

# Unit 7



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

## Teacher's Guide Birds

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# Unit 7: Birds

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# Unit Plan • Unit 7: Birds

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

**Time Frame:** Three weeks

**Description:** Children will continue their study of the Animal Kingdom and be introduced to birds and their characteristics. The ELA focus of this unit is long-e and short-e. Children will make connections to other domains including science and social studies topics using the decodable stories.



## Essential Questions:

- (FL.6) *How can we read so that everyone will understand?*
- (RF.1) *How can we use drawings, letters and words to share our opinions about stories we have heard or read?*
- (RF.2e) *How can we change the sounds in words to make new words?*
- (RL.1) *How can asking and answering questions about nonfiction books help us learn new things?*
- (RL.9) *How are characters and adventures from two different stories alike? How are they different?*
- (W.8) *How can we use writing and drawing to communicate so others will understand?*

## Starfall English Language Arts Standards

Phonological Awareness		Inline Summary Form
<b>PA.2</b>	Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections	Identify regular beat and similarities of sounds when responding to rhythm and rhyme
<b>PA.2b</b>	Distinguish rhyming and non rhyming words	Distinguish rhyming and non rhyming words
Vocabulary Development		Inline Summary Form
<b>VOC.3</b>	The student uses multiple strategies to develop vocabulary	Use multiple strategies to develop vocabulary
<b>VOC.3a</b>	Listen to and discuss both familiar and conceptually challenging text	Listen to and discuss familiar and conceptually challenging text
Fluency		Inline Summary Form
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression	Demonstrate ability to read with accuracy and expression
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	Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information
<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	Create or present poetry, drama, art, or personal response to text or theme
<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	Make predictions based on illustrations and context
<b>LIT.RA.7d</b>	Make text to self connections	Make text to self connections

Writing		Inline Summary Form
<b>W.8</b>	Students write and draw to communicate effectively for a variety of purposes and audiences	<i>Write and draw for a variety of purposes and audiences</i>
<b>W.8d</b>	Print their names	<i>Print name</i>
Listening & Speaking		Inline Summary Form
<b>LS.9</b>	The student effectively applies listening and speaking strategies	<i>Apply listening and speaking skills</i>
<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>LS.9d</b>	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
Media Literacy		Inline Summary Form
<b>ML.10</b>	Use technology resources to support learning	<i>Use technology resources to support learning</i>

## Starfall Social Studies Standards

Geography		Inline Summary Form
The World in Spatial Terms		
<b>SS.ST.4a</b>	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>
<b>SS.ST.4b</b>	Describe the relative location of people, places, and things by using positional words	<i>Use positional words to describe relative location of people, places and things</i>
<b>SS.ST.4c</b>	Identify traffic and map symbols	<i>Identify traffic and map symbols</i>
<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>

## Starfall Science Standards

Life Sciences		Inline Summary Form
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth	<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.2d</b>	Understand that all plants and animals, including humans, are alike in some ways and different in others	<i>Understand plants and animals have similarities and differences</i>
Forces & Motion		Inline Summary Form
<b>SC.FM.3</b>	The students understand that the motion of objects can be changed by force	<i>Understand motion of objects can be changed by force</i>

# Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
<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.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>
Range of Reading and Level of Text Complexity:		
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
<b>RI.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>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	<i>Identify the main topic and key details of a text</i>
Craft and Structure:		
<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>
Integration of Knowledge and Ideas:		
<b>RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.	<i>Identify author's supporting evidence</i>

Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
<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>
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.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>
<b>Phonics and Word Recognition:</b>		
<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.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>

<b>Writing</b>		<b>Inline Summary Form</b>
<b>Text Types and Purposes:</b>		
<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>
<b>Research to Build and Present Knowledge:</b>		
<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>

<b>Speaking &amp; Listening</b>		<b>Inline Summary Form</b>
<b>Comprehension and Collaboration:</b>		
<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.A</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</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>
<b>Research to Build and Present Knowledge:</b>		
<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

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

*Use frequently occurring nouns and verbs*

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

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

**L.K.2.C** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

*Represent most consonants and short vowel sounds (phonemes)*

#### Vocabulary Acquisition and Use:

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

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

**L.K.4.A** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

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







# Week 19 Overview

## Birds

This week the children will learn about the bird animal group. They meet several kinds of birds and come to understand bird characteristics through *Backpack Bear's Bird Book*. The children will be introduced to a new Starfall character, Peg the Hen, and will meet fictional birds as they reexamine a popular folk tale. This week we will:

- Learn the sound of short-e and long-e
- Review the *ck* digraph
- Compare two versions of "The Little Red Hen"
- Write responses to "The Little Red Hen"



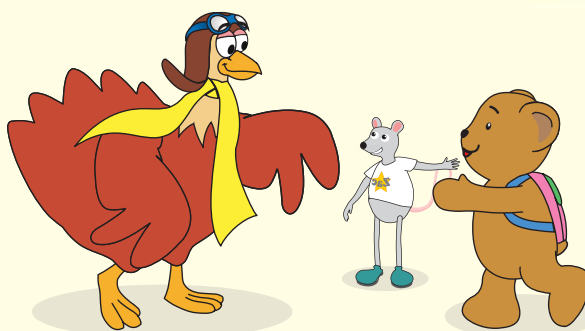
## Recommended Literature

**The Little Red Hen — Paul Galdone** (circa 1914 - 1986) was an author and an illustrator who loved to write stories, poems, and folk tales in his own words. Some stories he made up himself. Other times, he retold stories from long ago. His favorite stories were about dogs, cats, and other animals. He always used his own artwork. He is so famous that he is often called the "grandfather" of children's book illustrators.

Mr. Galdone grew up in Budapest, Hungary, and moved to New York when he was a teenager. He wanted to be an artist and went to art schools in New York City. He didn't know when he started writing children's books that one day he would finish more than three hundred! He had an odd variety of jobs. Did you know he also worked as a bus boy in a restaurant, an electrician's helper, a fur dryer, and a soldier in the U.S. Army?

## Starfall Books & Other Media

*ABC Rhyme Book*  
*Animal Kingdom Poster*  
*Backpack Bear's Bird Book* by Alice O. Shepard  
*Backpack Bear's Mammal Book*  
*Peg the Hen*  
*Reading & Writing Books*  
*Sing-Along Volume 1*  
*Starfall Dictionaries*  
*Starfall Writing Journals*  
*Story Element Cards*  
*The Little Red Hen and other Folk Tales* retold by Starfall



# Preparation

Post the Essential Questions Cards for Unit 7. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 19. You will use *birds, beak, feathers, hatchling, migrate, nest, wings*, and *birds of prey* on Day 1, and *stroll, scamper, tend, ground*, and *hoe* on Day 4.

## Day One

You will need the magnetic letters *a, b, d, e, f, m, n, r, t, w*, and two *l*'s for session 2. If magnetic letters aren't available, use Letter Cards instead.

For today's Activity the children will need two of each High Frequency Word Card: *and, are, come, gets, good, goes, into, like, little, off, said, that, this, there, they, want, we, what, why, with*, and *you*.

## Day Two

Prepare a chart paper by folding it to create three columns for today's Magic Writing Moment. You will add headings during today's lesson.

You will also need a sticky note for each child.

Generate a "Blending Practice 2" worksheet for each child using short-e CVC words.

## Day Three

You will use the chart paper from Day 2 for today's Magic Writing Moment.

Prepare two copies of the hen cut out and write one high frequency word, *because, could, should* and *would* on each.

## Day Four

You will use Vocabulary Cards *stroll, scamper, tend, ground* and *hoe* today.

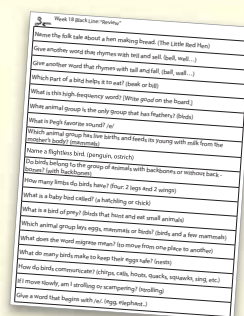
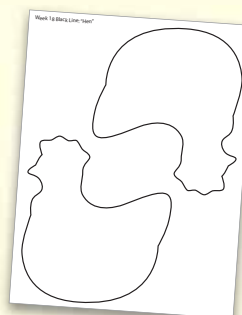
For today's Activity, generate a high frequency word search using the words *would, should, could, what, they, this, there, why* and *off* for each child.

## Day Five

The children will share the drawings from Day 4 in today's Magic Writing Moment.

Generate a Week 19 high frequency word "Color by Word" worksheet for each child for use in learning centers.

Duplicate the review questions blackline, cut the questions apart, and place them in a basket for Session 2.



## Day 1

Zac and I have a new friend for you to meet! She is very excited to join our class.

Love,

Backpack Bear 

## Day 2

It was fun to meet Peg yesterday! Does she have a story of her own?

Love,

Backpack Bear 

## Day 3

I know a folk tale that has a character just like Peg! Have you ever read the story "The Little Red Hen"? Love,

Backpack Bear 

## Day 4

I love your responses to "The Little Red Hen." You have great ideas! I can't wait to see how you finish your papers. Love,

Backpack Bear 

## Day 5

Peg the Hen loves flying in her jet. If you could, where would you like to fly with Peg the Hen?

Love,

Backpack Bear 

## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Introduce Opinions	Chart Opinions
<b>Reading</b>  Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	<i>R&amp;W</i> p. 11 <i>Peg the Hen</i> Medial /e/ Add and Change Sounds: -ell, -all, -ed, -et Rhymes Proper Nouns <b>Comprehension Skill:</b> Compare/Contrast	Digraph ck <i>Peg the Hen</i> <b>Comprehension Skills:</b> Compare/Contrast Sequence <b>Comprehension Strategy:</b> Predict/Verify Long-e
<b>Computer</b>	<i>Motion Songs</i> : "Jam" <i>BpB's Books</i> : Concepts, "E-Machine"	<i>Learn to Read</i> : Row 2, "Peg the Hen" <i>I'm Reading</i> : Folk Tales, "The Turnip"
<b>Activity</b>	"Concentration" HF Words	Word Blend Practice
<b>Listening &amp; Speaking</b>  Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Bird Book</i> <i>Backpack Bear's Mammal Book</i> "Jam" "Short-E Song" Beat, rhythm Vocabulary: Birds, feathers, beak, hatchling, migrate, nest, wings, birds of prey	"I Spy"
<b>Writing</b>		
<b>Science</b>	Introduce the characteristics of birds	



## DAY Three

## DAY Four

## DAY Five

Reasons for Opinions

HF Word: **because**

R&W p. 12  
Initial and Final  
Sounds

HF Words:

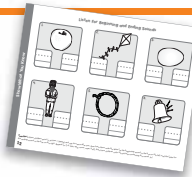
**could, should, would**

### Comprehension Skills:

Identify Genre (folk tale)  
Story Details (characters, set-  
ting, problem/solution, lesson)

### Comprehension Strategies:

Summarize  
Make Connections



Illustrate Opinions

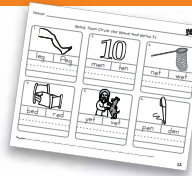
R&W p. 13  
Short and  
Long-E  
Short-E Word  
Families

### Comprehension Skills:

Identify Genre (folk tale)  
Story Details (characters, set-  
ting, problem/solution, lesson)  
Compare/Contrast

### Comprehension Strategies:

Summarize  
Make Connections



Share Opinions

R&W p. 14  
*Peg the Hen*  
Rhyming

### Comprehension Skill:

Identify Genre (folk tale)

### Comprehension Strategies:

Ask Questions  
Open Discussion



Starfall Free Day

1

"Color by Word"

2

*I'm Reading:* Folk Tales, "The  
Little Red Hen"  
*Learn to Read:* Row 7, "Play" and  
"Pete's Sheep"

*It's Fun to Read:* Riddles, "Birds"  
*I'm Reading:* Folk Tales,  
"The Little Red Hen"  
*Learn to Read:* Row 11 Video,  
"Vowel Teams"  
*Learn to Read:* Row 5 Movie,  
"Silent E"

Short-e Puzzle

3

"Concentration" Short-e Words

"Hen" blackline Rhyming Words  
High Frequency Word Search

Sequence *Peg the Hen*

4

*The Little Red Hen and other Folk  
Tales:* Retold by Starfall, "The  
Little Red Hen"

*The Little Red Hen* by Paul Gal-  
done  
*The Little Red Hen and other Folk  
Tales:* Retold by Starfall, "The  
Little Red Hen"

**Vocabulary:** Stroll, scamper,  
tend, ground, hoe

Teacher's Choice

5

Teacher's Choice

6

Weekly Review

"Ee Elephant Rhyme"

Short-e and Long-e

Write a response to "The Little  
Red Hen"

Complete responses to  
"The Little Red Hen"

**Vocabulary**

**VOC.3** Use multiple strategies to develop vocabulary

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

- ☐ Plush Zac the Rat
- ☐ Backpack Bear

**Introduce Opinions**

Say: **This week we will share our opinions.**

**Say, opinions. An opinion is what you think or feel about something. People don't always have the same opinion about things. For instance, what is your opinion about your favorite thing to do?**

Zac whispers that camping is his favorite thing to do. Ask Zac why camping is his favorite. Zac answers that camping is his favorite thing to do because he does it with his dad.

Backpack Bear whispers that his opinion is different from Zac's. His favorite thing to do is go fishing because he thinks it is fun to catch fish.

Say: **I have another opinion. My favorite thing to do is to go to the beach because I like to collect shells.**

Continue: **We have three different opinions. If you had to choose one of these activities as your favorite, what would your opinion be? Think about whether camping, fishing or going to the beach is your favorite. Tomorrow you will share your opinion and explain your choice.**

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

- ☐ Sing-Along Volume 1
- Track 17, "Jam"

**Rhyming Words**

Ask: **What happened when Zac sat on the can?**

(Jam spilled.) **Listen to the words in this rhyme to know where the jam landed.** Read the rhyme one stanza at a time, pausing after each stanza to allow volunteers to identify where the jam landed.

Say: **This time I will read the beginning of each line, and you finish the rhyme. Let's practice.**

Say: **Jam on my head (your \_\_\_\_). Jam on my toes (your \_\_\_\_), Jam on my \_\_\_\_, Jam on my \_\_\_\_.** Continue for the remainder of the rhyme.

Play *Sing-Along Volume 1* Track 17, "Jam." Ask: **Can you hear and feel the beat of this rhyme? It has four beats, so let's clap four times.** (Do this.) **Now, let's see if we can clap the beat with the song.** Play Track 17 again and clap the four beats for each line without singing the words.

Repeat the song, clapping the beat and singing the words.

The children may take turns playing rhythm instruments to keep the beat.

While the children are singing, a volunteer or assistant may discuss where the jam landed with ELL children.

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

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

**Phonological Awareness**

**PA.2** Identify regular beat and similarities of sounds when responding to rhythm and rhyme



1

## Introduce Peg the Hen Character and Medial /e/

Welcome Zac to the group. Recall Zac's favorite sound (/a/) and a volunteer prints Zac's name on the board. Remind the children that since Zac is a name, it begins with a capital letter.

Say: **Backpack Bear has a new friend to introduce.** He introduces Peg, and she whispers to you that she also has a favorite sound, /e/.

Say: **Let's think of words that begin with Peg's favorite sound, /e/.** Volunteers suggest words that start with /e/.

Continue: **Peg would like to learn to write her name.**

Write Peg's name on the board and indicate the capital P.

Say: **Let's blend the sounds together.** The children do this. **Peg's favorite sound is in her name.** Lead the children to identify the sound /e/ in Peg's name as her favorite. Play *Sing-Along Volume 1*, Track 29, "Short-e Song" and children sing along.

### Materials

- ☐ *Reading & Writing Books*, p. 11
- ☐ *Sing-Along Volume 1*, Track 29, "Short-e Song"
- ☐ Plush Peg and Zac

### 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

### Language

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

## Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 11. Complete it together with the children as you have similar pages.



2

## Add and Change Sounds (-ell, -all, -ed, -et)

Say: **Let's create new words by changing or adding beginning sounds to words that belong to four different word families.** Recall that a word family is a group of words that all have the same pattern of letters and sounds in the middle and at the end.

Place the magnetic letters on the bottom portion of the whiteboard and identify each letter. Place the letters *a, l, l* on the top right side of the board. The children read the word *all*.

Say: **All is a high frequency word and a member of a word family. If we place a consonant in front of the word all, we create a new word that rhymes with all and belongs to the same word family.** (Place the magnetic letter *b* in front of *all*.) **Let's say the new word /b/, /all/. What is the new word?** (ball) List the words *all* and *ball* on the left side of the whiteboard.

### Materials

- ☐ Classroom whiteboard, marker
- ☐ Magnetic letters (one each: *a, b, d, e, f, m, n, r, s, t, w* and two *l*'s)
- ☐ Alternate: If you do not have magnetic letters use a Pocket Chart and Letter Cards

### Reading: Foundational Skills

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

**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

Say: **If we remove the *b* again, what is the word?** (all) **Let's write more words that belong to the *-all* family and rhyme with *all* and *ball* by placing different letters in front of *all*.** Volunteers choose the next consonants. Add the new words to the list under *all* and *ball*.

Say: **Since each of these words ends with the letters *-all*, let's call them the *-all* family.**

Erase the *-all* words. Repeat as above for *-ell*, *-ed*, and *-et*. Create at least four words for each family. Accept nonsense words.



### Formative Assessment

Place all of the magnetic letters at the bottom of the whiteboard. Say a word from one of the word families. Choose a volunteer to come to the board and form that word.

Suggested words:

ball	mall	fall	tall	wall
bell	fell	tell	well	sell
bed	fed	wed	red	led
bet	met	net	wet	let

As new words are created, have ELL children repeat them, and encourage them to volunteer to form the words on the board with assistance from classmates as needed.

**ELL**

#### Reading: Foundational Skills

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

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

#### Listening & Speaking

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

### Computer

- *Backpack Bear's Books: Concepts, "E-Machine"*
- *Motion Songs: "Jam"*

### Practice

### Activity

The children play "Concentration" using High Frequency Word Cards.

#### Materials

- ☐ Two of each High Frequency Word Card: *and, are, come, gets, good, goes, into, like, little, off, said, that, this, there, they, want, we, what, why, with, you*
- ☐ Pocket chart



## 3

## Introduce *Backpack Bear's Bird Book*

Indicate Peg. Ask: **What kind of animal is Peg?**  
(Accept all answers.)

Continue: **Peg is a hen. A hen is a female chicken. Let's determine whether or not Peg is a mammal.**

Indicate page 7 of *Backpack Bear's Mammal Book*.

Ask: **Does Peg have hair, fur, or fat to keep her body warm? Does she feed her babies milk from her body? The answer to these questions is no. What does that mean?** (Volunteers respond.)  
**Yes, it means Peg is not a mammal.**

Explain: **Peg belongs to a different group of animals, called birds.**

Place the Vocabulary Card *birds* at the top of the pocket chart. Say:

**Backpack Bear has a book that will teach us about birds.**

Indicate *Backpack Bear's Bird Book*. Say: **This is a nonfiction book about birds. Who remembers what nonfiction means?** (Volunteers respond.) **This book is nonfiction because it includes true facts about birds. Why do you think the author, Alice O. Shepard, wrote this book?**

As you read the book, place the Vocabulary Cards in the pocket chart under *birds* as the words are addressed.

Say: **There is one characteristic that makes birds different from every other animal. What do you think it is?**

- **Is it the pretty colors of a bird?** (No, some mammals have beautiful colors.)
- **Is it the beak or the bill?** (No, we know a mammal, the platypus that has a beak.)
- **Is it the eggs that birds lay?** (No, we know some mammals lay eggs.)
- **Is it the wings?** (No, bats are mammals and they have wings.)
- **Is it that a bird breathes air?** (No, we also breathe air and we are mammals.)
- **What is the only characteristic a bird has that no other animal has?** (feathers)

Discuss how the author organized the ideas in *Backpack Bear's Bird Book* so that the reader would learn important facts about birds.

### Materials

- ☐ *Backpack Bear's Mammal Book*
- ☐ *Backpack Bear's Bird Book* by Alice O. Shepard
- ☐ Vocabulary Cards: *birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey*
- ☐ Plush Peg the Hen
- ☐ Pocket chart

### Reading: Informational Text

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

### Writing

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

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

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

### Science

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

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



### Formative Assessment

Partner the children. Say each vocabulary word and allow time for partners to discuss its meaning.

Partner ELL children with children who have some knowledge of their native languages if possible.

**ELL**

**Writing**

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

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

**W.8d** Print name

**Reading:  
Foundational Skills**

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

**Magic Writing Moment****Chart Opinions**

Review the opinions from Day 1. Indicate the chart paper and add the headings, "camping," "fishing," and "beach" to the three columns.

Say: **Yesterday I asked you to think about which of these three activities you would most like to do. Today we will chart your opinions.**

The children print their names on sticky notes and place them under the headings that represent their choices.

Explain: **Tomorrow you will share the reason for your opinion, or why you chose camping, fishing, or going to the beach as your favorite thing to do.**

**Materials**

- ☐ Prepared chart paper  
(divided into 3 columns)
- ☐ Sticky note for each child
- ☐ Pencils

Save the chart paper for use on Day 3.

Provide visual cues next to the chart paper headings and/or learn the words for camping, fishing and beach in the children's native languages.

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

- ☐ None

**Review the ck Digraph**

Say: **I will say a word that has the sound /k/ in it. Listen carefully and notice where you hear the sound /k/. Ready, black. Where do you hear /k/ in the word black? Right, it's at the end.**

Write the word *black* on the board and indicate the *ck* at the end. Remind the children that when the letters *c* and *k* are together, they stand for one sound, /k/.

Continue for *duck*, *truck*, *snack*, *check*, *speck*, and *back*. When writing these words, write the beginnings and volunteers complete them by adding *ck*.

Say: **Let's try a word that has ck in the middle.** Write *rocket* on the board. The children decode the word then a volunteer circles *ck*.

1

## Introduce *Peg the Hen*

Navigate a classroom computer to *Learn to Read*: Row 2, "Peg the Hen."

Explain: **Peg has a story of her own.** Indicate *Peg the Hen*, and discuss the title and illustrations on the cover.

Ask: **What predictions can you make about Peg's story?**

Page through the book and the children make predictions based on the illustrations. Read the story and the children check the accuracy of their predictions.

Ask: **How did we know if our predictions were correct? Right, we read the story.**

Navigate to *Learn to Read*, Row 2, "Peg the Hen." View the online story and the children interact with the illustrations. Compare and contrast the printed and online versions.

Ask:

- **Did you notice this story is about Peg's dream?**
- **What in the story told us Peg was dreaming of flying in a jet?**

Print *Peg the Hen* near the top of the board. Say: **This story uses many short-e and high frequency words we have learned. I will print Peg's Words on the left side of the board, High Frequency Words in the middle, and Other Words on the right side.** (Do this.) **As we read this story together, we will write each word in the correct column.**

Reread the story. Volunteers list the words in the appropriate columns on the board as they are identified.

### Peg the Hen

Peg's Words	High Frequency Words	Other Words
Peg	is	fast
red	a	falls
hen	to	into
set	and	steps
jet	in	
web	the	
wet	go	
bed	into	
ten	gets	

### Materials

- ☐ Classroom whiteboard, marker
- ☐ Classroom computer navigated to *Learn to Read*: Row 2, "Peg the Hen"
- ☐ *Peg the Hen*

### Reading: Foundational Skills

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

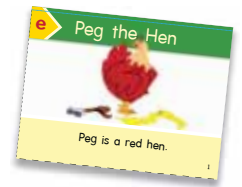
**RF.K.3.C** Read common high frequency words by sight

### Reading: Literature

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

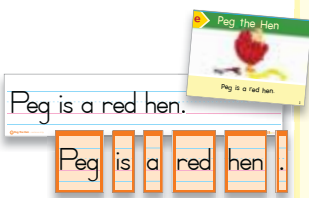
### Literary Response & Analysis

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



### Formative Assessment

Play "I Spy" using words from the list, and volunteers indicate the words.

**Reading:**  
**Foundational Skills****RF.K.3.C** Read common high frequency words by sight**Reading: Literature****RL.K.2** Retell familiar stories**Listening & Speaking****LS.9c** Relate an experience in sequence**Sequence** *Peg the Hen*

Distribute *Peg the Hen* to each child. The children follow along in their books as you read the story, then they partner and read the story to each other.

Distribute *Peg the Hen* Story Sequence Cards to eight children. Explain: **You will use these cards to sequence the story. To sequence means to put events in the order they happened.**

As you read the story aloud, the eight children move to stand in the correct order in the front of the classroom.

After reading, play "Switch-A-Roo." The eight children holding Story Sequence Cards distribute them to classmates and return to their places.

Explain: **This time let's see if you can arrange the cards in order without hearing the story.**

The children place the Story Sequence Cards in order down the left side of the pocket chart. Classmates review the story and the sequence of the cards, suggesting changes as needed.

Distribute *Peg the Hen* Sentence Strips to eight different children. Each child, in turn, places the correct sentence in the pocket chart beside its matching Story Sequence Card.

**Formative Assessment**

Distribute all of the Sentence Strip Word Cards. Some children may receive more than one.

- The children read the first sentence *Peg is a red hen* together.
- The children with the Word Card *Peg* stand.
- Choose one child to place his or her Word Card on top of the same word in the sentence, and read the word aloud.
- The class reads the sentence.

Continue until all of the words have been placed. Conclude by reading each sentence together as a group.

**Materials**

- ☐ *Peg the Hen* Sentence Strips and individual Word Cards
- ☐ *Peg the Hen* Story Sequence Cards
- ☐ *Peg the Hen* for each child
- ☐ Pocket chart

Consider attaching magnets to the back of Sentence Strips and Word Cards so they can be used in a pocket chart or on a magnetic surface.

## Computer

## Practice

- *Learn to Read*: Row 2, "Peg the Hen"
- *I'm Reading*: Folk Tales, "The Turnip"

## Activity

The children blend individual sounds to create short-e words.

### Materials

- ☐ Generated "Blend Practice 2" worksheet for each child
- ☐ Pencils, crayons

3

## Introduce Long-E

Navigate a classroom computer to *Starfall.com*: *Learn to Read*.

Review the difference between a vowel and a consonant at *Learn to Read*: Row 3, Skills: "Vowels."

- Review that sometimes y is a vowel by navigating to *Learn to Read*: Row 3, Skills: "Y as a Vowel."
- Review the silent e rule by navigating to *Learn to Read*: Row 5, Skills: "Silent E."

Explain: **There's another way to tell if a vowel is long besides looking for silent e. Listen to this rhyme. When two vowels go a walking, the first one does the talking.** (Discuss.) **Now say it with me.** The children repeat the rhyme with you.

Play *Learn to Read*: Row 11, Skills: "Vowel Teams" and review the two ways that letters stand for a long vowel: Silent e and Vowel Teams.

### Materials

- ☐ Picture Cards: *apple, eagle, eat, egg, nest, peach, rain, snake, teeth, tent, three, whale, wheel, yellow*
- ☐ Classroom computer navigated to *Learn to Read*
- ☐ Pocket chart

### 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

### Reading: Literature

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

### Language

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

### Science

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

### Reading: Foundational Skills

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

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

## Formative Assessment

Display the Picture Cards in random order face down in a pocket chart.

A volunteer reveals a Picture Card and identifies it. Write the word on the board. The volunteer determines if there is a short or long vowel sound in the word and the class confirms or corrects the choice.



## Day Three

**Speaking & Listening**

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

**Writing**

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

**Magic Writing Moment****Reasons for Opinions**

Say: **Yesterday you shared your opinion about which of the three choices we discussed is your favorite thing to do. When we share opinions we should explain reasons for our choices. We usually begin with words like:**

- I think
- I feel
- I like
- I don't like
- My favorite

Continue: **We always have reasons for our opinions or the way we think or feel. Think about why you chose camping, fishing, or going to the beach.**

Write *I like \_\_\_\_\_ because \_\_\_\_\_* on the board. Read *I like* with the children. Indicate the word, *because*.

Explain: **Because is a new high frequency word.** The children repeat, *because*.

Indicate the High Frequency Word Card *because* and place it in the pocket chart. Distribute *Starfall Dictionaries* and the children add *because*.

Divide the class into groups according to their choices and the children discuss their reasons for choosing them.

Volunteers from each group share their opinions. Encourage them to use the sentence frame *I like \_\_\_\_\_ because \_\_\_\_\_*.

**Materials**

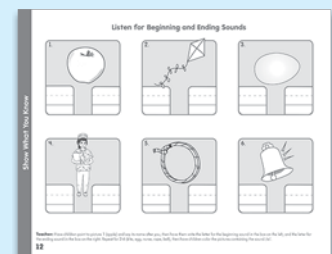
- ☐ Chart paper from Day 2
- ☐ High Frequency Word Card: *because*
- ☐ *Starfall Dictionaries*
- ☐ Pocket chart
- ☐ Pencils

**Phonics Warm-Up****Initial and Final Sounds**

Distribute *Reading & Writing Books* and the children turn to page 12. Complete the page together with the children as you have previous pages.

**Materials**

- ☐ *Reading & Writing Books*, p. 12
- ☐ Pencils, crayons

**Reading: Foundational Skills**

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



1

## Introduce Starfall's "The Little Red Hen"

Place Peg in your lap. Say: **Let's retell Peg's story to her. When we retell a story, it shows that we really understand what the story is about.**

Indicate Starfall's "The Little Red Hen." Say: **Here's the book Backpack Bear was talking about in his message. It has a character that looks like Peg.**

Explain: **"The Little Red Hen" is a folk tale. Long ago, people didn't have books to read, so they told their favorite stories aloud. After many years, these stories, called folk tales, were written in books. What other folk tale have you heard this year?** ("The Turnip")

Indicate the words *retold by Starfall* on the title page. Explain that Starfall didn't write the original story. Instead, the writers at Starfall are again telling, or retelling, an old folk tale in their own words for children to enjoy.

Page through the book then read the story.

Ask the children if they know where we get corn. Recall your discussions about plants. Explain that corn comes from a plant with seeds and that the corn kernels we eat are those seeds. The little red hen in the story used the corn seeds to make corn muffins.

Display the Story Element Cards in a pocket chart and read each card. The children listen for the answers to the Story Element Cards as you read "The Little Red Hen."

### Materials

- ☐ *The Little Red Hen and other Folk Tales* retold by Starfall
- ☐ Story Element Cards (pictured below)
- ☐ Plush Peg the Hen
- ☐ Pocket chart

### Literary Response & Analysis

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

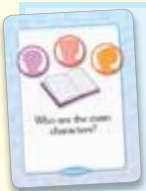
### Reading: Literature

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

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

## Formative Assessment

After reading, discuss the following questions related to each card.



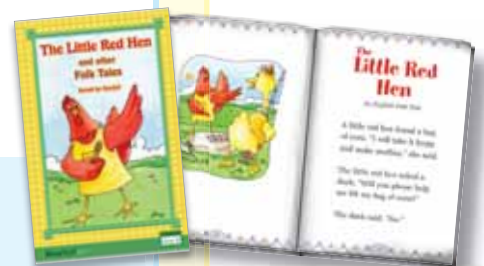
- Who are the characters in the story?
- Who is the main character?
- Make an inference, or think of a reason, why the duck, the turkey, and the goose did not help the little red hen.



- What is the setting for this story, or where did the story take place? Why is it important?
- Did this story have more than one setting?
- Would this story make sense if the setting was at the zoo? Why not?



- What problem did the little red hen have?
- Was she able to solve the problem?





- How did the story end?
- Do you think it was fair for the animals not to be able to eat the muffins made by the little red hen? Why or why not?
- How might this story have been different if the other characters had helped the little red hen?



- Have you ever been asked to help and said “no” before?
- What do you do when your parents or a brother or sister ask you to help at home?
- Is it important to help others? Why or why not?



- How would the world be different if everyone thought about others and always offered to help?

2

## Write a Response to “The Little Red Hen”

### 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

Say: Folk tales often teach lessons about our choices.

In “The Little Red Hen” the other characters didn’t help make the muffins, but after the hen baked the muffins, they wanted to eat them. The little red hen would not share her muffins, because they did not help her. The children briefly discuss the lesson learned from these choices.

Continue: Let’s pretend you are one of the characters in the story, and you want to make a different choice and teach a different lesson. Who would you be? How would you behave differently? What would you learn from your different choice?

- The children choose characters they would like to be and share how they might have responded differently when asked to help, or in the case of the little red hen, asked to share.
- Discuss how different responses would change the story.

### Materials

- ☐ The Little Red Hen and other Folk Tales
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils, crayons





## Formative Assessment

Say: **Let's use your ideas to write our own stories. Every story needs a topic or beginning sentence. Today, let's each start with a sentence telling what character we chose. The next sentences will tell what we would do differently in the story to teach a lesson.**

Write an example on the board such as: *I am the turkey. I would be the little red hen's friend.* Remind the children that they may not use your example.

Distribute *Starfall Writing Journals*. The children use kid writing to write about the characters they chose and what they would do differently. Circulate and provide adult writing as children finish their sentences. They will complete their writings on Day 4.

Allow ELL children to dictate their stories then copy them into their journals if necessary.

**ELL**

## Computer

- *I'm Reading*: Folk Tales, "The Little Red Hen"
- *Learn to Read*: Row 7, Play activities and "Pete's Sheep"

## Practice

## Activity

The children play "Concentration," matching the short-e Word Cards with the Picture Cards.

**Note:** Adjust the number of Word Card / Picture Card pairs to accommodate your group of children.

## Materials

- |                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Word and Picture Cards:               |
|                          | <i>bed, bell, egg, hen, jet, leg,</i> |
|                          | <i>men, nest, net, pen, pet, red,</i> |
|                          | <i>ten, well, wet, yell</i>           |
| <input type="checkbox"/> | Pocket chart                          |

## Reading: Foundational Skills

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

## Reading: Literature

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

**Reading:  
Foundational Skills**

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

**Materials**

- ☐ Three prepared hen cut-outs
- ☐ Whiteboards, markers
- ☐ Starfall Dictionaries
- ☐ Classroom books

## Introduce High Frequency Words: *could, should, would*

Say: **The little red hen would like to teach us three new high frequency words.** Indicate the hen with *could* on it. **This is the word, *could*.** (The children repeat, *could*.) ***Could* is a high frequency word.**

The children write *could* on their whiteboards. Say: **If you hear *could* in the sentence I say, raise your whiteboards. Ready?**

- *Could* you help the little red hen?
- I *could* help you make the muffins.
- Will you let me help you?

Indicate the hens with *would* and *should* written on them. Say: **Here are two words, *would* and *should*. What do you notice about these words?** (They rhyme and they have the same letters at the end.) **What is the only difference between these two words?** (beginning sound)

Divide the class into 2 groups. Instruct one group to write the word *would* on their whiteboards and the other group to write *should*. Say: **Listen to these sentences. If I use your word, raise your whiteboard.**

- *Would* you help me make some muffins?
- I should help you lift your bag.
- *Would* you bring me some corn?
- You *should* help the little red hen.

Display each of the three hens to review *should*, *could*, and *would*, noting that all three of the words end with the letters *ould*.

Divide the children into groups of 3 and distribute classroom books. The children find the new high frequency words, *could*, *would*, *should* in the classroom books.

**Formative Assessment**

The children write *would*, *could*, and *should* in their *Starfall Dictionaries* following your example.

## Magic Writing Moment

## Illustrate Opinions

Say: **Yesterday we shared our opinions by using our words. Today let's share our opinions by illustrating them. What should the question be?**

Backpack Bear whispers, "What is the best activity to do at recess?"

Say: **Backpack Bear would like to know what the best activity to do at recess is. Let's tell him our opinions by illustrating them.**

Distribute paper, pencils, and crayons. The children print their names and illustrate their favorite recess activities. Circulate, allowing children to share their opinions with you. Encourage them to add detail to their illustrations.

Save the illustrations to complete on Day 5.

## Materials

- ☐ Drawing paper
- ☐ Pencils, crayons
- ☐ Backpack Bear

Reading:  
Foundational Skills

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

## Speaking &amp; Listening

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

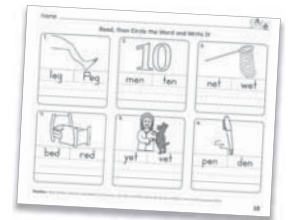
## Phonics Warm-Up

## Decoding

Distribute *Reading and Writing Books* and the children turn to page 13. Complete the page together with the children as you have similar pages.

## Materials

- ☐ Reading & Writing Books, p. 13
- ☐ Pencils, crayons



1

Introduce Paul Galdone's *The Little Red Hen*

Indicate Starfall's "The Little Red Hen." Say: **I think you are ready to learn to summarize a story.** (The children repeat, summarize.) **What do you think summarize means?** (Volunteers respond.)

Explain: **To summarize a story means to briefly tell the main events, or the important things that happened in the story, in the order that they happened.**

**Here is a summary of "The Little Red Hen." This story is about a hen who wanted to make muffins. She asked her friends to help, but they did not want to help her. When the muffins were finished, all of her friends wanted them even though they did not help the hen prepare them.**

Ask: **Did I retell the whole story or did I just tell you the main events?** (Volunteers respond.)

## Materials

- ☐ *The Little Red Hen* and other Folk Tales: "The Little Red Hen"
- ☐ *The Little Red Hen* retold by Paul Galdone
- ☐ Vocabulary Cards: stroll, scamper, tend, ground, hoe
- ☐ Story Element Cards (pictured below)
- ☐ Pocket chart



## Literary Response &amp; Analysis

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

## 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.9** Compare and contrast experiences of story characters

## Science

**SC.LS.2d** Understand plants and animals have similarities and differences

Say: **I just told the most important events, so I summarized this story. Say, summarize.** (Children repeat, *summarize*.)

Indicate *The Little Red Hen* by Paul Galdone. The children identify the story's genre (folk tale). Explain that this author, Paul Galdone, retold the same folk tale, *The Little Red Hen*, in his own words. Tell the children that the main idea of the two stories is the same, but they may notice that the details, such as words and characters, might be different.

As you read, pause to address the following vocabulary and dramatize each word:

<b>Hoe</b>	to dig up the ground (also the name of the tool used to dig up the ground)
<b>Stroll</b>	to walk slowly
<b>Scamper</b>	to walk quickly
<b>Tend</b>	to take care of
<b>Ground</b>	something that has been crushed into very small pieces (ground is a homonym)



### Formative Assessment

Place the Story Element Cards in a pocket chart. The children discuss the story by answering the questions. As the children discuss the characters, have them categorize the animals into mammal and bird groups.

2

## Complete Writing

The children continue to write and illustrate their responses to "The Little Red Hen."



### Formative Assessment

As the children complete their writings and illustrations they partner to share them with each other.

#### Materials

- ☐ *The Little Red Hen and other Folk Tales*
- ☐ *Starfall Writing Journals*
- ☐ *Starfall Dictionaries*
- ☐ Pencils, crayons

## Computer

- *It's Fun to Read: Riddles, "Birds"*
- *Learn To Read: Row 5 Movie, "Silent E"*
- *Learn To Read: Row 11 Video, "Vowel Teams"*

#### Practice

## Activity

The children find and circle the high frequency words listed in the word bank to complete the word search.

#### Materials

- ☐ High Frequency Week 19  
Word Search for each child
- ☐ Pencils

3

## Compare and Contrast

Read the Starfall version of *The Little Red Hen*. Discuss story details, such as the characters, setting, and what the little red hen made in the story.

Read Paul Galdone's version of the story and repeat the above discussion.

Create a Venn diagram on the board. Recall the lesson in which the children compared and contrasted letters using a Venn diagram.

Say: **Let's compare and contrast these two versions of *The Little Red Hen*. As we discuss them, I will write the ways the stories are alike in the middle. I will write the differences in the right and left sections of the circle.** Above one section write Starfall and above the other section write Paul Galdone.

As the children mention similarities and differences in the two versions, discuss where to place them and record their responses accordingly.



### Formative Assessment

Ask and answer questions about the completed Venn diagram.

#### Materials

- ☐ Classroom whiteboard, marker
- ☐ *The Little Red Hen* retold by Starfall (book version)
- ☐ *The Little Red Hen* retold by Paul Galdone

### 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

### 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

### Reading: Literature

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

### Reading: Literature

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

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

### Literary Response & Analysis

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

**Speaking & Listening**

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

**Reading: Foundational Skills**

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

**Magic Writing Moment****Materials**
☐ Drawings from Day 4
**Share Opinions**

Distribute the drawings from Day 4.

Say: **Let's share our opinions about our favorite recess activities using our illustrations.**

Partner the children to share their favorite recess activity illustrations and their reasons for choosing the activities. Encourage partners to comment on each other's illustrations and how they show the reasons for their choices.

**Phonological Awareness Warm-Up****Materials**
☐ ABC Rhyme Book
**Short and Long-E**

Read the "Ee Elephant" rhyme on page 13 of the *ABC Rhyme Book*.

Review the words beginning with short-e (*Ed, elephant*) and explain that the letter *e* stands for another sound called *long-e*. The sound of long-e is the letter's name, *e*.

Say: **Listen for /ē/ in the word eat.** Children say the sound *e* then say the word (/ē/, *eat*). Repeat for *eagle* and *eraser*.

Continue: **Let's play a game. If the word I say begins with short-e, place your palms very close together, but not quite touching.** (Demonstrate) **If the word I say begins with long-e, spread your palms wide apart.** (Demonstrate)

Say the following words, pausing after each to allow the children to respond and discuss correct responses.

exit	even	elevator	egg	end
elbow	eat	every	east	extra
exercise	enter	eagle	easy	example

Remind children that the high frequency words *me, he, she,* and *we* all end with long-e.

**Ee Elephant**

*Ed the elephant walks so slow.*

*Where is he going? No one knows.*

*He hasn't any fingers,*

*but he has twenty toes —*

*Look at his ears and his very long nose!*

Have ELL children (and others) sing the "Short-e Song" from the ABC section of *Starfall.com*, or recite the team vowel rhyme for appropriate words.

**ELL**

1

## Writing

Review the story *Peg the Hen*.

Distribute *Reading and Writing Books* and the children turn to page 14. Complete the page having the class decide on a sentence together.

### Materials

- ☐ *Reading & Writing Books*, p. 14
- ☐ *Starfall Dictionaries*
- ☐ *Peg the Hen*
- ☐ Pencils, crayons

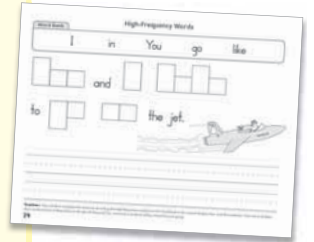
### Writing

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



## Formative Assessment

Write the class sentence on the board for children to copy, or the children use their dictionaries to write individual sentences. Partner children to read their sentences to each other as they finish.



## Computer

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

1

### Technology

**TECH.11** Develop technology skills for using and understanding conventional processes

## "Color by Word"

The children read the words in order to color the picture according to the key.

### Materials

- ☐ Pencils, crayons
- ☐ Week 19 "Color by Word" worksheet for each child

2

### Reading: Foundational Skills

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

## Short-E Puzzle

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

### Materials

- ☐ Short-E Puzzle(s)
- ☐ Writing paper, pencils

3

### Reading: Foundational Skills

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

## Sequence *Peg the Hen*

The children retell *Peg the Hen* using the Sequence Cards, Sentence Strips, and individual Word Cards.

### Materials

- ☐ Pocket chart
- ☐ *Peg the Hen*
- ☐ *Peg the Hen* Sequence Cards, Sentence Strips, and individual Word Cards

4

### Reading: Literature

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



## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

2

## Weekly Review

**Reading: Literature**

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

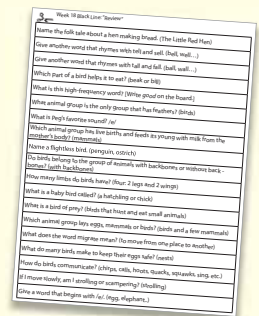
Divide the children into 5 teams, Teams A, B, C, D, and E. Number the children on each team. Child #1 on each team will be the spokesperson for the first question, #2 for the second, and so on.

Draw the first question from the basket and read it to the children. All teams discuss the answer. Child #1 on Team A responds. If the answer is incorrect, child #1 on the next team answers the question. If the answer is correct, the next question is asked of the next team and child #2 answers.

At the end of the game, Peg congratulates all of the children.

**Materials**

- ☐ Prepared review questions
- ☐ Plush Peg the Hen
- ☐ Basket

**No Formative Assessment**



# Week 20 Overview

## Flight

The children will learn about airplanes and air travel through both fictional and nonfictional accounts. They will meet the Wright brothers, who gave us the first “heavier than air” flying machine, through their dreams, hard work, and dedication. The children will experiment with a balloon as they discover how airplanes fly. This week we will:

- review homonyms and word families.
- practice short-e and long-e.
- discover the importance of maps and learn how to “read” them.
- learn the sound /ch/.
- meet Vincent van Gogh and learn how he turned his dreams into paintings.

## Recommended Literature

**Amazing Airplanes — Tony Mitton** is a British author who is also a poet. He likes to read folk tales, historical legends, and fairy tales. His favorite snack foods are bananas, chocolate fudge brownie ice cream, and cakes. He is so fond of cake, he loves to bake cakes at home.

Mitton’s father was a soldier. Because of this he lived in many places as a child. He was born in Tripoli, Libya; he moved to North Africa, Hong Kong, and then Germany until at last he and his family settled in England. Mitton lives there now with his own family, and Tiggy the cat.

Before writing books, Tony Mitton was a primary school teacher in England. The first books he wrote were for his own students. He especially likes writing books with words that have rhythm and rhyme, like lyrics to a song. Because he plays the guitar and likes to sing British folk songs, he prefers to write rhyming stories for his books, as if they were for illustrated song or poetry books.

## Starfall Books & Other Media

*ABC Rhyme Book*

*Peg Goes Places* Chapter Book

*Peg Helps Zac*

*Peg the Hen*

*Reading and Writing Books*

*Star Writer Melodies*

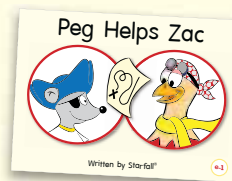
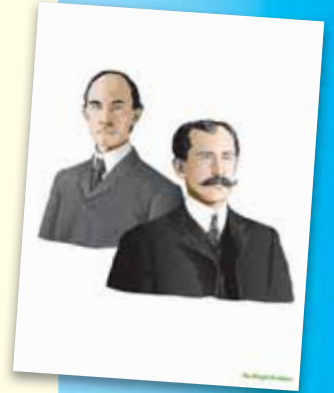
*Starfall Dictionaries*

*Starfall Writing Journals*

*Sing-Along Volume 1*

*The Wright Brothers Historical Figures Poster*

*Vincent van Gogh*



# Preparation

Generate Vocabulary Cards for Week 20. You will use *gem* and *locate* on Day 2 and *self-portrait* and *sketch* on Day 4.

## Day One

For today's Magic Writing Moment, prepare a sheet of chart paper with the sentence stem, *I like \_\_\_\_\_ because \_\_\_\_\_*.

You will also need a different fruit, such as an apple, orange, banana, peach, plum, or grapes for each table or group of children.

Prior to Session 1, write the following vocabulary words on a sheet of chart paper: *terminal, fare, hold, captain, copilot, runway, intercom, journey, control tower, soar, and crew*.

For Session 3 you will need a large balloon (not inflated).

## Day Two

For today's Magic Writing Moment generate a journal writing page with lines at the bottom and a box for an illustration at the top. Add the sentence stem, *I like \_\_\_\_\_ because \_\_\_\_\_* before duplicating one for each child.

Create a label with the name of each different kind of fruit.

For today's Phonological Awareness Warm Up prepare a Short-e and a Long-e sign.

Duplicate the "Park Map" blackline for each child.

Generate a Week 20 Word Search using the high frequency words *could, should, would, what*, and any other words that need practice for each child.

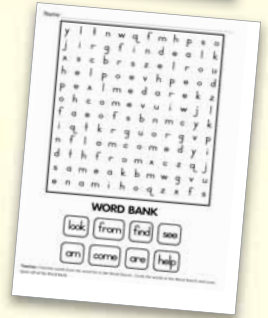
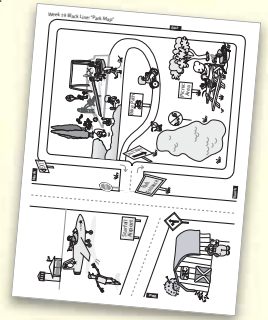
## Day Three

You will use Superhero h in Session 1.

## Day Four

For Session 1, prepare a copy of the *Vincent van Gogh* take-home book for each child.

For today's Activity choose several High Frequency Word Cards that most need to be practiced.



## Day Five

Duplicate the "Story Board" blackline for each child.

For Learning Center 2 you will need several magazines and a poster for each group or a large sheet of drawing paper for each child.

Generate a Week 20 "Color by Word" worksheet for each child.

Copy the lyrics to "A Plane Ride" on two sheets of chart paper for Session 3. Highlight vocabulary words *terminal*, *fare*, *hold*, *captain*, *soar*, *runway*, *control tower*, and *crew*.



### A Plane Ride

(Melody: "The Wheels on the Bus")

The **terminal** is the place we pay our **fare**, pay our **fare**, pay our **fare**.

The **terminal** is the place we pay our **fare**, to fly through the air.

The luggage on the plane goes in the **hold**, in the **hold**, in the **hold**.

The luggage on the plane goes in the **hold**, that's what we're told.

The engine on the plane takes you up so high, up so high, up so high.

The engine on the plane takes you up so high, as we **soar** through the sky.

The **captain** of the plane says, "Buckle up now!" "Buckle up now!" "Buckle up now!"

The **captain** of the plane says, "Buckle up now!" We'll show you how.

The **crew** on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.

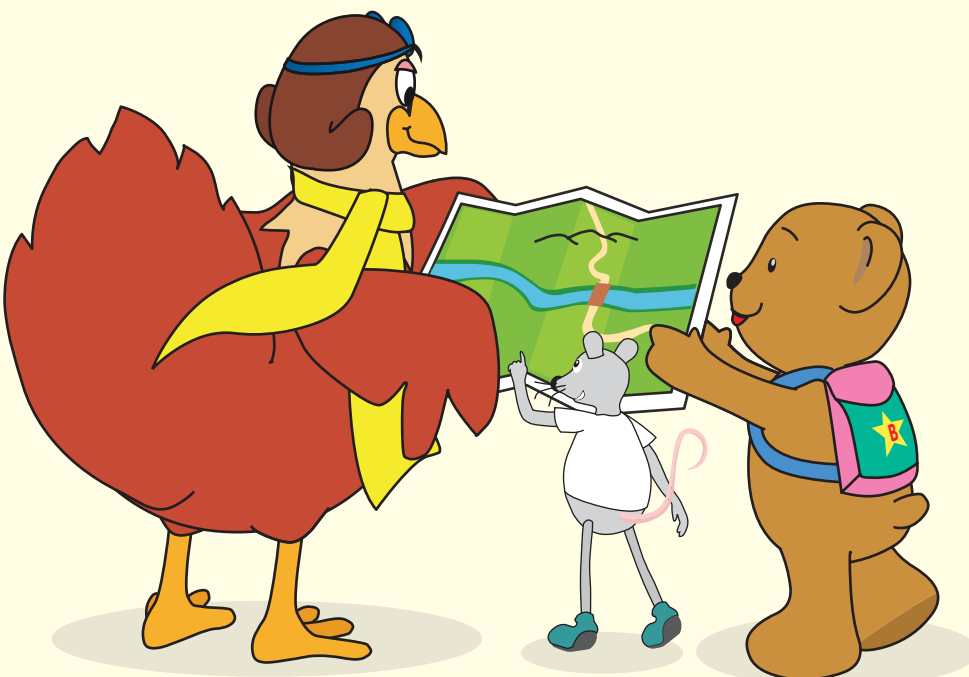
The **crew** on the plane brings drinks and a treat, now it's time to eat.

The **control tower** says, "The **runway**'s clear!" "The **runway**'s clear!" "The **runway**'s clear!"

The **control tower** says, "The **runway**'s clear, you can land here."

The journey on the plane is over now, over now, over now.

The journey on the plane is over now, what fun! WOW!



## Day 1

I went on a plane ride and had so much fun. Have you ever been on an airplane?

Love,

Backpack Bear 🐻

## Day 2

I love learning about maps! I used a map once to find the places where my aunts and uncles live.

Your Pal,

Backpack Bear 🐻

## Day 3

Did you like the park map? Maps are helpful. I used one last night!

Love,

Backpack Bear 🐻

## Day 4

Did you know that Vincent van Gogh was an artist who painted his dreams? I saw him on Starfall last night. Love,

Backpack Bear 🐻

## Day 5

It was fun to learn about Orville and Wilbur Wright! What would it be like if they hadn't invented airplanes?

Love,

Backpack Bear 🐻

## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Sharing Opinions and Explaining Choices	Writing Opinions
<b>Reading</b>  Phonemic Awareness Phonics High-Frequency Words Comprehension Print Concepts	<i>R&amp;W</i> p. 15  Initial, medial, final sounds  Homonyms  <b>Comprehension Strategy:</b> Make Connections  <i>Peg Goes Places</i> 	<i>R&amp;W</i> p. 16  Discriminate -ell, -all words  Medial vowels /e/, /a/  "Peg Helps Zac"  Short-e, Long-e  <b>Comprehension Skill:</b> Classify/Categorize  Making Inferences 
<b>Computer</b>	<i>BpB's Books: Concepts, "E-Machine"</i> <i>Learn to Read: Row 2, "Peg the Hen"</i>	<i>Short Vowel Pals: "Peg Helps Zac"</i> <i>Backpack Bear's Books: Concepts, "A-Machine"</i>
<b>Activity</b>	"I Spy" HF Words	"Word Search" HF Words
<b>Listening &amp; Speaking</b>  Literature Rhymes, Poems & Songs Vocabulary	<i>Amazing Airplanes</i>  <i>The Wright Brothers Historical Figures Poster</i>  <b>Vocabulary:</b> terminal, copilot, fare, hold, captain, soar, runway, intercom, control tower, crew, journey  Words with multiple meanings	<b>Vocabulary:</b> Gem, locate
<b>Writing</b>		
<b>Social Studies</b>	Introduce the Wright brothers	Identify traffic symbols and map symbols
<b>Science</b>	Investigate ways things move (fast, slow), notice push or pull changes the way objects move	

## DAY Three

## DAY Four

## DAY Five

Writing Opinions	Supporting Opinions	Illustrate Opinions
<p>R&amp;W p. 17</p> <p>Discriminate initial /th/</p> <p>Introduce /ch/</p> <p>HF Words: <b>ask, asks, find, from</b></p> 	<p>R&amp;W p. 18</p> <p>Review Color Words</p> <p>Identify/Discriminate Initial and Final /ch/</p> <p><b>Comprehension Skill:</b> Compare/Contrast</p> <p><b>Comprehension Strategy:</b> Visualize</p> 	<p>Rhyming</p> <p><b>Comprehension Strategy:</b> Make Connections</p> <p><i>Peg Helps Zac</i></p> <p>Story Boards</p>
		1 Starfall Free Day
		2 Map signs and symbols
<p><i>BpB's Books</i>: Concepts, "E-Machine";  <i>Learn to Read</i>: Row 4: "Sh-Movie";            Row 7: Play, "Pete's Sheep," "Th-Movie";            Row 8: "Ch-Movie"</p>	<p><i>It's Fun to Read</i>: Art Gallery, "Vincent van Gogh"  <i>Colors</i> (Review any color)</p>	3 "Color by Word"
Illustrate Peg's rocket	Use play dough or magnetic letters to create high frequency words	4 Short-A, Short-E Puzzles
<p>"Ch Cheese Rhyme"</p> <p>"Letter March Song Ch"</p> <p><i>ABC Rhyme Book</i></p>	<p><i>Vincent van Gogh</i></p> <p>"Ch Cheese Rhyme"</p> <p><b>Vocabulary:</b> self-portrait, sketch</p> <p><i>ABC Rhyme Book</i></p> <p><i>Star Writer Melodies</i></p>	5 Teacher's Choice
		6 Teacher's Choice
		<p><i>Amazing Airplanes</i></p> <p>"One, Two, Buckle My Shoe"</p> <p><i>The Wright Brothers Historical Figures Poster</i></p> <p>"A Plane Ride"</p>
	Write about a dream	Sketch answers to questions
Read a map, identify traffic symbols and map symbols, understand how people lived in earlier times and how their lives would be different today	Introduce Vincent van Gogh	Identify traffic symbols and map symbols

**Vocabulary**

**VOC.3** Use multiple strategies to develop vocabulary

**Listening & Speaking**

**LS.9** Apply listening and speaking skills

**Magic Writing Moment****Sharing Opinions and Explaining Choices**

Say: **Let's play a game to share our opinions about our favorite fruit.** Indicate and identify each fruit and place them at different tables.

Explain: **When I give a signal, walk around the classroom and stop at the table that has your favorite fruit. This is a different way to share your opinion.** (The children do this.)

Continue: **Now it's time to explain why you made your choice.**

Indicate the prepared chart paper. Read the sentence stem "I like \_\_\_\_\_ because \_\_\_\_\_" and choose a volunteer from each group to share the reasons for their choices using the sentence stem.

**Optional:** Make a list of the children's choices.

**Materials**

- ☐ Chart paper with sentence stem
- ☐ A different kind of fruit for each table or group of children

Save the fruit for use throughout the week.

**Phonics Warm-Up****Find the Missing Word**


Distribute *Reading & Writing Books* and the children turn to page 15.


Complete the page together according to the directions at the bottom of the page.


**Materials**


- ☐ *Reading & Writing Books* p. 15
- ☐ Pencils

Home \_\_\_\_\_ Complete the Sentences

1. Peg likes the blue \_\_\_\_\_.  bed

2. I see a red \_\_\_\_\_.  hen

3. You go in the green \_\_\_\_\_.  jet

4. The \_\_\_\_\_ is yellow.  egg

pen

Readers: Use a pencil to write the missing word in each sentence and then color the objects in black ink. Draw these objects using the word pictures as guides. The pictures are the color of the missing word.

15

**Reading: Foundational Skills**

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



## Introduce *Amazing Airplanes* and Multiple Meanings of Words

Ask: **Have you ever gone far away from your home, to another city or state?** (Volunteers respond.) **Imagine you want to take a trip to** (choose a place far away from you). **How might you get there?**

Children's responses might include car, bus, train, boat, or plane. Help them realize that flying is usually the quickest way to travel long distances. Volunteers share what they already know about flying and airplanes. As they share:

- Recall that Peg flew in a jet, a type of airplane.
- Encourage the children to consider where people first got the idea to fly in airplanes. (observing birds)

Indicate *Amazing Airplanes*. Discuss the title, author, and illustrator. Explain: **While this is a fictional story, it also gives actual facts about airplanes.** Turn to the title page. **Look at the illustration. What predictions can you make about what will happen in the story?**

As you read the story, briefly discuss the following vocabulary words as they occur.

<b>terminal</b>	the building at an airport where people get on and off planes
<b>fare</b>	the money it costs to ride a plane
<b>hold</b>	where your luggage goes on the plane
<b>captain</b>	person who is in charge of flying the plane
<b>copilot</b>	person who helps the captain fly the plane
<b>soar</b>	to fly at a great height
<b>runway</b>	a paved strip of land where planes can take off and land
<b>intercom</b>	speakers that let everyone hear a message
<b>control tower</b>	building where air traffic controllers give directions to help the captain fly the plane safely
<b>journey</b>	trip from one place to another
<b>crew</b>	group of people who work as a team on an airplane

After reading, ask the children if they noticed that the story's text rhymed.

Reveal the list of vocabulary words. Say: **Today, this chart is our Star Word Wall.**

### Materials

- ☐ *Amazing Airplanes* by Tony Mitton
- ☐ Chart paper list of vocabulary words

### Language

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

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

### Vocabulary

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

### Literary Response & Analysis

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

Review each word on the chart, referring to the book as needed. Say: **Some of these words are homonyms. Remember, homonyms are words that are pronounced the same, but can be spelled differently and have different meanings.** Discuss each homonym. Sample discussions follow:

<b>fare</b>	<ul style="list-style-type: none"> <li>• In this book fare means the money it costs to ride on a plane. Someone might say: We paid our fare to travel on the airplane.</li> <li>• If I said: It's not fair that you get two toys and I only get one. Would that mean the same thing?</li> <li>• Now listen to this sentence: We want to go to the fair. What does the word fair mean here?</li> </ul>
<b>soar</b>	<ul style="list-style-type: none"> <li>• In this book, soar means to fly very high.</li> <li>• If I said: My throat is sore. Would that mean that my throat flies very high? What does the word sore mean in this sentence?</li> <li>• Now listen: The bird can soar through the sky like an airplane. What does soar mean in this sentence?</li> </ul>
<b>hold</b>	<ul style="list-style-type: none"> <li>• In this book, hold means where your luggage goes on the plane.</li> <li>• What does hold mean when I say, "I want to hold your pencil?"</li> </ul>



### Formative Assessment

Divide the children into several groups. Repeat a definition and ask a group to identify the word that matches. Repeat until all vocabulary words have been reviewed.

Provide visual clues as new vocabulary words are introduced.  
If possible, offer vocabulary words in the children's native languages.

**ELL**

Depending on the ability of ELL children to converse in English, the formative assessment may need to be completed with the teacher or an assistant.

Save the  
vocabulary list for  
use throughout  
the week.



## Introduce *Peg Goes Places*, Chapter 1

Indicate Peg holding her book, *Peg the Hen*. Ask:

**Who remembers the name of Peg's jet?**

**Why do you think Peg named her jet The Egg?**

Indicate *Peg Goes Places*.

Say: **Peg has her own chapter book just like Zac. The title of Peg's book is *Peg Goes Places*. The author is Brandi Chase. The illustrator is Michael Ramirez. Do you think the author and illustrator worked together to create this chapter book? How?**

The children make predictions about what will happen in this story based on the cover illustration.

Page through Chapter 1, *Peg and Her Jet*, and the children describe the illustrations. Read the chapter.

Say: **Chapter one ends with the questions, Could they go all the way into space? What would you say? Yes or no? Let's vote!**

Write "yes" and "no" on the whiteboard. The children take turns making tally marks under their personal answers. Tally and discuss the results.

Distribute *Peg Goes Places*, whiteboards, and markers. Partner the children. Say: **Read chapter 1 together with your partner. If you come to a word you do not know, write it on your whiteboard.**

### Materials

- ☐ Individual whiteboards, markers
- ☐ *Peg Goes Places* chapter book
- class set
- ☐ Plush Peg the Hen
- ☐ *Peg the Hen* book

### Literary Response & Analysis

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

### Reading: Literature

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



## Formative Assessment

After partners have read the story, review any words written on the individual whiteboards and discuss their meaning.

### Computer

- *Backpack Bear's Books*: Concepts, "E-Machine"
- *Learn to Read*: Row 2, "Peg the Hen"

### Practice

### Activity

The children play "I Spy" using a game spinner to determine "teacher" order. The lowest number goes first.

The "teacher" locates a word in his or her dictionary and says, "I spy the word \_\_\_\_." The children locate the word in their dictionaries. The "teacher" changes with each word.

### Materials

- ☐ *Starfall Dictionaries*
- ☐ Game spinner

### 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.3.C** Read common high frequency words by sight

**Reading:  
Informational Text**

**RI.K.2** Identify the main topic and key details of a text

**Speaking & Listening**

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

**Science**

**SC.FM.3** Understand motion of objects can be changed by force



## Introduce the Wright Brothers

Indicate and read *Amazing Airplanes*. Say: **Before there were airplanes, people could only go north, south, east, or west by traveling on the ground. Travel was slow until two men changed everything. They were the inventors of the first airplane.**

Indicate *The Wright Brothers Historical Figures Poster*. Say: **These two men are the Wright brothers. Their names are Orville and Wilbur. Listen carefully to the story of how the Wright brothers thought of the idea for a different way to travel.**

Read the biographical account on the back of the poster and discuss. The children should understand that these two inventors had a dream, and they worked hard together to make it a reality.

Ask: **What do you think makes an airplane fly?** (Accept all responses.) **Let's do an experiment to help us understand what causes an airplane to move through the air.**

- Blow up a balloon and hold the opening closed tightly. Do not tie a knot.
- Hold the balloon horizontally in mid air, with the mouth of the balloon facing left.
- Let go of the balloon and observe.

As children share their observations, ask:

What was in the balloon?	<b>air</b>
When I let go of the balloon, what happened to the air?	<b>It came out the back.</b>
What did letting the air out cause the balloon to do?	<b>It moved in the opposite direction.</b>
What happened when there was no air left in the balloon?	<b>It fell to the ground.</b>
What do you think would happen if there was no air in the balloon?	<b>It would not move.</b>

Say: **An airplane works like a balloon. When the engines blow the air out in one direction, the airplane moves in the opposite direction. If the engines stop blowing the air out, the airplane will not stay up in the sky.**

Discuss how the Wright brothers' dream of flight has changed the world. Explain: **Before airplanes were invented, it could take days, months, and even years to travel from one place to another. Today, people travel these same long distances in just hours! Now it is easy for people from all over the world to get to know each other and build friendships.**



### Formative Assessment

Partner the children to discuss one thing they learned about the Wright brothers. Volunteers share with the class.

### Materials

- ☐ The Wright Brothers Historical Figures Poster
- ☐ Large balloon (not inflated)
- ☐ *Amazing Airplanes*

## Magic Writing Moment

## Writing Opinions

Display the fruit from Day 1 with a label above each.

Say: **Today you will begin to write about your favorite fruit.**

Distribute generated journal writing paper, *Starfall Dictionaries*, and pencils. The children print their names.

Read the sentence stem. Explain: **Let's add the name of your favorite fruit in the first blank.** (Children do this.) **Tomorrow you will add to your writing to tell why you chose this fruit as your favorite.**

Collect the pages for use on Day 3.

## Materials

- ☐ Generated journal page with sentence stem for each child
- ☐ *Starfall Dictionaries*
- ☐ Fruit from Day 1
- ☐ Pencils
- ☐ Fruit labels

## Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

## Listening &amp; Speaking

**LS.9** Apply listening and speaking skills

## Writing

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

## Phonological Awareness Warm-Up

## Short and Long E

Review the difference between the short-e and the long-e sounds.

Say: **Today we'll be vowel detectives. Listen to the words I say to hear the short-e sound or the long-e sound. You might hear the sound at the beginning, the middle, or the end of the words.**

Select two volunteers to hold the signs, and position them on opposite sides of the classroom.

Explain: **I will say a word. If you hear the short-e sound stand next to the short-e sign holder. If you hear the long-e sound, stand next to the long-e sign holder. Ready?** Use the words: *jet, happy, nest, meal, bee, egg, bell, sleep, tent, and green.*

**Note:** If two words in a row have the same *Ee* sound, the children stay in place.

## Materials

- ☐ Prepared Long-e and Short-e signs

## Reading:

## Foundational Skills

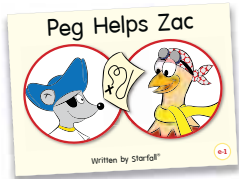
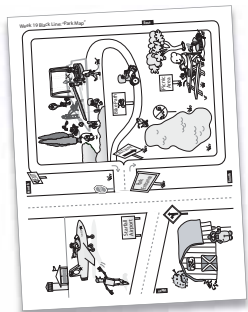
**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

**Reading: Literature**

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

**Language**

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

**Materials**

- ☐ Vocabulary Cards: *gem*, *locate*
- ☐ *Peg Helps Zac*
- ☐ Prepared "Park Map" blackline for each child

**Using Maps, Introduce *Peg Helps Zac***

Ask the children to name some of the different kinds of maps they have seen (world map, theme park map, city map, mall map, GPS). Explain: **A map uses words, pictures, and signs or symbols to show people how to go places.** Remind them a symbol is a picture that stands for something.

Say: **If your mom or dad wanted to take you on a trip to a place they have never been before, they would use a map to show them how to get where they want to go.**

Review the story *Peg the Hen*, and recall Peg's dream about flying a jet. Ask: **What would Peg need if she really flew a jet to come visit us?** (a map) **Pilots use maps to guide them to many different places all around the world. What might happen if a pilot did not have a map?** Reiterate that there are many different kinds of maps.

Say: **Here is a map for you.** Distribute the "Park Map," and the children write their names on them.

Continue: **What does this map show?** Discuss the map's features including its pictures, signs, and symbols. Lead the children to understand that this is a map of a park.

Indicate *Peg Helps Zac*. Page through the book and the children predict what might happen.

Write *gem* on the board. Say: **This word is *gem*. You will hear this word in the story. A gem is a beautiful stone that you often find in rings or necklaces. The *g* in *gem* stands for the /j/ sound.** (Children repeat, *gem*.)

Read the story then ask the children why Zac and Peg were using a map. (to find the gem) Explain: **There is another word that means the same as *find*, the word is *locate*.** (Children repeat, *locate*.) **To *locate* something means to find it. What symbol on the map helped Peg and Zac locate the gem?** (an x)

**Formative Assessment**

Ask the following questions and discuss the answers with the children.

- **Did Zac and Peg notice any signs on the road that helped them follow the map?**
- **What happened as a result of Zac and Peg following the map?**

Collect the maps.  
You will use them  
again on Day 3.

2

## Identify/Discriminate Rhyming *-ell* and *-all* Words

Indicate the Picture Cards *bell* and *ball*. Identify the pictures and say each word.

Ask: **How are these two words the same?** (They sound the same at the beginning and end.) **How are these two words different?** (They sound different in the middle.) **These words belong to two different word families, *bell* belongs to the *-ell* word family and *ball* belongs to the *-all* word family.**

Say the words listed below. For *-all* family words, the children pretend to bounce a ball. For *-ell* family words, they pretend to ring a bell.

cell	small	yell	fell	call	sell	hall
tall	Nell	fall	tell	mall	well	swell

### Materials

- ☐ Reading & Writing Books, p. 16
- ☐ Picture Cards *bell*, *ball*
- ☐ Pencils, crayons
- ☐ Pocket chart

### Reading: Foundational Skills

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

### Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 16. Complete the page together as described at the bottom.

### Computer

- *Short Vowel Pals*: "Peg Helps Zac"
- *Backpack Bear's Books*: Concepts, "A-Machine"

### Practice

### Activity

The children find and circle words from the Word Bank to complete the Week 20 Word Search.

### Materials

- ☐ Week 20 High Frequency Word
- Search for each child
- ☐ Pencils, crayons

### 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

### Media Literacy

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

**Materials**

- ☐ *Peg Goes Places* chapter book
- ☐ Chart paper, marker

**Reading: Literature**

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

**Speaking & Listening**

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

**Preview *Peg Goes Places*, Chapter 2**

Say: **Yesterday we read the first chapter of *Peg Goes Places*. Listen closely as I read it again.** Read chapter 1.

Continue: **Peg is off on an adventure. We voted on whether Peg could go into space. Some of you voted that Peg would and some of you voted she would not. Let's pretend that Peg figures out a way to go into outer space. What would she see on her trip? Let's make a list of things Peg might see.**

Write the children's responses on chart paper. Review the responses when the list is complete.

Ask:

- **Do you think Peg can get to outer space in her jet? Why/Why not?**
- **What would Peg need to do to get to outer space?**
- **What problems do you think Peg would have if she went into outer space?**
- **If you went with Peg into space, what would you like to see?**

Say: **Let's find out if Peg does go to outer space.** Read chapter 2, "Peg Finds a Way."

Review the chart paper responses and compare them to what happened in chapter 2.

Ask:

- **How did Peg get to outer space?**
- **What did Peg see in outer space?**
- **Who did Peg meet?**

**Formative Assessment**

Reread chapter 2, leaving out key words for the children to add as you read.

You will revisit  
chapter 2 in  
Week 21.



## Magic Writing Moment

## Writing Opinions

The children use their *Starfall Dictionaries* and kid writing to complete the sentence *I like \_\_\_\_\_ because \_\_\_\_\_*. Circulate and assist when necessary.

Collect the writings for use on Day 4.

## Materials

- ☐ Journal writing paper from Day 2
- ☐ *Starfall Dictionaries*
- ☐ Fruit from Day 1
- ☐ Pencils

## Writing

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

## Phonological Awareness Warm-Up

## Identify/Discriminate Initial /th/

Read the "Th Thumb" rhyme on page 61 of the *ABC Rhyme Book*, and the children repeat it after you, line by line. Ask: **Which words begin with /th/?** (thumbs and think)

Say: **Give a "thumbs up" if the word I say begins with /th/.** Read the words below pausing for the children to respond.

thanks	horse	thin	thirty	five
thick	tent	think	thirsty	tricycle
third	turkey	thing	thaw	those

## Materials

- ☐ *ABC Rhyme Book*

## Th Thumb

Thumbs up! Thumbs down!  
Tell us what you think.

Thumbs up! Thumbs down!  
Now give a little wink.

Reading:  
Foundational Skills

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

1

## Introduce /ch/

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

Say: **Backpack Bear has a rhyme about cheese.** Read the rhyme, "Cheese," from the *ABC Rhyme Book*, page 57.



Indicate the cheese Picture Card. Say:  
**This is a picture of cheese. Say, cheese.**  
**The word cheese begins with the sound /ch/.**  
**Watch my mouth, /ch/. Now you say /ch/. I will say the rhyme again. Listen for the sound /ch/ in cheese.**

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

## Materials

- ☐ *Reading & Writing Books*, p. 17
- ☐ Sound Spelling Wall Card:  
cheese /ch/
- ☐ Superhero h puppet  
(used with *th* and *sh*)
- ☐ Picture Card: cheese
- ☐ Letter Card: ch
- ☐ *ABC Rhyme Book*

## Ch Cheese

Cheese please, I like it so much.  
All melted on pizza  
and nachos and such.

Serve it in slices or  
stacked in a bunch—  
But please, oh yes please,  
Pack cheese in my lunch!

Reading:  
Foundational Skills

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

## Step Two

**Discriminate /ch/ in the initial position**

Say: **Give a “thumbs up” if you hear /ch/ at the beginning of the words I say.**

Read the following words pausing for the children to respond.

chip

chalk

thumb

chick

cheddar

## Step Three

**Connect /ch/ to the spelling “Ch”**

Print *cat* on the board. Say: **I’m trying to write *chat*, but right now this word says *cat*. Does anyone have an idea to fix it?** (Volunteers respond.) Reveal the Superhero h puppet. **Here comes Superhero h to the rescue!**

Superhero h taps the *a* to move over. Add *h* after the *c* to represent the sound /ch/. Say: **Now the word says *chat* because *ch* stands for the sound /ch/. Say, /ch/.**

Teach the children the ASL sign for *ch*. (To make the sign for /ch/, make a *c* and an *h* together quickly.) Lead children in singing “The Letter March Song.”

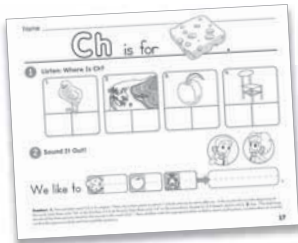
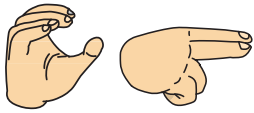
**The Letter March: Ch**

(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,  
“Ch” stands for its sound, /ch/ /ch/ /ch/ /ch/  
And they all go marching,  
In- to a word, to use, their sound



## Step Four

**Discriminate /ch/ in the final position**

Say: **If you hear /ch/ at the end of a word I say, make the ASL sign for *ch*. If you don’t hear /ch/ at the end, do nothing.** Read the following words, pausing to allow the children to respond.

hatch

bike

punch

path

touch

bench

**Formative Assessment**

Distribute *Reading & Writing Books* and the children turn to page 17. Complete the page together with the children as you have similar pages.

2

**Read a Map**

Distribute the “Park Maps” from Day 2. Explain: **This map is similar to the one Zac and Peg used in the story *Peg Helps Zac*.** Discuss:

- common symbols found on Peg and Zac’s map and their own.
- how Peg and Zac used their map.
- how the symbols on the map helped them locate the gem.

Draw attention to the pictures, symbols, and signs on the “Park Map.” Discuss the signs *stop*, *exit*, *one way*, *no swimming*, *bike path*, *picnic area*, and *park entrance*. Consider how these signs help people find their way. The children color items on the map as they answer and discuss the following:

**Materials**

- ☐ “Park Maps” from Day 2
- ☐ Pencils, crayons

**Social Studies**

**SS.ST.4b** Use positional words to describe relative location of people, places and things

**SS.ST.4c** Identify traffic and map symbols

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



- What shows the location of the Starfall Airport on this map?
- Find the X on the map. In what part of the park is the X?
- If you were meeting Zac and Backpack Bear in the picnic area at the park, how would you get there?
- If you wanted to ride your bike in the park, where would you find the bike path?

Indicate the "No Swimming" sign. Explain: **The picture on this sign is a clue to help us understand what this sign means. What do you think this sign is telling us?** (no swimming)

The children illustrate themselves on the map, wherever they wish to be. When their illustrations are complete, they share their choices.

Ask: **What are some street signs you have noticed on your way to school?** Lead the children to name stop, yield, walk, railroad crossing, bus stop, and street name signs. Discuss what might happen if all these signs suddenly disappeared.

Say: **Long ago, before so many people traveled in cars, there weren't any paved streets and street signs. People traveled on horses and in wagons. They had to find their own way, without the help of signs.** The children briefly discuss how roads and street signs differ today.



### Formative Assessment

Partner the children. One partner describes a place on the map using descriptive words. The other partner names the place described. The children take turns as time allows.

Collect the maps.  
You will use them  
again on Day 5.

## Computer

- *Learn to Read*: Row 4, "Sh Movie" and Row 8: "Ch Movie"
- *Learn to Read*: Row 7, Play Column, "Pete's Sheep," and "Th Movie"
- *Backpack Bear's Books*: Concepts, "E-Machine"

## Practice

## Activity

Place several copies of *Peg Goes Places* on a table for the children to reference. They draw pictures of Peg's Rocket then print the name of the rocket (referencing book illustrations and text) and add details depicting outer space.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Children's copies of <i>Peg Goes Places</i> |
| <input type="checkbox"/> | Pencils, crayons                            |
| <input type="checkbox"/> | Drawing paper                               |

### Reading: Foundational Skills

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

### Media Literacy

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

### Writing

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

**Materials**☐ Starfall Dictionaries☐ Plush Peg the Hen**Reading:  
Foundational Skills****RF.K.3.C** Read common  
high frequency words  
by sight**Introduce High Frequency Words: *ask, asks, find, from***Say: **Peg would like us to learn four new high frequency words.**Write: *from, find, ask, asks* on the board. Discuss each word. Peg whispers, I am so proud of how well the children are reading. She would like them to try to find the new high frequency words in sentences.

Write each of the following sentences on the board. A volunteer circles the new high frequency word used in each sentence. Review the circled word in each sentence, and discuss strategies that can be used to read these words.

Sentences:

- Peg *asks*, "Can you see my rocket?"
- Peg goes into space *from* here.
- Can Peg *find* a place to land?
- I will *ask* Peg if I can fly with her.
- We will fly *from* here to there with Peg.
- What things can you *find* in space?

**Formative Assessment**Distribute *Starfall Dictionaries*, and the children enter *ask, asks, find, and from*.

## Magic Writing Moment

## Supporting Opinions

Say: **Yesterday you wrote one reason for your opinion about your favorite fruit. Today let's add to your writing by telling another reason you chose that fruit.**

The children continue their writings using the sentence stem  
I like \_\_\_\_ because \_\_\_\_.

Collect the writings. The children will add illustrations on Day 5.

## Materials

- ☐ Journal writing paper from Day 3
- ☐ Starfall Dictionaries
- ☐ Fruit from Day 1
- ☐ Pencils

## Writing

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

## Phonological Awareness Warm-Up

## Identify and Discriminate Initial and Final /ch/

Choose a volunteer to indicate the /ch/ Wall Card.

Read "Ch Cheese," on page 57 of the *ABC Rhyme Book*. The children repeat the rhyme with you. Ask: **Which words in the rhyme begin or end with /ch/?**  
(cheese, much, such, bunch, lunch)

Say: **If a word I say begins with /ch/, stand. If the word ends with /ch/, sit. Listen carefully, because one of the words begins and ends with /ch/!**

Read the following words pausing to allow the children to respond.

chalk	branch	church	cherries	itch
reach	munch	chocolate	churn	beach
chart	chimp	teach	chain	chili

## Materials

- ☐ ABC Rhyme Book

## Reading:

## Foundational Skills

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

**Reading:  
Informational Text**

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

## Introduce Vincent van Gogh

Read *Peg the Hen*, and discuss the events of Peg's dream.

Ask: **Have you ever remembered one of your dreams? Do you like to dream?** Discuss briefly, then say: **Let's learn about the artist Backpack Bear saw on *Starfall.com*, Vincent van Gogh.**

Remind the children that an artist is someone who has a special talent, and creates things like drawings, sculptures, or paintings. Recall Georges Seurat and his method of painting with dots of color (pointillism). Say: **Vincent van Gogh painted what he saw in his dreams.**

Gather the children around a classroom computer navigated to *It's Fun to Read: Art Gallery*, "Vincent van Gogh." As you view the online activity, read about the artist and view some of his paintings, including his self-portrait. Explain that a self-portrait is a portrait, or illustration, you create of yourself.

Explain that Vincent van Gogh lived in France. Locate France on a map or globe. Discuss its location in relation to the United States.

Recall how Vincent van Gogh would first dream his painting then paint what he saw in his dream. Discuss how dreaming the painting may have helped van Gogh in his work, because in his dream he could see how the finished painting would look. Recall how the Wright brothers had a dream to create a flying machine. They worked to make that dream a goal, then a reality.

Say: **Often, artists and inventors sketch their ideas on paper before painting or creating them. Sketching means drawing your ideas quickly with a pencil. When the Wright brothers decided to design a plane, they sketched their ideas before trying to build it. This is a great way to work on an idea because it is easy to make changes. It is much easier to erase pencil than it is to change a painting or rebuild a plane.**

Distribute copies of *Vincent van Gogh*, and the children write their names in the space provided on the back. The children follow in their books as you read the story online.

### Materials

- ☐ *Vincent van Gogh* take-home book for each child
- ☐ Vocabulary Cards: *self-portrait*, *sketch*
- ☐ *Peg the Hen*
- ☐ *Star Writer Melodies*
- ☐ Classroom computer navigated to *It's Fun to Read: Art Gallery*, "Vincent van Gogh"
- ☐ Map or globe



### Formative Assessment

Invite children to imagine their own "Dream Paintings."

- Turn off the lights.
- Children close their eyes and listen to *Star Writer Melodies* for a few minutes, quietly "dreaming" their paintings.
- Volunteers share what they "dreamed."

2

## Write About Your Dream

Distribute *Starfall Dictionaries* and *Writing Journals*. The children illustrate their dreams, then write about them using kid writing and their dictionaries. Provide adult writing as needed.

### Materials

- ☐ *Starfall Writing Journals*
- ☐ *Star Writer Melodies*
- ☐ *Starfall Dictionaries*
- ☐ Pencil, crayons

### Writing

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



### No Formative Assessment

## Computer

- *It's Fun to Read: Art Gallery*, "Vincent van Gogh"
- *Colors* (review any color)

### Practice

## Activity

The children illustrate and label portraits of Orville and Wilbur Wright, referencing *The Wright Brothers Historical Figures Poster*.

### Materials

- ☐ *The Wright Brothers Historical Figures Poster*
- ☐ Drawing paper
- ☐ Pencil/crayons

### Media Literacy

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

### Reading: Foundational Skills

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

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

3

## Read and Review Color Words

Distribute *Reading & Writing Books* and the children turn to page 18. Complete the page together with the children as directed at the bottom.

### Materials

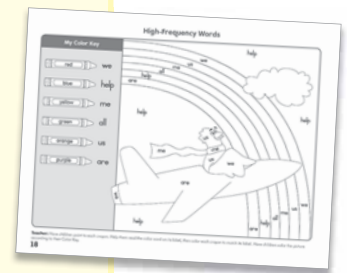
- ☐ *Reading & Writing Books*, p. 18
- ☐ Red, blue, yellow, green, orange, and purple crayons
- ☐ Pencils

### Reading: Foundational Skills

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



### No Formative Assessment



**Writing**

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

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

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

**Phonological Awareness**

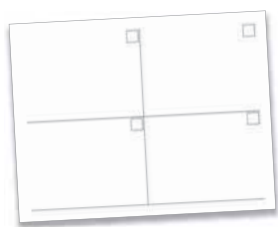
**PA.2** Identify regular beat and similarities of sounds when responding to rhythm and rhyme

**Writing**

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

**Reading:****Informational Text**

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

**Magic Writing Moment****Illustrate Opinions**

Recall how people can use words or illustrations to share their opinions (illustrations of recess, words about their favorite activities).

Say: **Today you will read what you wrote and illustrate it to support your opinion sentences. When you finish, you can share your opinion writing with a neighbor.**

**Materials**

- ☐ Journal writing papers from Day 4
- ☐ Pencils, crayons

**Phonological Awareness Warm-Up****Rhyming Words**

Play *Sing-Along* Volume 1 Track 24, "One, Two, Buckle My Shoe." As the song plays, keep the rhythm by lightly patting your hands on your thighs. Encourage the children to sing along with you and keep the beat, mimicking your hand movements.

Say: **Listen again, and raise your hand if you can identify the rhyming words in each line.** Repeat the rhyme pausing after each line for the children to respond. (two/shoe, four/door, six/sticks, eight/straight, ten/hen)

Repeat the song. The children sing and pat their thighs to internalize the rhythm and rhyme.

**Materials**

- ☐ *Sing-Along* Volume 1 Track 24, "One, Two, Buckle My Shoe"

1

**Sketch Your Ideas**

Say: **Let's read *Peg Helps Zac* again.** Read the book to the children then distribute the "Story Board" worksheets. The children write their names on the back, then number the boxes 1 through 4, following your example.

Explain: **I will ask you a question. You sketch your answer. To sketch means to quickly illustrate an idea using a pencil. Later, you will be able to add color to your sketches. Use your copy of *Peg Helps Zac* to help you decide what to draw.**

Say: **Put your finger on box number 1. You will sketch the answer to the first question here. Listen carefully. Who were the main characters in the story?**

**Materials**

- ☐ "Story Board" worksheet for each child
- ☐ Each child's copy of *Peg Helps Zac*
- ☐ Pencils, crayons

Allow the children time to complete their sketches of Zac and Peg before continuing to the next question. Repeat for the remaining questions.

- Box 2—What did Zac have that helped them find the gem? (a map)
- Box 3—What marked the spot where the gem was located? (x)
- Box 4—What was the gem inside of when they found it? (treasure chest)

The children add color and detail to their sketches.



## Formative Assessment

Circulate to assess correctness of the children's responses. Assist when necessary.

### Computer

1

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

#### Technology

**TECH.11** Develop technology skills for using and understanding conventional processes

### Map Signs and Symbols

2

The children work together to locate pictures of signs in magazines. They cut out the signs, then glue them onto a large sheet of poster board or individual drawing papers. Children may also reference their "Park Map" worksheets and draw the signs and symbols found there. Encourage them to label their signs and symbols.

#### Materials

- ☐ Paper
- ☐ Magazines
- ☐ Scissors, glue
- ☐ Pencils, crayons
- ☐ "Park Map" worksheets
- ☐ Poster paper for each group or a large drawing paper for each child

#### Social Studies

**SS.ST.4c** Identify traffic and map symbols

### "Color by Word"

3

The children read high frequency words to color the picture according to the key.

#### Materials

- ☐ Pencils, crayons
- ☐ Week 20 "Color by Word" worksheet for each child

#### Reading: Foundational Skills

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

### Short-A and Short-E Puzzles

4

The children take turns to assemble Short-A and Short-E Puzzles. After completing one of the puzzles, they write some of their favorite words from each puzzle in two columns on their writing or drawing paper.

#### Materials

- ☐ Pencils
- ☐ Short-A, Short-E Puzzles
- ☐ Drawing paper folded in half vertically for each child

#### Reading: Foundational Skills

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

#### Language

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



## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

2

## A Plane Ride

**Vocabulary**

**VOC.3** Use multiple strategies to develop vocabulary

**Literary Response & Analysis**

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

Indicate *The Wright Brothers Historical Figures Poster*. The children identify the two men pictured on the poster (Orville and Wilbur Wright) then discuss why airplanes are important. Ask: **How many of you have ever ridden in an airplane? Who would like to take a ride in an airplane?**

Read *Amazing Airplanes*.

Indicate the lyrics to "A Plane Ride." Say: **Here is a song called "A Plane Ride." What do you notice about some of the words in the song?** (Vocabulary words are highlighted.) Read the vocabulary words together and review their meanings.

Read the lyrics and encourage the children to chime in. Say: **There is something about this song that helps us remember the words. What is it?** (It contains rhymes and the words repeat.)

**Materials**

- ☐ Aviation vocabulary on chart
- ☐ paper from Day 1
- ☐ "A Plane Ride" lyrics on chart
- ☐ paper
- ☐ *The Wright Brothers Historical Figures Poster*
- ☐ *Amazing Airplanes*

**Formative Assessment**

Make up actions and sing the words of this song to the tune of "The Wheels on the Bus."

Pretend you are in an airplane. The children sit in rows of four, with an aisle between pairs. Assign a captain and copilot to sit at the front of the plane, two cabin crew members to stand in the aisle, and two control tower workers to sit off to the side. While seated in the plane, the children sing "A Plane Ride."

Have ELL children repeat the vocabulary words as they fly. For example, as they pay their *fare* they act it out and say the word.

**ELL**

**A Plane Ride**

(Melody: "The Wheels on the Bus")

*The terminal is the place we pay our fare, pay our fare, pay our fare.*

*The terminal is the place we pay our fare, to fly through the air.*

*The luggage on the plane goes in the hold, in the hold, in the hold.*

*The luggage on the plane goes in the hold, that's what we're told.*

*The engine on the plane takes you up so high, up so high, up so high.*

*The engine on the plane takes you up so high, as we soar through the sky.*

*The captain of the plane says, "Buckle up now!" "Buckle up now!" "Buckle up now!"*

*The captain of the plane says, "Buckle up now!" We'll show you how.*

*The crew on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.*

*The crew on the plane brings drinks and a treat, now it's time to eat.*

*The control tower says, "The runway's clear!" "The runway's clear!" "The runway's clear!"*

*The control tower says, "The runway's clear, you can land here."*

*The journey on the plane is over now, over now, over now.*

*The journey on the plane is over now, what fun! WOW!*

# Week 21 Overview

## More About Birds

This week the children continue their study of the bird animal group as they review bird characteristics, meet fictional birds in the folk tale “Chicken Little,” and meet real members of the bird family in *Penguin, Penguin* and *Backpack Bear’s Bird Book*. They also learn about “flightless birds.” This week we will:

- review folk tales.
- learn final /k/ and /ch/ and medial /e/.
- dramatize “Chicken Little.”
- be introduced to possessive nouns and editing.
- create our own “Bird Posters.”



## Starfall Books & Other Media

*Backpack Bear’s Bird Book* by Alice O. Shepard

*Hen*

*The Little Red Hen and other Folk Tales*, “Chicken Little”

*Peg’s Egg*

*Peg Goes Places*

*Penguin, Penguin* by Margaret Hillert

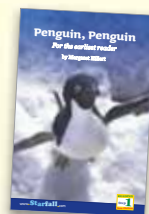
*Reading & Writing Books*

*Sing Along Volume 1*

*Starfall Dictionaries*

“Starfall Speedway”

Vertebrates (Animals with Backbones) Poster



## Preparation

Generate Vocabulary Cards for Week 21.

You will use *moral*, *outline*, *dialogue*, *narrator*, and *dramatize* on Day 2 and *down feathers* and *Antarctica* on Day 3.

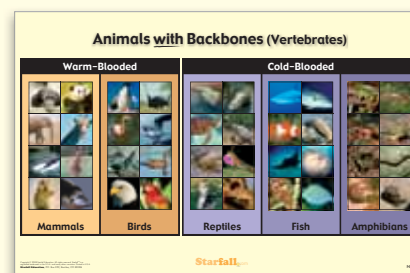
## Day One

For today’s Magic Writing Moment, divide a sheet of chart paper into 4 columns and write the title of one of Zac’s books as a heading at the top of each.

You will need a sticky note and a copy of *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, and *Zac Camps* for each child.

Prepare children’s copies of *Peg’s Egg* and one for yourself, and Punctuation Anchor Chart Card #8 - Apostrophe. You will use them in today’s Session 1.

Generate a High Frequency Word Search for Week 21 for each child for today’s Activity.



## Day Two

For today's Magic Writing Moment, generate a journal writing page with lines at the bottom and a box for an illustration at the top. Add the sentence stem, *I like \_\_\_\_\_ because \_\_\_\_\_* before duplicating one for each child.

You will use the chart paper from Day 1 and one copy of each of Zac's books.

Prior to Session 2, duplicate a copy of the "Chicken Little" character pictures and prepare a headband strip for each child. Each child will also need a large index card.

Duplicate the "Chicken Little" blackline for each child for today's Activity.

You will use the character and event lists from Sessions 1 and 2 in Session 3.

## Day Three

For today's Magic Writing Moment you will use the journal writing paper from Day 2 and one copy of each of Zac's books. You will also use the character headbands from Day 2.

Have a world map available for today's Session 3.

## Day Four

For today's Magic Writing Moment you will use the journal writing paper from Day 3.

Familiarize yourself with the words to "Five Little Chickadees," *Sing Along* Volume 1, Track 9 prior to today's Phonological Awareness Warm Up.

Prepare children's copies of *Hen*. You will use them in today's Session 1.

You will use the Chapter 3 predictions from Day 1 in Session 2.

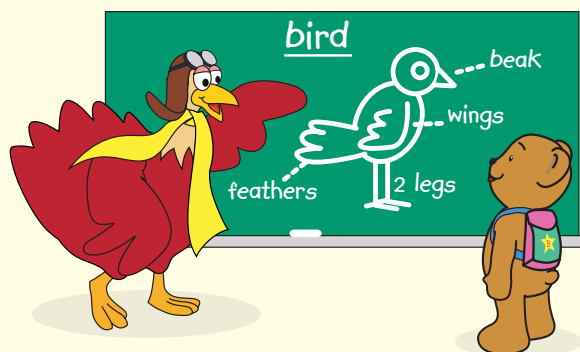
## Day Five

For today's Magic Writing Moment you will use the journal writing paper from Day 4.

For Learning Center 2 the children will need several "recycled" magazines and large sheets of drawing paper for each of them to create their own "Bird Posters."

Generate a "Color by Word" worksheet for each child for Learning Center 3.

Choose High Frequency Word Cards that most need practice for Learning Center 4.



## Day 1

Did you know that Peg has a pet?  
You'll meet Peg's pet today!  
Love,  
Backpack Bear 🐻

## Day 2

I met a friend of Peg's online last night! His name is Chicken Little. Do you know him?  
Love,  
Backpack Bear 🐻

## Day 3

I'm in an acting mood! Can we act out the story of Chicken Little?  
Love,  
Backpack Bear 🐻

## Day 4

I can't wait to read Chapter 3 of *Peg Goes Places*. I wonder how close our predictions are. I hope we can read it today!  
Love,  
Backpack Bear 🐻

## Day 5

It has been fun learning about birds. I always wondered what was inside their eggs!  
Love,  
Backpack Bear 🐻

## DAY One




## DAY Two

<b>Magic Writing Moment</b>	Sharing Opinions	Writing Opinions
<b>Reading</b> Phonemic Awareness Phonics High-Frequency Words Comprehension Print Concepts	Discriminate Final /k/ and /ch/ <i>Peg's Egg</i> <i>Peg Goes Places</i> Possessive Nouns Apostrophes <b>Comprehension Skills:</b> Story Details (problem/solution) Predicting	R&W p. 19 Medial short-a and short-e  Rhyming <b>Comprehension Skills:</b> Sequence Identify Genre (fiction/nonfiction) Story Details (setting, characters, important events, author's purpose) Character Study
<b>Computer</b>	<i>Short Vowel Pals: "Peg's Egg"</i> <i>Backpack Bear's Books: Concepts, "E-Machine"</i> <i>Learn to Read: Rows 6 and 7</i>	<i>I'm Reading: Folk Tales, "Chicken Little" and "The Little Red Hen"</i>
<b>Activity</b>	High Frequency Word Search	"Chicken Little" Worksheet
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems & Songs Vocabulary		<i>The Little Red Hen and Other Folk Tales, "Chicken Little"</i> <b>Vocabulary:</b> moral, outline, dialogue, narrator, dramatize Create character headbands Prepare to dramatize "Chicken Little" Kindergarten Book Club
<b>Writing</b>	Writing rubrics	
<b>Social Studies</b>		
<b>Science</b>		

## DAY Three

## DAY Four

## DAY Five

Supporting Opinions	Supporting Opinions	Illustrate Opinions
<p>R&amp;W p. 19 (finish page)</p> <p>R&amp;W p. 20</p> <p>Possessive Nouns</p>  <p><b>Comprehension Skill:</b> Story Details (problem/solution)</p> <p>Dramatize "Chicken Little"</p>	<p>R&amp;W p. 22</p> <p>Initial and medial /e/</p> <p>Peg's Egg Hen</p>  <p><b>Comprehension Skill:</b> Compare/Contrast</p> <p>Predictions</p> <p>Peg Goes Places</p>	<p>Phoneme Substitution</p> <p>Peg the Hen Peg Helps Zac Peg's Egg Hen</p> <p><b>Comprehension Strategies:</b> Classroom Discussion Ask Questions Summarize</p>
		1 Starfall Free Day
		2 Create individual Bird Posters
<p>Short Vowel Pals: "Peg's Egg"</p> <p>ABC's: Free Choice</p>	<p>I'm Reading: Folk Tales, "Chicken Little"</p> <p>I'm Reading: Fiction/Nonfiction, "Penguin, Penguin"</p>	3 "Color by Word" for Week 21
<p>R&amp;W, p. 21</p> 	<p>"Starfall Speedway" High Frequency Words</p>	4 "Starfall Speedway" HF Words
<p>Penguin, Penguin</p> <p>Backpack Bear's Bird Book</p> <p>The Little Red Hen and other Folk Tales, "Chicken Little"</p> <p>Dramatize "Chicken Little"</p> <p><b>Vocabulary:</b> Antarctica and down feathers</p>	<p>The Little Red Hen and other Folk Tales, "Chicken Little"</p> <p>Solve color riddles</p> <p>"Five Little Chickadees"</p>	5 Teacher's Choice
		6 Teacher's Choice
		<p>Backpack Bear's Bird Book</p> <p>Amazing Airplanes</p> <p>The Little Red Hen (Galdone)</p> <p>The Little Red Hen and other Folk Tales, "The Little Red Hen," "Chicken Little"</p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p>
Writing rubrics		
Locate Antarctica and distinguish land and water on maps, globes		
<p>Characteristics of birds</p> <p>Flightless birds</p>		<p>Review characteristics of birds</p> <p>Vertebrates</p>

**Writing****W.8d** Print name**W.K.7** Participate in shared research and writing projects**Magic Writing Moment****Sharing Opinions**

Say: **We have been learning to share our opinions by talking and writing about them.** Zac whispers to you.

Continue: **Zac would like to know your opinions about which of his books is your favorite, so this week we can write our opinions for Zac. First, let's review his books.**

The children identify each of Zac's books by name as you display them on a whiteboard ledge.

Distribute sticky notes. The children print their names and place the sticky notes on the chart paper below the name of their favorite Zac book.

Explain: **Tomorrow you will begin to write about the book you chose.**

Zac whispers that he can't wait to hear their opinions.

**Materials**

- ☐ One copy of each Zac book  
(Zac the Rat, Zac and Cat, Zac and the Hat, and Zac Camps)
- ☐ Prepared chart paper
- ☐ Plush Zac the Rat
- ☐ Sticky notes
- ☐ Pencil

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

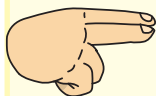
- ☐ None

**Identify/Discriminate Final /k/ and /ch/**

The children discriminate /k/ and /ch/ in the final position. When they hear the sound /k/, they make the ASL sign for *Kk*. When they hear the sound /ch/, they make the ASL signs for *Cc* and *Hh*.

Say the following words pausing after each to allow the children to respond and discuss correct responses.

luck	ditch	kick	ranch	beach
crack	touch	latch	neck	crunch
yuck	coach	branch	attack	truck

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



1

## Introduce *Peg's Egg* and Possessive Nouns

Indicate and review the Punctuation Anchor Chart. Introduce Card # 8 Apostrophe, and explain that an apostrophe can be used to show ownership. Say:

**Ownership means something belongs to someone.**

Choose volunteers to identify an object belonging to each of them and use apostrophe-s to demonstrate the use of apostrophes. For example: *This is Michael's book.* Add Card #8 Apostrophe to the Punctuation Anchor Chart.

Look at the cover of *Peg's Egg* and read the title together. Ask: **Who can find an apostrophe on the cover?** (Volunteers respond.) **What belongs to Peg? Right, the egg belongs to Peg so it is *Peg's egg*.**

Review the characteristics of birds emphasizing the laying of eggs. Indicate *Peg's Egg*. The children predict what this story is about based on the cover illustration. As you read, pause to discuss the following questions, then check the children's predictions.

- P. 1 — **What is inside the egg?**
- P. 2 — **What is making that tapping sound?**
- P. 3 — **Is Peg surprised? Why or why not?**
- P. 4 — **Did Peg lay this egg?** (Discuss)
- P. 5 — **What will Peg do because of the rain?**
- P. 6 — **How did Peg solve the problem of the rain? How else might she have solved this problem?**

Distribute *Peg's Egg* to the children and they write their names in their books.

Change the word *Egg* to *Jet*, and the children read *Peg's Jet*. Ask: **Now what belongs to Peg?**

Read the story together. Remind the children to use the strategy of blending sounds to read new and unfamiliar words. Locate known words and unfamiliar words in the book. The children use crayons of different colors to circle short-e words.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Punctuation Anchor Card                         |
|                          | #8 - Apostrophe                                 |
| <input type="checkbox"/> | Punctuation Anchor Chart                        |
| <input type="checkbox"/> | <i>Peg's Egg</i> for the teacher and each child |
| <input type="checkbox"/> | Pencils, crayons                                |

### Language

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

### Reading: Foundational Skills

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



### Formative Assessment

The children partner read their books.

As the children partner read, circulate and listen to their pronunciations. Ask leading questions to check comprehension.

**ELL**

**Language**

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

**Materials**

- ☐ Several markers of different colors
- ☐ Classroom whiteboard

**Writing Rubrics**

Explain: **When authors write books they want to be sure the words are spelled correctly, that there is a capital letter at the beginning of the first word in each sentence, and that there is a punctuation mark at the end of each sentence. They often send the writing to another person, to check whether it is correct. This person is called an *editor*.** (Children repeat, *editor*.) **The *editor* checks the writing and *edits*, or fixes, mistakes.**

Say: **Let's pretend an author sent us sentences to check, or edit. I'll write the sentences on the board, and you check whether the author remembered to use all of the writing rules.**

**Formative Assessment**

Write the first sentence on the board, read it, and choose a volunteer to “edit” it. The children may do “adult” writing under the sentences rather than change the existing sentences. Continue with each sentence.

- 1 — peg has at egg
- 2 — Peg get a pet
- 3 — The pet has tan leg
- 4 — that is pegs egg.
- 5 — peg helps the pet
- 6 — look at this egg
- 7 — Can yu find the egg
- 8 — I can see them in The nest
- 9 — Will i find the pet.
- 10 — I love to see the Peg.

For some ELL children this may be a difficult concept. Engage them in noticing where editing is needed by reading the sentences aloud. Be aware of those who appear disconnected. Reread the corrected sentences and the children repeat them.

**ELL**

## Computer

## Practice

- *Short Vowel Pals*: "Peg's Egg"
- *Learn To Read*: Rows 6 and 7
- *Backpack Bear's Books*: Concepts, "E-Machine"

## Activity

The children complete the Week 21 High Frequency Word Search.

### Materials

- ☐ Week 21 High Frequency Word Search for each child
- ☐ Pencils, crayons

3

## Peg Goes Places, Chapter 2

Indicate *Peg Goes Places*, and reread chapters 1 and 2.

Distribute books to the children. Divide the children into groups of three, and assign a strong reader to each group to act as facilitator.

Explain: **Today you will read chapters one and two in your small groups. Each group will have a facilitator. Say, facilitator. A facilitator is a leader. The facilitator or leader will help everyone in the group take turns to read the story.** Model this procedure as the facilitator with two children.

The groups work together to read the first two chapters. At your signal the children return to their places. Read chapters 1 and 2 together as a class.

Indicate the chart paper and say: **I wonder what Peg and Bell will do on the planet Speck. Who would like to predict?**

Volunteers share their predictions and you write them on the chart paper.



## Formative Assessment

The children read the responses. Ask: **How will we know what Peg and Bell did on the planet Speck? Yes, we will find out when we read chapter 3.**

### Reading: Foundational Skills

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

**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

### Materials

- ☐ *Peg Goes Places* class set
- ☐ Chart paper, marker

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

### Fluency

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

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



Save the chart paper responses for use on Day 4.

**Writing**

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

**Magic Writing Moment****Writing Opinions**

Say: **Today you will begin writing your opinion. You will start with the title of the Zac book you chose yesterday as your favorite.**

Display the Zac books and review the chart of the children's choices.

Ask: **Where can you find the title of the book you chose as your favorite? Right, it is above the column on the chart, and it is on the Zac book you chose.**

Distribute the journal writing paper and pencils, and instruct the children to print their names. Read the sentence stem together.

Explain: **You write the title in the first blank.** (The children do this.) **Tomorrow we will add to our writings by explaining why the book is your favorite.**

**Materials**

- ☐ One copy of each Zac book  
(*Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, and *Zac Camps*)
- ☐ Generated journal page with sentence stem for each child
- ☐ Pencils
- ☐ Chart paper from Day 1

Collect the writings to complete on Days 3-5.

Use visual cues if necessary to assist ELL children in locating and identifying the titles of their chosen books.

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

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

**Phonics Warm-Up****Blending CVC Words**

Indicate several Sound Spelling Wall Cards, pausing to allow the children to respond with the corresponding sounds for those cards. Be sure to include /a/ and /e/.

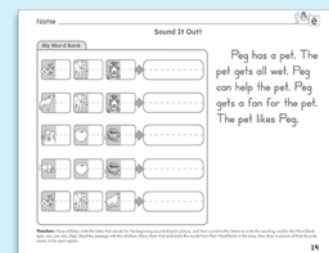
Distribute *Reading & Writing Books* and the children turn to page 19.

Allow the children to work independently to complete the sound/letter boxes. When they have finished, check their answers together having volunteers respond. The class affirms or corrects the responses.

The children will complete page 19 on Day 3.

**Materials**

- ☐ *Reading & Writing Books*, p. 19
- ☐ Pencils, crayons



1

## Introduce “Chicken Little”

Lead the children to recall and summarize the folk tale “The Little Red Hen.” Say: **Today we have another story about a bird. It’s called “Chicken Little.”**

Explain: **“Chicken Little” is also a folk tale. Folk tales are very old stories that have been passed down from grandparents to grandchildren, and they often teach morals or lessons. A moral is a lesson that teaches us right and wrong.** (Children repeat, *moral*.)

As you page through the story pique the children’s interest by wondering aloud what the birds might be discussing.

Read the story once through then assign volunteers to each character (*Chicken Little, Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy*) for a second reading. The volunteers stand as their characters are encountered in the story.

Say: **Let’s make a list of the events in the story in the order in which they happened. This is called an outline.** Children repeat, *outline*.

The children recall what happened first in the story. Continue for the remainder of the story, listing the children’s responses in order on chart paper. Reference the book as needed.

Discuss the answers to the following questions.

- **Why did Chicken Little think the sky was falling?**
- **Did Chicken Little have enough information to know if the sky was actually falling?**
- **What did he do after he thought the sky was falling?**
- **How did each character respond when Chicken Little told him or her the sky was falling?**
- **How was Foxy Loxy’s response different from the other animals?**
- **Why is it important that Foxy Loxy’s response was different?**
- **What is the moral or lesson of this story?**

### Materials

- ☐ *The Little Red Hen and other Folk Tales*, “Chicken Little”
- ☐ Vocabulary Cards: *moral*, *outline*
- ☐ Chart paper, marker

### Reading: Literature

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

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

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



### Formative Assessment

Ask: **Is this folk tale fiction or nonfiction? How do we know it is fiction?**

Save the outline for use in Session 3.

**Reading: Literature**

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

**Science**

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

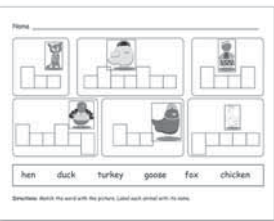
**Reading: Foundational Skills**

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

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

**Science**

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



## Create Character Headbands

Display the individual character pictures and the children identify:

- the characters and their names
- the animal group to which most of the characters belong
- the character belonging to a different animal group (Foxy Loxy)
- the name of that animal group (mammal)

Say: **As I read the story, raise your hand when a new character is introduced. We will make a list of all the characters on chart paper.**

Once the list is complete, ask: **What do you notice about the characters' names?** (They rhyme.)

The children identify the setting, and discuss why it is important to the story. They should understand that because the characters ignored the setting of the story, they did not realize the sky was *not* in fact falling.

Say: **Think about the character in the story you liked best. When you have decided, raise your hand and I will write your name next to that character's name on the chart paper.** Each character must be chosen, most more than once.

**Note:** Consider attaching the character pictures to the chart paper prior to the children signing up.

Distribute the headband strips, pencils, and crayons. The children:

- write their names on the inside of the headband strips
- turn the strips over, copy their characters' names, and illustrate the characters on the large index cards you attach to the middle of the strips.

Save the character lists for use in Session 3, and collect the headbands for use on Day 3.

## No Formative Assessment

### Computer

- *I'm Reading: Folk Tales, "Chicken Little" and "The Little Red Hen"*

### Activity

Distribute the "Chicken Little" worksheets. The children work independently to match the animal types to the pictured characters. Discuss strategies they can use to find the corresponding words, such as sounding them out, using the beginning letters as clues, and matching the shapes of the letters to the boxes.

### Materials

- ☐ *The Little Red Hen and other Folk Tales, "Chicken Little"*
- ☐ Large index card for each child
- ☐ Headband strip for each child
- ☐ "Chicken Little" character pictures
- ☐ Pencils, crayons
- ☐ Chart paper

### Practice

### Materials

- ☐ *The Little Red Hen and other Folk Tales, "Chicken Little"*
- ☐ "Chicken Little" worksheet for each child
- ☐ Pencils, crayons



## 3

## Prepare to Dramatize “Chicken Little”

Ask: **Would you like to act out the story of “Chicken Little”? Another word for ‘acting out’ is *dramatize*.** (Children repeat, *dramatize*.) **To *dramatize* this story, we need to review the characters, setting, and important events.**

- **Characters** — Review the list of characters from Session 2. The children identify each character and recall the characters they chose to write about in their journals.
- **Setting** — Volunteers describe the setting.
- **Important Events** — Review and discuss the list of events from Session 1.

Explain: **I will be the *narrator*. A *narrator* is the person who speaks the parts that are not spoken by the characters.** (Children repeat, *narrator*.) **You will be the characters you chose as your favorites.**

Continue: **This story has *dialogue*. Do you remember when we read *At the Library*? Backpack Bear and his friend had a dialogue. *Dialogue* is when two or more characters talk to each other.** (Children repeat, *dialogue*.) Indicate the quotation marks in the book. Say: **Quotation marks are a clue that a story has *dialogue* or people talking to each other.**

Ask: **Did you notice that the dialogue in this story is predictable? Predictable dialogue means you can almost tell what the characters will say before they say it.**



### Formative Assessment

Turn to any page and read a sample of the dialogue. As you read, pause for children to predict the dialogue that will follow.

Group the children according to their characters. Read the story and pause for children to speak their dialogue. The children will dramatize this story on Day 3.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>The Little Red Hen</i> and other Folk Tales, “Chicken Little”       |
| <input type="checkbox"/> | Character and event lists from Sessions 1 and 2                        |
| <input type="checkbox"/> | Vocabulary Cards: <i>dialogue</i> , <i>narrator</i> , <i>dramatize</i> |

### Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

### Reading: Literature

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



**Writing**

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

**Magic Writing Moment****Supporting Opinions**

Say: **Yesterday you wrote the title of the Zac book you chose as your favorite. Today you will share the reason for your opinion.**

Zac whispers that he can't wait to hear why they like his books.

The children use their *Starfall Dictionaries* and kid writing to complete the sentence, *I like* (book title) *because* \_\_\_\_\_. Circulate and assist when necessary.

Collect writings to complete on Day 4.

**Materials**

- ☐ One copy of each Zac book  
(*Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, and *Zac Camps*)
- ☐ Journal writing paper from Day 2
- ☐ *Starfall Dictionaries*
- ☐ Pencils
- ☐ Plush Zac

**Phonics Warm-Up****High Frequency Words**

Distribute *Reading & Writing Books* and the children turn to page 19. Say: **Let's read the passage on this page together.** (Do this.)

Continue: **Now find and circle the high frequency words in the passage.** When the children have done this check the passage together.

The children illustrate the passage in the open space to complete the page.

**Materials**

- ☐ *Reading & Writing Books*, p. 19
- ☐ Pencils, crayons

**Reading: Foundational Skills**

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

1

**Dramatize "Chicken Little"**

Say: **Today we will dramatize, or act out "Chicken Little."**

Group the children according to their roles and say: **Think of some actions you might do when it's time for you to recite your dialogue. As I read the story, show me your actions.**

Practice in this manner until children feel confident.

Continue: **Remember, you will say your dialogue as I read the story.** The children practice saying their dialogue and performing their actions as you read the story again.

**Materials**

- ☐ Character headbands from Day 2
- ☐ *Little Red Hen and other Folk Tales*, "Chicken Little"

**Literary Response & Analysis**

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



## Formative Assessment

When they are ready, the children put on their character headbands, take their places, and dramatize the story.

If you have a child who is capable, give him or her the role of narrator.

**Observe  
& Modify**

Consider inviting another class to attend the dramatization.

2

## Writing

Distribute *Reading & Writing Books* and the children turn to page 20. They identify and circle objects that have the short-e sound in their names.

- Indicate the word bank as children read each word.
- The children share sentences related to the illustration using words from the word bank, and you write them on the board.

### Materials

- ☐ *Reading & Writing Books*, p. 20
- ☐ Pencils, crayons, markers
- ☐ *Starfall Dictionaries*

### Reading: Foundational Skills

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

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



## Formative Assessment

The children choose sentences and copy them in the space below the illustration, or they may write their own sentences.

## Computer

- *Short Vowel Pals: "Peg's Egg"*
- *ABC's: Free Choice*

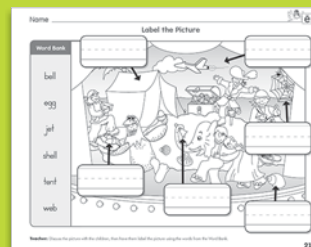
### Practice

## Activity

Distribute *Reading & Writing Books* and the children turn to page 21. They complete the page as described at the bottom.

### Materials

- ☐ *Reading & Writing Books*, p. 21
- ☐ Pencils, crayons



### Media Literacy

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

### Reading: Foundational Skills

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

**Reading:  
Informational Text**

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

**RI.K.8** Identify author's supporting evidence

**Science**

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

**Social Studies**

**SS.ST.4a** Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories

**Introduce *Penguin, Penguin***

Indicate *Backpack Bear's Bird Book*. Briefly review the images and concepts on pages 2 and 3.

Continue through the rest of the book, reviewing bird characteristics such as feathers, wings, beaks or bills, breathing air with lungs, and laying eggs.

Remind the children that only birds have feathers. Having feathers is an important characteristic that classifies an animal a bird.

Explain the ways birds use their feathers:

- **Wing feathers help them fly or swim.**
- **Tail feathers help them steer.**
- **Down feathers (Children repeat, *down*.) are fluffy feathers underneath other feathers that keep birds warm.**

Ask: **Which birds have wings but do not fly?**

Lead the children to identify the penguin and ostrich. Say: **Let's learn more about penguins. Penguins live in a very cold place called Antarctica.** Children repeat, *Antarctica*.

- Indicate Antarctica on the map.
- Discuss how the severely cold climate prevents people and many other animals from permanently settling on this continent.

Say: **Penguins have all the characteristics of birds. Penguins have wings but they do not fly. They are "flightless birds." Flightless means they do not fly. If penguins cannot fly, how do they use their wings?** (They use them like flippers to move through the water.)

Encourage children to share what they know about penguins.

Distribute *Penguin, Penguin* books. Say: ***Penguin, Penguin* will help us learn more about penguins. You will be able to read many of the words. There are some words you have not yet learned.** Children follow along as you read the story.

After reading, ask:

- **Is this book fiction or nonfiction? How do you know?**
- **Why do you think Margaret Hillert wrote this book about penguins?**
- **What did you learn about penguins from this story?**

**Materials**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>Penguin, Penguin</i> by Margaret Hillert for each child |
| <input type="checkbox"/> | Vocabulary Cards: <i>down feathers, Antarctica</i>         |
| <input type="checkbox"/> | <i>Backpack Bear's Bird Book</i>                           |
| <input type="checkbox"/> | World map  |

**Formative Assessment**

Partner the children, pairing strong readers with struggling readers. As children partner read, they write any troublesome words they encounter on the board. Review these words together.

## Magic Writing Moment

## Supporting Opinions

Say: **Yesterday you wrote one reason for your opinion about your favorite Zac book. Today you will add another reason for choosing that book.**

The children continue their writings from Day 3.

## Materials

- ☐ Journal writing paper from Day 3
- ☐ Starfall Dictionaries
- ☐ Pencils

## Writing

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

## Phonological Awareness Warm-Up

## "Five Little Chickadees"

Say: **Let's learn a new song.** Teach the children the words to "Five Little Chickadees." Instruct them to listen for rhyming words in the song as you repeat it. They echo the rhyming words as they are identified.

Play *Sing-Along Volume 1 Track 9, "Five Little Chickadees"* and the children sing along.

## Materials

- ☐ *Sing-Along Volume 1 Track 9, "Five Little Chickadees"*

## Phonological Awareness

**PA.2b** Distinguish rhyming and non rhyming words

1

## Introduce Hen

Indicate *Hen*. Say: **We have been talking about birds. This story is about a hen laying an egg. Is a hen a type of bird? How do you know?** (Volunteers respond.) **Right, a hen has feathers and birds are the only animals that have that characteristic.**

Page through the book. As you discuss the images, inform the children that a hen is a female, or girl, chicken. The male, or boy, chicken is called a rooster. Only the hens can lay eggs. Their babies are called chicks or hatchlings.

Read the story then discuss the following:

- **Some birds build nests to hold their eggs.**
- **Hens *tend* their chicks. To *tend* something is to watch over and take care of it.**
- **Since a hen is not a mammal and cannot feed her babies milk from her body, she has to find food for her chicks until the chicks can find food for themselves.**

Write *nest*, *lay*, *peck*, *chick*, and *tends* on the board. Review the meaning of each word then reread the story. Distribute copies of *Hen*. The children read the story as a group then reread it with partners.

## Materials

- ☐ A red crayon for each child
- ☐ Whiteboard, marker
- ☐ *Hen* for the teacher and each child



## Reading: Foundational Skills

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

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

## Speaking &amp; Listening

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

## Reading: Literature

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

Say: **Let's compare and contrast *Hen* with *Peg's Egg*. First, think of ways these books are the same. Turn to your partner and discuss.** Volunteers share similarities. Lead the children to notice:

- Both books have red hen characters.
- Both hens have eggs.
- Both hens take care of the creatures that have hatched from their eggs.

Repeat for the differences between the two books. Lead the children to notice:

- Peg did not lay her egg. Hen did.
- Peg's egg did not have a chick inside.
- *Peg's Egg* is fiction. *Hen* is nonfiction.



### Formative Assessment

Write short-e words from *Hen* on the board (*hen, nests, pen, egg, yes, peck, pecks, wet, tends*). The children locate and circle these words in their books with red crayons. Partners help each other as needed.

Provide visual support when introducing new vocabulary if possible.

**ELL**

**2**

## Peg Goes Places, Chapter 3

Say: **Peg is so excited for you to read the end of her story. Let's review your predictions.** Read the children's predictions from Day 1.

Continue: **Who is ready to read chapter 3?** Read chapter 3, "A Play Date in Space."

Say: **Let's check your predictions and compare them to the actual ending of the story.** Do this, then distribute *Peg Goes Places*.

Partner a strong reader with an emergent reader. The partners read chapter 3 together. As they find words they do not know, they write them on the board.

When they are finished reading, gather the children together to review the troublesome words together.

### Materials

- ☐ Chapter 3 predictions from Day 1
- ☐ *Peg Goes Places*
- ☐ Plush Peg

#### Reading: Literature

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

#### Speaking & Listening

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

#### Language

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



### Formative Assessment

Ask:

- **What friends did Peg meet in space?**
- **What do you think was in the egg Peg brought back?**
- **What story does that remind you of? Why?**
- **If Peg made another trip to space, what do you think she might do?**

## Computer

### Practice

- *I'm Reading:* Folk Tales, "Chicken Little." Children review their characters' parts as they view the story.
- *I'm Reading:* Fiction/Nonfiction, "Penguin, Penguin"

## Activity

The children advance on the "Starfall Speedway" by reading High Frequency Word Cards.

### Materials

- ☐ High Frequency Word Cards  
(words needing reinforcement)
- ☐ "Starfall Speedway"

3

## Review Colors

Indicate each crayon and the children identify the colors. As the children solve the riddles below, write the color words on chart paper with the corresponding colored crayon.

### Materials

- ☐ Reading & Writing Books, p. 22
- ☐ Box of 8 basic color crayons for each child
- ☐ Pencils, crayons
- ☐ Chart paper

<b>Red</b>	My color name begins with /r/. I have three letters in my name. Sometimes apples are my color, and strawberries, too. What color am I?
<b>Blue</b>	My color name begins with /b/. The sky is sometimes my color. There is a berry with my name in it. What color am I?
<b>Purple</b>	My color name begins with /p/. If you mix red and blue together, you make my color. Grape juice is my color. What color am I?
<b>Black</b>	My color name ends with /k/. I am the opposite of white. What color am I?
<b>Green</b>	My color name begins with /gr/ and ends with /n/. Grass is often my color. What color am I?
<b>Yellow</b>	My color name begins with /y/. I am the color of the sun. What color am I?
<b>Orange</b>	My color name ends with /j/. I am the color of a pumpkin. If you mix yellow and red together, you get my color. What color am I?
<b>Brown</b>	My color name begins with /br/ and ends with /n/. Chocolate is often my color. I am the only color left. What color am I?

### Reading: Foundational Skills

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

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

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

### Listening & Speaking

**LS.9** Apply listening and speaking skills

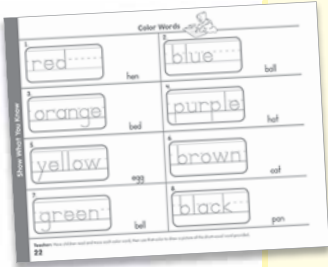
### Reading: Foundational Skills

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



## Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 22. Complete the page together with the children as directed at the bottom.





## Magic Writing Moment

## Illustrate Opinions

Zac whispers to you. Say: **Zac loved your opinions about his books.** Ask Zac if he would like the children to add illustrations to go with their sentences. He whispers that he can't wait to see them!

Explain: **Read what you wrote and add an illustration to support or go with your opinion sentence. When you are finished share your writing with a neighbor who is also finished.**

Encourage children to compliment each other on the details they included and to share their opinions about the book their neighbor chose.

## Materials

- ☐ Journal writing papers from Day 4
- ☐ Pencils, crayons
- ☐ Plush Zac

## Listening &amp; Speaking

**LS.9** Apply listening and speaking skills

## Writing

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

## Phonological Awareness Warm-Up

## Phoneme Substitution

Ask: **What new word would we make if we changed the /j/ in jet to /g/?** (get)  
Continue for:

Word family -et:

wet	bet	pet	let	net	set
-----	-----	-----	-----	-----	-----

Word family -en:

pen	ten	men	den	Ben
-----	-----	-----	-----	-----

Word family -ed:

red	Ted	led	Ned	fed	wed
-----	-----	-----	-----	-----	-----

Say: **Now, let's try a tricky one. This time we will change the ending sound. What new word would we make if we changed the /t/ in pet to /g/?** (Peg).  
Continue for:

pep	pen	peck
-----	-----	------

## Materials

- ☐ None

## Reading: Foundational Skills

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

Consider allowing ELL children to use whiteboards as visuals so they can erase and add letters and see the new words.

ELL

**Science**

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

**Listening & Speaking**

**LS.9** Apply listening and speaking skills

## Review Birds

Indicate the Vertebrates (Animals with Backbones Poster) and review the introduced animal groups.

- Distribute Zac, Peg, and Backpack Bear to volunteers.
- Indicate the mammal group on the poster and identify this group's key characteristics. (hair, fur, or fat to keep the body warm, and the mother feeds its young milk from her body)
- Indicate the bird group on the poster and identify this group's key characteristic. (feathers)
- Volunteers classify Zac, Peg, and Backpack Bear.
- The volunteers ask the class to determine why each animal belongs to its respective group.

### Materials

- ☐ Backpack Bear's Bird Book by Alice O. Shepard
- ☐ Plush Zac, Peg, and Backpack Bear
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Chart paper, marker
- ☐ Pocket chart



### Formative Assessment

Indicate Backpack Bear's Bird Book. Say: **We have learned about many birds.**

**As I read Backpack Bear's Bird Book, listen for their names. If you hear the name of a bird, raise your hand. I will write the name on the chart paper.**

As children identify birds' names, write their responses in a numbered list.

After reading, the children may continue to identify other birds not mentioned in the book. Add these to the list and review their names.



## Computer

1

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

## Create Individual Bird Posters

The children create “Bird Posters” by illustrating different birds, or by finding and clipping bird images from magazines. Encourage them to use kid writing or to reference the chart from Session 1 to label their birds.

### Materials

2

- ☐ Pencils, crayons
  - ☐ Magazines, scissors, glue
  - ☐ Large sheet of drawing paper
- for each child

## “Color by Word”

The children color the picture according to the key to complete the “Color by Word” for Week 21.

### Materials

3

- ☐ Pencils, crayons
- ☐ Week 21 “Color by Word” worksheet for each child

## “Starfall Speedway”

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

### Materials

4

- ☐ “Starfall Speedway”
  - ☐ High Frequency Word Cards:
- Choose words that most need practice

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

### Technology

**TECH.11** Develop technology skills for using and understanding conventional processes

### Writing

**W.8** Draw and label

### Science

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

### Reading:

#### Foundational Skills

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

### Reading:

#### Foundational Skills

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

**Speaking & Listening**

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

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

## Kindergarten Book Club

Gather the children in a circle on a rug or the floor. Place the books from Weeks 18 to 20 in the center of the circle and review the title of each book.

Volunteers (individually or as partners) choose favorite books in turn. For each selection, the child (or partner) leads a short discussion explaining why he or she liked the book and answering classmates' questions. Continue until all of the books have been discussed.

### Materials

- ☐ *Peg the Hen, Peg Helps Zac, Peg's Egg, Hen*
- ☐ *The Little Red Hen and other Folk Tales, "The Little Red Hen" and "Chicken Little"*
- ☐ *The Little Red Hen* (Galdone)
- ☐ *Backpack Bear's Bird Book*
- ☐ *Amazing Airplanes*
- ☐ *Peg Goes Places*



### Formative Assessment

The children vote with a show of hands on the class favorite from their study of birds and flight.

# Unit 7 Bibliography

## Teacher Read Aloud (Fiction)

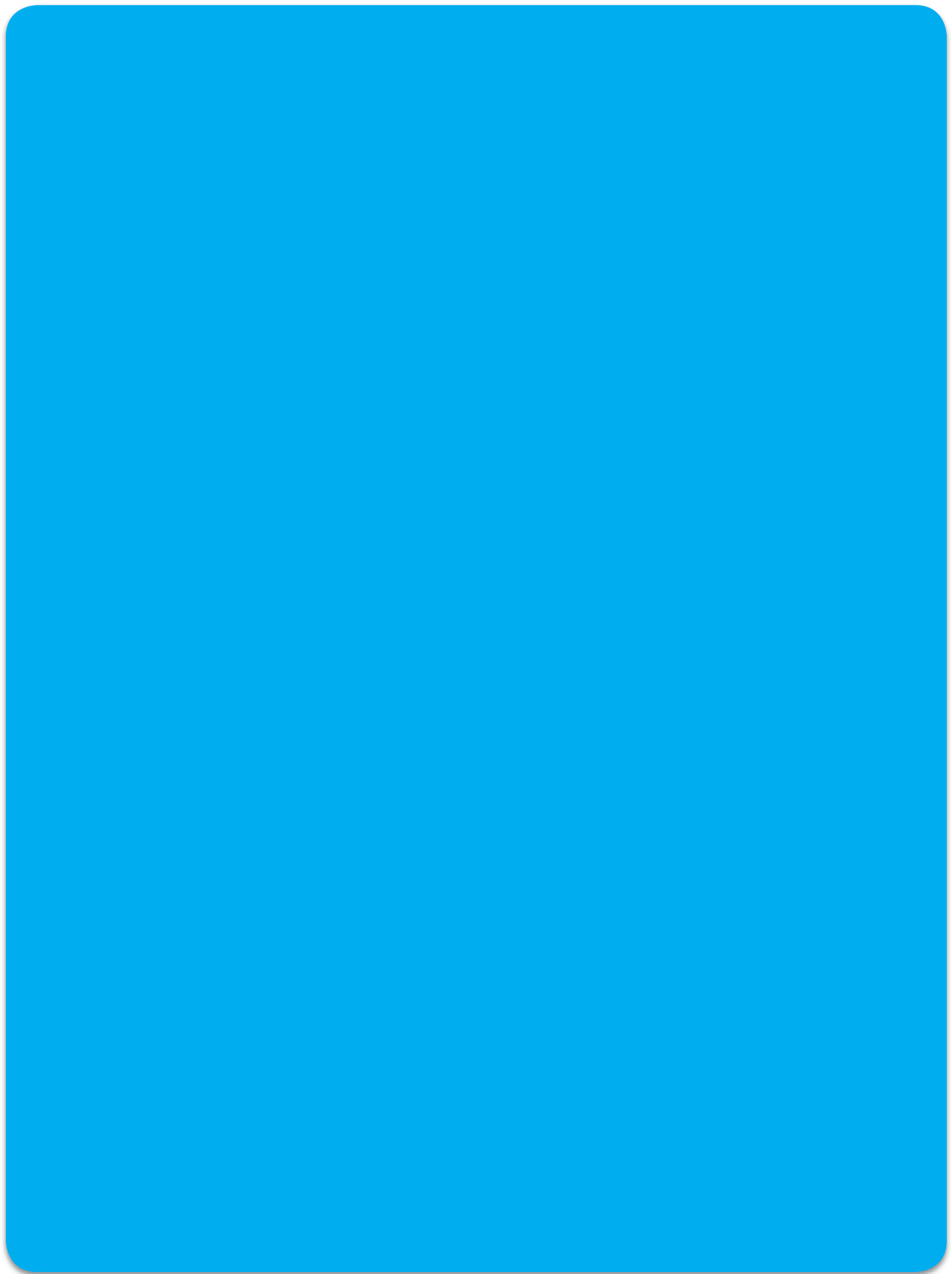
<b><i>Make Way for Ducklings</i></b>	<b><i>A Hummingbird's Story: How I Came to Be</i></b>	<b><i>The Owl And the Woodpecker</i></b>	<b><i>Calvin Can't Fly: The Story of a Bookworm Birdie</i></b>
McCloskey, Robert	Kurtz, Barbara J.	Wildsmith, Brian	Berne, Jennifer
Puffin Pap/Com Edition, 2010	Create Space Independent Publishing Platform, 2011	Star Bright Books, 2007	Sterling, 2010
Mr. and Mrs. Mallard choose Boston's Public Garden in which to hatch and raise their ducklings. What seemed like the perfect location turns out to have some unforeseen dangers the duck family must overcome.	This is the story of Samantha the hummingbird. Samantha herself tells how she came into this world and how she learned all she needed to know in order to survive outside of her nest.	Owl and Woodpecker don't get along because Woodpecker makes too much noise when Owl is trying to sleep. Children learn conflict resolution as they discover how Owl and Woodpecker resolve their problem.	Calvin would rather read than learn to fly like his siblings and cousins. The other birds make fun of Calvin who really doesn't care, until it is time for the family to migrate and Calvin can't fly.
<b><i>Goose's Story</i></b>	<b><i>Song of the Swallows</i></b>	<b><i>Little Owl's Night</i></b>	<b><i>A Penguin Story</i></b>
Best, Cari	Politi, Leo	Srinivasan, Divya	Portia, Antoinette
Ferrar, Straus and Giroux, 2009	J. Paul Getty Museum, 2009	Viking Juvenile, 2011	Harper Collins, 2008
A young girl notices a difference in a goose when he returns to the pond one spring. The goose now stands on only one leg and is no longer included by the other geese. He is also not able to swim, fly or look for his own food.	Young Juan learns the story of the swallows' yearly return from their winter stay in South America to San Juan Capistrano, California from the Mission bell ringer, Julian. The story includes Spanish phrases throughout.	Little Owl loves the sounds of the forest at night, and he wonders why anyone would want to sleep through it. He also wonders about the daytime.	Edna the Penguin is only familiar with the three colors that surround her in her icy environment. She searches and searches for something new and finally finds it, but chances are it won't satisfy her curiosity permanently.

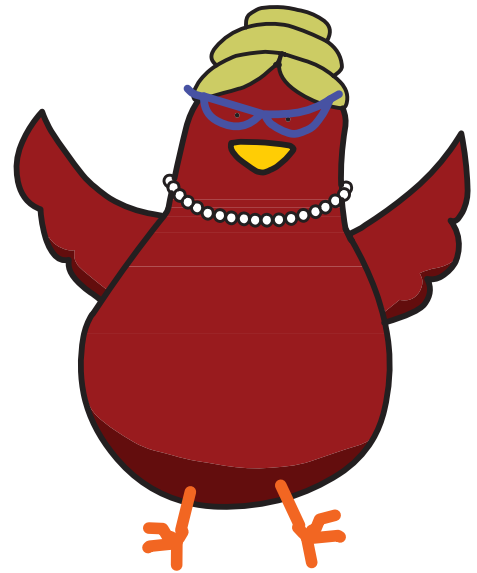
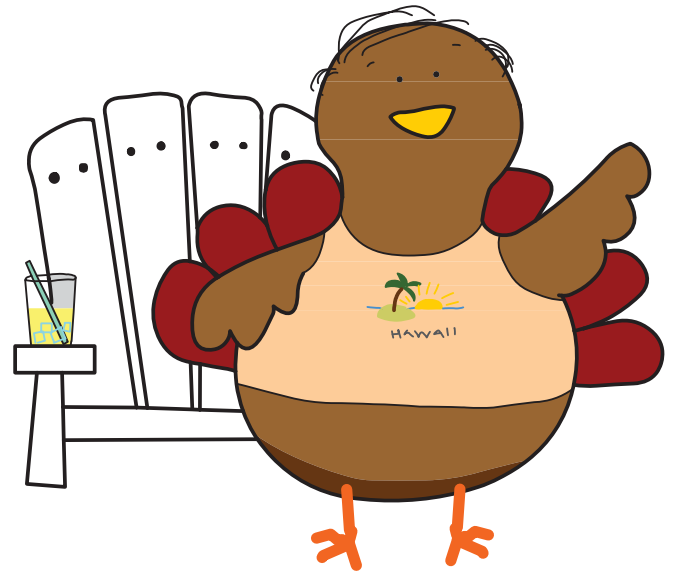
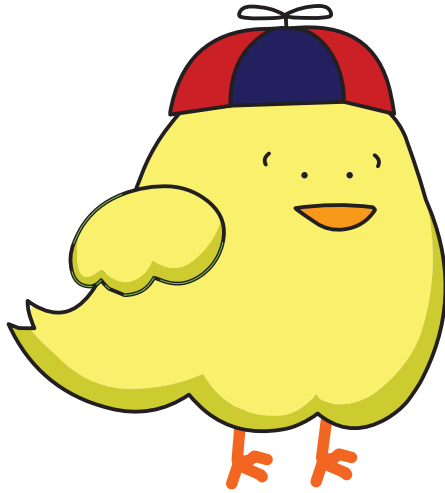
## Teacher Read Aloud (Nonfiction)

<b><i>About Birds: A Guide for Children</i></b>	<b><i>Pierre the Penguin</i></b>	<b><i>Bird Talk: What Birds Are Saying and Why</i></b>	<b><i>About Hummingbirds: A Guide for Children</i></b>
Sill, Cathryn	Marzollo, Jean	Judge, Lita	Sill, Cathryn
Peachtree Publishers, 2013	Sleeping Bear Press, 2010	Flash Point, 2013	Peachtree Publishers, 2013
Children learn about birds and how they live through short text that is perfect for young children and great pictures of birds in their natural habitats. The book features several species of birds found in North America.	Pierre is an African penguin that lives at the California Academy of Sciences. For some unknown reason, Pierre loses his feathers. He chooses not to swim without his feathers because he is too cold.	This book introduces the many ways in which birds communicate with each other. It is written in a child-friendly way, includes great illustrations, and provides just the right amount of information.	Children will be fascinated as they learn about hummingbirds. This book introduces many varieties of hummingbirds and teaches interesting facts about them, including where they live and what they eat.
<b><i>Owls</i></b>	<b><i>The Wright Brothers: Inventors Whose Ideas Really Took Flight</i></b>	<b><i>Vincent van Gogh: Sunflowers and Swirly Stars</i></b>	<b><i>My Little Book of Bald Eagles</i></b>
Gibbons, Gail	Venezia, Mike	Holub, Joan	Marston, Hope Irvin
Holiday House, 2006	Children's Press, 2010	Grosset & Dunlap, 2001	Windward Publishing, 2009
The traits of many species of North American owls are discussed. Children learn about owl habitats, their birth and development, behaviors, life cycles and some of the hazards that threaten them.	This is an easy to read, age appropriate biography of the Wright brothers. It includes historic details and several humorous illustrations.	This informative book explores the life and art of Vincent van Gogh in an interesting and fun way. Children will enjoy reproductions of many of van Gogh's most famous paintings.	Children follow the journey of a family of bald eagles through many stages of their lives in this great introduction to our national symbol. The book includes several beautiful illustrations.

## Professional Development

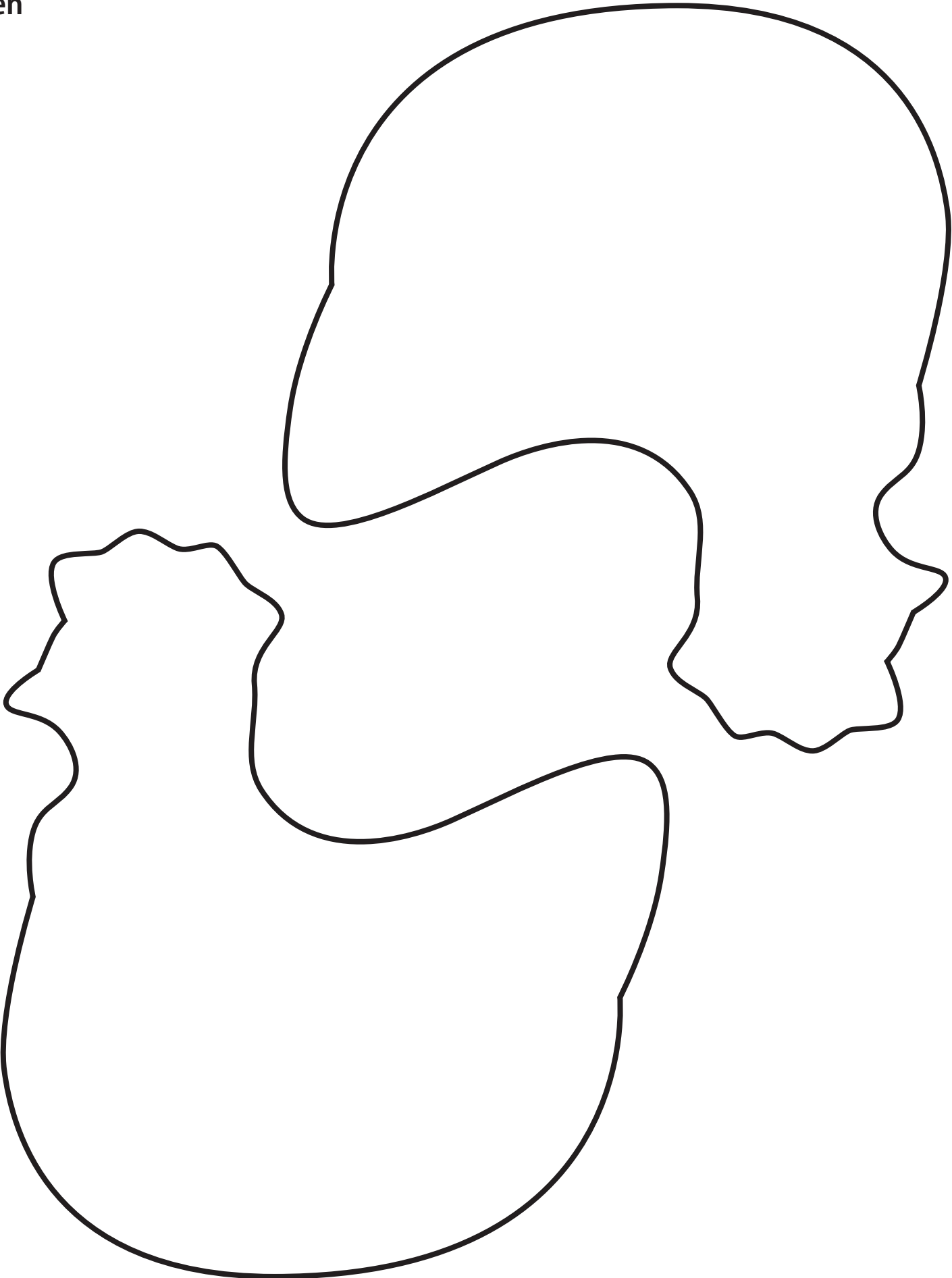
Reutzel, Ray and Cooter, Robert, *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*. Prentice Hall, (2nd Edition) 2008, ISBN 0135005590 or 978-0-13500-559-0.







Hen





## Review Questions

Name the folk tale about a hen making bread. (The Little Red Hen)

Give another word that rhymes with tell and sell. (bell, well...)

Give another word that rhymes with tall and fall. (ball, wall...)

Which part of a bird helps it to eat? (beak or bill)

What is this high-frequency word? [Write *good* on the board.]

What animal group is the only group that has feathers? (birds)

What is Peg's favorite sound? /e/

Which animal group has live births and feeds its young with milk from the mother's body? (mammals)

Name a flightless bird. (penguin, ostrich)

Do birds belong to the group of animals with backbones or without back - bones? (with backbones)

How many limbs do birds have? (four: 2 legs and 2 wings)

What is a baby bird called? (a hatchling or chick)

What is a bird of prey? (birds that hunt and eat small animals)

Which animal group lays eggs, mammals or birds? (birds and a few mammals)

What does the word migrate mean? (to move from one place to another)

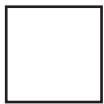
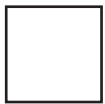
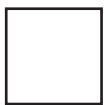
What do many birds make to keep their eggs safe? (nests)

How do birds communicate? (chirps, calls, hoots, quacks, squawks, sing, etc.)

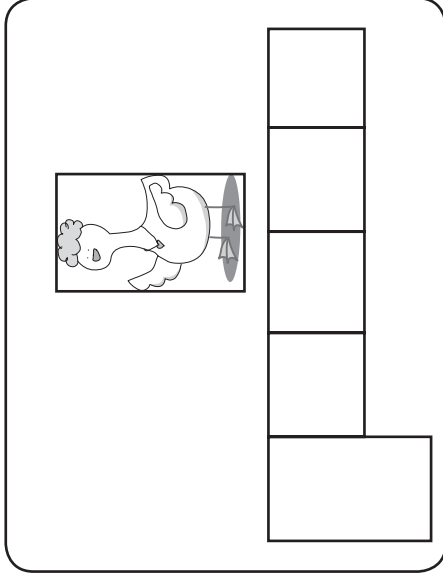
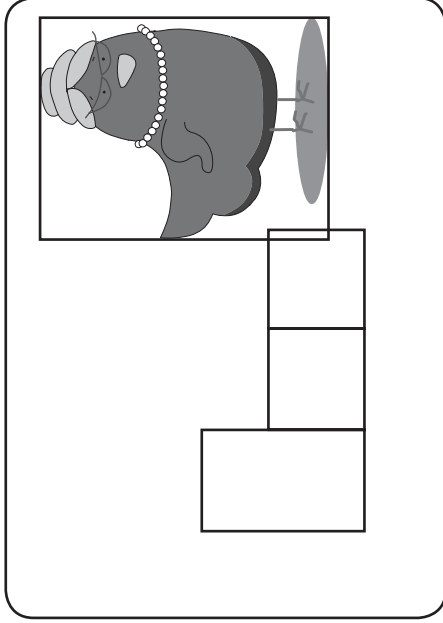
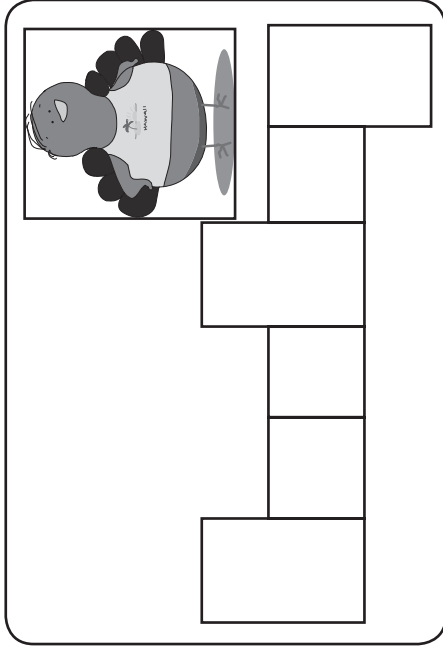
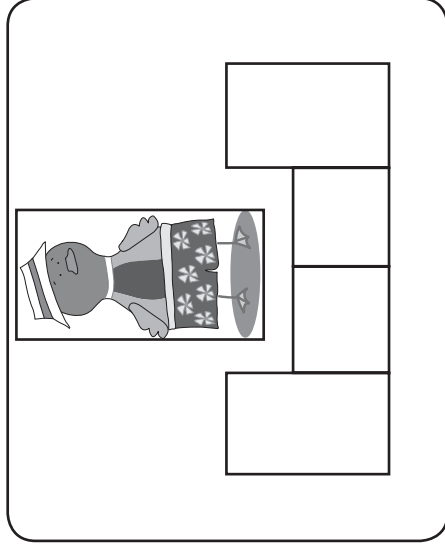
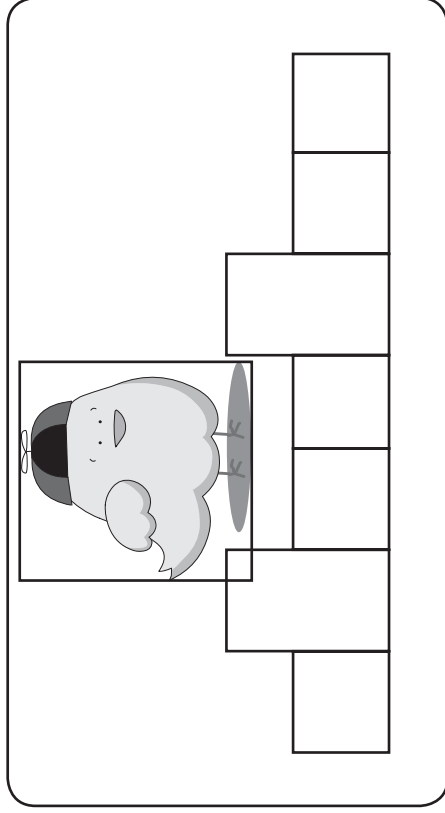
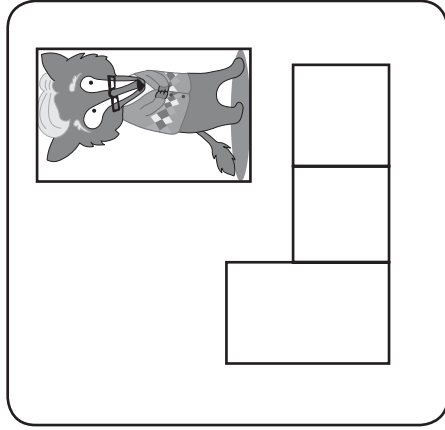
If I move slowly, am I strolling or scampering? (strolling)

Give a word that begins with /e/. (egg, elephant..)





Name \_\_\_\_\_



hen   duck   turkey   goose   fox   chicken

**Directions:** Match the word with the picture. Label each animal with its name.