVC Medial  
/a/ words

Sequence *Zac the Rat*

## Listening & Speaking

Literature  
Rhymes, Poems & Songs  
Vocabulary

"Vowel Bingo"  
"Short-A Song"

*The Little Mouse, the Red Ripe  
Strawberry, and the Big Hungry Bear*

"Aa Apple" Rhyme  
Animal Kingdom Poster  
Vertebrates (Animals with Back-  
bones) Poster

Animal Kingdom, Mammals

**Vocabulary:** characteristics,  
tromp, ripe, disguise, half

## Writing

## Social Studies

## Science

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

Animal Kingdom: classification

## DAY Three

## DAY Four

## DAY Five

Inflectional Endings (using words in sentences)	Inflectional Endings (copy sentences)	Share and illustrate sentences
R&W p. 2 Substitute initial, final sounds Word Families: -an, -at Introduce -ing <b>Comprehension:</b> Story Conflict and Resolution <b>Comprehension Skills:</b> Sequence Compare/Contrast Story Details (problem/solution)	R&W p. 3 Inflectional ending: -s <b>Comprehension Skill:</b> Identify Genre: nonfiction	Word Families: -am, -ap Starfall Free Day "Color by Word" for Week 16
BpB's Books: Concepts, "A-Machine" ABCs	BpB's Books: Concepts, "A-Machine" Math Songs: "5 Little Bears" and "10 Little Kittens"	Sequence <i>Zac the Rat</i>
Short-a puzzles	Short-a puzzles	Draw and Label Mammals
<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>	<i>Backpack Bear's Mammal Book</i> Vertebrates (Animals <u>with</u> Backbones) Poster <b>Vocabulary:</b> limbs, survive, camouflage, predator	Teacher's Choice Teacher's Choice Author's Chair
	Write sentences about Zac and Backpack Bear's visit	Complete writings from Day 4.
Animal differences	Animal Classification and Behavior (carnivore, herbivore, omnivore) Mammals	Create list of Mammals



**Language**

**L.K.1.F** Produce and expand sentences

**L.K.4.B** Use inflections and affixes (-ed, -s) as clues to meaning of unknown words

**Reading: Foundational Skills**

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

**Media Literacy**

**ML.10** Use technology resources to support learning

**Magic Writing Moment****Materials**

- ☐ Prepared index cards in a basket
- ☐ Chart paper, markers

**Inflectional Endings**

Say: **Raise your hand if you remember when we talked about root words, and the inflectional endings -s and -ed.**

Review the meanings of root words and inflectional endings.

Indicate the chart paper.

Say: **Today let's think of sentences that use root words and words with inflectional endings. Here is a basket of words. A volunteer will choose a word, show it to the class, and read it. The volunteer will choose someone to think of a sentence using that word. Let's try one.**

The class confirms or assists the child to correct the sentence, and you write it on the chart paper. The volunteer then finds and circles the word in the sentence. Continue to choose volunteers and repeat with three additional words and sentences.

Save the chart paper. You will repeat this activity on Days 2 and 3.

If possible, have an assistant or older student review the chart paper with ELL children to check for comprehension.

**ELL****Phonics Warm-Up****Materials**

- ☐ Computer navigated to *Learn to Read*: Row 15, "Y Can Be a Vowel"

**Review Vowels**

Say: **Let's look at the Alphabet Chart. Remember, letters are divided into two categories, consonants and vowels. Who can name the five vowels?** Children take turns to do this.

Continue: **Let's play "Jump Up, Sit Down."** Name any letter of the alphabet except y. If the letter is a vowel, the children sit on the floor. If it is a consonant, they jump up.

Explain: **There is one letter of the alphabet that is usually a consonant, but in some words it gets to be a vowel. Sometimes y stands for the sound /i/, as in the word my, and sometimes it stands for the sound /ē/, as in the word pony.**

Gather the children around a classroom computer and visit *Learn to Read*: Row 15, "Y Can Be a Vowel" video.

Review the vowels (a, e, i, o, u, and sometimes y). The children repeat them after you.



1

## Introduce Medial /a/ and the Zac the Rat Character

Read Backpack Bear's message.

Backpack Bear whispers, "I have a clue that might help you guess who my new friend is."

Say: **Listen and you will hear the sound that comes in the middle of Backpack Bear's friend's name.**

Play *Sing-Along* Volume 1 Track 28, "Short-a Song."

Backpack Bear whispers to you. Explain: **Backpack Bear met Zac on Starfall.com. Backpack told him how much fun he was having and his friend asked if he could come to school and be part of our class, too.**

Ask: **Where is he? He must be hiding like you did Backpack Bear!** The children search the classroom for Zac.

When Zac is found, explain: **Zac has a favorite sound. It's the sound in the middle of his name. Can you guess what it is? (/a/) What letter stands for the /a/ sound? Right, Aa. Let's have Zac lead us in "The Letter March."**

Tell Zac that you and his fellow classmates will help him learn to write his name.

Continue: **Let's use our invisible rubber bands to teach Zac the three sounds in his name.**

A volunteer writes the letters on a classroom whiteboard as the children voice each sound.

Explain: **Zac is a name so it starts with an uppercase, or capital, letter Z.**

Blend the letter sounds together to read Zac. The children teach Zac to spell his name with ASL signs.

Continue: **Zac has a new book and the first page has his picture on it. It also has pictures of words with his favorite sound, /a/.**

### Materials

- ☐ *Reading & Writing Books*, p. 1
- ☐ Plush Zac the Rat (hidden)
- ☐ *Sing-Along* Volume 1 Track 28, "Short-a Song"
- ☐ Whiteboard, marker
- ☐ Pencils, crayons
- ☐ Backpack Bear

### Reading: Foundational Skills

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

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

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

### The Letter March: Aa

(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,  
"A" stands for the sound, /a/ /a/ /a/ /a/

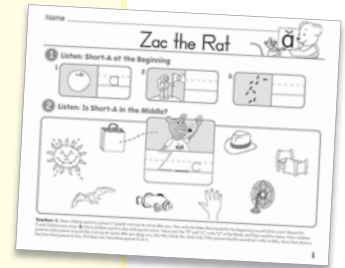
And they all go marching,

In- to a word, to use, their sound



### Formative Assessment

Distribute *Reading & Writing Books* and complete page 1 together with the children.



**Reading:  
Foundational Skills**

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

**Language**

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

## Introduce High Frequency Words: *goes, into, off, why*

Place the High Frequency Word Cards face down in a pocket chart.

Say: **Let's play "Find the Mystery Words." There are four new high frequency words hidden. Let's see if we can find them.**

A volunteer reveals a card. If the word has already been introduced, the volunteer reads the word, puts the Word Card in a stack and selects the next volunteer. If a card reveals a new high frequency word (*goes, off, why, into*) read the word and the child writes it on the whiteboard.

Continue until all of the words have been revealed. Review the four new high frequency words.

Divide the children into four groups. Assign one of the four new high frequency words to each group. Explain: **I will read a sentence that uses one or more of the new high frequency words. If you hear your word in the sentence, stand. Ready?** Read the following sentences, pausing to allow time for groups to respond.

- Zac jumps *off* the wall.
- *Why* is the girl up in the tree?
- Put this *into* the box.
- Put the ice cream *into* the bowl.
- He *goes* first and then you can go.
- Please put the present *into* your bag.
- I don't know *why* it is raining.
- The bird flew *off* the wall and *into* the cage.

Distribute *Starfall Dictionaries*. Write *goes, into, off, and why* in your dictionary and the children follow your example.

**Materials**

- ☐ Classroom whiteboard, marker
- ☐ High Frequency Word Cards:  
*and, are, be, go, goes, he, into, like, likes, not, off, on, see, she, why, you*
- ☐ *Starfall Dictionaries*
- ☐ Non-menthol shaving cream
- ☐ Pocket chart

**Formative Assessment**

Distribute shaving cream to each child. Indicate and identify one of the new high frequency words. The children say and write the word in the shaving cream. As they write they make up sentences using the word.

Repeat for the other new high frequency words.

Add new high frequency words to a memory wall to make them easy to locate. It is helpful for some students to have the words visually present when they write them in their journals.

## Computer

## Practice

- *Backpack Bear's Books*: Concepts, "A-Machine"
- *ABCs*: Begin with Zz and review letters backwards
- *Learn to Read*: Row 15 Skills, "Y Can Be a Vowel"

## Activity

The children review letter sounds and blend CVC words with medial /a/, to advance on the "Starfall Speedway." If a child has difficulty reading a word, he or she may ask another child for assistance.

### Materials

- ☐ Word Cards: *am, an, and, at, bag, bat, can, cap, cat, fan, had, ham, has, hat, jam, mad, man, map, pan, rat, sad, van, Zac*
- ☐ "Starfall Speedway"

3

## Read *Zac the Rat*

Navigate a classroom computer to *Learn to Read*: Row 1, "Zac the Rat." Sing along with "The Short-A Song."

Indicate *Zac the Rat* and read the title. Say: **This story was written and illustrated by a team who works for Starfall.**

Proceed to the first page and discuss the illustration. The children predict what might happen to Zac in the story. Read the story.

Distribute *Zac the Rat* and the children print their names on the back cover.

Read the story in unison. Say: **There are two types of words used in this book. There are high frequency words we have already learned, and words with the short a sound.**

Indicate the chart paper and read the headings, High Frequency Words and Short-A Words. Say: **Let's sort the words into these two categories as we read the story together.**

Read the first sentence together, and the children identify high frequency words. Write them in the high frequency words column on the chart paper.

Read the remaining words and the children segment and blend the sounds to determine if the words use the *short-a* sound. Write them in the *Short-A* Words column. Repeat for the remainder of the book. You may choose volunteers to write the words.

### Materials

- ☐ *Zac the Rat* Take-Home Book for each child
- ☐ Classroom computer navigated to *Learn to Read*: Row 1, "Zac the Rat"
- ☐ Prepared chart paper
- ☐ Plush Zac the Rat
- ☐ Backpack Bear

### Reading: Foundational Skills

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

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

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

### Media Literacy

**ML.10** Use technology resources to support learning

### Reading: Foundational Skills

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

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

### Reading: Literature

**RL.K.7** Connect illustrations to story events

### Language

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



## Formative Assessment

The children find the high frequency words that have *short-a* sounds and circle them. Review the lists of words. Collect the books for use on Day 3.

**Language**

**L.K.4.B** Use inflections and affixes (-ed,-s) as clues to meaning of unknown words

**L.K.1.F** Produce and expand sentences

**Reading:  
Foundational Skills**

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

**Listening & Speaking**

**LS.9a** Recite short poems, rhymes and songs

**Magic Writing Moment****Inflectional Endings**

Indicate the basket of index cards. Choose a volunteer to select a word, read it, and show it to the class. The volunteer chooses another volunteer to use the word in a sentence.

The class confirms or assists the child to correct the sentence, and you add it to the chart paper.

The first volunteer finds and circles the word in the sentence that was selected from the basket. Repeat with new volunteers for three additional words and sentences.

**Materials**

- ☐ Prepared index cards in a basket  
(minus those selected on Day 1)
- ☐ Chart paper, markers

**Phonological Awareness Warm-Up****Review Initial *Short-A* Words and Introduce Initial *Long-A* Words**

Indicate page 5 of the *ABC Rhyme Book* and read "Aa Apple." The children repeat the rhyme as you read it again. They identify the words that begin with *short-a*. (*apple, as*)

Explain: **The letter A stands for another sound. We call it long-a. The sound of long-a is the letter's own name, a. The word able begins with the long-a sound. Say a, able.** The children repeat, *a, able*.

Continue: **Let's try to think of other words that begin with long-a such as April, apron, and ape.** Volunteers suggest long-a words.

Say: **Let's play a game with words that begin with long-a and short-a. If you hear a word that begins with short-a, place your palms very close together, but not quite touching. (Demonstrate) If the word begins with long-a, spread your palms wide apart like you are measuring something long. Ready?**

ambulance	ax	acorn	apple
Africa	age	ants	ask
apron	able	alligator	aim

Explain that vowels are special because they stand for two sounds. Play "Get Long, Get Short." As words beginning with *short-a* are offered, the children get "short" (crouch down) and get long (stand on their tip toes and reach for the sky) for words beginning with *long-a*.

**ELL**

1

## Introduce the Animal Kingdom

Read Backpack Bear's message to the children. Backpack Bear whispers to you. Say: **Backpack Bear watched a TV show about mammals and other animal groups. He would like to know what mammals and the other animal groups are.**

Ask: **Do you remember when we sorted letters into groups of tall letters, small letters, and tail letters? When we did this, we classified the letters based on their characteristics. A characteristic is something that makes a person or thing different from others.** (Children repeat, *characteristic*.) **Letters with the characteristics of a small letter went in the small letter group. Letters with the characteristics of tall letters went in the tall letter group. Letters with the characteristics of a tail letter went in the tail letter group.**

Continue: **Just like we classified letters, scientists classify everything into groups using characteristics. First, they look for characteristics that are the same. Next, they look for characteristics that make something special, or unique.**

Indicate The Animal Kingdom Poster and read the title.

Indicate and read "Animals with Backbones." Explain: **Scientists found that some animals have backbones. You have a backbone. Your backbone consists of 24 bones running down your back. Touch your backbone to see if you can feel it.** The children do this.

Indicate and read "Animals without Backbones." **We will learn about animals without backbones later.**

Display the Vertebrates (Animals with Backbones) Poster. Say: **When scientists looked at the characteristics of animals with backbones, they found there were five groups, mammals, birds, reptiles, amphibians, and fish. Do you remember which animal group Backpack Bear belongs to? Yes, he is a mammal.**

Place the Picture Cards *cat*, *duck*, *frog*, *shark*, and *snake* in the third row of a pocket chart. The children identify each animal. Say: **Each of these animals belongs to a different animal group.**

- Place the Word Card *mammals* above the *cat* Picture Card.
- Read the card, and explain that a cat belongs to the *mammal* animal group.
- The children repeat, *mammal*.

Repeat for *duck* (birds), *snake* (reptiles), *frog* (amphibians), and *shark* (fish).

### Materials

- ☐ Vocabulary Card: *characteristics*
- ☐ Word Cards: *mammals, birds, reptiles, amphibians, fish*
- ☐ Picture Cards: *cat, duck, frog, shark, snake*
- ☐ Animal Kingdom Poster
- ☐ Backpack Bear
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Pocket chart

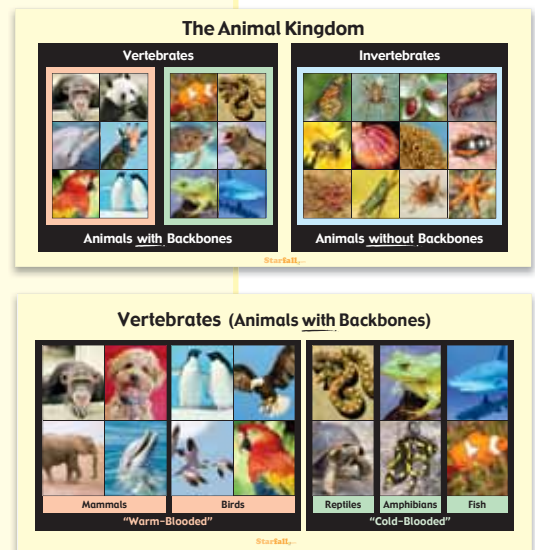
### ELA

**L.K.5a** Sort common objects into categories

### Science

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

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





Move the *cat* Picture Card and *mammal* Word Card to the center of the pocket chart.  
Say: **Let's talk about mammals. When scientists looked at mammals they found two very important characteristics that made them special or unique. Would you like to know what they are?**

- **They have hair, fur, or layers of fat to keep their bodies warm.**
- **Mammal mothers feed their babies milk from their bodies.**

Say: **None of the other animal groups share these two characteristics. Only mammals do. In Backpack Bear's message he told us he is a mammal. He also said his classmates are mammals. That means *you* and *me*! Look at your classmates. What mammal characteristic do you see on the top of our heads? That's right, we have hair.**



### Formative Assessment

Briefly review the animal groups. As you indicate each group, ask children to identify them.

When reminding the children of characteristics for sorting letters, give a quick display of how the grouping would look. For example, use a color or shape word to demonstrate.

**ELL**

**2**

## Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*

Indicate *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. Discuss the cover, title, author, and illustrator. The children predict what this story might be about based on the title and cover illustration.

Ask: **Which animal group do you think the little mouse belongs to?** (mammal)  
**How do you know?** (A mouse has hair or fur and mothers feed their babies with milk from their bodies.)

Look through the pages of the book. The children describe what they think is happening based on the illustrations. Read the story, pausing to introduce new vocabulary words and their meanings in the context of the story.

### Materials

- ☐ *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood
- ☐ Vocabulary Cards: *ripe*, *tromp*, *disguise*, *half*

### ELA

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

**RL.K.7** Connect illustrations to story events

### Language

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

**L.K.6** Use acquired words and phrases

### Science

**SS.SC.LS.2a** Students observe and describe similarities and differences of plants and animals

**ripe**

Fully developed, ready to eat

Say: **The author used the word *ripe* to describe the strawberry.** Children say, *ripe*, then define the word. Discuss other fruits or vegetables that can be ripe.

**tromp**

To walk heavily and noisily; to stomp

Indicate and read the page, "BOOM! BOOM! BOOM! The bear will tromp through the forest on his big, hungry feet, and SNIFF! SNIFF! SNIFF! find the strawberry."

The children stand. Say: **The vocabulary word on this page is *tromp*.** (The children say, *tromp*.) **Everyone, please *tromp* around the room.** (The children *tromp*.) **Now, walk softly around the room. Now *tromp* around the room again.**

Discuss the difference between tromping and walking softly around the classroom.

**disguise**

Something you wear that changes the way you look, so others don't recognize you

Say: **The mouse used a *disguise* for himself, and he also disguised the strawberry. Why do you think the mouse used a disguise?**

**half**

One of two equal parts

To demonstrate, divide the class in *half*. The groups face each other, forming partners.

Say: **Here is *half* of the group and here is the other *half*. When the mouse divided his strawberry in *half*, he had two same size pieces of one strawberry just like we have two same size parts of one class.**

After reading, the children identify the speaker. Accept all answers. Explain that the speaker could have been anyone since the text and illustrations did not tell the answer.

The children decide if this story is fiction or nonfiction and provide reasons for their decisions.

Partner the children and explain that you will ask questions. They will discuss the answers then share their responses.

- **Do you think there really was a big, hungry bear, or do you think the person talking to the little mouse tricked him?**
- **Why did the little mouse need a ladder?**
- **How did the little mouse use the lock and chain?**
- **What did the little mouse use for a disguise?**
- **Why did the little mouse cut the strawberry in half?**
- **If you had to keep the strawberry away from a big, hungry bear, what would you have done?**



## Formative Assessment

Say: **Let's use our new high frequency and vocabulary words in sentences.**

Write each sentence on a whiteboard. Volunteers circle the high frequency words in each sentence, and the class identifies the vocabulary word used.

- I can *get* a *ripe* strawberry from the store.
- I will *get into* a *disguise* to fool my friends.
- Backpack Bear *gets* *half* the strawberry.
- The bear will *tromp* through the forest to *get* some berries to eat.

Ask: **Who remembers the name of the animal group Backpack Bear, the little mouse, and all of us belong to? Right, we are all mammals!**

Review the two unique characteristics of mammals:

- They have hair, fur, or layers of fat to keep their bodies warm.
- Mammal mothers feed their babies milk from their bodies.

Encourage the children to find pictures of mammals in magazines at home and bring them to school to share with the class.

Add *ripe*, *tromp*, *disguise*, and *half* to your Star Word Wall after the second Small Group session.

For ELL children, it is helpful to demonstrate new vocabulary words when possible. For example, model tromping when the word *tromp* is presented. For *half*, cut a circle or a strawberry into two equal pieces. For *ripe*, display a green strawberry and a red strawberry.

**ELL**

Partner ELL children with children who have some knowledge of their first languages, if possible, to assist with comprehension.

### Reading: Foundational Skills

**RF.K.1.C** Understand that words are separated by spaces

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

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

**RF.K.4** Read texts with understanding

### Listening & Speaking

**LS.9c** Relate an experience in sequence

### Language

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

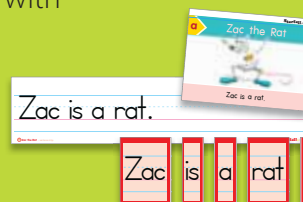
## Computer

### Practice

- *Learn to Read*: Row 1, "Zac the Rat"
- *ABCs*: A, Z, C, D, G, M, N, P, and T

## Activity

The children work together to sequence the Cover Cards (side without the sentences) and Sentence Strips. They form sentences with individual words.



### Materials

- ☐ *Zac the Rat* Sequence Picture Cards, Sentence Strips and Word Cards
- ☐ *Zac the Rat* (one copy)
- ☐ Pocket chart



3

## Comprehension: Questioning

Distribute *Zac the Rat*, and the children read the story together.

Distribute the “six-box” drawing paper. The children write their names on the back. They number the boxes from one to six in the upper left corner of each box.

Say: **I will ask questions and you use a pencil to sketch your answers. You may use your *Zac the Rat* book for illustration ideas.**

Ask the following questions pausing for the children to sketch their answers. Explain that they will add color and detail to their illustrations at the end of the session.

Who is the main character in the story?	<b>Zac</b>
What was the problem he had?	<b>Jam spilled and ants were crawling around.</b>
What did Zac try first to solve his problem?	<b>He used a pan to get rid of the ants.</b>
What was the second thing he tried to solve his problem?	<b>He used a fan to blow them away.</b>
What finally worked for him?	<b>fan</b>
What did he do at the end of the story?	<b>took a nap</b>

### Materials

- ☐ Prepared drawing paper for each child
- ☐ *Zac the Rat* for each child
- ☐ Pencils, crayons

### Reading: Literature

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

### Speaking & Listening

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

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



### Formative Assessment

The children share their completed papers with their neighbors then add color and detail to their illustrations.

**Language**

**L.K.4.B** Use inflections and affixes (-ed,-s) as clues to meaning of unknown words

**L.K.1.F** Produce and expand complete sentences

**Magic Writing Moment****Inflectional Endings**

Indicate the basket of index cards. Choose a volunteer to select a word, read it, and show it to the class. The volunteer chooses another volunteer to use the word in a sentence.

The class confirms or assists the child to correct the sentence, and you add it to the chart paper.

The first volunteer finds and circles the word in the sentence that was selected from the basket. Repeat with new volunteers for two additional words and sentences.

**Materials**

- ☐ Prepared index cards (minus those selected on Day 1 & 2)
- ☐ Basket for index cards
- ☐ Chart paper, markers

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

- ☐ None

**Substitute Initial/Final Sounds in CVC words with Short-A**

Ask what new word could we form if we change:

- the /j/ in *jam* to /h/ (ham)  
Continue with /b/, /s/, /p/, and /r/. (*bam, Sam, Pam, ram*)
- the /h/ in *had* to /m/ (mad)  
Continue with /s/, /b/, /p/, /d/ and /T/. (*sad, bad, pad, dad, Tad*)
- the /d/ in *had* to /t/ (hat)  
Continue with /m/ and /s/. (*ham, has*)
- the /n/ in *pan* to /m/ (Pam)  
Continue with /t/, /d/, and /l/. (*pat, pad, pal*)

**Note:** Write the words on a whiteboard for children who need visual clues.

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

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

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

1

## Word Families –an and –at

Place the Word Cards *at* (on the left) and *an* (on the right) in the top row of a pocket chart, leaving space between the words. The children read the words together.

Say: **Today we will learn two word families.** Remind the children that word families are words with the same letter patterns in the middle and end.

Continue: **I will show you pictures. The names of some of the pictures belong to the –at family, and some belong to the –an family. Words that belong to the same word family rhyme. Ran and tan rhyme. They belong to the –an family. Mat, pat, and sat, rhyme. They belong to the –at family.**

Place the Picture Cards randomly near the bottom of the pocket chart.

Indicate *at*. The children say, *at*. A volunteer locates and identifies a Picture Card that rhymes with *at*. The children repeat the word.

The volunteer places the Picture Card in the pocket chart, below *at*.

Repeat for *an* with a different volunteer. Continue for the remaining Picture Cards.

### Materials

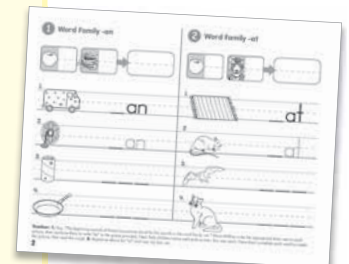
- ☐ Picture Cards: *bat, can, cat, fan, hat, man, pan, rat, van*
- ☐ *Reading & Writing Books*, p. 2
- ☐ Word Cards: *at, an*
- ☐ Pencils, crayons
- ☐ Pocket chart

### Reading: Foundational Skills

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

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

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



## Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 2. Complete the page together with the children.

2

## Introduce Inflectional Ending -ing

Indicate the inflectional endings necklaces.

Say: **We learned that we can add -s to words.** (Select a volunteer to wear the s necklace.) **We also learned that we can add -ed to words.** (Select a volunteer to wear the ed necklace.) **Another ending we can add to words is -ing.** (Select a volunteer to wear the ing necklace.)

Continue: **Here are some root words.** Indicate and identify each word, and distribute each word to a volunteer.

The first volunteer indicates the word card *want* and identifies the word. The class repeats, *want*. The child wearing the -s necklace stands next to the volunteer and the children say, *wants*. Repeat for the -ed and -ing endings.

Continue for each word. The children take turns to wear the necklaces and hold the words.

### Materials

- ☐ Inflectional Endings chart paper from the Magic Writing Moment
- ☐ Inflectional ending necklaces
- ☐ Prepared word cards: *want, look, help, jump, walk*

### Reading: Foundational Skills

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

### Language

**L.K.4.B** Use inflections and affixes (-s, -ed, -ing) as clues to meaning of unknown words



## Formative Assessment

Write the words *want, wants, wanted, wanting; look, looks, looked, looking; help, helps, helped, helping; jump, jumps, jumped, jumping; walk, walks, walked, walking* in random order on a whiteboard.

The children take turns to choose and identify words, then circle them.

For some ELL children the new endings may be difficult to grasp. Be patient and “act out” new endings where possible.

**ELL**

### Reading: Foundational Skills

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

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

**RF.K.4** Read texts with understanding

### Language

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

## Computer

### Practice

- *Learn to Read*: Row 1, “Zac the Rat”
- ABCs: B, F, H, J, K

## Activity

The children complete the short-a puzzles, then list the short-a words from the puzzles on writing paper.

### Materials

- ☐ Writing paper, pencils
- ☐ Two Short-A Puzzles

**3**

## Conflict and Resolution

Indicate *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. The children retell the story as you page through the book. Ask: **Does this story remind you of Zac the Rat? Let's read it to find out.**

Read *Zac the Rat*. The children compare and contrast the two stories. As part of the discussion, recall the characteristics of mammals and confirm that both a mouse and a rat are members of this group.



In a pocket chart display and read the Story Element Card: *What is the story's conflict or problem? How was it solved?* Explain: **Every story has a conflict, or problem, and a solution, or a way to solve the problem.**

Indicate *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* and a volunteer identifies the story's problem. The children discuss its solution.

### Materials

- ☐ *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
- ☐ *Zac the Rat Take-Home Book*
- ☐ Story Element Card: *What is the story's conflict or problem? How was it solved?*
- ☐ Pocket chart

### Reading: Literature

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

### Writing

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

### Speaking & Listening

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

### Science

**SS.SC.LS.2a** Students observe and describe similarities and differences of plants and animals



## Formative Assessment

Discuss the conflict and solution for *Zac the Rat*. Partner the children to discuss possible alternate solutions to Zac's problem. Volunteers report back to the class.

For ELL children and others struggling with language comprehension, it may be wise to demonstrate a problem and a resolution. For example, if a classmate has no blocks or crayons, you would solve the problem by sharing.

**ELL**

**Reading:  
Foundational Skills**

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

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

**Language**

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

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

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

**L.K.4.B** Use inflections and affixes (-ed, -s, -ing) as clues to meaning of unknown words

**Magic Writing Moment****Inflectional Endings**

Distribute *Starfall Writing Journals* and indicate the inflectional endings chart paper with sentences. Read and review the sentences.

Each child chooses a sentence from the chart paper and copies it into his or her writing journal. Circulate to assist the children as needed.

**Materials**

- ☐ Inflectional endings chart paper from Days 1-3
- ☐ *Starfall Writing Journals*
- ☐ Pencils

**Phonics Warm-Up****Materials**

- ☐ None

**Introduce Verbs with Inflectional Ending –s**

Say: **Words that name actions, or things we do, are called verbs.**

Write *like* and *likes* on a whiteboard. The children identify the differences in the two words. Explain: **We often add -s to verbs depending on who is doing the action. Listen for verbs, or action words, in these sentences:**

- I *like* to read about Zac.
- Zac *likes* to play with Backpack Bear.
- We *help* Backpack Bear write his letters.
- Zac *helps* us learn the short-a sound.

Say: **Listen carefully, and tell me how to correct these sentences so they make sense. Ready? We *likes* to use the computer. How should we correct the verb *likes* in the sentence? Yes, We *like* to use the computer.**

Continue for:

- Zac *want* to play outside.
- The teacher *need* a pencil.
- We *needs* to walk in the hallways.
- Backpack Bear *find* his book.
- We *hops* to the door.
- Zac *play* with the ants.
- Backpack Bear *bump* his nose.

1

## Introduce *Backpack Bear's Mammal Book*

Indicate and review the Vertebrates (Animals with Backbones) Poster. Say: **We learned about the animal group that people and Backpack Bear belong to. Who remembers the name of our animal group?** (mammals)

Continue: **We also learned the characteristics of mammals.** Partner the children. **Discuss with your partner what you learned about the two unique characteristics animals must have to be members of the mammal animal group.** (Mammal mothers feed their babies milk from their bodies, and mammals have hair, fur, or layers of fat to keep them warm.) Volunteers share with the class.

Indicate *Backpack Bear's Mammal Book*. Say: **We will learn more about mammals in Backpack Bear's Mammal Book. I will read a few pages, then you will share with your partner what you learned. Ready?** Read:

- pages 2-7 — Mammals have backbones, are “warm-blooded,” feed their babies milk from mothers’ bodies, and have hair, fur, or fat to keep their bodies warm.
- pages 8-9 — The babies of mammals look like their parents. Mammals look for safe places to have their babies.
- pages 10-11 — Baby kangaroos and koala bears finish growing inside their mothers’ pouches; platypus and echidnas hatch from eggs; all are fed with milk from their mothers’ bodies.
- pages 13-19 (limbs) — Introduce limbs: the arms or legs of a person or four-legged animal. Mammals have four limbs. Land animals use them to walk on land. Other mammals use them to swim. A bat uses its limbs to fly. Mammals breathe air with lungs.
- pages 20-21 (survive) — Introduce survive: to continue to live. Mammal parents teach their babies to hunt, or find, food and water to survive.

### Materials

- ☐ Vocabulary Cards: *limbs, survive*
- ☐ *Backpack Bear's Mammal Book* by Alice O. Shepard
- ☐ Vertebrates (Animals with Backbones) Poster

### Reading: Informational Text

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

**RI.K.10** Actively engage in group reading activities

### Reading: Literature

**RL.K.5** Recognize common types of texts

### Vocabulary

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

### Science

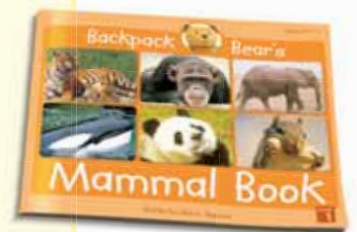
**SS.SC.LS.2c** Understand plants and animals have internal parts and external structures that keep them alive

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

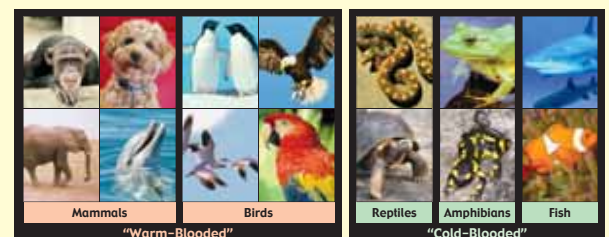
## Formative Assessment

Ask: **Is this book fiction or nonfiction? How do you know it is nonfiction? Right, it is a nonfiction book because it tells us real facts about mammals.**

Explain that you will finish Backpack Bear's book later today.



### Vertebrates (Animals with Backbones)





**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

**L.K.2.D** Spell simple words phonetically

**Reading: Foundational Skills**

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

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

**Listening & Speaking**

**LS.9a** Recite short poems, rhymes and songs

## Write About Our Mammal Friends

Say: **I wonder if Zac is a mammal. We know that people and Backpack Bear are mammals. How is Zac like us, and Backpack Bear?** (He has hair/fur to keep him warm, and when he was a baby he drank milk from his mother's body.)  
**Only mammals have hair or fur and can drink milk from their mothers' bodies, so Zac is also a mammal.**

Continue: **Imagine Zac and Backpack Bear come to your house to play. What might the three of you do?** Several volunteers share ideas as a warm-up to the writing activity.



### Formative Assessment

Distribute writing journals, dictionaries, and pencils. The children use their dictionaries and kid writing to write about Zac's and Backpack Bear's visit to their homes. As you circulate to do adult writing, encourage the children to add another sentence by asking what happened next.

As children finish, they illustrate and share their writings with others who have finished. The children will share their writings on Day 5.

### Materials

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

## Computer

### Practice

- *Backpack Bear's Books*: Concepts, "A-Machine"
- *Math Songs*: "5 Little Bears" and "10 Little Kittens"

## Activity

The children reference the Short-A Puzzle boxes to complete *Reading & Writing Books*, page 3. If time permits, they color the illustrations.

### Materials

- ☐ *Reading & Writing Books*, p. 3
- ☐ Short-A Puzzles
- ☐ Pencils, crayons



## Backpack Bear's Mammal Book (Part Two)

Gather the children in a circle. Say: **Backpack Bear would like to know what you remember about his mammal book. We'll pass Backpack Bear around. When he comes to you, share one thing you learned from his book, then pass him to the next person. If you can't remember anything say, "pass."**

Indicate *Backpack Bear's Mammal Book*.

Read pages 20-21. Say: **All animals, including mammals, need to eat and drink to survive, or live. Some animals eat only meat.** (carnivores) **Some animals eat only plants.** (herbivores) **And animals like you, Zac, and Backpack Bear can eat both meat and plants.** (omnivores)

Read pages 22-23. Ask: **Are animals bad because they catch smaller animals to eat? No, they are doing what they need to do in order to survive. We call animals that hunt and eat other animals in order to survive *predators*.** (Children repeat, *predators*.)

Read pages 24-27. Explain: **Animals know they could become food for other animals, so they have to be very careful. Some animals hide to protect themselves. Some animals have fur or hair that blends in with their environment. They look almost like the trees or grass. They are *camouflaged*. That means they look like they are part of the environment so it fools other animals.** (Children repeat, *camouflaged*.) **This helps protect them from predators because the predators don't see them.**

Read pages 28-29. Review the characteristics of mammals.

Read page 31. Paraphrase the information related to what it means to be "warm-blooded."

### Materials

- ☐ Backpack Bear's Mammal Book by Alice O. Shepard
- ☐ Vocabulary Cards: *camouflage*, *predator*
- ☐ Backpack Bear

Use and explanations of the terms "carnivore," "herbivore," and "omnivore" is optional during this discussion.

### Writing

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

### Vocabulary

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

### Science

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

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



## Formative Assessment

Backpack Bear's Mammal Book will be referenced often during the next two weeks.

Say: **You have learned so much about mammals in *Backpack Bear's Mammal Book*. Let's play "Mystery Mammal." Listen to the clues and try to identify the mammal.**

<b>bear</b>	I have four limbs and a lot of fur. I use my four limbs to walk. My cousin is Backpack Bear. Which mammal am I?
<b>monkey</b>	I have four limbs. I use two of my limbs to swing from branch to branch. Which mammal am I?
<b>cow</b>	I am a female mammal. When I get older, I make milk that you can drink at meal times. Which mammal am I?
<b>whale</b>	I am one of the biggest animals that lives in the water. I use my limbs to swim. I have lungs, so I have to come to the top of the water to get air to breathe. Which mammal am I?
<b>kangaroo</b>	I am an unusual mammal. I carry my babies in my pouch while they grow after they are born. I have four limbs and two of them help me hop. Which mammal am I?
<b>elephant</b>	I am a very large land animal. I use my big trunk to gather branches and leaves from trees to eat. Which mammal am I?
<b>camel</b>	My name starts with /k/ and end with /l/. I use my four limbs to walk. I can have one hump on my back or two. Which mammal am I?
<b>bat</b>	I am the only mammal that uses its limbs to fly. My wings are like your arms. I feed my young with milk from my body and I have fur. Which mammal am I?
<b>tiger</b>	I am the largest wild cat in the world. My fur is reddish-orange with large, dark stripes that help camouflage me and hide me from other animals. I am a great hunter and sneak up on other animals. Which mammal am I?
<b>platypus</b>	I am different from other mammals because I lay eggs. I am still a mammal because I have hair and feed my babies with milk from my body. Which mammal am I?

## Magic Writing Moment

## Share and Illustrate Sentences

The children take turns to read the sentences they wrote in their *Starfall Writing Journals* on Day 4. They then illustrate their sentences.

## Materials

- ☐ *Starfall Writing Journals*
- ☐ Pencils, crayons

## Phonics Warm-Up

## Word Families –am and –ap

Place the Letter Cards *a* and *m* from Deck 1 in a pocket chart side-by-side, leaving space to the left to insert an additional Letter Card. The children blend the letters to identify the word *am*. Explain:

**We can form new words that belong to the –am family.**

- A volunteer takes the top card from Letter Card Deck 1 and places it to the left of *-am* in the pocket chart.
- The child blends and reads the new word aloud (e.g., *jam*).

Volunteers continue until all of the Letter Cards from Deck 1 have been placed. Repeat with Letter Cards *a* and *p* (*-ap* family) and Letter Card Deck 2.

## Materials

- ☐ Letter Card Deck 1: *a, b, h, j, m, p, r, S*
- ☐ Letter Card Deck 2: *a, c, g, l, m, p, n, r, s, t*
- ☐ Pocket chart

1

## Mammals

Indicate *Backpack Bear's Mammal Book*. Say: **We will page through this book looking for different mammals. Then we'll make a list.**

## Materials

- ☐ *Backpack Bear's Mammal Book*
- ☐ Prepared chart paper
- ☐ Marker

## Formative Assessment

Allow for discussion as you page through the book. When you finish, volunteers suggest animals that belong to the mammal group. Indicate the chart paper and read the title, "Mammals."

- Write the names of the animals in a numbered list on the chart paper as they are identified.
- If an animal named is not a mammal, review unique mammal characteristics (has hair/fur/fat to keep its body warm and feeds its babies with milk from the mother's body) to help the children make the correct determination.

At the end of this session, explain that as children discover other animals that belong to the mammal group, you will add their names to the list. Review the list.

Save this list. It will be used during today's Learning Center rotations and again on Week 17, Day 3.

## ELA

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

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

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

## Speaking &amp; Listening

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

## Reading: Informational Text

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

## Language

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

## Writing

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

## Science

**SS.SC.1S.2a** Observe and describe similarities and differences of plants and animals



**Media Literacy**

**ML.10** Use technology resources to support learning

**Reading: Foundational Skills**

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

**Reading: Foundational Skills**

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

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

**LS.9c** Relate an experience in sequence

**Reading: Informational Text**

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

**Writing**

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

**W.8c** Draw and label

**Computer****1**

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

**"Color by Word"****2**

The children reference the Color Word Bank to complete the Week 16 "Color by Word" worksheet.

**Materials**

- ☐ Pencils, crayons
- ☐ Week 16 "Color by Word" worksheets

**Sequence *Zac the Rat*****3**

The children sequence *Zac the Rat* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in story order.

**Materials**

- ☐ Pocket chart
- ☐ *Zac the Rat* Take-Home Book for each child
- ☐ *Zac the Rat* Sequence Cards, Sentence Strips, Word Cards

**Draw and Label Mammals****4**

The children illustrate and label mammals, referencing the chart created in Session 1.

**Materials**

- ☐ Pencils, crayons
- ☐ Drawing paper
- ☐ Mammals chart from Session 1

**Teacher's Choice****5**

Choose an appropriate activity for this center.

**Teacher's Choice****6**

Choose an appropriate activity for this center.

2

## Author's Chair

Allow time for the children to complete the writings begun on Day 4 if needed. The children who have finished look through books about mammals.



### Formative Assessment

Gather the children around the Author's Chair. As children present their stories, their classmates ask questions or make positive comments. Each child puts away his or her writing journal after sharing.

#### Materials

- ☐ Starfall Writing Journals
- ☐ Author's Chair

#### Speaking & Listening

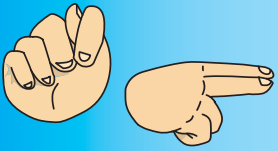
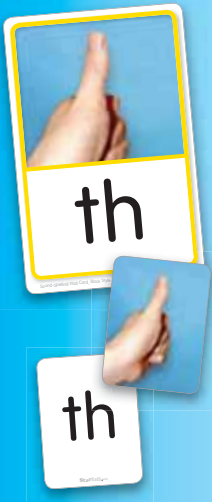
**SL.K.6** *Speak audibly and express thoughts, feelings, and ideas freely*

#### Language

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

#### 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*



# Week 17 Overview

## Mammals

This week the children continue their study of the mammal animal group as they write about and illustrate mammals, and create a classroom book titled *Mammals*. This week we will:

- identify story elements.
- learn Long-A and Silent-E.
- write a class newspaper article.
- review punctuation marks.
- learn the digraph *th* /th/.
- meet Ludwig van Beethoven.

## Recommended Literature

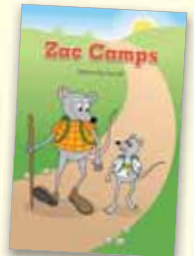
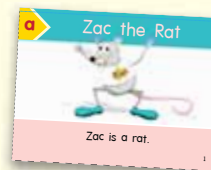
**The Giant Jam Sandwich — John Vernon Lord and Janet Burroway** worked together in writing this book. John wrote and illustrated the story. The idea for the book was a memory based on growing up with his family in England. When the book was almost finished, Janet changed the words of the story into rhymes.

John's father was a baker. When his family went on picnics, he always put some jam on a crust of bread. Then he carried it off. The wasps wanted to eat the jam so they followed the bread away from the picnic.

When John was a young boy, he was crossing a meadow with his friends, Alexander and Jonathan. A wasp hovered over Alexander's head. No matter which way he ran, he couldn't get rid of the wasp. The boys were so frightened that John made up the story about the giant jam sandwich to calm them down. The wasp flew away and the boys asked him to tell the story again over and over.

## Starfall Books & Other Media

ABC Rhyme Book  
 Backpack Bear's Mammal Book  
 Reading and Writing Books  
 Sing-Along Volume 1  
 Starfall Dictionaries  
 Starfall's Selected Nursery Rhymes  
 Zac and Cat  
 Zac Cams Chapter Book  
 Zac the Rat





# Preparation

Generate Vocabulary Cards for Week 17. You will use *wasp*, *pate*, *nuisance*, *dough*, *yeast*, and *spade* on Day 1 and *deaf*, *composer*, *conductor*, *orchestra*, and *interpreter* on Day 5.

## Day One

Have a magazine and newspaper available for today's Magic Writing Moment.

For today's Phonological Awareness/Phonics Warm Up prepare individual index cards with: *bl, cl, fr, pl, pr, st, sn* (2 cards), *fl* (2 cards), *tr* (3 cards), *gr* (3 cards) and group them with the Picture Cards listed below to create the following sets:

Set 1: Picture Cards: *black, clock, grapes, tree, snake*; Index Cards: *bl, cl, gr, sn, tr*

Set 2: Picture Cards: *grass, snail, star, truck, plant*; Index Cards: *gr, pl, sn, st, tr*

Set 3: Picture Cards: *flag, frog, green, pretzel, train*; Index Cards: *fl, fr, gr, pr, tr*

Prepare each child's copy of the take-home book *Zac and Cat*.

## Day Two

Have examples of chapter books available for Session 1.

## Day Three

For today's Magic Writing Moment you will use the chart paper from Day 2.

Duplicate the “All About Mammals” blackline for yourself and each child. Be sure to have plenty of classroom books about mammals available for children to reference as they write.

The children will do research on mammals for their newspaper article during Computer time on Days 3 and 4. Select appropriate websites and navigate to them beforehand.



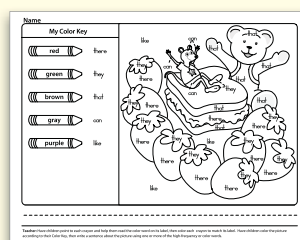
## Day Four

Create a “Superhero h puppet” from a paper bag, or use a generic puppet with a large lowercase *h* printed or pinned to the front. You will use this puppet to introduce the digraph *th*, and other digraphs in subsequent weeks.

## Day Five

Invite the principal, another teacher, or another adult to visit your classroom to be interviewed by the children. If you are unable to get someone to interview, the children can interview you!

Generate a Week 17 "Color by Word" worksheet for each child featuring the high frequency words: *that*, *there*, *they*, *the*.




## Day 1

Zac has a new friend.  
Would you like to read  
about his new pal?  
Love,

Backpack Bear 

## Day 2


Zac and I had jam sandwiches for dinner last night. What's your favorite sandwich?

Love,  
Backpack Bear 



## Day 3


Zac and his dad went on a fun trip. Maybe he will tell us about it today!

Your Pal,  
Backpack Bear 



## Day 4


I am so excited to read the mammal book you wrote!

Love,  
Backpack Bear 



## Day 5

It has been fun learning about mammals. There are many animals in my mammal group. I think you are my favorite!

Love,  
Backpack Bear 



# DAY One

# DAY Two

## Magic Writing Moment

Class newspaper article

Collect ideas for class article

## Reading

Phonemic Awareness

Phonics

High Frequency Words

Comprehension

Print Concepts

R&W p. 4

Blends

Long-A, Silent E

*Zac and Cat*

*The Giant Jam Sandwich*

### Comprehension Strategies:

Summarize

Make Connections

R&W p. 5

Rhyming words

### Comprehension Skills:

Story Elements (setting, main characters, problem/solution, change the story)

Make inferences

Use illustrations to support text

## Computer

Word Machines: "Short a"

Short Vowel Pals: "Zac and Cat"

ABCs: Zz, Xx, Yy, Ww, Qq, Vv

Learn to Read: Row 6, "Jake's Tale"

## Activity

Match Blends and Picture Cards

Identify CVC Words

## Listening & Speaking

Literature

Rhymes, Poems & Songs

Vocabulary

"Jam"

**Vocabulary:** *wasp, pate, nuisance, dough, yeast, spade*

*Zac Camps* Chapter Book

"Jam"

"Hickory Dickory Dock"

## Writing

## Social Studies

## Science



## DAY Three

## DAY Four

## DAY Five

List questions about mammals	Interview questions	Interviews to gather information
R&W p. 6 Punctuation: period, question mark, exclamation mark <i>Zac Camps Chapter Book</i> <b>Comprehension:</b> Making Predictions <i>Backpack Bear's Mammal Book</i>	 R&W p. 7 Digraph /th/ Delete /t/ to form words HF Words: <b>that, there,            they, this</b> Author's Chair	 Phoneme substitution <b>Comprehension Strategy:</b> Make Connections Phoneme Substitution Informational text
		Starfall Free Day <b>1</b>
		"Color by Word" for Week 17 <b>2</b>
Websites with information about mammals	<i>Backpack Bear's Books</i> : Any row	Write and illustrate favorite part of <i>The Giant Jam Sandwich</i> <b>3</b>
"Word Search" HF Words	Match Short-a Words and Picture Cards	Form words with play dough <b>4</b>
	"Th Thumb Rhyme"	Teacher's Choice <b>5</b>
	"Letter March Song Th"	Teacher's Choice <b>6</b>
		<i>Backpack Bear's Mammal Book</i> <b>Vocabulary:</b> deaf, composer, conductor, orchestra, interpreter
Write about mammals Punctuation practice	Share writings	Use knowledge of letter/sound relationships to spell simple words
		Learn about Beethoven
	<i>Kindergarten All About Mammals Book</i>	Review characteristics of mammals

**Writing**

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

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

**Science**

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

**Magic Writing Moment****Class Newspaper Article**

Say: **Let's work together to write our own mammal newspaper article. Who knows what an article is?**

Volunteers respond. **An article is a short story in a magazine or newspaper. People who write the articles are called journalists. Say, journalists. This week we will be journalists and we will write an article for a class newspaper.**

Indicate *Backpack Bear's Mammal Book*. **Let's look through the pages of this book and notice the kinds of things the author included.** Lead the children to notice that the book is nonfiction because it contains true facts about mammals, includes pictures and charts, and uses labels and sentences.

Ask: **If someone would like to learn more about mammals, where could he or she look?** Elicit answers from the children that include the library, classroom books, magazines, newspapers, the Internet, talking to teachers and/or scientists, and taking trips to the zoo or farm.

**Materials**

- ☐ Backpack Bear's Mammal Book
- ☐ Magazines, newspapers

**Phonemic Awareness / Phonics Warm-Up****Blends**

Say: **Today we will do consonant addition.**

Write  $b + l = \underline{\quad}$  on the board.

Ask: **What is /b/ blended with /l/? Let's try it together, /b/ + /l/ = bl. This is called a blend. The children repeat, blend. What sounds do you hear at the beginning of blend? Right, /bl/. Repeat for several other blends.**

Distribute 5 Picture Cards and 5 corresponding blend index cards from Set 1 to 10 volunteers. The children find their "matching" partners (*bl* and *blue*; *gr* and *grapes*) and stand next to each other in front of the class.

Review the matches and the class affirms them with a "thumbs up" if they are correct.

Repeat the activity using Sets 2 and 3 until all of the children have a chance to participate.

The picture and index cards will be used for today's Activity.

**Materials**

- ☐ Prepared index cards
- ☐ Three prepared sets of Picture Cards

**Reading: Foundational Skills**

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

Have ELL children repeat the sounds and pronounce the words as they are blended to make sure they understand the two sounds converging into blends.

**ELL**

1

## Introduce *Zac and Cat*

Distribute *Zac and Cat Take-Home Books* to each child, and the children write their names on the back. Notice with the children that the words *Zac* and *Cat* both begin with capital letters. Ask: **Why is *Cat* capitalized? Right, *Cat* is the cat's name.**

Ask: **Who can look at the illustration on the cover and predict what this story is about?** (Discuss the children's predictions.)

Partner the children and review strategies to decode words. Partners do a first read together, then gather the children to check their predictions.

Read the story together and discuss how the illustrations match the text.

Ask the following questions:

(Page 2) <b>What is Zac trying to do?</b>	He is trying to use the pan for a drum.
<b>How can you tell it is difficult for Zac to use the bat?</b>	It looks too heavy for a rat to use.
<b>Why does the jam can work better as a drum for Zac?</b>	It is lighter and easier to hold.
(Page 5) <b>What idea does Cat have?</b>	Cat's idea is to use the bat as a drumstick.
<b>On the last page of the book, what are Zac and Cat doing?</b>	They are playing in a homemade rhythm band.
<b>If you were part of Zac and Cat's band, what instrument would you play?</b>	Answers will vary.

### Materials

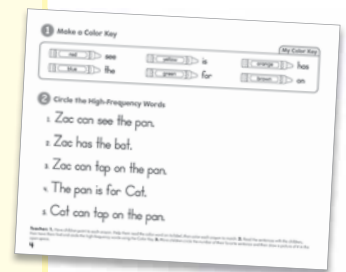
- ☐ Reading and Writing Books, p. 4
- ☐ *Zac and Cat* Take-Home Book
- for each child and teacher
- ☐ Pencils

### 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.

**RF.K.4** Read texts with understanding.



### Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 4.

Project the page if possible, and complete it together with the children according to the directions.

## Materials

- ☐ Classroom whiteboard, marker
- ☐ *Learn to Read*: Row 6: Silent E

**Reading:  
Foundational Skills**

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

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

## Long A, Silent E

Review the difference between vowels and consonants, and remind the children that *y* can be a vowel or a consonant.

Say: **We have been reading many words with the short /a/ sound. Sometimes *a* can stand for another sound called *long a*. When it stands for *long a*, the sound is its name, *ā*. Listen to these words. If you hear short /a/ (make the sound of short *a*), stand up. If you hear long *a* (make the sound of long *a*) sit. Ready?** Say the following words, pausing for the children to respond: *cap*, *lake*, *ham*, *tale*.

Explain: **There are rules that help us know if *a* is long or short. Here's one rule. If you see "e" at the end of the word, the *e* is silent and doesn't make a sound.** Write *lake* on the board. **What is the "inside" vowel? (a) Who can point to the *e* at the end of the word? The *e* is silent and doesn't make a sound, but it whispers to *a* to use its long sound, /l/ /ā/ /k/, *lake*.**

Navigate a classroom computer to *Learn to Read*: Row 6 under "Play" to demonstrate the silent *e* rule.

Create two columns on the whiteboard. Label them "Short a" and "Long a."

Write *tap* under short *a*, and lead the children to decode *tap*.

Write *tape* under long *a*, and lead the children to decode *tape*. Discuss the difference in the two words including the job of silent *e* and its effect on *a*.



### Formative Assessment

Divide the children into two groups, *short a* and *long a*. Say: **If you hear short *a* in the word I say, the "short *a* group" stands. If you hear long *a*, the "long *a* group" stands.**

Use the word pairs listed below. Say the first word and a group stands. A volunteer indicates on which side of the board the word should be written. Discuss the correct placement, and you (or a volunteer) write the word in the appropriate column. Repeat with the second word.

cap / cape	Jan / Jane	Sam / same	plane / plan
------------	------------	------------	--------------

Have an assistant or volunteer repeat this activity with ELL children to help them become more comfortable hearing and speaking the sounds.

**ELL**

## Computer

- *Short Vowel Pals*: "Zac and Cat"
- *Word Machines*: "Short a"

## Practice

### Activity

Mix the picture and blend index cards. The children work together to find matches and display them side-by-side in a pocket chart.

#### Materials

- ☐ Blend picture and index cards (from today's Phonological/Phonics Warm Up)
- ☐ Pocket chart

3

## Introduce *The Giant Jam Sandwich*

Review Backpack Bear's message with the children, and volunteers share their favorite kinds of sandwiches.

Say: **Let's pretend that a new child, who has never heard *Zac the Rat*, came to our class. Raise your hand if you could retell Zac's story in your own words.**

Volunteers take turns retelling the story.

Tell the children you have a funny song about jam that Zac and Backpack Bear might enjoy. Play *Sing-Along Volume 1* Track 17, "Jam" several times, until the children are able to sing along. The children help to make up actions to accompany the song.

Say: **This song reminds me of a story called *The Giant Jam Sandwich*.**

Indicate the book and discuss the cover, title, author, and illustrator. As you page through the book, pause to introduce the following vocabulary:

Page 7, *wasps* — winged insects that have stingers; they belong to the insect animal family

Page 9, *pate* — the top of the head

Page 10, *nuisance* — someone or something that bothers you

Page 14, *dough* — a thick, sticky mixture of flour, water, and other ingredients, used to make bread

Page 14, *yeast* — an ingredient used to make dough rise

Page 24, *spade* — a digging tool with a flat blade, similar to a shovel

Before reading, say: **If you hear rhyming words as I'm reading, raise your hand.** Read the story, pausing to allow the children to ask questions and identify rhyming words.

#### Materials

- ☐ Vocabulary Cards: *wasp, pate, nuisance, dough, yeast, spade*
- ☐ *The Giant Jam Sandwich* by John Vernon Lord and Janet Burroway
- ☐ *Zac the Rat* Take-Home Book (for reference)
- ☐ *Sing-Along Volume 1* Track 17, "Jam"

### Reading: Foundational Skills

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

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

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

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

### Reading: Foundational Skills

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

### Reading: Literature

**RL.K.2** Retell familiar stories.

**RL.K.7** Connect illustrations to story events.

### Language

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



### Formative Assessment

Review new vocabulary:

Page 3 — Read: **“They stung Lord Swell on his fat bald *pate*.”**(rhymes with “plate”) Children say, *pate*. Review its meaning, and ask the children if they know anyone who is bald.

Page 7 — Say: **In this story, the author referred to the wasps as a *nuisance*. That’s because the wasps were bothering the people.** Children say, *nuisance*. Discuss behaviors that would be considered nuisances, such as people talking too loudly or being interrupted by someone.

Page 8 — Indicate the picture and tell the children the characters are mixing flour and yeast to make dough. Review the meanings of *yeast* and *dough*. Children repeat, *yeast, dough*. Explain that if no yeast is added to the dough, the bread would be flat like a pancake!

Pages 18 and 19 — Ask: **Who knows what a *spade* is?** Choose a volunteer to indicate a worker using a spade on page 19. Children repeat, *spade*.

Volunteers use the new vocabulary words in sentences as time allows.

## Magic Writing Moment

## Materials

- ☐
- Chart paper, marker

## Collect Ideas for Class Article

Say: **Today let's collect ideas for our newspaper article.**

The children partner to share facts they already know about mammals. Write their responses on chart paper as they share.

Say: **Think of what else you would like to know about mammals. We'll discuss your ideas tomorrow.**

Save the chart paper for use on Day 3.

## Writing

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

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

## Phonological Awareness Warm-Up

## Materials

- ☐
- Sing-Along Volume 1 Track 15, "Hickory Dickory Dock"
- 
- ☐
- Nursery Rhymes Big Book

## Rhyming Words and /ck/

Say: **Zac would like to teach you his song about the clock.** Play *Sing-Along Volume 1* Track 15, "Hickory Dickory Dock."

Explain that when we say "noon" we mean 12:00 in the afternoon.

Play the song again. This time, children listen for words that rhyme. (clock/dock, four/door, noon/soon)

Indicate *Nursery Rhymes* page 17 and read the nursery rhyme together. Say: **I noticed words that use ck to stand for the /k/ sound.**

Indicate "hickory." Continue: **Hickory uses ck to stand for the sound /k/. Can you find other words that use ck to stand for /k/?** Volunteers indicate words.

## Reading: Foundational Skills

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

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

1

Introduce *Zac Cams*

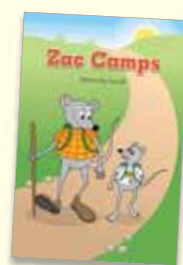
Indicate examples of chapter books. Explain that chapter books are divided into short parts called *chapters*. (Children repeat, *chapters*.) Show examples of how the text and illustrations are divided into chapters.

Say: **Zac has a surprise for you.** Indicate *Zac Cams*. **Zac says that his friend, Brandi Chase, wrote this story about how he and his dad went on a camping trip. Michael Ramirez illustrated the book.**

Ask: **Who has been camping?** Volunteers share.

## Materials

- ☐
- Zac Cams*
- Chapter Books
- 
- ☐
- Several examples of chapter books
- 
- ☐
- Plush Zac the Rat



## Reading: Foundational Skills

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

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

## Reading: Literature

**RL.K.7** Connect illustrations to story events.



Show the children the title page. Say: **Today we will read Chapter 1.**

Read pages 2 through 10, pausing to discuss how the illustrations support the text.

Ask:

- **What did Zac and Dad want to do?** Write *camp* on the board. Discuss the blend at the end of *camp*.
- **What was Dad going to put snacks in? How many packs are Zac and Dad taking? What does the -s at the end of packs tell us? Yes, it tells us there is more than one pack.**
- **What are Zac and Dad putting in the packs?** Write *snacks*. Discuss the *sn* blend and *ck* ending. **Are Zac and Dad taking one snack or more than one snack? How do we know?**
- **When Zac and Dad look at the map what do they see?** Write *path*. Discuss the /th/ ending.
- **What on the map shows what Zac and Dad will pass on the path?** Write *trash*. Discuss the *tr* blend and *sh* digraph.
- **Is the trash all over or in a stack?** Write *stack*. Discuss the *st* blend at the beginning of the word.



### Formative Assessment

Distribute *Zac Camps* books and the children read chapter one together.

Partner ELL children with students who can assist them to identify blends.

**ELL**

**2**

## Missing Words

On the whiteboard, write:

Zac is a \_\_\_\_\_ .

cat — ran — rat

### Materials

- ☐ Classroom whiteboard, markers
- ☐ *Reading and Writing Books*, p. 5
- ☐ Pencils, crayons

#### Reading: Foundational Skills

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

#### Language

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

**L.K.2.C** Represent most consonant and short-vowel sounds (phonemes)

Read the sentence and volunteers read the choices offered to complete it.

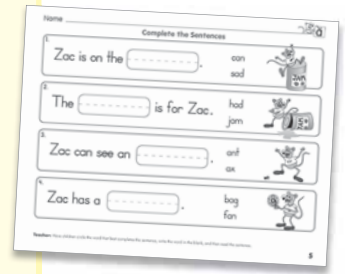
Say: **Let's recall what we know about Zac and decide which answer makes sense. Is Zac a cat? Does the sentence *Zac is a ran* make sense?** A volunteer reads the correct sentence, then writes the word *rat* on the blank line.

Reread the sentence.

Repeat for the following sentences. The children say 'blank' for the missing words.

The _____ ran and ran.	ants — hat — is
I can _____ Zac on the can.	has — see — the
_____ ants ran to the jam.	The — Zac — ran

Distribute *Reading and Writing Books* and the children turn to page 5. Complete the page with the children one sentence at a time, indicating the picture clue at the end of each. The children circle the word that best completes the sentence, write it in the blank, then read the sentence.



## Formative Assessment

Children use crayons of different colors to circle the following high frequency words in the sentences: *has, the, is, for, see, an, can*.

### Computer

- *Learn to Read*: Row 6, "Jake's Tale"
- *ABCs*: Z, X, Y, W, Q, V

### Practice

### Activity

The children place the Word Cards face down in a deck then take turns playing "teacher."

- The "teacher" chooses a Word Card and copies it on the whiteboard.
- The children raise their hands if they can read the CVC word.
- The "teacher" chooses a volunteer to read the word.
- The volunteer becomes the "teacher" for the next word.

### Materials

- ☐ Word Cards: *bag, bat, can, cap, cat, man, map, pan, rat, sat, wag, Zac*
- ☐ Whiteboard, marker

### ELA

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

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

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

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

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

### Language

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

**Reading: Literature**

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

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

**RL.K.10** Engage in group reading activities

## Story Elements

Indicate *The Giant Jam Sandwich*. Ask: **Is this story fiction or nonfiction? What in the story tells us it is a fictional story?**

Place the Story Element Cards in a pocket chart and read each one aloud. As you read the story, the children listen for answers to the Story Element questions.

Introduce the new game, "Book Chat."

- The children sit facing each other in two rows on the floor.
- Ask a Story Element question and "Book Chat" partners (children facing each other) discuss the answer.
- At your signal, they end their discussion. Volunteers share their answers.
- The first child in one row moves to the end of that row, and the rest of the children shift, causing a change of partners.

### Materials

- ☐ *The Giant Jam Sandwich*
- ☐ Story Element Cards (pictured below)
- ☐ Pocket chart



### Formative Assessment

Ask the following questions:

- **What was the setting of this story?**
- **Who were the main characters in this story?**
- **What was the problem in Itching Down?**
- **How did the people solve their problem?**
- **Did they cooperate with each other to solve their problem?**
- **What would you change about the story and why?**

Gather the children together to consider other ways the villagers might have solved their problem. Volunteers share their responses.

It is important that ELL children are comfortable with partners who can converse in their native languages. If that isn't possible, try to use visuals until the children are ready to speak on their own, or allow them to answer in their native tongues and refer to illustrations in books for support.

**ELL**

## Magic Writing Moment

## Materials

- ☐
- Chart paper from Day 2, marker

## Questions About Mammals

Say: **Yesterday we discussed facts we already know about mammals to help us write our newspaper article.** Review the chart paper from Day 2 then add *What we want to know.*

Continue: **We don't know everything there is to know about mammals. What else would you like to know? I will write your questions on the chart paper.** List a reasonable number of questions. **Where could we find the answers?** (Internet, books, people) **You can look at websites about mammals during Computer Time today and tomorrow. Then we will add what you learned to the chart paper.**

## Writing

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

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

## Technology

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

## Science

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

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

## Language

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

**L.K.1.F** Produce and expand sentences

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

## Fluency

**FL.6** Demonstrate ability to read with accuracy and expression

## Science

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

## Phonics Warm-Up

## Materials

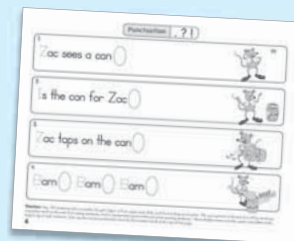
- ☐
- Reading and Writing Books, p. 6
- 
- ☐
- Punctuation Anchor Chart

## Punctuation Detectives

Say: **Let's be "Punctuation Detectives" and review punctuation marks.**

Indicate the Punctuation Anchor Chart and review each punctuation mark. The children take turns to create sentences using each of them.

Distribute *Reading and Writing Books*, and the children turn to page 6. Complete the page together with the children.



1

## Zac Cams: Making Predictions

Distribute copies of *Zac Cams*, and read chapter one together with the children.

Indicate the chart paper. Say: **Think about what has happened so far, and predict what might happen in the next two chapters.**

Encourage the children to state their predictions in complete sentences as you add them to the chart paper. Save the predictions for use in Week 18.

## Materials

- ☐
- Chart paper, marker
- 
- ☐
- Zac Cams Books

## No Formative Assessment

As you record predictions, your students repeat them using the correct inflections.

ELL



**Writing**

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

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

**Language**

**L.K.2.D** Spell simple words phonetically

**Science**

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

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

The children will illustrate their mammals during Session 3.

## Write About Mammals

Say: **Backpack Bear suggested that it would be nice to write our own class book about mammals. We should review the characteristics of mammals before we write it.**

Indicate and review the chart paper list of mammals from Week 16, Day 5. Continue: **Each of you will choose a mammal to write about and illustrate.** As children choose, they add their names beside the names of the mammals. Print the name of the chosen mammals on scrap paper for the children to copy.

Distribute "All About Mammals" worksheets.

On the board write: A \_\_\_\_\_ is a mammal. Read the sentence and the children repeat it, saying "blank" for the missing word.

Say: **Copy this sentence on the handwriting lines. What will you write in the blank space? Right, you will write the name of your mammal. Then write sentences explaining how you know your animal is a mammal.**

The children reference *Backpack Bear's Mammal Book* or other classroom mammal books. Remind them to include true facts about their mammals. They may collaborate with each other for suggestions.

A paraprofessional or volunteer may work with a small group of struggling children while the others work as a larger group. Extend this session to allow the children time to complete their writing, or they may complete their work in place of one of the learning centers.

### Observe & Modify

**Note:** If possible, project the Animal Kingdom Poster and/or other photos of animals to assist the children in choosing their mammals.

### Materials

- ☐ "All About Mammals" worksheets for you and each child
- ☐ *Backpack Bear's Mammal Book*
- ☐ List of mammals from Week 16, Day 5
- ☐ Other classroom (or library) mammal books
- ☐ Chart paper, marker
- ☐ Pencils, crayons
- ☐ Scrap paper



### No Formative Assessment

## Computer

## Practice

Prepare computers to display the home page of a predetermined, previewed web page about mammals.

The children browse photos and information about mammals by visiting the websites you have predetermined.

## Activity

The children locate high frequency words and circle them in the Word Search.

### Materials

- ☐ Week 17 "Word Search" worksheet for each child
- ☐ Pencils

3

## Write About Mammals (Part 2)

The children complete their writings as needed, then reference *Backpack Bear's Mammal Book* or other classroom mammal books to illustrate their mammals in the blank space.

When writings and illustrations are complete, the children share them with others who have finished.

### Materials

- ☐ *Backpack Bear's Mammal Book*
- ☐ "All About Mammals" from Session 2
- ☐ Classroom and library mammal books
- ☐ Pencils, crayons

## Writing

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

**W.8b** Produce, illustrate and share writing

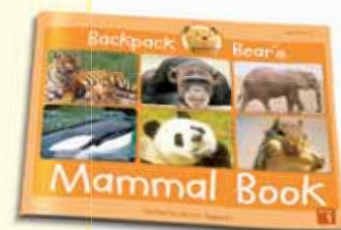
## Science

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

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

## No Formative Assessment

Assemble the mammal writings and illustrations into a class book entitled "All About Mammals" by (Your name)'s Kindergarten Class. The children will read their entries to Backpack Bear on Day 4.





**Writing**

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

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

**Technology**

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

**Science**

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

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

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

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

**Magic Writing Moment****Materials**

☐ Chart paper, marker

**Interview Questions**

Review the children's Computer experiences from Day 3. Volunteers share information they learned about mammals. As they share, write the information on the chart paper.

Say: **Tomorrow you will interview, or ask questions of a teacher.**

**Let's think of some good questions to ask about mammals.**

Volunteers suggest questions they might ask.

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

☐ None

**Delete Initial /t/ to Form New Words**

Say: **Let's segment, or take apart, words. What is the beginning sound in tap? (/t/) Say, /t/ /ap/, tap. Here's another one. What is the beginning sound in tan? (/t/) Say /t/ /an/, tan. What word is left if we take /t/ away from tan? Right, tan becomes an.**

Continue: **Let's play a word game. We will make new words by removing the beginning sound /t/ from words. Ready? If we remove /t/ from tax, what is the new word? (ax) If we remove /t/ from table, what is the new word? (able)**

Continue for tally, tray, trot, toil, Troy, turn, tramp, tram, train, travel, tape, trap, track, and tall.

Provide visuals such as Letter Cards being eliminated (/h/hat, /m/mat) to help children understand the process.

**ELL**



1

## Introduce the Digraph /th/

### Step One Introduce /th/ in the initial position

Say: **Backpack Bear has a rhyme about a thumb.**  
Read "Thumb," on p. 61 of the *ABC Rhyme Book*.



Indicate the *thumb* Picture Card. Say: **This is a picture of a thumb.** (The children say, *thumb*.) **The word *thumb* begins with the sound /th/. Watch my mouth, /th/. You say /th/. Listen to the rhyme again, and try to hear the sound /th/ in *thumb*.**

Read the rhyme again then the children repeat it in unison.

### Step Two Discriminate /th/ in the initial position

Say: **Listen to these words. Give a 'thumbs up' if you hear /th/ at the beginning of a word. Ready?** Say the following words pausing for the children to respond.

thing

thorn

ship

that

Thursday

### Step Three Connect /th/ to the spelling th

th

Indicate the *th* Letter Card. Explain: **Sometimes a letter needs help to stand for the sound a word needs.**

Print the words *t\_umb*, *t\_ink*, and *t\_ump* on the board, leaving space after the initial *t* in each word. The children assist to decode these words. Explain that you are trying to spell *thumb*, *think* and *thump*. Reveal "Superhero *h*" to demonstrate how *h* saves the day when it joins *t* to stand for the sound /th/.

- Give the "Superhero *h*" to a child.
- The child goes to the board and rescues the word *t\_umb*. He or she uses the puppet to tap the "*t*" and says, "Move over!"
- You or the child then adds "*h*" after the "*t*."
- The class reads the new word, *thumb*.
- Repeat for *t\_ink* (think) and *t\_ump* (thump).

Teach children the ASL sign for *th*. (To make /th/, sign *t* and *h* together quickly.) Sing "The Letter March" with the ASL sign for *th* and the sound /th/.

### Step Four Introduce /th/ in the final position

Say: **If you hear /th/ at the end of a word I say, give a "thumbs up." If you don't hear /th/ at the end, give a "thumbs down."** Exaggerate the sound /th/ as you say the words *with*, *bath*, *start*, *fourth*, and *hot*, pausing for the children to respond.

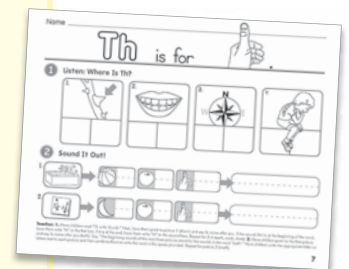
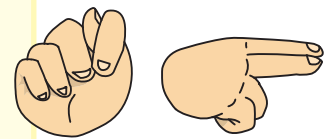
### Materials

- ☐ Reading and Writing Books, p. 7
- ☐ Superhero *h* puppet (puppet with a large lowercase *h* pinned to the front)
- ☐ Sound Spelling Wall Card: *thumb* /th/
- ☐ Picture Card: *thumb*
- ☐ Letter Card: *th*
- ☐ ABC Rhyme Book
- ☐ Pencils

### Reading: Foundational Skills

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

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



### Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 7. Complete the page together with the children.

## ELA

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

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

## Introduce High Frequency Words: *that, there, they, this*

Say: **Let's review the sound /th/. Who can think of a word that begins with /th/?** Volunteers respond.

Continue: **Today we will learn four new high frequency words that all begin with the sound /th/.**

Write *the* on the board. Say: **You already know a high frequency word that has the sound /th/ at the beginning, *the*. One of the new words blends /th/ with the word *at*.**

Write *that* on the board. Blend /th/ and /at/. Ask: **What is the new word? Right, *that*.** Children use the ASL signs to finger spell *that*.

Say: **We have three other /th/ words.** Write *they, this, and there* on the board. Indicate and read each word.

Touch one of the four new high frequency words and the children read them. Repeat this several times, then choose volunteers to play "teacher" and touch one of the words. The children read the word indicated.

Place the new High Frequency Word Cards *they, there, this, and that* in a pocket chart. The class reads each word as you place it.

Write the following sentences on the board and read each sentence. The children repeat as you track each word. Volunteers circle the high frequency words beginning with /th/ in each sentence. Lead the children to connect some of these sentences to ones that match *Zac Camps*.

- *There* are cats and rats in the box.
- *That* is a path.
- *They* can run and hop.
- Look at *this* map.
- *There* is the camp.
- *That* is a big rat!
- *They* are going to camp.
- Will *they* like the jam?
- Will you give me *that*?

### Materials

- ☐ High Frequency Word Cards:  
*that, there, they, this*
- ☐ Starfall Dictionaries
- ☐ Pocket chart
- ☐ Pencils



### Formative Assessment

Distribute *Starfall Dictionaries* and the children enter *this, that, they, and there*.

## Computer

### Practice

- *Backpack Bear's Books*: Explore any row.

## Activity

Shuffle the Picture Cards. The children:

- place the Picture Cards face up in the pocket chart
- place the Word Cards face down in a deck
- draw a Word Card and place it next to the corresponding Picture Card

The children play again, this time placing the Word Cards in the pocket chart and finding the corresponding Picture Cards.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Picture and Word Cards: <i>bag</i> ,<br><i>bat, can, cap, cat, fan, ham</i> ,<br><i>jam, mad, man, map, pan</i> ,<br><i>rat, sad, van, wag, Zac</i> |
| <input type="checkbox"/> | Pocket chart  |

3

## Author's Chair

Each child sits in the Author's Chair and shares his or her page from the class book, *All About Mammals* while their classmates demonstrate appropriate audience skills.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>Kindergarten All About</i><br><i>Mammals Book</i> |
| <input type="checkbox"/> | Author's Chair                                       |



## No Formative Assessment

### ELA

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

### Technology

**ML.10** Use technology resources to support learning.

### ELA

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

### ELA

**W.8b** Produce, illustrate and share writing.

**ELA**

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

**Social Studies**

**SS.SS.E5d** Recognize jobs people do in their school and community

**Science**

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

**ELA**

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

**Magic Writing Moment****Interviews to Gather Information**

Say: **One way to gather information is to interview people. When you interview someone you ask questions and the person answers them. Some journalists ask people questions then use the answers to write newspaper articles.**

As the children ask questions, take notes and later add them to the chart paper.

**Materials**

- ☐ Adult (principal, science teacher, other adult, or you) to interview
- ☐ Chart paper

**Phonological Awareness Warm-Up****Phoneme Substitution in Short-A Words**

Say: **Let's make some new short-a words by changing beginning sounds. What new word would we make if we change the /b/ in *bam* to /h/?** (ham)

Continue for /j/am, /P/am, /r/am and /S/am.

- **What if we change the /c/ in *cat* to /b/?** (bat)  
Continue for /h/at, /m/at, /p/at, and /r/at.
- **What if we change the /c/ in *can* to /m/?** (man)  
Continue for /p/an, /r/an, /t/an, /v/an, and /f/an.
- **What if we change the /t/ in *tap* to /c/?** (cap)  
Continue for /g/ap, /l/ap, /m/ap, and /n/ap.

**Materials**

- ☐ None

Use visuals such as Letter Cards where needed to assist the children to understand the concept of changing beginning sounds in words.

**ELL**

1

## Introduce Beethoven

Indicate *Zac and Cat*. Ask: **What did Zac and Cat make using things around the house? Have you ever tried to make an instrument?**

Say: **Today we will learn about a real person who used an instrument to write music.**

Gather the children around a classroom computer navigated to *It's Fun to Read: Music, "Beethoven."* After the introduction, say: **Ludwig van Beethoven was a *composer*. (The children repeat, *composer*.) Who knows what a *composer* is?**

Explain: **A *composer* is someone who writes music. Beethoven wrote music long ago, but we still listen to it today. Have you ever listened to music without words? Most of Beethoven's music is without words.**

Navigate to the next page. Explain and discuss the following as you interact with the page:

### Materials

- ☐ Computer navigated to, *It's Fun to Read: Music, "Beethoven"*
- ☐ *Zac and Cat* Take-Home Books
- ☐ Vocabulary Cards: *deaf*, *composer*, *conductor*, *orchestra*, and *interpreter*
- ☐ Globe or world map

#### Conductor

Indicate the conductor on the left side of the computer screen. Explain that a conductor is the leader of the orchestra. It is his or her job to make sure all the musicians in the orchestra play their instruments at the right time. (The children repeat, *conductor*.)

Click on the conductor. Children listen to the music and observe the conductor's actions.

#### Orchestra

An *orchestra* is a group of musicians who play instruments. (The children repeat, *orchestra*.)

#### Deaf

Being deaf means that a person cannot hear. (The children repeat, *deaf*.)

Explain: **People who are *deaf* cannot hear spoken words or other sounds. We use our hands to communicate our messages to them. This is sign language and we've been learning it all year! Beethoven was not always deaf. Even though he could no longer hear the music with his ears, he could still hear the music in his head and in his heart. He kept writing and composed his most famous piece, his Ninth Symphony, after becoming deaf.**

Navigate to the next page and indicate the symbol at the top right corner of the page. Say: **This is an ASL sign for *interpreter*. Where have you seen this before? (Starfall.com, ABCs) The *interpreter* symbol means someone will sign the words that are on this page using sign language.**

Click on the interpreter symbol to watch the interpreter sign the words.

### ELA

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

**L.K.6** Use acquired words and phrases.

### Technology

**ML.10** Use technology resources to support learning.

### Social Studies

**SS.SS.HK.2g** Learn examples of honesty, courage, determination, responsibility, and patriotism from stories and folklore.

**SS.SS.ST.4d** Understand maps and globes help locate places on Earth.

Say: **Beethoven was born in Germany.** (Indicate Germany on a globe or map.)  
**When he was a little boy, his father taught him to play the violin and the piano.**  
**Beethoven loved music.**



### Formative Assessment

The children partner to share and discuss one thing they learned about Beethoven. Volunteers share responses.

#### ELA

**ML.10** Use technology resources to support learning.

#### ELA

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

#### ELA

**L.K.2.D** Spell simple words phonetically.

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

*W.8c Draw and Label*

#### ELA

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

**L.K.1.A** Print upper- and lower case letters.

## Computer

1

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

## "Color by Word"

2

The children reference the color word bank to complete the "Color By Word" worksheet for Week 17.

### Materials

- ☐ Pencils, crayons
- ☐ Week 17 "Color by Word" worksheet for each child

## Writing

3

The children copy the title *The Giant Jam Sandwich* on drawing paper. They choose their favorite parts of the story to illustrate, and label the illustrations using kid writing.

### Materials

- ☐ Pencil, crayons
- ☐ Drawing paper
- ☐ *The Giant Jam Sandwich*

## Play Dough

4

The children form words from the Take-Home Book *Zac and Cat* using play dough.

### Materials

- ☐ Play dough
- ☐ *Zac and Cat* Take-Home Books

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

2

## Review *Backpack Bear's Mammal Book*

Say: **Backpack Bear would like us to read his book again. This time he asked me to leave out words so you can add them.** As you read, pause to allow children to ask questions. Select key words to omit and volunteers supply the missing words.

### Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Backpack Bear



### No Formative Assessment

#### ELA

**L.K.6** Use acquired words and phrases

**LIT.RA.7d** Make text to self connections

#### Science

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

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



# Week 18 Overview

## More About Mammals

This week, the children will continue their study of mammals as they review how to tell the difference between living and nonliving things, and how to compare and contrast plants and animals. This week we will:

- write our own news article.
- make Backpack Bear puppets.
- review cause and effect and folk tales.
- learn about the forces of push and pull.



## Starfall Books & Other Media

Animal Kingdom Poster

Animals with Backbones Poster

Backpack Bear's Mammal Book by Alice O. Shepard

Reading and Writing Books

Starfall Dictionaries

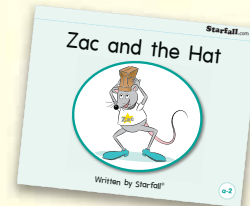
Starfall Sing-Along Volume 2

The Little Red Hen and other Folk Tales: "The Turnip, a Russian Folk Tale" retold by Starfall

Zac Camps

Zac and Cat

Zac and the Hat



## Preparation

Ask children to bring items to school that they would use to camp such as sleeping bags, blankets, tents, canteens, logs to build a fire, binoculars, fishing poles, backpacks, camp chairs, camp snacks, etc. for use on Day 5.

Generate Vocabulary Cards for Week 18.

You will use *cooperation* and *enormous* on

Day 4. Also generate the word cards:

*camp, plan, tent, clap* and *claps*.

## Day One

You will need the chart paper of mammal facts from Week 17 for today's Magic Writing Moment.

Create a writing organizer like the one pictured.

### Informative Writing

Title:

Topic Sentence:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Concluding Sentence:

Prepare a *Zac and the Hat* Take-Home Book for each child and one for yourself.

You will need a lunch-sized brown paper bag.

For Session 3 you will need the Predictions chart from Week 17, Day 3.

### Day Two

Provide one classroom book for each child.

Generate a "Color By Word" worksheet for each child.

Recommended high frequency words include:

*all, some, there, that, they, get, gets, into*

The children will create Backpack Bear puppets in Session 3. Each child will need a lunch-sized brown paper bag. Duplicate enough "Puppet: Head" and "Puppet: Body" blacklines to provide the children with one head and one body.

### Day Three

Children will use their Backpack Bear puppets from Day 2.

Have a real turnip on hand when you introduce the folk tale "The Turnip."

### Day Four

Have other versions of the folk tale "The Turnip" available, so the children can compare and contrast them to the Starfall version.

Prepare a sheet of chart paper with three headings: "Push," "Pull," and "Push and Pull."

### Day Five

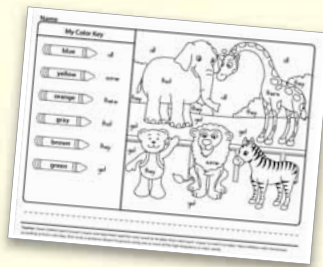
Duplicate the class newspaper article for each child.

Today's Session 1 is Camp Day. The object of this lesson is for the children to share the camp items they brought and explain how they would be used when camping. Use the items and extra sheets/blankets to create a "camp site" in your classroom for the day. You might even conduct learning centers in individual or "class-made" tents.

Prior to learning center rotations, distribute *Zac Camps*, turn off the lights, and pretend you are sitting around a campfire as you read.

For Learning Center 3, the children will each need a paper grocery bag.

For Learning Center 4, prepare several "marshmallow paint brushes" by sticking craft sticks into large marshmallows. You will also need several small containers of paint and large drawing or construction paper for each child.



### Day 1

It's fun to spell words!  
I wish we could write  
some of the new words  
we have learned.

Love,

Backpack Bear



### Day 2

I love how Zac used his  
bag for a hat! I have a  
great idea for how to  
use a bag. I'll share it  
with you later!

Your pal,

Backpack Bear



### Day 3

What great puppets  
you made! I noticed  
how well you followed  
directions!

Love,

Backpack Bear



### Day 4

I loved the story about  
the turnip! Have you  
ever eaten a turnip?

Your friend,

Backpack Bear



### Day 5

Today is Camp Day!  
We will have as much  
fun with our adventures  
as Zac and his dad!

Love,

Backpack Bear



## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Informational Writing Organizer	Information for class article
<b>Reading</b>  Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	R&W p. 8 "See It! Say It! Spell It!"  <i>Zac and the Hat</i> <i>Zac Camps</i> <b>Comprehension Skills:</b> Compare/Contrast Classify/Categorize <b>Comprehension Strategy</b> Predict/Verify	Rhyming <i>Zac and the Hat</i> Cause and Effect <b>Comprehension Skills:</b> Story Details (setting, plot, characters) HF Words: <b>all, good, some, what</b> Backpack Bear Puppet "What if" questions
<b>Computer</b>	<i>Short Vowel Pals: "Zac and Cat"</i> <i>Backpack Bear's Books: Concepts, "A-Machine"</i>	<i>Short Vowel Pals: "Zac and the Hat"</i> <i>Motion Songs: "Jam"</i>
<b>Activity</b>	Form words with play dough or magnetic letters	"Color by Word" for Week 18
<b>Listening &amp; Speaking</b>  Literature Rhymes, Poems & Songs Vocabulary	Living and nonliving things	
<b>Writing</b>	Write consonant-vowel-consonant words	
<b>Social Studies</b>		
<b>Science</b>	Compare and contrast plants and animals	

## DAY Three

## DAY Four

## DAY Five

Article conclusion	Publish news article	Illustrate news article
R&W p. 9, 10 Blending and Decoding <b>Comprehension Skills:</b> Cause/Effect Identify Genre (folk tale) Story Details (setting, main idea, characters, lesson) <b>Comprehension Strategies:</b> Predict/Verify Make Connections	Syllables <b>Comprehension Skills:</b> Compare/Contrast Cause/Effect Prediction <b>Comprehension Strategy:</b> Make Connections <i>Zac Camps</i>	Rhyming Camp Day
		Starfall Free Day <b>1</b>
		Build a Campsite <b>2</b>
Holidays: "Garden Shop"	I'm Reading: Folk Tales, "The Turnip"	Recycling <b>3</b>
"Concentration" HF Words	Draw, label "Enormous Things"	Marshmallow Painting <b>4</b>
The Little Red Hen and other Folk Tales: "The Turnip"	The Little Red Hen and other Folk Tales: "The Turnip"	Teacher's Choice <b>5</b>
Dramatization	Force, push, pull <b>Vocabulary:</b> cooperation, enormous	Teacher's Choice <b>6</b>
Pre Writing about an illustration Write and illustrate sentences	Draw and label article illustrations	Animal Kingdom Poster Vertebrates (Animals with Backbones) Poster Mammals "Going on a Forest Walk"
	Cooperation	Produce, illustrate, and share a finished piece of writing
		Recycling
Characteristics of plants and animals	Know there is a relationship between force and motion Push and Pull	Characteristics of mammals

**Writing**

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

**W.K.7** Participate in shared reading and writing projects

Save the chart paper for use on Day 2.

**Magic Writing Moment****Informational Writing Organizer**

Ask: **Who remembers what a journalist does?** (Volunteers respond.) **Yes, a journalist gathers information and writes articles for magazines and newspapers. When a journalist is ready to write an article, the journalist first organizes the information.**

Indicate the informational writing organizer. Say: **First, let's decide on a title for our article about mammals.** (Do this.)

Continue: **Next we should think of a topic sentence. A topic sentence tells the topic of the article, or what the article is about. Let's partner to get some ideas for a topic sentence.**

Partner the children to share their ideas, then together decide on a topic sentence for their class article. Add it to the topic sentence section of the organizer.

**Materials**

- ☐ Prepared Informational Writing Organizer (pictured)
- ☐ Chart paper of mammal facts from Week 17

**Informative Writing**

Title:

Topic Sentence:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Concluding Sentence:

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

Play "See It! Say It! Spell It!" to practice spelling words containing blends.

- Show the word card, *camp*. The children say, *camp*. They use their invisible rubber bands to decode *camp*. Ask: **How many letters are in the word *camp*?**
- The children look carefully at how the word is spelled.
- Place the word card behind your back.
- The children sound out each letter to write the word on their whiteboards.
- Show the word card.
- The children check their spelling.

Continue as above for *plan*, *tent*, *clap*, and *claps*.

**Materials**

- ☐ Generated Word Cards: *camp*, *plan*, *tent*, *clap*, *claps*
- ☐ Whiteboards, markers

**Reading: Foundational Skills**

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

**Language**

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

**L.K.2.C** Represent most consonant and short-vowel sounds (phonemes).

When the children are ready, omit the "See It" step. The children listen to the word then write it on their whiteboards before checking.

**Observe & Modify**

1

## Compare and Contrast Plants and Animals

Indicate the Picture Cards *plant* and *rock* placed in the top row of a pocket chart as column headings. Say: **A few weeks ago, we talked about living and nonliving things.** Identify the Picture Cards displayed. **Is a plant living or nonliving? Is a rock living or nonliving? Let's review how we can tell if something is living or nonliving. If the answer to these questions is yes, the object is living.**

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

Distribute one Picture Card to each child. Say: **Let's classify these pictures into two groups, living and nonliving. We'll use the plant column for living things and the rock column for nonliving.**

- A volunteer brings his or her Picture Card forward and identifies the picture.
- The volunteer places the Picture Card in the correct column.
- If a card is placed incorrectly, review the four questions to help the children determine correct placement.

Remove the nonliving column of Picture Cards, and exchange the *rock* Picture Card with the *zebra* Picture Card. Say: **Look at the pictures of living things. What two different kinds of living things do you notice in this group? (plants and animals) Let's classify, or sort, these living things into plants and animals.**

Volunteers place the animal Picture Cards under the *zebra* Picture Card to form two groups, *plants* and *animals*.

When the Picture Cards are classified, say: **Plants and animals are both living things.**

### Materials

- ☐ Picture Cards: *plant, rock, zebra*
- ☐ One Picture Card for each child:
  - apple, bus, dog, drum, hat,*
  - kangaroo, lamp, leaf, lion,*
  - mouse, peach, rat, rug, sheep,*
  - sock, tree, truck, umbrella,*
  - vegetables, whale*
- ☐ Pocket chart

### Writing

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

### Science

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

**SS.SC.PS.4c** Compare and sort objects by physical attributes



### Formative Assessment

Compare the similarities and the differences of plants and animals.

**Optional:** Write the children's observations in a chart or a Venn diagram on chart paper or the board.

Responses might include:

<i>Plants</i>	<i>Both Plants &amp; Animals</i>	<i>Animals</i>
Most plants are rooted and stay in one place.	Plants and animals both move.	Most animals can move from place to place.
Plants make their own food from sunlight.	Plants and animals need food, water, and sunlight.	Animals depend on plants and other animals for food.



Plants do not make sounds.		Most animals make sounds to communicate with each other.
Most plants begin growing in the ground.	Plants and animals grow and change.	Most animals begin growing inside their mothers.
Plants need help pollinating and spreading their seeds.	Plants and animals reproduce themselves.	Animals do not need help reproducing.
Plants breathe in carbon dioxide.	Plants and animals breathe.	Animals breathe in oxygen.

2

Reading:  
Foundational Skills

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

Reading:  
Informational Text

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

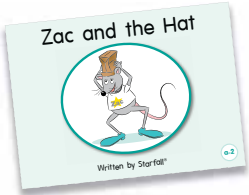
RL.K.7 Connect illustrations to story events

Language

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

Literary Response & Analysis

LIT.RA.7d Make text to self connections



Introduce *Zac and the Hat*

Indicate the paper bag. Say: **Let’s think of the many ways we could use this bag.** Accept responses such as a lunch bag, to hold things, we can cut it apart to use the paper, it can be made into a puppet.

Continue: **You’ll never guess how Zac used his paper bag.**

Indicate *Zac and the Hat* and read the title. The children look at the illustration on the front cover and predict how Zac will use his paper bag. Read the story then discuss:

Materials

- ☐ *Zac and the Hat* for the teacher and each child
- ☐ *Reading and Writing Books* p. 8
- ☐ Lunch-sized brown paper bag

p. 2	What did Zac do with the hat?
p. 3	Look at Zac’s face. How do you think he feels? How do you know he is sad? What made Zac feel better?
p. 4	Look at Zac’s face now. Does he feel better? Why do you think he feels better?
p. 5	What do Zac and his dad decide to do with the hat?
p. 6	How does the story end? What do you think Zac and Dad will do when they wake up?

Distribute children’s copies of *Zac and the Hat* and read the story together.



Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 8. Read the words in the Word Bank together then complete the sentence by writing the high frequency words in the correct shapes.

The children add illustrations of themselves. Generate several sentences explaining what they are doing with Zac and Dad.

Choose one of the sentences for the children to copy.



## Computer

## Practice

- *Short Vowel Pals*: “Zac and Cat”
- *Backpack Bear’s Books*: Concepts, “A-Machine”

## Activity

The children choose a Picture Card then use magnetic letters or play dough to form the word. Encourage them to check their work with their classmates.

### Materials

- ☐ Magnetic letters (one set per child) or play dough
- ☐ Picture Cards: *bag, bat, pan, rat, van, jam, map*

3

## Zac Cams: Chapter 2

Distribute *Zac Cams* and reread chapter 1 together with the children.

Explain: **Today we will read chapter two to learn if any of our predictions were correct.** Review the Predictions Chart.

The children use Stand up, Hand up, Partner up to partner.

Continue: **Read chapter two together. If you come to a word you do not know, print the word on the whiteboard. If you see the word already printed, place a tally mark next to it. When you and your partner are finished, return to your seats.**

When the children have returned to their seats, check the word list they created to review the words. Read chapter two together as a class.

The children identify whether or not their predictions were correct. Circle correct predictions.

Partner the children with different partners and ask the following questions:

- **What happened to Zac on the path?**
- **How did Dad solve the problem?**
- **How did you feel when you saw all the trash in a pile?**
- **Do you think Zac is still wearing his new blue shoes? Why?**

### Materials

- ☐ Predictions Chart from Week 17, Day 3
- ☐ Classroom whiteboard, markers
- ☐ *Zac Cams*

### Reading: Foundational Skills

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

**RF.K.4** Read texts with understanding

### Language

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

### Reading: Foundational Skills

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

### Reading: Literature

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

### Fluency

**FL.6c** Read grade-level text with expression

### Literary Response & Analysis

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



## Formative Assessment

Say: **Let’s add to our predictions chart. What do you predict might happen in chapter 3?** Add the children’s responses to the chart.

**Speaking & Listening**

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

**Writing**

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

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

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

**Magic Writing Moment****Materials**

- ☐ Informational Writing Organizer
- ☐ Mammal facts chart paper

**Information for Class Article**

Say: **Now we are ready to decide what information from our chart we want to include in our newspaper article. Let's choose 3 facts about mammals to include in our article.**

The children decide which facts to include. Add them to the organizer in complete sentences as the children share the facts.

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

- ☐ None

**Short-A Rhyming Words**

Say: **Listen carefully as I read each sentence, and try to identify the three rhyming words.** Pause after reading each sentence for the children to identify the rhyming words. Repeat the sentences if necessary. After the three rhyming words are identified for each sentence, the children list additional words that rhyme.

*Pam loves strawberry jam with ham.* (ram, bam, lamb, Sam, am, clam, ma'am)

*Zac has a sack in his backpack.* (Jack, rack, lack, tack, crack, quack, yak)

*Tad had a letter from Dad.* (fad, sad, lad, mad, pad, add, glad)

*Did the fat rat wear a red hat?* (bat, that, gnat, scat, sat, mat, cat, pat)

*Can Dan turn on the fan?* (an, man, plan, tan, than, ran, van)

*The cat sat on a yellow mat.* (bat, hat, pat, that, rat, gnat, fat, scat, chat, flat)

*Mag put the rag in a little bag.* (tag, sag, drag, flag, lag, zigzag, wag)

1

## Cause and Effect

Gather the children in a circle. Explain: **Zac knows a game called “What If?” He would like for us to play it with him.**

Say: **Think about plants and animals. I will ask some “what if” questions and you will take turns to answer. The “what if” tells the cause and your answer tells the effect of the cause.**

Partner the children and give Zac to the first pair of children. Together they answer the “what if” question then pass Zac to the pair on their left.



### Formative Assessment

Ask: **What if:**

- **you watered a plant?**
- **there were no plants on earth?**
- **animals stopped eating plants?**
- **the sun shines every day?**
- **the sun stopped shining?**
- **plants didn’t get water for a long time?**
- **plants get all the food and water they need?**
- **plants didn’t breathe out oxygen (air)?**
- **animals stood still and plants could walk?**
- **it never rained?**
- **people were plants instead of animals?**
- **plants were born in hospitals?**
- **people eat fruit and vegetables that grow on plants?**
- **animals grew on trees?**

### Materials

☐ Plush Zac the Rat

### Literary Response & Analysis

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

### Reading: Informational Text

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

### Speaking & Listening

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

2

## Introduce High Frequency Words: *all, good, some, what*

Distribute whiteboards and markers and say: **Let’s learn some new high frequency words. Divide your whiteboard into 4 columns.** Demonstrate and assist the children to do this.

Write *all* on the board. Say: **This word is *all*.** (Children repeat, *all*.) **Write *all* in the first column of your whiteboards.** Repeat for *what*, *good*, and *some*.

### Materials

- ☐ One classroom book for each child
- ☐ Whiteboards, markers
- ☐ Starfall Dictionaries

### Reading: Foundational Skills

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

### Science

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

Explain: I will read a sentence. Listen for the words *all*, *some*, *what*, and *good* in the sentences. When you hear one of the words, point to it on your whiteboard.

- *All* children are living.
- *Some* animals live in water, but break the surface to breathe oxygen from the air.
- *All* living things need air.
- *Water is good* for plants.
- Humans belong to *what* animal group?
- *All* animals belong to the animal kingdom but only *some* animals are mammals.
- *Some* plants are tall and *some* are short.
- *What* animals belong to the mammal group?

Distribute the classroom books. Say: *Look through your book for the words all, some, what, and good. When you locate one of the words in your book, place a tally mark under the word on your whiteboard.*



### Formative Assessment

Distribute *Starfall Dictionaries*. Enter *all*, *some*, *what*, *good* in your dictionary, and the children follow your example.

#### Reading: Foundational Skills

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

**RF.K.4** Read texts with understanding

#### Listening & Speaking

**LS.9a** Recite short poems, rhymes and songs

### Computer

- *Short Vowel Pals*: "Zac and the Hat," "Zac and Cat"
- *Motion Songs*: "Jam"

### Activity

The children color the "Color by Word" for Week 18.

### Practice

#### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Week 18 "Color by Word" for each child |
| <input type="checkbox"/> | Pencils, crayons                       |

3

## Backpack Bear Puppet

Recall Backpack Bear's message. Backpack Bear whispers, "I'll show them my idea in a few minutes!"

- Distribute *Zac and the Hat* to each child, and recall the earlier lesson in which the children discussed the many different ways a brown paper bag could be used.
- Ask Zac how he used the bag in this story. (as a hat)
- Volunteers retell the story of *Zac and the Hat* in their own words.
- Read *Zac and the Hat* together.

Backpack Bear whispers, "It's time to show everyone my idea!" Indicate the lunch bags and the "Puppet" worksheets, and show a completed puppet as an example.

Say: **Backpack Bear made patterns so we can each make a puppet using a paper bag.** Demonstrate how to glue Backpack Bear's head on the flap and his body on the bag. Distribute a bag and worksheets to each child.

The children write their names on the completed puppets.

### Materials

- ☐ "Puppet" worksheet for each child
- ☐ Each child's copy of *Zac and the Hat*
- ☐ Crayons, scissors, glue sticks
- ☐ Lunch-sized paper bag for each child
- ☐ Plush Zac the Rat
- ☐ Backpack Bear

### Reading: Foundational Skills

**RF.K.4** Read texts with understanding

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

### Reading: Literature

**RL.K.2** Retell familiar stories



Collect the puppets. You will use them again on Day 3.

### No Formative Assessment



**Reading:  
Foundational Skills**

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

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

**Writing**

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

**Reading:  
Foundational Skills**

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

**Writing**

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

**Language**

**L.K.1.F** Produce and expand sentences

**Literary Response &  
Analysis**

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

**Magic Writing Moment****Article Conclusion**

Say: **It's time for us to think of a conclusion, or a great way to end our article. Let's read what we have so far then you can partner to decide on a good concluding sentence to end our article.**

The children partner to discuss possible endings, then volunteers share and the class decides on a concluding sentence. Add it to the organizer.

**Materials**

- ☐ Informational Writing Organizer
- ☐ Mammal facts chart paper

**Phonics Warm-Up****Blending and Decoding**

Distribute *Reading and Writing Books* and the children turn to page 9. Complete the page together with the children as directed at the bottom.

**Materials**

- ☐ *Reading and Writing Books*, p. 9
- ☐ Pencils, crayons

1

**Reading and Writing Books: Pre Writing**

Gather the children in front of the chart paper. Distribute *Reading and Writing Books* and the children turn to p. 10 (or project the page).

Ask: **What is the setting of this illustration?** (Discuss) **Who are the characters?**

As you read the words in the word bank, the children indicate where they see the words illustrated. Ask:

- **What else do you see in the illustration?**
- **If you were part of this story, what would you be doing?**
- **What do you think might be happening in the illustration?**
- **What might happen next?**

Explain: **We will use the information we gathered to think of sentences that would match this illustration.**

Volunteers suggest sentences and you write them on the chart paper.

Review the sentences, and encourage the children to edit them by adding more detail.

**Materials**

- ☐ *Reading and Writing Books*, p. 10
- ☐ Markers (two colors)
- ☐ Chart paper

**Formative Assessment**

Revise the sentences using a marker of a different color. The children will copy several sentences to complete the page in Session 2.

2

## Writing

Distribute *Reading and Writing Books*. The children turn to page 10.

Review the sentences. The children choose sentences and write them. Circulate to assist as necessary.

The children illustrate themselves and add color to the illustrations.

### Materials

- ☐ *Reading and Writing Books*, p. 10
- ☐ Chart paper from Session 1
- ☐ Pencils, crayons

### Speaking & Listening

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

### Language

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

### Reading: Foundational Skills

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

### Reading: Literature

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

### Science

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

### Reading: Literature

**RL.K.2** Retell familiar stories

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

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

### Literary Response & Analysis

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

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

## No Formative Assessment

### Computer

- Holidays: "Garden Shop"

### Practice

### Activity

The children shuffle the High Frequency Word Cards then place them face down in a pocket chart. They play "Concentration" to match the cards.

### Materials

- ☐ Two each High Frequency Word Cards of your choice (for review)
- ☐ Pocket chart

3

## Introduce *The Little Red Hen and other Folk Tales*, "The Turnip"

Indicate *The Little Red Hen and other Folk Tales* and turn to page 85, "The Turnip." Read the title and explain: **This story is a Russian folk tale.** Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren, and often teach a moral or a lesson.

- Discuss the illustration and the children make predictions.
- Indicate the turnip in the illustration and a real turnip. Ask: **Who knows what a turnip is?**
- Explain: **A turnip is a vegetable people can eat. It grows under the ground like carrots, onions, radishes, beets, and potatoes. It must be pulled out of the ground before it can be cooked and eaten.**
- Read the story and check the predictions.

### Materials

- ☐ *The Little Red Hen and other Folk Tales*: "The Turnip, a Russian Folk Tale," retold by Starfall
- ☐ A turnip



Partner the children to discuss the following:

Who are the characters in this story?	<b><i>farmer, his wife, little girl, black dog, yellow cat, brown mouse</i></b>
Where does the story take place or what is the setting?	<b><i>on a farm; outside</i></b>
What happened over and over again?	<b><i>The characters kept trying to pull up the turnip.</i></b>
How did the characters in the story treat each other?	<b><i>They helped each other in order to get the job done.</i></b>
What lesson did we learn from the story that we can use in the classroom?	<b><i>Working together, we can get things done that we couldn't do alone.</i></b>



### **Formative Assessment**

Dramatize “The Turnip.” Assign several children the parts of each character, or repeat the story several times to give all the children an opportunity to participate.

- Arrange the children playing the characters in story order (farmer, farmer’s wife, little girl, black dog, yellow cat, brown mouse).
- The children dramatize the story as you read it.

## Magic Writing Moment

## Publish News Article

Gather the children around a classroom computer with a blank word processing document open, or project the page.

Say: **Let's publish our newspaper article.** Demonstrate how to type the article on the computer.

Explain that the author's name of an article is always included under the title. Say: **The author of an article has what is called a *byline*. A byline tells who wrote the article.** Add the byline. (by \_\_\_\_\_'s Kindergarten Class)

Ask: **What else could we add to our newspaper article to make it more fun?** Lead the children to suggest adding photos or illustrations.

The children will sketch their illustrations during today's Activity Time.

## Materials

- ☐ Classroom computer
- ☐ Optional: Projector

## Writing

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

**W.K.6** Explore digital tools to produce and publish writing

## Phonological Awareness Warm-Up

## Syllables

Choose several words from the Star Word Wall, divide them into syllables, and the children blend the syllables together to form the words.

Choose several words from the Star Word Wall, segment the words into syllables, the children clap for each syllable, and determine how many syllables are in the words.

## Materials

- ☐ Vocabulary Cards (from Star Word Wall)

## Reading: Foundational Skills

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

**RF.K.2b** Count, pronounce, blend, and segment syllables in spoken words

1

## Zac Cams: Chapter 3

Distribute *Zac Cams* and review the predictions chart.

Read chapter three to the children as they follow along in their books.

Ask: **Have you ever gone camping?** Children share their experiences.

Continue: **Zac and Dad worked together and cooperated to set up their campsite. What might have happened if they didn't cooperate?** Volunteers respond. **How is this story like "The Turnip?"**

## Materials

- ☐ Prediction chart paper
- ☐ Chart paper, marker
- ☐ *Zac Cams*

## Reading: Literature

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

## Speaking &amp; Listening

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

## Language

**LK.1.F** Produce and expand sentences

## Literary Response &amp; Analysis

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

Partner strong readers with emerging readers to read chapter three together. Say: **While you are reading chapter three think about what might happen next.**

Gather the children together in front of the chart paper.

Say: **Zac Camps has three chapters. Let's pretend the author, Brandi Chase, wants to write another chapter. What do you think she would write?**



## Formative Assessment

The children share their thoughts in complete sentences telling what Zac and Dad might do next. Write their ideas on the chart paper. Read the sentences together.

2

## Cooperation

### Reading: Literature

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

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

### Language

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

**L.K.6** Use acquired words and phrases

### Literary Response & Analysis

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

**LIT.RA.7d** Make text to self connections



Read "The Turnip," encouraging the children to chime in on predictable phrases.

Explain: **This Russian folk tale has been told to children and grandchildren for years and years. There are many different versions. What remains the same is there is a turnip, which is too big for one person to pull from the ground. Several characters, from largest to smallest, work together to pull it up.**

If you have other versions of this folk tale, show them to the children and briefly discuss similarities and differences.

Say: **The turnip was too big for one person to pull out of the ground. In our story and other stories like it, the characters always have the same problem. Who knows what the problem was?**

Explain: **It took cooperation, or all of the characters working together, to pull the turnip from the ground.** Children repeat, *cooperation*. **Who can think of times when it took cooperation to get things done in our classroom?** Discuss.

### Materials

- ☐ Vocabulary Cards: *cooperation*, *enormous*
- ☐ *The Little Red Hen* and other Folk Tales, "The Turnip"
- ☐ Chart paper
- ☐ Optional: Additional versions of "The Turnip"

How did the farmer get the job done?

**He asked for help.**

Say: **The funny part about the story "The Turnip" is that the first person who tried to pull up the turnip is the largest, and the last one is the smallest. The story reminds us that when we cooperate, everyone helps get the job done, from largest to smallest. Just think, the big farmer and his family couldn't have pulled up the turnip without the help of the little mouse!**

Say: **The farmer in this story is big, but the turnip is enormous. What do you think enormous means?** (Volunteers respond.) **If something is enormous it is very, very big.** (Children repeat, *enormous*.) **What are other words that mean very big, or enormous?**



## Formative Assessment

Say: **Let's see how many things we can think of that are enormous. We'll make a list.**

The children name enormous things such as elephants, whales, buildings, fields, stadiums, the world, ships, planets, stars, hippos, rhinos, and trucks, etc.

List the names of enormous items on chart paper as they are named. Read the list aloud when it is complete.

Say: **We would have to cooperate if we wanted to move one of these enormous things!**

Display pictures that demonstrate enormous objects and cooperation as visual aides for ELL children.

**ELL**

### Computer

**Practice**

- *I'm Reading:* Folk Tales, "The Turnip"

### Activity

The children sketch and label their illustrations for the research article. Collect the sketches for use on Day 5.

#### Materials

- ☐ Pencils, crayons
- ☐ Drawing paper

**3**

## Force: Push and Pull

Say: **We saw in *Zac Camps* that Zac and Dad passed a trash pile. If you wanted to clean up that trash pile what would you need to do?** (Volunteers respond.) **You might push or pull heavy pieces of trash. If we were going to help clean up that trash we would need to cooperate and work together, because the trash can't be cleaned up without our help.**

Place a child's desk or chair in the front of the room and look at it with a puzzled expression on your face. Backpack Bear whispers "What you are doing?" Say: **I am watching the chair to see if it moves.**

Backpack Bear whispers again. Say: **Backpack Bear says I should ask you if this chair can move.** Children explain that the chair cannot move by itself.

Push the chair a few feet across the classroom. Ask: **What made the chair move?** (Children respond.) **Yes, the chair moved because I pushed it.**

Now, pull the chair back to its original position. Again ask: **What made the chair move? Yes, the chair moved this time because I pulled it.**

#### Materials

- ☐ A child's chair or desk
- ☐ Backpack Bear
- ☐ Prepared chart paper

### Reading: Foundational Skills

**RF.K.4** Read texts with understanding

### Reading: Literature

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

### Writing

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

### Speaking & Listening

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

### Language

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

### Science

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

**SS.SC.FM.3** Understand motion of objects can be changed by force

**SS.SC.FM.3a** Observe that a push or pull can change how an object moves

Explain: **The chair cannot move by itself. It needs a *force* to act upon it in order for it to move.** (Children repeat, *force*.) **A *force* is the *push* or *pull* that makes objects move. What story did we read in which a farmer and his friends used *force* to get something out of the ground? ("The Turnip") What *force* did they use to get the turnip out of the ground, *push* or *pull*?** (pull)



### Formative Assessment

Say: **Let's play a game to see how well we understand. We can be "force detectives." We will look for objects in our classroom that we can move if we use the forces of *pushing*, *pulling*, or both *pushing and pulling*.** Display the prepared chart paper. **I will make a list of the objects and the forces you use.**

- Choose a volunteer and whisper the direction to either *push* or *pull* a specific classroom object (e.g., pull the door open, or push a book across a table).
- The volunteer performs the action.
- The class decides which force, *push*, *pull*, or *push and pull*, the volunteer used to cause the movement of the object.
- Write the name of the object in the appropriate column on the chart paper.

Repeat with several volunteers and directions. Use the following suggestions for additional practice. The children may mime situations if the items are not available.

<i>Push</i>	<i>Pull</i>	<i>Push and Pull</i>
golf club, tennis racket, baseball and bat	projector screen	open a door
toy car	fishing pole	erase the whiteboard
wind blowing grass or leaves	a wagon	mop the floor
light switch	open a drawer	wash a table or window
ride a bike	drink from a straw	brush your teeth
fan blowing papers	tug of war	mow the lawn
use a remote or dial a phone	open a closet door	vacuum the carpet
push a gas pedal, grocery cart, or stroller	jump rope	open or close a window
type on a keyboard	open a curtain or blinds	use a bow and arrow
use a pencil sharpener	get a marker or crayon	writing and coloring

## Magic Writing Moment

## Illustrate News Article

Read and review the class newspaper article.

The children use their sketches from Day 4 to create illustrations for the class newspaper article.

Staple the illustrations to the articles and display them in the classroom.

## Materials

- ☐ Copied newspaper article for each child
- ☐ Crayons

## Writing

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

**W.K.6** Explore digital tools to produce and publish writing

Reading:  
Foundational Skills

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

## Phonological Awareness Warm-Up

## Rhyming Words

Write the words *yes* and *no* on the board.  
The children copy the word *yes* on one side of their whiteboards and *no* on the other side.

Explain: **If the words I say rhyme, hold up the side of your whiteboard that says yes. If they do not rhyme, hold up no. Ready?**

camp/ramp	fish/frog/dish
snake/rake	plate/gate
clam/ham/jam	tent/bent/went
van/tag/rat	snap/pan/rain
sat/hat/mat	mall/tall/small

## Materials

- ☐ Individual whiteboards, markers

1

## Camp Day

The objective of this lesson is for the children to share the camp items brought and how they would be used while camping. Use the items and extra sheets/blankets to create a "camp site" in your classroom for the day. You might conduct learning centers in individual or "class-made" tents.

Prior to learning center rotations, distribute *Zac Camps*, turn off the lights, and pretend you are sitting around a campfire as you read.

Play *Sing Along Volume 2*, Track 13, "Going on a Forest Walk."

## Materials

- ☐ Camp items brought from home
- ☐ Extra sheets, blankets  
(to construct tents over tables)
- ☐ *Zac Camps*
- ☐ Flashlight
- ☐ Optional: *Sing-Along*  
Volume 2, Track 13,  
"Going on a Forest Walk"

Reading:  
Informational Text

**RI.K.10** Actively engage in group reading activities

## Vocabulary

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

## Listening &amp; Speaking

**LS.9a** Recite short poems, rhymes and songs



## No Formative Assessment

**Media Literacy**

**ML.10** Use technology resources to support learning

**Speaking & Listening**

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

**Science**

**SS.SS.CG.6c** Know characteristics of being a good citizen

**Literary Response & Analysis**

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

**Computer****1**

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

**Building a Campsite****2**

The children work together to create a campsite using blocks and other classroom items.

**Materials**

- ☐ Blocks and other classroom items

**Trash Bag/Recycling****3**

The children decorate paper grocery bags they will use to collect trash inside or outside where they live, to help keep the environment clean.

**Materials**

- ☐ Markers, crayons
- ☐ Paper grocery bag for each child

**Optional:** Designate these as recycling bags.

**Marshmallow Painting****4**

The children use the marshmallow paintbrushes to create camping paintings.

**Materials**

- ☐ Newspaper
- ☐ Containers of paint
- ☐ Large drawing or white construction paper for each child
- ☐ Prepared marshmallow paint brushes

**Teacher's Choice****5**

Choose an appropriate activity for this center.

**Teacher's Choice****6**

Choose an appropriate activity for this center.



## Mammals

Review the Animal Kingdom and Vertebrates (Animals with Backbones) Posters. Emphasize the five animal groups with backbones. Ask: **Which animal group have we been learning about?**

Display and read the title, *Backpack Bear's Mammal Book*. Ask: **Is this story fiction or nonfiction? How do you know? Why do you think the author, Alice O. Shepard, wrote this story?**

Read the story omitting key words or phrases. The children complete the words and sentences.



### Formative Assessment

Indicate the chart paper.

Ask: **What mammals do you think you might see if you were camping with Zac and Dad or with your own family? Let's make a list.** As volunteers respond the class confirms that the animals are mammals before you add them to the list.

### Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Animal Kingdom Poster
- ☐ Chart paper, marker

### Reading: Informational Text

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

### Reading: Foundational Skills

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

### Language

**L.K.6** Use acquired words and phrases

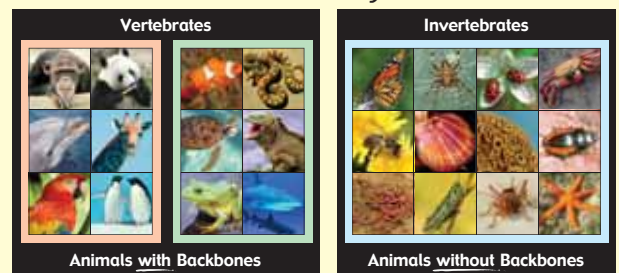
### Writing

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

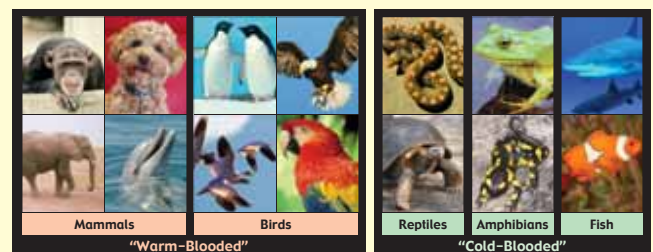
### Literary Response & Analysis

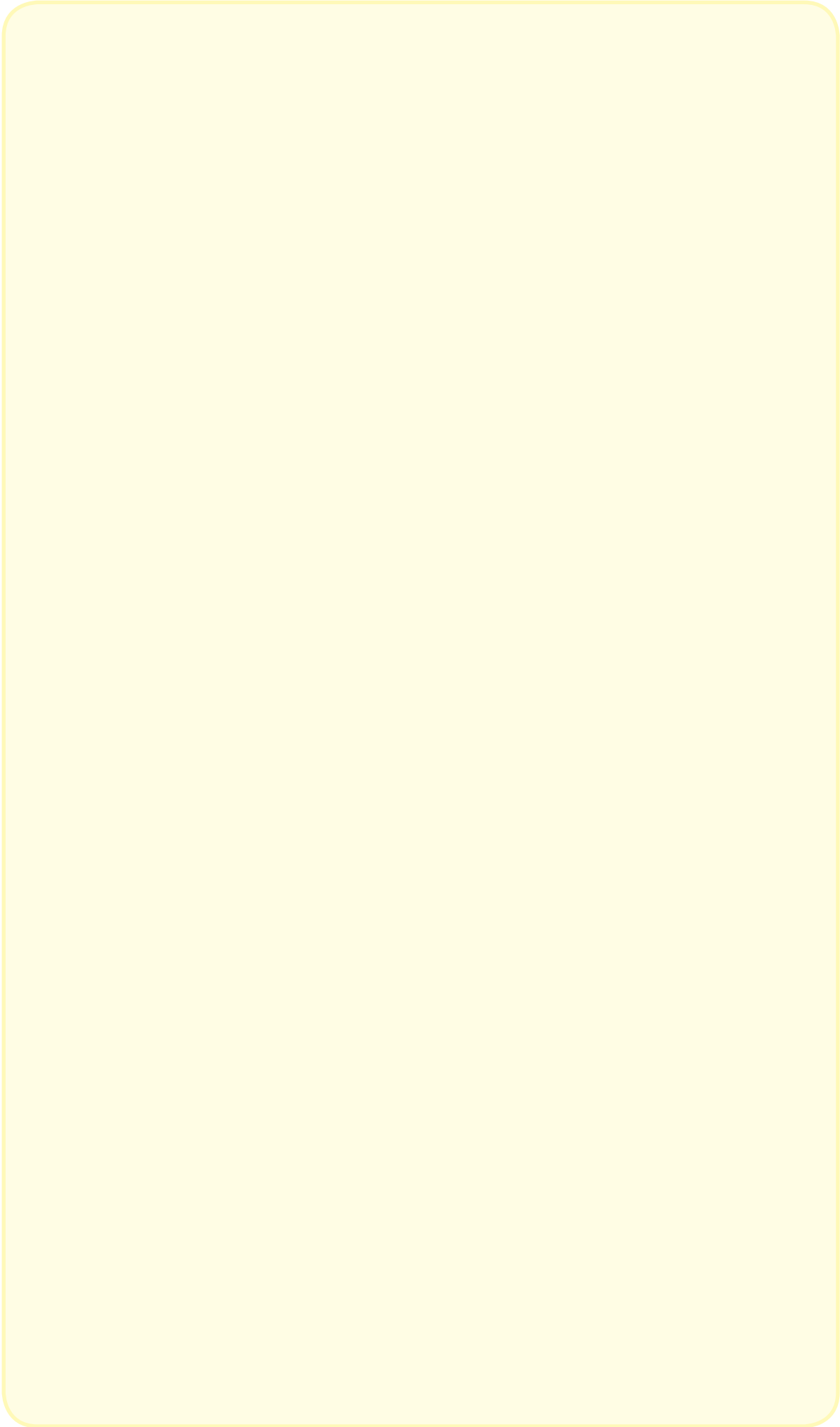
**LIT.RA.7** Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

### The Animal Kingdom



### Vertebrates (Animals with Backbones)





# Unit 6 Bibliography

## Teacher Read Aloud (Fiction)

<b><i>A Pocket Full of Kisses</i></b>	<b><i>Polar Slumber/ Sueño polar</i></b>	<b><i>Corduroy (40th Anniversary Edition)</i></b>	<b><i>If You Give a Mouse a Cookie</i></b>
Penn, Audrey	Rockhill, Dennis	Freeman, Don	Numeroff, Laura Joffe
Tanglewood Press, 2006	Raven Tree Press, 2007	Viking Juvenile, 2008	HarperCollins, 2010
In this sequel to <i>The Kissing Hand</i> , Mrs. Raccoon is called upon to reassure her older son that he is still important to her after he sees her give his younger brother a kiss in the middle of his palm.	A young child builds a snow polar bear then dreams of exploring Arctic worlds and meeting snowy creatures. Includes a bilingual English/Spanish poem and wordless pages to encourage young readers to create their own stories.	A little teddy bear's adventures of being locked in a department store after closing, and his "adoption" by Lisa, the little girl who eventually buys him and finally gives him a home.	If you give a mouse a cookie, what's next? In this circle story, the mouse asks for more and more, until the story is back to the beginning again. Children will want to listen to this book again and again.
<b><i>The Dog Who Belonged to No One</i></b>	<b><i>This Moose Belongs to Me</i></b>	<b><i>"Slowly, Slowly, Slowly," said the Sloth</i></b>	<b><i>Chad the Allergic Chipmunk: A Children's Story of Nut Allergies</i></b>
Hest, Amy	Jeffers, Oliver	Carle, Eric	Smith, Nicole
Abrams Books for Young Readers, 2008	Philomel, 2012	Puffin (reprint edition) 2007	Allergic Child Publishing Group, 2006
A friendly stray dog and a lonely girl meet accidentally on a stormy day and become fast friends.	Willfred claims a wandering moose as his pet and tries to teach the moose to follow his many rules. Eventually Willfred realizes he must reconsider the terms of their friendship.	The sloth moves so slowly that the other animals in the rainforest wonder and question him about why he doesn't do things like the rest of them.	Chad the chipmunk helps children learn about nut allergies as well as how to recognize an allergic reaction.

## Teacher Read Aloud (Nonfiction)

<b><i>DK Eyewitness Books: Mammal</i></b>	<b><i>Winter's Tail: How One Little Dolphin Learned to Swim Again</i></b>	<b><i>The Mammal Book: Jaws, Paws, Claws and More</i></b>	<b><i>What is a Marine Mammal?</i></b>
DK Children, 2004	Hatkoff, Craig	Taylor, Barbara	Kalman, Bobbie
Parker, Steve	Scholastic Paperbacks, 2011	Carlton Books, 2010	Crabtree Publishing Co, 2000
A guide to mammals that includes real-life photos and explains the wide variety of animals included in this group. The book highlights some of their many differences.	Winter the bottle-nosed dolphin was rescued from a crab trap as a baby. She survived, but her tail was seriously injured and fell off. Winter received a prosthetic tail. Her story has been made into a movie.	Explores many varieties of mammals by following them on a journey around the globe. Children are introduced to several environments and learn important information about the animals.	Children learn about the group of mammals that survive in bodies of salt water all around the globe. It includes photos and interesting facts.
<b><i>If My Mom Were A Platypus: Mammal Babies and Their Mothers</i></b>	<b><i>Why Am I A Mammal? (Classifying Animals)</i></b>	<b><i>Mammals: Why Are Mammals Furry?</i></b>	<b><i>Ludwig van Beethoven</i></b>
Michels, Dia L.	Pyers, Greg	De la Bedoyere, Camilla	Walcker, Yann
Platypus Media, 2005	Heinemann-Raintree, 2005	Miles Kelly Publishing, 2010	Moonlight Publishing, 2012
An educational book that teaches interesting information about birth, growth, eating, sleep, learning, etc. told from the point of view of several newborn mammals.	Children learn the characteristics of a mammal. They also are introduced to a wide variety of animals that belong to the mammal group.	This book answers the question "Why are mammals furry?" and presents interesting information about a variety of mammal topics in a question and answer format.	An illustrated biography that comes with a CD that includes segments of the composer's music. The book teaches children about the historical figure and his music.

## Professional Development

Adams, Marilyn Jager, *Beginning to Read: Thinking and Learning about Print*. MIT Press, 1994, ISBN 0262510766 or 978-0262510769.



# All About Mammals

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