

Unit 9



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
**Reptiles, Fish,
& Amphibians**

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Unit 9: Reptiles, Fish, & Amphibians

Week 25

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Unit Plan • Unit 9: Reptiles, Fish, & Amphibians

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Three weeks

Description: Children will continue their study of the Animal Kingdom and learn the unique characteristics of reptiles, fish and amphibians. They will study the life cycle of a frog and realize that all animals have similar needs to live. They will write a shared story, and learn about perseverance through several unit stories, and make text-to-self connections. The phonics focus is short vowels *a, e, i* and *o*, long-i and the *wh /hw/* digraph.

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

- (ML.9) *What technology resources help us learn?*
- (L.K.2) *Why is it important to use capital letters, correct spelling, and punctuation when we write?*
- (L.K.4) *How can we understand the way a word is used and find its meaning?*
- (RI.K.1) *How does asking and answering questions about informational books help us learn new things?*
- (RL.K.9) *How are characters from different stories and their adventures alike? How are they different?*
- (RF.K.3) *How does knowing letter sounds help me read words?*



Standards & Benchmarks

Starfall English Language Arts Standards

Vocabulary Development		Inline Summary Form
VOC.3	The student uses multiple strategies to develop vocabulary. Students will:	<i>Use multiple strategies to develop vocabulary</i>
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
VOC.3b	Describe common objects and events in both general and specific language	<i>Describe objects and events in general and specific language</i>
Fluency		Inline Summary Form
FL.6	The student demonstrates the ability to read orally with accuracy and expression. Students will:	<i>Demonstrate ability to read with accuracy and expression</i>
FL.6a	Read alphabet letters in random order with automaticity	<i>Read letters in random order</i>
FL.6c	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
Literary Response & Analysis		Inline Summary Form
LIT.RA.7	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will:	<i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</i>

LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>
LIT.RA.7b	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
LIT.RA.7d	Make text to self connections	<i>Make text to self connections</i>
Writing		<i>Inline Summary Form</i>
W.8	Students write and draw to communicate effectively for a variety of purposes and audiences. Students will:	<i>Write and draw for a variety of purposes and audiences</i>
W.8a	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
W.8b	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
W.8c	Draw and label	<i>Draw and label</i>
W.8d	Print their names	<i>Print name</i>
Listening & Speaking		<i>Inline Summary Form</i>
LS.9	The student effectively applies listening and speaking strategies. Students will:	<i>Apply listening and speaking skills</i>
LS.9a	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
LS.9c	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
Media Literacy		<i>Inline Summary Form</i>
ML.10	Use technology resources to support learning	<i>Use technology resources to support learning</i>

Starfall Social Studies Standards

Geography		<i>Inline Summary Form</i>
The World in Spatial Terms		
SS.ST.4a	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>

Starfall Science Standards

Life Sciences		<i>Inline Summary Form</i>
SC.LS.2	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
SC.LS.2a	Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects)	<i>Observe and describe similarities and differences of plants and animals</i>
SC.LS.2b	Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)	<i>Identify major structures of plants and animals</i>
SC.LS.2c	Understand all plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce	<i>Understand plants and animals have internal and external structures that keep them alive</i>

Earth Sciences

Inline Summary Form

SS.ES.5	The student understands that Earth is composed of land, air, and water. Students will:	<i>Understand Earth is composed of land, air and water</i>
SS.ES.5c	Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved	<i>Identify Earth resources that are used in everyday life and understand conservation</i>
SS.ES.5d	Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms	<i>Know characteristics of landforms</i>

Common Core Standards

Reading: Literature

Inline Summary Form

Key Ideas and Details:

RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RL.K.2	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>

Craft and Structure:

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
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Integration of Knowledge and Ideas:

RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>
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Range of Reading and Level of Text Complexity:

RL.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>
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Reading: Informational Text

Inline Summary Form

Key Ideas and Details:

RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RI.K.2	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:

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Name the author and illustrator of a text and define their roles</i>

Integration of Knowledge and Ideas:

RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>
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Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
RF.K.1.C	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
Phonological Awareness:		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>
Phonics and Word Recognition:		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<i>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
Fluency:		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

Writing		Inline Summary Form
Text Types and Purposes:		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<i>Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book</i>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<i>Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction</i>
Research to Build and Present Knowledge:		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>

Speaking & Listening

Inline Summary Form

Comprehension and Collaboration:

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

Research to Build and Present Knowledge:

SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<i>Provide detail to describe familiar people, places, things, and events</i>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>

Language

Inline Summary Form

Conventions of Standard English

L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<i>Understand and use question words</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.B	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>

Vocabulary Acquisition and Use:

L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<i>Identify new meanings for familiar words and apply them accurately (Ex. duck)</i>
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>Sort common objects into categories</i>
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Relate frequently used verbs and adjectives to their opposites</i>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>



Week 25 Overview

Reptiles

This week the children continue their study of animals as they learn about a new animal group, the reptiles, through fiction (Aesop's classic fable "The Tortoise and the Hare") and nonfiction (*Backpack Bear's Reptiles, Amphibians, & Fish Book*). The children write, illustrate, and share persuasive writings about their favorite reptiles. They also meet a new plush character, Tin Man. After reading a story about Tin Man playing baseball, the children write and illustrate their own narratives about a game of baseball with their newest friend. This week we will:

- learn short-a, short-e, short-i and short-o medial sounds.
- practice words from the *-in*, *-ip*, *-ick*, and *-ig* word families.
- write and illustrate narratives and persuasive writings.

Recommended Literature

The Tortoise and the Hare — **Janet Stevens** is a Texas-born writer and illustrator who loves to draw shoes. She especially likes to draw animals with exaggerated personalities doing things people do, such as wearing wobbly high heels or scruffy tennis shoes. Some of her favorite animals are bears, pigs, cats, and rhinoceroses.

Janet Stevens started out painting designs for aloha shirts in Hawaii. She really likes to draw quirky animals, the kind that resemble people. She loves to retell folk tales, fairy tales, and fables. To bring the stories to life, she dresses the characters in comical clothing and furnishes their houses with furniture from her own home.

Janet lives in Boulder, Colorado, with a golden retriever named Violet, three cats, Abo, Merlin, and Domino, husband Ted, son Blake, daughter Linze, and a big collection of thrift store shoes that she uses as models for the animals in her books.

Starfall Books & Other Media

ABC Rhyme Book

Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Dinosaurs by Brandi Chase

I Can Do It by Margaret Hillert

Reading & Writing Books

Short-I Puzzle

Sing-Along Volumes 1 and 2

Star Writer Melodies

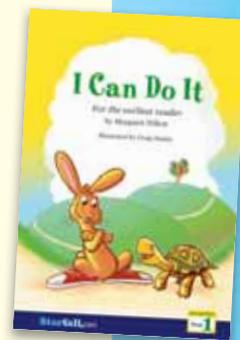
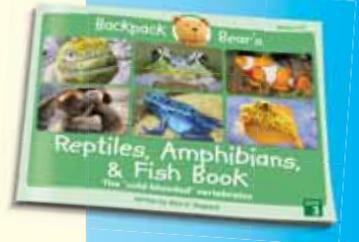
Starfall Dictionaries

"Starfall Speedway"

Starfall Writing Journals

The Big Hit

Vertebrates (Animals with Backbones) Poster



Preparation

Post the Essential Questions Cards for Unit 9. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 25. You will use *root*, *shame*, and *strike* on Day 1, *scales* on Day 2, and *perseverance* and any additional vocabulary words chosen by you or your children on Day 3.

Day One

For today's Magic Writing Moment, make a copy of the "Our Favorite Zac, Peg, and Mox Books" graph for each child (found with your supplements package, or downloaded from teach.Starfall.com).

You will also need one copy of *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, *Peg the Hen*, *Peg Helps Zac*, *Peg's Egg*, *Hen*, *Mox's Shop*, *Mox Jogs*, *Hop*, *Bend*, *Stomp*, and *Pop! Pop! Pop!*

Make word family cards for *-in*, *-ig*, *-ip*, and *-ick* for Session 2.

Day Two

You will use the completed graph from Day 1 for today's Magic Writing Moment.

Day Three

For today's Magic Writing Moment you will use the chart paper from Day 2. You will also need a *This Bright Star Award* for each child. These awards should be removed from the children's Take-Home Books.

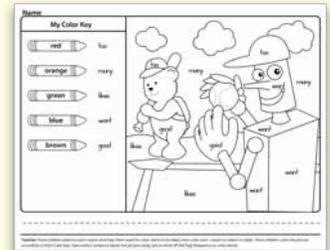
Generate a "Color by Word" worksheet for each child using previously introduced high frequency words: *this*, *than*, *of*, *were*, *give*, *many*, and *your*.

The children will each need a copy of *I Can Do It* by Margaret Hillert for Session 3.

Day Four

You will use the chart paper from Day 3 and each child's *This Bright Star Award* for today's Magic Writing Moment.

Generate Word Cards: *lizard*, *snake*, *alligator*, *crocodile*, and *turtle* for Session 3.



Day Five

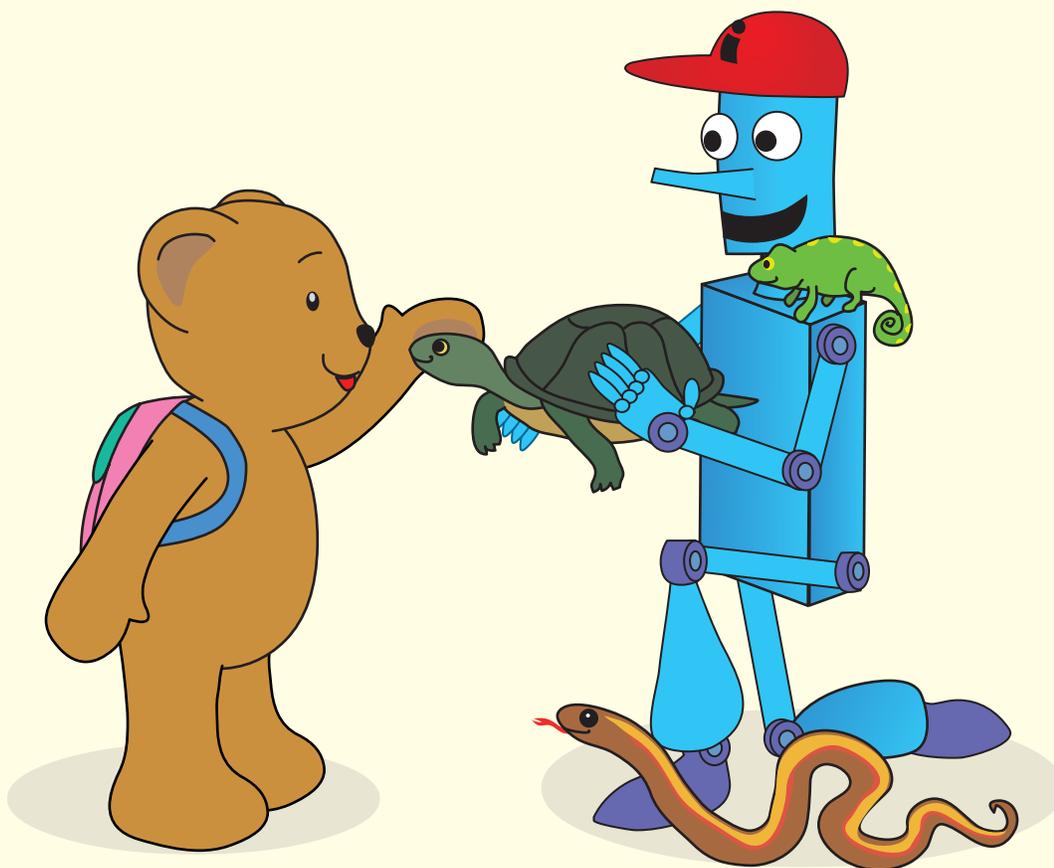
For today's Magic Writing Moment you will need the graphed favorite classroom book for each child and each child's *This Bright Star Award*.

For Session 1 you will use 40 feet of rope or yarn.

In Learning Center 2 the children will use your favorite choice of dinosaur book, and they will each need a large sheet of drawing paper.

Looking Ahead

Day 5 of Week 26 will be *Beach Day*. Prior to that day, inform parents and encourage the children to bring in appropriate beach items such as beach towels, visors, sunglasses, beach toys, pails, fishing rods, etc. They will present their items to the class. Be sure to have extra beach items available for children who forget.



Day 1

Mox said we might meet a new friend today. I wonder who it will be.

Love,

Backpack Bear 

Day 2

I've always dreamed of playing baseball. Do you think Tin Man would let me play on his team?

Love,

Backpack Bear 

Day 3

I played my first baseball game last night! I had to try hard, but it was fun.

Love,

Backpack Bear 

Day 4

Can we practice listening for middle sounds in words? It's fun to do that!

Love,

Backpack Bear 

Day 5

I loved learning about reptiles! They are very different from you and me!

Your pal,

Backpack Bear 

DAY One

DAY Two

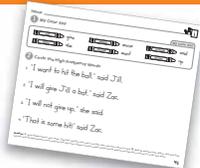
Magic Writing Moment	Graph books	Favorite class book
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	<i>R&W</i> p. 39, 40 Discriminate short-a, short-e, and short-o words <i>The Big Hit</i> Introduce word families -in, -ip, -ick, -ig Introduce Tin Man and Short-I Comprehension Skills: Inference, Sequence Comprehension Strategy: Ask Questions Double letters make one sound	Review short-i Introduce long-i <i>The Big Hit</i> Narrative writing Comprehension Skill: Story Details (setting) Comprehension Strategies: Visualize Open Discussion
Computer	<i>ABCs</i> : Review Aa, Ee, Ii, Oo and vowel bubbles /a/, /e/, /i/, /o/; <i>Learn to Read</i> : Row 3 “Vowels Save the Day” (movie)	<i>Learn to Read</i> : Row 5, All Activities <i>BpB’s Books</i> : Concepts, “I-Machine”
Activity	“Concentration” HF Words	Sequence <i>The Big Hit</i>
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	“Letter March Song li” “Take Me Out to the Ball Game” True/False Vocabulary: root, shame, strike	<i>Backpack Bear’s Reptiles, Amphibians, & Fish Book</i> <i>ABC Rhyme Book</i> “li Igloo Rhyme” Vertebrates (Animals with Backbones) Poster Riddles Vocabulary: scales
Writing		Write a narrative about baseball with Tin Man, Mox, Jill, and Zac
Science		Introduce reptiles and their characteristics



DAY Three

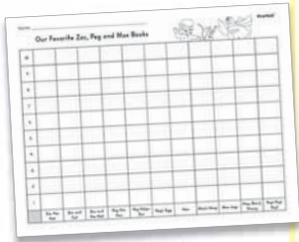
DAY Four

DAY Five

<p><i>Bright Star Awards</i></p>	<p>Illustrate class favorite book</p>	<p>Share <i>Bright Star Award</i> illustrations</p>
<p>Phoneme substitution</p> <p>Comprehension Skills: Identify Genre (fable) Story Details (character, setting, problem/solution)</p> <p>Comprehension Strategies: Ask Questions Summarize Make Connections Open Discussion</p> <p>HF Words: something, too</p>	<p>R&W p. 41</p> <p>Short-vowel words</p> <p>Persuasive writing</p> <p>HF Words: many, over, saw, under</p> 	<p>Rhyming</p> <p>Comprehension Skills: Identify Genre (nonfiction) Author's Intention Compare/Contrast</p> <p>Comprehension Strategy: Open Discussion</p>
<p><i>Learn to Read: Row 8, All Activities</i></p>	<p><i>I'm Reading: Fiction/Nonfiction, "I Can Do It"</i></p>	<p>Starfall Free Day 1</p> <p>Draw and label reptiles 2</p>
<p>"Color by Word"</p>	<p>"Starfall Speedway" Short-I and Short-E Words</p>	<p>"Short-I Puzzle" 3</p> <p>Sequence <i>The Big Hit</i> 4</p>
<p><i>The Tortoise and the Hare</i> <i>I Can Do It</i></p> <p>Strategies for unknown words</p> <p>Vocabulary: perseverance</p>	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p> <p><i>Star Writer Melodies</i></p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book; Vertebrates (Animals with Backbones) Poster; The Tortoise and the Hare by Janet Stevens; Dinosaurs by Brandi Chase; "The Little Turtle"</i></p>
	<p>Persuasive writing about reptiles</p>	
<p>Characteristics of a reptile</p>		<p>Dinosaurs</p>

Reading: Literature

RL.K.10 Engage in group reading activities



Magic Writing Moment

Graph Books

Say: **Congratulations! You have read eleven Take-Home Books this year.**

Distribute a graph to each child and the children write their names at the top.

Indicate each book.

- Volunteers help to identify each book by its title.
- Project the graph on the classroom whiteboard.
- Children take turns identifying their favorite books.
- Mark the projected graph as the children complete their individual graphs. Review the results together noting the class favorite, ties, and so on.

Materials

- One copy of *Zac the Rat, Zac and Cat, Zac and the Hat, Peg the Hen, Peg Helps Zac, Peg's Egg, Hen, Mox's Shop, Mox Jogs, Hop, Bend Stomp, and Pop! Pop! Pop!*
- Classroom whiteboard, marker
- "Our Favorite Zac, Peg, and Mox Books" graph for each child

Save the graph for use on Day 2.

Phonological Awareness Warm-Up

Identify/Discriminate Short-A, Short-E, and Short-O Words

Say: **Let's review the short vowel sounds we have learned.** Review the sounds of short-a, short-e and short-o. **Listen carefully to the short vowel sounds in these words and make the ASL signs for a, e or o. Ready?**

Say each word pausing for the children to respond. Discuss the correct short vowel sound for each word.

pot	pen	rap	hop	get
van	mop	dad	fan	hog
leg	Dan	dog	tan	met
pop	ten	bag	got	bet
rag	not	red	jet	lot

Materials

- None

Reading: Foundational Skills

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



As the children sign the short vowel sounds, have them repeat the sounds orally to increase fluency.

ELL

1

Introduce the Tin Man Character and Short-I

Distribute Zac, Peg, and Mox to volunteers. Indicate the *a*, *e*, and *o* Letter Cards and say: **Look at these Letter Cards. Let's see if we can match the Letter Cards with the sounds in the characters' names.** Say the short vowel sound of each letter and the children identify the character name that matches it.

Volunteers carry the characters as the class sings "The Letter March" for /a/, /e/, and /o/.

Recall Backpack Bear's message and introduce Tin Man. Ask: **What vowel do you hear in the middle of tin?**

Indicate the lowercase *i* Letter Card, review its name and ASL sign. The children identify words that contain the sound of short-i. Sing "The Letter March" to review the sound /i/.



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 39. Complete the page together with the children as you have similar pages.

2

Introduce Word Families: *-ick*, *-ig*, *-in*, *-ip*,

Place the *-in*, *-ip*, *-ick*, and *-ig* word family cards in the top row of a pocket chart. Say: **These cards name four different word families. What do you see that is similar, or the same in all of them?** (They all begin with *i*.)

Place the Picture Cards in a basket. Volunteers take turns to draw Picture Cards, identify them, and categorize them.

Place the Word Cards in the basket. Volunteers choose Word Cards and match them to Picture Cards in the pocket chart.

Continue: **Let's play "Tin Man Says..."** Play as you would "Simon Says."

- Touch your *chin*.
- Touch your *shin*.
- Do a little *spin*.

Ask: **To what word family do the words *chin*, *shin* and *spin* belong? Right, they belong to the *-in* word family. Let's play again with other word families.**

Materials

- Lowercase Letter Cards: *a*, *e*, *i*, *o*
- Reading & Writing Books*, p. 39
- Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man
- Pencils, crayons

The Letter March: *i*

(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,
"i" stands for its sound, /i/ /i/ /i/ /i/*

And they all go marching,

In- to a word, to use, their sound



Materials

- Picture and Word Cards *chin*, *fin*, *in*, *pin*, *shin*; *dig*, *pig*, *wig*; *chip*, *hip*, *rip*, *ship*, *zip*; *chick*, *kick*, *lick*, *sick*
- Prepared word family cards: *-in*, *-ig*, *-ip*, *-ick*
- Reading & Writing Books*, p. 40
- Pencils, crayons
- Plush Tin Man
- Pocket chart
- Basket

Reading: Foundational Skills

RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant

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

Play "Tin Man Says..." with the following word families:

-ig	-ip	-ick
Pretend to dig.	Move your hip.	Give your ice cream cone a lick.
Oink like a pig.	Pretend to zip.	Pretend you are sick.
Point to where you would wear a wig.	Take a sip.	Close your eyes, quick!



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 40. Complete the page together with the children as you have similar pages.

As the children identify and place the Picture Cards have them say the word family sounds. Then, mix the word family cards and have ELL and struggling children practice listening and locating the cards.

ELL

Media Literacy

ML.10 Use technology resources to support learning

Reading:

Foundational Skills

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

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

Language

L.K.4 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 (Ex. duck)

Reading: Literature

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer

Practice

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

Activity

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

Variation: If the selected words do not match, leave them revealed. The next child chooses a card and checks for a match with those already chosen. If there is no match, the child selects one additional card.

Materials

- Two each High Frequency Word Cards: *all, from, give, good, him, look, of, some, that, then, them, there, they, this, want, were* (or others in most need of review)
- Pocket chart

3

Introduce *The Big Hit*

Engage the children in a conversation about the game of baseball.

Play *Sing-Along* Volume 1, Track 33, "Take Me Out to the Ball Game" and the children sing along.

Indicate the Vocabulary Cards and discuss the following vocabulary:

Materials

- Vocabulary Cards: *root, shame, strike*
- Sing-Along* Volume 1, Track 33, "Take Me Out to the Ball Game"
- Sequence Cards: *The Big Hit*
- The Big Hit*
- Pocket chart
- Tin Man



root	to cheer for a team or a person (homonym for root—the part of a plant that grows under the ground)
shame	something to feel bad about, a disappointment
strike	in baseball, to swing at the ball and miss (homonym for strike—to hit something)

Tin Man whispers to you that he has a story about baseball he'd like you to read.

Read *The Big Hit*.

Say: **Tin Man never gave up trying to hit the ball. What lesson can we learn from him?** (We should keep trying and never give up.)

Introduce the game “True or False.” You make statements about the story and the children indicate whether the statements are true or false. Before playing, review the meanings of *true* and *false* and discuss that these words are opposites.

Determine how children will indicate their answers. Practice as needed to be sure they understand.

Tin Man was the catcher in the story.	false
Jill missed the ball and had to run after it.	false
Zac was a character in the story.	true
Tin Man missed the ball the first time.	true
Tin Man gave up and ran off the field crying.	false
Jill was a good catcher.	true
Zac's ball was so small that Tin Man could barely see it.	false
Tin Man kept trying and never gave up.	true

Display *The Big Hit* Sequence Cards text-free side up, placed randomly in a pocket chart.

Indicate each card and a volunteer describes the scene. The children determine the Sequence Cards are not in order.

Ask: **What strategy could we use to put these cards in the correct order?**
(Reread the story.)



Formative Assessment

Distribute the Sequence Cards to volunteers and reread the story. The children place their Sequence Cards in the pocket chart as their sentences are read.

Ask: **Did this strategy work? Remember, if you need to review the order of events in a story, you can always reread the story.**

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 vowels with common spellings (graphemes)*

Magic Writing Moment

Favorite Class Book

Review the graph from Day 1 then write the title of the favorite classroom book on chart paper.

Ask: **Which book was our class favorite?** Volunteers respond. **Let's write about it.** Choose one response and write it in a complete sentence on the chart paper.

Materials

- Completed graph from Day 1
- Favorite classroom book
- Chart paper, marker

The children will copy the sentence on Day 3.

Phonological Awareness Warm-Up

Review Initial Short-I Words, Introduce Long-I Words

Indicate the Sound-Spelling Wall Card for *li*.

Read the "li Igloo" rhyme on page 21 of the *ABC Rhyme Book* and the children repeat it with you. Volunteers identify words in the rhyme that begin with short-i. (*inside, igloo, it's, in*)

Explain: **The letter *li* stands for another sound called long-i. The sound is the same as the letter's name, /ī/.**

The word *ice* in the "li Igloo" rhyme says /ī/.

The children distinguish short-i and long-i in the following words by getting long (standing on their toes) and short (crouching) in response. Discuss the correct response for each word.

inch	ivy	imitate	ice cream	incredible
itch	iguana	iceberg	it	icon

Materials

- ABC Rhyme Book*



li Igloo

*Sit inside an igloo
Made of ice and snow.
It's cold outside,
But in this home,
The wind can never blow*

1

The Big Hit Story Words

Ask: **Who knows what a riddle is?** Volunteers respond.

Say: **A riddle is like a puzzle. You listen to clues and try to figure out the answer.**

Distribute a Word Card from *The Big Hit* to each child and read each riddle below. The child holding the answer to the riddle places his or her Word Card in the pocket chart.

Materials

- Word Cards *tin, man, bat, Jill, a, ball, big, give, has, he, hit, mitt, not, the, up, will, Zac, hits*
- The Big Hit* for each child
- Pocket chart

Pair children if you have more children than words. They may confer regarding their answer choices.

Observe & Modify

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Language

L.K.6 Use acquired words and phrases

I rhyme with <i>skin</i> . The Tin Man is made of me.	tin
I'm the opposite of a woman.	man
I'm used to hit a ball in baseball.	bat
I'm the catcher in the story. My name rhymes with <i>hill</i> .	Jill
I am a word made up of only one letter.	a
I'm round and you throw me.	ball
I'm the opposite of <i>little</i> .	big
I begin with /g/ and rhyme with <i>live</i> .	give
I started out as the word <i>as</i> , but now I have the /h/ sound in front.	has
I'm a word like <i>she</i> , but I refer to a boy.	he
I rhyme with <i>sit</i> and I start with /h/.	hit
I'm another name for a baseball glove.	mitt
I rhyme with <i>hot, got</i> and <i>cot</i> .	not
I am used in almost every sentence.	the
I am the opposite of <i>down</i> .	up
I begin with /w/ and end with /ill/.	will
I have short-a in my name. My name begins with the last letter of the alphabet.	Zac
I am the word <i>hit</i> with /s/ added to the end.	hits

Review the words in the pocket chart.

Indicate the words *mitt*, *Jill*, *will*, and *ball*. Ask: **What do you notice about all of these words?** (They all have double letters.) Explain that when there are two of the same letter together in words, they stand for one sound.

Write *Jill* on the whiteboard. The children read *Jill*. A volunteer circles // and the children say /l/.

Repeat with *will*, *mitt*, and *ball*.

Distribute individual copies of *The Big Hit* and the children write their names on them. Partner the children to read *The Big Hit*, then do a class reading.



Formative Assessment

The children play “I Spy” by locating words from the pocket chart in their books.

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

ELL

2

Write About Baseball

Distribute *The Big Hit* and read it together. Discuss the story’s setting.

Say: **Today you will write a narrative. A narrative is a story you tell or write about yourself. You will write a story about playing baseball with Tin Man, Jill, and Zac.**

The children close their eyes and imagine playing baseball with Tin Man, Jill, and Zac.

Ask:

- **Did anyone get a hit?**
- **Did Zac strike out?**
- **What position did you play?**
- **Would you like to invite Backpack Bear to play?**
- **Was it a sunny day or a rainy day?**
- **What was the best thing that happened during the game?**

The children share their visualizations.

Explain: **Since you will be writing a narrative, you should begin your first sentence with “I” and then tell what you did during the game.**



Formative Assessment

The children write about playing baseball with Tin Man, Jill, Zac, and Backpack Bear then illustrate their writings. They may reference their copies of *The Big Hit* for inspiration.

Materials

- The Big Hit* for the teacher and each child
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons

Reading: Literature

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

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

For some children it may be better to work in reverse and have them illustrate themselves playing baseball with one of the characters first, then work with a partner or assistant to use the illustration to form their sentences.

ELL

Computer

- *Learn to Read*: Row 5, All Activities
- *Backpack Bear's Books*: Concepts, "I-Machine"

Practice

Activity

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

Materials

- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards
- The Big Hit*
- Pocket chart

Media Literacy

ML.10 Use technology resources to support learning

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

3

Introduce Reptiles

Indicate the Vertebrates (Animals with Backbones) Poster and review previously introduced information related to the animal kingdom, mammals, and birds.

Explain that you will name an animal and the children will indicate to which family the animal belongs, and explain their answers:

fox	penguin	bat	bear
ostrich	elephant	eagle	chicken

Ask: **What covers the outside of mammals?** (hair or fur) **What covers the outside of birds?** (feathers)

Indicate *Backpack Bear's Reptiles, Amphibians, & Fish Book*. Read the title and explain that today the children will learn about the reptile animal group, and later the fish and amphibian animal groups.

Read pages 4-11. The children partner to discuss what they heard, then volunteers share responses.

Say: **Listen carefully to Backpack Bear's book to learn what covers the outside of a reptile. When you hear the answer, raise your hand.**

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Card: scales

Science

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

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

Reading: Informational Text

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

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

RI.K.10 Actively engage in group reading activities

Read pages 13-21. As you read the distinguishing characteristic of reptiles (tough, scaly skin), acknowledge those who raise their hands. Continue reading to the end of the reptile portion.

Say: **The only unique characteristic of reptiles is their tough, scaly skin. The scales of reptiles are really just skin that is tough and dry. Scales help protect reptiles from predators and also hold in water so reptiles can live in very dry places.**

The children partner to discuss what they learned about reptiles. Volunteers share their responses with the class.



Formative Assessment

Review the characteristics of reptiles by playing “True or False.” The children raise their hands if the statement is true and touch their noses if the statement is false.

- **The characteristic that makes reptiles unique is that they are covered in tough, scaly skin.** (True)
- **Reptiles are “warm-blooded” like mammals.** (False)
- **All reptiles have backbones like mammals and birds.** (True)
- **All reptiles breathe air with their lungs like mammals and birds.** (True)
- **Most reptiles have four legs and clawed feet. Snakes have neither.** (True)
- **Reptiles drink milk from their mother’s body.** (False)
- **Most reptiles are hatched from eggs that are soft or leathery.** (True)
- **Most reptiles live on land, but some live in the water.** (True)
- **All reptiles are predators and are sought after as prey by other animals.** (True)
- **Reptiles have feathers, fur, or hair.** (False)

Magic Writing Moment

This Bright Star Awards

Say: **Congratulations! You have read eleven Take-Home Books!** Distribute *This Bright Star Award* to each child and the children write their names at the top.

Indicate and review the sentence written yesterday on the chart paper.

Instruct the children to turn their awards to the other side. Read: **“Write the name of your favorite book here.”**

The children copy the title of the class’ favorite book at the top, then copy the sentence from the chart paper onto their awards.

Collect *This Bright Star Awards* and save them and the chart paper for use on Day 4.

Materials

- This Bright Star Award* for each child
- Chart paper from Day 2
- Pencils, crayons

Writing

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

Phonological Awareness Warm-Up

Phoneme Substitution

The children substitute beginning sounds to form new short-i words.

Change the /p/ in *pin* to /b/, and you have ____ (bin). Continue for:

win	fin	gin	tin
-----	-----	-----	-----

Change the /s/ in *sit* to /f/, and you have ____ (fit).

bit	hit	kit	lit	mitt	(n)knit	pit
-----	-----	-----	-----	------	---------	-----

Change the /s/ in *sip* to /z/, and you have ____ (zip).

dip	hip	lip	nip	tip
-----	-----	-----	-----	-----

Change the /b/ in *big* to /d/, and you have ____ (dig).

fig	jig	pig	rig	wig
-----	-----	-----	-----	-----

Materials

- None

Reading: Foundational Skills

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

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)

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Vocabulary Card <i>perseverance</i> and other vocabulary words identified by you and the children |
| <input type="checkbox"/> | <i>The Tortoise and the Hare</i> by Janet Stevens |

Introduce *The Tortoise and the Hare*

Ask: **What lesson did we learn from Tin Man in *The Big Hit*?** (We learned not to give up.)

Say: **When you don't give up, you show perseverance. Perseverance is when you are working on something, and you want to give up, but instead you keep trying. When you stick with something, you have perseverance!**

Children repeat, *perseverance*.

Indicate *The Tortoise and the Hare*. Say: **Here is another story that teaches a lesson about perseverance.**

Read the title and explain that a *hare* is an animal very similar to a rabbit, but it's usually larger, with bigger hind legs and much longer ears.

Ask the children to which animal group rabbits and hares belong. (mammals)
Review characteristics of mammals to confirm.

Explain: **A tortoise is a type of turtle that lives on land instead of in the water. A tortoise is a reptile. The scales on tortoises and turtles grow together to form hard shells.**

Refer to *The Tortoise and the Hare* explaining that it is an Aesop fable *adapted* and illustrated by Janet Stevens. Recall other familiar folk tales that were retold, such as "Chicken Little," "The Turnip," "Mr. Bunny's Carrot Soup," and "The Little Red Hen."

Explain: **The word *adapted* is similar to the word *retold*, but it's not exactly the same. Adapted stories are stories that are changed and retold in different ways. Stories can be changed for many reasons. Janet Stevens adapted the story "The Tortoise and the Hare" to make it easier for children to understand.**

Inform the children that Aesop was a very famous storyteller who lived a long time ago. Explain: **Aesop's stories are a special kind of folk tale called fables.** (Children repeat, *fables*.) **His fables include hidden messages, lessons, or morals, to be learned. The animals in his fables act like people. People like his fables because they want to find the lesson or moral at the end. Aesop's fables are very old. Authors have adapted them in many languages for different age groups.**

Read *The Tortoise and the Hare*. As you read, encourage the children to ask questions and to identify unfamiliar vocabulary words for your Star Word Wall.

**Formative Assessment**

After reading, discuss:

- **What told us that the hare was being rude?**
- **What did the tortoise do to get ready for the race?**
- **How did the tortoise show perseverance?**

- How could a “slow motion” reptile like a tortoise win a race against a “fast forward” mammal like a hare?
- What was the reward for winning the race?
- What was the lesson Tin Man and the tortoise learned in these two stories?
- What can we learn from what happened in these stories?

Add *perseverance*, and other identified vocabulary words, to your Star Word Wall.

2

Story Element Cards

Indicate *The Tortoise and the Hare* and lead the children to summarize the story. Read the story with the children, pausing to review vocabulary words.

Review each Story Element Card as you place it in the pocket chart.

Explain: **Today we will use these cards in a different way. I will make a statement and you decide which story element was named.**

Say: **Outside. Which Story Element Card does this answer?** (setting)

Materials

- Story Element Cards (pictured)
- The Tortoise and the Hare*
- Pocket chart

Reading: Literature

RL.K.2 Retell familiar stories

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

Speaking & Listening

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



Formative Assessment

The children discuss their responses to the following statements with their neighbors. A volunteer gives the response and removes the Story Element Card from the pocket chart. If the children have difficulty responding, ask: **What strategy could we use to find the answer?** (We can reread specific parts of the story.)

 <p>Who are the main characters?</p>	<p>The tortoise and the hare</p>
 <p>Make a text-to-text connection.</p>	<p><i>The Tortoise and the Hare</i> is similar to <i>The Big Hit</i> because the tortoise did not give up.</p>
 <p>What happened at the end?</p>	<p>The tortoise won the race and the hare lost.</p>
 <p>What is the story's conflict or problem? How was it solved?</p>	<p>The hare was fast, and the tortoise was slow. The hare was too confident, and kept stopping along the way.</p>



Name 3 events from the story.

The hare was rude to the tortoise. The hare bolted ahead. The tortoise kept walking.



What is the main idea of this story?

Always stick to what you are doing, and you will be a winner.



Summarize the story.

Tell what happened in the story in your own words.



Make a text-to-self connection.

This story might remind you of when you were learning to ride your bike, and you didn't give up.



Make a text-to-world connection.

It makes you think of Martin Luther King, Jr. and other heroes who never quit trying to make the world a better place.

If necessary, have an assistant or volunteer explain terms to ELL children and allow them to point to the correct Story Element Cards to demonstrate understanding.

ELL

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Computer

Practice

- *Learn to Read*: Row 8, All Activities

Activity

The children use the color key to complete the "Color by Word" worksheet.

Materials

- Week 25 "Color by Word" worksheet for each child

3

Introduce *I Can Do It* and High Frequency Words: *something* and *too*

Indicate *I Can Do It* and discuss the cover illustrations. Indicate the author's name and explain that Margaret Hillert is another author who also *adapted* the same Aesop fable about perseverance.

Say: **This is a book you can read for yourselves if you 'stick to it.' First listen for words you have not yet learned as I read the story.**

Read *I Can Do It* then distribute a copy to each child.

Discuss strategies children might use for words they do not know, such as:

- Use their invisible rubber bands to sound out words.
- Ask their neighbors for help.
- Look at the illustrations for clues.

The children find areas in the classroom in which to read independently. If children need assistance, partner them with advanced readers.

Gather the children in groups of 3 or 4 and instruct them to look for new words as you reread the story. After reading each page, ask if there were any new words. As children respond, write the words on chart paper. Continue until all of the words have been listed:

eat	fun	funny	guess	how
jump	make	my	now	work
oh	pretty	yes	run	three
too	two	walk	way	where
something				

Materials

- I Can Do It* by Margaret Hillert
for each child
- Starfall Dictionaries*
- Chart paper
- Pencils

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

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

Fluency

FL.6c Read grade-level text with expression

Reading: Foundational Skills

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



Formative Assessment

Distribute *Starfall Dictionaries*. The children locate the word, *something* and add it to their *Starfall Dictionaries*. Repeat for *too*.

Writing

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

Magic Writing Moment**Illustrate Class Favorite Book**

Say: **Today we will illustrate our class favorite book on the back of your *This Bright Star Awards*.**

The children do this, while others finish copying the sentence from Day 3, if necessary, before they illustrate.

As children are working, write your name and date on the back of each child's award, or use Backpack Bear's Paw print stamp.

Materials

- Each child's *This Bright Star Award*
- Chart paper Day 3
- Pencils, crayons

Phonological Awareness Warm-Up**Identify/Discriminate Short Vowel Words**

Say: **Let's help Backpack Bear practice listening for the middle sounds in words. Raise your hand if you can tell us the middle sound of the word I say.** Use *did*, *mop*, and *rib* as examples. Continue with the following pausing after each for the children to respond.

bit	let	rip	red	sit
lid	lap	wig	zip	tap
dot	fit	log	lip	job
bib	set	lit	tip	leg

Materials

- None

Reading:**Foundational Skills**

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

1

Introduce High Frequency Words:
many, over, saw, under

Distribute *Reading & Writing Books* and the children turn to page 41. The children complete Activity #1 together using the color key as you review the high frequency words. They partner to complete Activity 2, then illustrate their favorite sentences in the space provided.

Distribute *Starfall Dictionaries*.

Write the following sentences on the board. The children identify the new high frequency words in the sentences and volunteers circle them. After the high frequency words have been identified, the children write them in their dictionaries. Continue until *under*, *many*, *over*, and *saw* have been entered.

Materials

- Reading & Writing Books*, p. 41
- Starfall Dictionaries*
- Pencils, crayons

Reading:**Foundational Skills**

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

- The bat is *under* the box.
- I see *many* pets.
- The ball went *over* the log.
- I *saw* something run by me!



Formative Assessment

Partner the children to play “I Spy” to find the new high frequency words, *under*, *many*, *over*, and *saw* in their dictionaries.

2

Persuasive Writing

Indicate *Backpack Bear’s Reptiles, Amphibians, & Fish Book*. Say: **Listen as we read Backpack Bear’s book about reptiles. When you hear the name of a reptile, raise your hand.**

As children identify reptiles, place the Word Cards in the pocket chart. Review the reptile names and ask: **Did you notice that each of these reptile names begins with a different beginning sound?**

Materials

- Backpack Bear’s Reptiles, Amphibians, & Fish Book
- Word Cards lizard, snake, alligator, crocodile, turtle
- Starfall Writing Journals
- Starfall Dictionaries
- Star Writer Melodies
- Pencil, crayons
- Pocket chart

Vocabulary

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

Reading: Foundational Skills

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

Science

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

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

Writing

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



Formative Assessment

Explain: **Today you will choose your favorite reptile and write about why it is your favorite. This is called persuasive writing. You will try to persuade or convince us that the reptile you chose is the best reptile by telling us why it is your favorite.**

Remind the children to refer to the Word Cards in the pocket chart each time they need to write the names of their reptiles.

Say: **We will begin our writings today and you will have time later to finish them.**

The children write about their favorite reptiles in their writing journals.

Computer

- *I’m Reading*: Fiction and Nonfiction, “I Can Do It”

Practice

Activity

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

Materials

- Short-i and Short-e Word Cards
- “Starfall Speedway”

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Writing

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

Complete and Share Persuasive Writings

The children complete their favorite reptile writings and illustrations. As you provide adult writing, encourage them to add factual details.



Formative Assessment

The children partner as they finish to share their writings. When all are finished, provide time to share the persuasive writings with the class.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book
- Word Cards lizard, snake, alligator, crocodile, turtle
- Starfall Writing Journals
- Star Writer Melodies
- Starfall Dictionaries
- Pencil, crayons
- Pocket chart
- Optional:** Author's Chair

Magic Writing Moment**Share *This Bright Star Award* Illustrations**

The children share their *This Bright Star Award* illustrations and writings with each other.

If time allows, they partner to read their books.

Materials

- Each child's *This Bright Star Award*
- Graphed favorite classroom book for each child

Writing

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

Speaking & Listening

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

Science

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

Reading: Foundational Skills

RF.K.2A Recognize and produce rhyming words

Phonological Awareness Warm-Up**Rhyming**

Play *Sing-Along Volume 2*, Track 43, "The Little Turtle" and the children recite the poem.

Ask: **Is a turtle a reptile?** Recall the characteristics of reptiles.

- Repeat the poem and the children chant one line at a time after you, in unison.
- Omit the last word in the fourth line of each stanza and the children supply the words.

Ask: **Why was it easy to know which words I left out?** (The words rhyme.)

Repeat the poem with the children, adding actions.

Materials

- Sing-Along Volume 2*
Track 43, "The Little Turtle"

"The Little Turtle"

There was a little turtle.

He lived in a box.

He swam in a puddle.

He climbed on the rocks.

He snapped at a mosquito.

He snapped at a flea.

He snapped at a minnow.

And he snapped at me.

He caught the mosquito.

He caught the flea.

He caught the minnow.

But he didn't catch me.

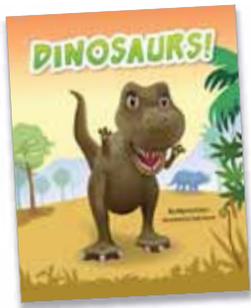
Reading:
Informational Text

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

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

Vocabulary

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

**Introduce *Dinosaurs***

Say: **Reptiles have lived on Earth for over 300 million years! Some reptiles called dinosaurs lived in prehistoric times, which means before books or pictures or even people existed. What do you know about dinosaurs?** (Discuss)

Say: **Like reptiles living today, dinosaurs had backbones and scaly skin. They laid eggs and were cold-blooded. Do you think a dinosaur would fit in our classroom? Why/Why not?**

Continue: **Let's do an experiment to find out.**

Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other side or run out of space. Discuss potential problems that could arise from having a dinosaur visit the classroom.

Indicate the book *Dinosaurs*. Explain: **This is a nonfiction book about dinosaurs. The author is Brandi Chase and the illustrator is Dale Beisel.**

Continue: **We learned dinosaurs are very long. Let's listen to learn more about dinosaurs.** Read *Dinosaurs*, stopping at appropriate pages to discuss.

**Formative Assessment**

Partner the children to play "True or Not True." Say: **Let's discuss what we have learned about dinosaurs.**

Read the following statements. The partners discuss then raise their hands to share answers.

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists have found fossils of dinosaur bones.** (true)
- **A carnivore dinosaur eats meat.** (true)
- **An asteroid is a big rock that circles the sun.** (true)
- **Some scientists think the moose is a dinosaur's cousin.** (not true)

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase |
| <input type="checkbox"/> | Forty feet of rope or yarn |
| <input type="checkbox"/> | Optional: <i>Dinosaurs</i> Read |
| | Aloud CD |

Computer

1

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

Draw and Label

2

The children illustrate reptiles including the environment in which they live, and label their illustrations. Provide *Backpack Bear's Reptiles, Amphibians, & Fish Book* and your choice of dinosaur book for reference.

Materials

- Pencils, crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Your choice of book about dinosaurs
- Large sheet of drawing paper for each child

Short-I Puzzles

3

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

Materials

- Pencils
- Writing paper
- Short-I Puzzles

Sequence *The Big Hit*

4

The children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in a pocket chart.

Materials

- The Big Hit*
- Pocket chart
- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Media Literacy

ML.10 Use technology resources to support learning

Writing

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

W.8c Draw and label

Reading:

Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Speaking & Listening

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

Science

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

End of Week Review

Say: **We have learned about three animal groups with backbones. Who can name them and indicate them on our Vertebrates Poster?** (Volunteers do this.)

Continue: **This week we have learned the characteristics of reptiles. Let's review them.**

Review the characteristics of reptiles:

- Tough, scaly skin
- Breathe air with lungs
- Cold-blooded
- Most have four legs and clawed feet (except snakes)
- Have backbones
- Most live on land, some live in the water
- Most hatch from eggs with soft shells

Indicate *Backpack Bear's Reptiles, Amphibians, & Fish Book*, *The Tortoise and the Hare* by Janet Stevens and *Dinosaurs* by Brandi Chase.

Say: **Here are three books we have read this week. Which book is your favorite?** The children vote for their favorite book of the week. Divide them into three groups based on their votes.

Give each group its respective book and explain: **Your group will discuss why you liked the book you chose best. Then you will explain your reasons for choosing this book to the class.**

**Formative Assessment**

The groups discuss the reasons for their choices and form panels to share responses with the other groups.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase |
| <input type="checkbox"/> | <i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> |
| <input type="checkbox"/> | Vertebrates (Animals with Backbones) Poster |
| <input type="checkbox"/> | <i>The Tortoise and the Hare</i> by Janet Stevens |

Week 26 Overview

Fish

This week, the children continue their discussion of *perseverance*, and the importance of “sticking to it” (persevering) in order to get things done. They reference *Backpack Bear’s Reptiles, Amphibians, & Fish Book*, and the delightful fictional story, *Swimmy*, as they learn about the fish animal group. They also learn about fishing, celebrate “Beach Day,” and have a “Kindergarten Book Club” meeting. This week we will:

- learn the *wh /hw/* digraph.
- meet the *-ing* and *-ick* word families.
- become “editing detectives.”

Recommended Literature

Swimmy — **Leo Lionni** (1910 - 1999) was an author and artist who loved to draw and write about the small animals he so often found in nature. As a child, he built elaborate terrariums and aquariums in his room. These became little homes for the frogs, mice, turtles, snails, fish, and butterflies he collected. When he went out for a walk, he gathered sand, moss, pebbles, stones, shells, and insects for their homes.

Leo Lionni had three tables. One was for drawing, painting, and paper collages. His stories came to life as art projects. Instead of words, he was always thinking of how to tell a story with pictures. The second table was for a different kind of storytelling, where he made sculptures. The third table was for his favorite collections.

Lionni was born in Holland and started drawing on his ninth birthday. He lived and worked in Italy as well as Philadelphia, Pennsylvania, and New York City.

Starfall Books & Other Media

ABC Rhyme Book

At the Beach by Margaret Hillert

Backpack Bear’s Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Fish and Me

Short-I Puzzle

Sing-Along Volume 1

Star Writer Melodies

The Big Hit

Tin Man Sits

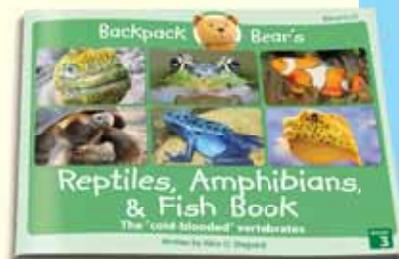
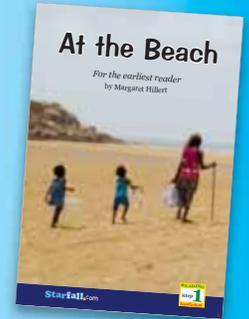
Vertebrates (Animals with Backbones) Poster

Starfall Writing Journals

Starfall Dictionaries

Reading & Writing Books

What an Adventure! Chapter Books



Preparation

Generate Vocabulary Cards for Week 26. You will use *adventure*, *gills*, *cartilage*, and *schools* on Day 1 and *island* on Day 4. Prepare *Fish and Me* and *Tin Man Sits* for use on Days 2 and 3. Consider bringing real fishing gear (especially a bobber, a rod and a net) to show the children for Day 3, Session 2. Other items might include a tackle box and bait!

Day 5 is “Beach Day.” If you haven’t already done so, early in the week send a note home requesting that children bring beach towels, flippers, snorkels, tubes, etc. for Session 1. You may also consider having them bring beach towels and/or beach chairs for Session 2.

Day One

For today’s Session 2, you will need blank Vocabulary Cards. The children will be asked to choose their own vocabulary to add to the Star Word Wall.

Day Two

Prepare *Fish and Me* for use in today’s Session 1.

Prior to Session 2, generate fish words: *scales**, *lungs**, *tail**, *school**, *schools**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *swim*, *swims*, *top*, *gills*, *fish*, *kicks* on heavy stock paper and cut them apart. Note words with asterisks(*) and manually add them to the Word Cards.

Prior to Activity Time, review *Swimmy*. Remind children the little fish swam in the form of a large fish to trick the tuna. Explain that they will make a poster of a fish similar to the one in the story.

Choose high frequency words you would like your children to review, and duplicate several fish patterns. The children will each cut out a fish and write one high frequency word on each one.

After computer/activity rotations are complete, mount the children’s fish on a large fish-shaped poster paper or bulletin board (as in *Swimmy*). Make a black fish for the eye. You might title the poster *We Work Together to Become Good Readers*, or *We Learn to Read as a Team*.

Day Three

Use the Graph Generator to prepare a graph for each child for today’s Session 2. The following words will be graphed: *and*, *did*, *dips*, *fish*, *plan*, *that*, *will*, *sits*, *get*, and *has*. Prepare *Tin Man Sits* for use in today’s Session 2.

Generate a Week 26 “Word Search” worksheet for each child for today’s Activity.

Day Four

Remind children that tomorrow is "Beach Day," and review items they may bring to school, such as beach towels, visors/hats, flip-flops, sand castle toys, flippers, snorkels, fishing poles, and floats. (no swim suits) Have a few additional items available for children who forget to bring their own.

For Session 1 you will need High Frequency Word Cards: *ask, asks, because, could, find, from, gives, many, of, over, puts, saw, should, some, something, than, that, them, then, there, they, this, were, what, works, and would.*

Prior to Session 2 prepare index cards with the following words: *adventure, shed, junk yard, fixes, opened, picked, chat, things, making, and it's.*

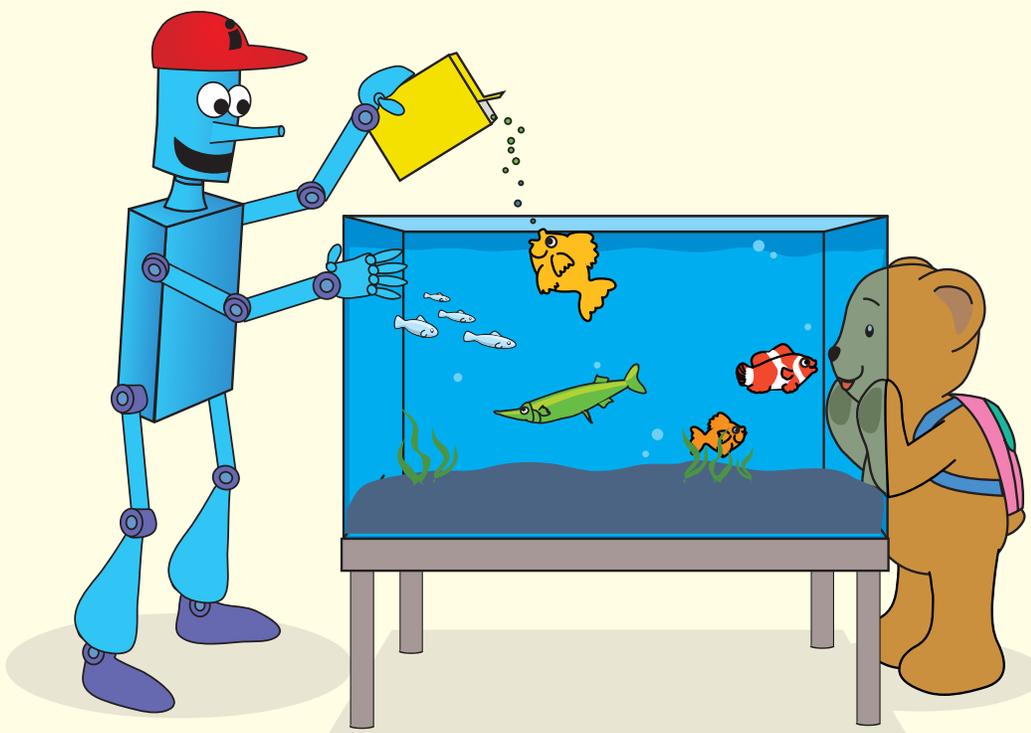
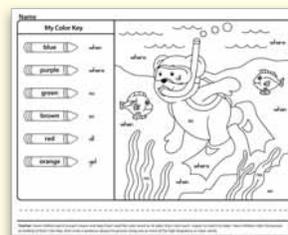
Choose 15-20 high frequency words that most need review, and create two matching sets of High Frequency Word Cards for today's Activity.

For Session 3, you will need a world map and copies of *At the Beach* for each child.

Day Five

Generate a Week 26 "Color by Word" worksheet for each child, using high frequency words you wish to review.

Optional: The children will use their beach towels and chairs in Session 2.



Day 1

I can't wait to learn about the next animal group. I wonder which one it will be?

Love,

Backpack Bear 

Day 2

It was so much fun learning about fish! They are very different from my animal group.

Your friend,

Backpack Bear 

Day 3

I am so excited that I am learning to read! I loved Fish and Me. Did you know that I can swim, too?

Your pal,

Backpack Bear 

Day 4

I want to go fishing someday. Does anyone have a fishing rod I could borrow?

Love,

Backpack Bear 

Day 5

I love going to the beach! Mox, Zac, Peg and I heard that Tin Man finally caught that fish!

Your friend,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment	Class adventure story	Plan class adventure
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 42 Review di-graphs /th/, /sh/, /ch/ Introduce digraph <i>wh</i> /hw/ Comprehension Skills: Compare/Contrast Classify/Categorize Story Details Comprehension Strategy: Ask Questions Vocabulary: adventure	R&W p. 43 Word families <i>-ing, -ick</i> <i>Fish and Me</i> Long-i Comprehension Skills: Compare/Contrast Classify/Categorize Decode words
Computer	<i>ABC Rhymes: Ch, Th, Sh</i> <i>Backpack Bear's Books: Concepts, "I-Machine"</i>	<i>Short Vowel Pals: "Fish and Me"</i> <i>It's Fun to Read: "All About Me"</i> <i>Learn to Read: Row 8, "Sky Ride"</i> Play and Book Columns
Activity	"Starfall Speedway" Short-a Short-e, and Short-i words	Write HF words on fish patterns and decorate
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> <i>ABC Rhyme Book</i> <i>Swimmy</i> Vertebrates (Animals <u>with</u> Backbones) Poster "Wh Whistle Rhyme" "Letter March Song Wh" Vocabulary: gills, cartilage, schools	<i>Swimmy</i> "Head, Shoulders, Knees, and Toes" <i>Fish and Me</i> Story Words
Writing		
Science	Introduce Fish	Compare and contrast fish and humans

DAY Three

DAY Four

DAY Five

Plan class adventure	Add details to class adventure	Add details to class adventure
<p>R&W p. 44</p> <p>Phoneme substitution of final sound</p>  <p><i>Tin Man Sits</i> Backpack Bear's Writing Rubrics Editing; Quotation Marks Graphing HF Words: no, so, when, where</p> <p>Comprehension Strategies: Open Discussion Predict/Verify Make Connections</p>	<p>R&W p. 45</p> <p>Phoneme addition and substitution</p>  <p>Comprehension Skill: Story Details (problem/solution)</p> <p>Comprehension Strategies: Ask Questions Open Discussion</p> <p><i>Tin Man Sits</i> <i>What an Adventure!</i> Chapter Books</p>	<p>R&W p. 46</p> <p>Blending</p> <p><i>Tin Man Sits Fish and Me</i></p> <p>Comprehension Strategies: Summarize Open Discussion</p> <p>Starfall Free Day 1</p> <p>"Color by Word" 2</p>
<p><i>Learn to Read:</i> Row 10, "Lonely Vowel" Video</p> <p><i>Backpack Bear's Books:</i> Concepts, "I-Machine", "O-Machine"</p>	<p><i>Short Vowel Pals:</i> "Fish and Me," "Tin Man Sits"</p> <p>ABCs: Oo, Uu, Yy, Ww</p>	<p>R&W p. 46 Short-i Puzzle 3</p>
<p>"Word Search"</p>	<p>"Go Fish" HF Words</p>	<p>Sequence <i>The Big Hit</i> 4</p>
	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> <i>At the Beach</i></p> <p>Vocabulary: island <i>Star Writer Melodies</i></p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>What an Adventure!</i> Chapter Books "Beach Day" Presentations</p>
<p>Edit for quotation marks</p>		

Language

L.K.1.D Understand and use question words

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

Writing

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

**Reading:
Foundational Skills**

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

Magic Writing Moment**Introduce Class Adventure Story**

Explain: **This week we will plan a pretend class adventure.** (Indicate the Vocabulary Card *adventure*.) **Raise your hand if you know what an adventure is.**

Discuss the meaning of *adventure* as an exciting or unusual experience.

Write the question words *What?* and *Where?* in different colors in a column on the left side of the chart paper as you introduce them. The children discuss answers to each question as they will relate to their pretend adventure, in small groups or as partners.

- **What? What kind of adventure should it be?**
- **Where? Where will this adventure take place?**

Discuss the children's ideas and help them agree on a pretend adventure and where it will take place. Write their choices in an answer column to the right of the words *What?* and *Where?* on the chart paper.

Materials

- Vocabulary Card *adventure*
- Chart paper
- Markers

Save the chart paper for use on Day 2.

Phonological Awareness Warm-Up**Review Digraphs: /th/, /sh/, /ch/**

Place the Letter Cards *th*, *sh*, and *ch* across the top row of a pocket chart to create three columns.

Recall the /th/, /sh/, and /ch/ digraph sounds.

Place the Picture Cards for /th/, /sh/, and /ch/ words face down in random order in the pocket chart.

Volunteers take turns to reveal the Picture Cards, identify them, then place them below their corresponding Letter Cards.

Materials

- Picture Cards *cheese, chair, chick, chip, sheep, shell, ship, shop, thermometer, thorn, three, thumb*
- Letter Cards *ch, sh, th*
- Pocket chart

1

Introduce Fish

Indicate the Vertebrates (Animals with Backbones) Poster. Review the mammal, bird and reptile animal groups, and each group's distinguishing characteristics. Say:

We have learned about mammals, birds and reptiles. Which animal group do you think we will learn about next? (fish) What is a unique characteristic of fish, a characteristic that no other animal group has?

Volunteers respond. **Where might we look to check our answers?**

Yes, we can look in Backpack Bear's Reptiles, Amphibians, & Fish Book.

Continue: **Listen for the characteristic that distinguishes fish from other animals as I read some of Backpack Bear's Reptiles, Amphibians, & Fish Book.**

Read pages 37- 43.

Ask: **What characteristic distinguishes a fish from other animals?** (They breathe underwater through gills.)

Say: **I heard three words that would make good vocabulary words.**

Indicate and explain:

gills	Fish live underwater, but they still breathe air. Their bodies have something called <i>gills</i> . <i>Gills</i> help fish breathe underwater. People do not have gills because they are mammals. We have lungs to breathe air. We cannot breathe underwater.
cartilage	strong but flexible bone-like material found in some parts of the body like your nose and ears
schools	Groups of the same kind of fish that swim together are called <i>schools</i> . The word <i>schools</i> is also a homonym. What other kinds of <i>schools</i> are there?

Say: **Fish are cold-blooded. Who remembers what it means to be cold-blooded?**

(If the children are unable to answer, ask how they can find this information, and briefly review what it means to be cold-blooded.) **Yes, fish swim close to the water's surface to warm their bodies. When they want to cool down, they dive down deep into the water. Why do you think fish are warmer near the surface of the water?** (They feel the heat from the sun.) **Why is it cold in the deep part of the water?** (It is farther from the warmth of the sun.)



Formative Assessment

Reread pages 37- 43 and instruct the children to listen for characteristics that fish share with other animal groups.

- Sharks have live births like mammals, but they do not feed their young milk from their bodies.
- Reptiles have scales but they are tough scales. Fish scales are wet.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Cards *gills*, *cartilage*, *schools*

Reading: Informational Text

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

Language

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

Vocabulary

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

Science

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

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

- Mammals, birds, and reptiles have backbones.
- All animal groups must be aware of predators.

Ask: **What makes the fish animal group different from all of the others?**

(They breathe air in the water using gills, and they are the only animals that live their entire lives in water.)

Indicate the pages in the book as you introduce the body parts and vocabulary words. ELL

2

Introduce *Swimmy*

Say: **Let's review the main ideas of *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.** Discuss the similarities among the stories. (They all share *perseverance* as a theme.) The children decide which two stories have the same characters, setting, and similar events.

Ask: **How is *The Big Hit* different from the other stories? How is it the same? Where does it take place?**

Indicate *Swimmy* and discuss the title, author, illustrator, and Caldecott Medal.

Say: **This story is similar to the other stories even though it is about fish. Listen to hear how *Swimmy* is like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.**

Read *Swimmy* without stopping to discuss. Partner the children to discuss the following:

- How is this story like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*?
- What tells us *Swimmy* did not give up?
- What might have happened if *Swimmy* hadn't come up with a plan to make a giant fish?

Say: **Listen as I read this story again. If there is a word you do not understand, raise your hand.** After you read the story again, the children ask questions and choose words that would make good vocabulary words for the Star Word Wall.

Materials	
<input type="checkbox"/>	Story Element Cards: <i>What is the setting for this story?</i>
	<i>Why is it important?</i>
	<i>Who are the main characters?</i>
	<i>Name three events from the story. What happened at the end? What is the conflict or problem? How was it solved?</i>
<input type="checkbox"/>	<i>Swimmy</i> by Leo Lionni
<input type="checkbox"/>	Blank Vocabulary Cards

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

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.9 Compare and contrast experiences of story characters



Formative Assessment

Briefly discuss the children's favorite parts of *Swimmy*. Divide the children into groups of two or three and distribute a Story Element Card to each group. The children discuss their cards in relation to the text then report their answers to the group.

If possible, have ELL children work with an assistant or volunteer who can remind them of the story elements and guide them to show their understanding of them. Accept shortened answers if English is limited, and encourage the children to attempt what they can. ELL

Computer

- *ABC Rhymes*: Ch, Th, Sh
- *Backpack Bear's Books*: Concepts, "I-Machine"

Practice

Activity

The children read short vowel words to advance on the Starfall Speedway.

Materials

- Short-I, Short-E, Short-A Word Cards
- "Starfall Speedway"

3

Introduce *wh* /*hw*/ Digraph

Step One **Read the Rhyme, p. 63**

Indicate the *whistle* Picture Card and read the rhyme on page 63 of the *ABC Rhyme Book*.

Step Two **Identify the sound in Initial Position**

Say: **The word *whistle* begins with the /hw/ sound. Watch my mouth, /hw/. You say, /hw/. Listen for the /hw/ sound in *whistle*.** Repeat the rhyme, then the children say it with you.

Step Three **Discriminate the Sound in the Initial Position**

The children indicate whether they hear /hw/ at the beginning of the following words:

when

lips

whimper

what

where

Step Four **"The Letter March" with ASL *Ww* + *Hh* sign /*Hw*/**

The children sing "The Letter March" with the ASL sign for *Ww* + *Hh* and the /hw/ sound.

Step Five **Connect Sound to Spelling**

Write *wat* on the board. Say: **I am trying to write the word *what*. Who can help us make the /hw/ sound?** Superhero *h* swoops in and explains that he will rescue these words by joining *w* to make a brand new sound, /hw/. Give Superhero *h* to a volunteer.

The volunteer taps the *w* with Superhero *h* and says, "Move over, please!" You, or the volunteer, add the *h* after the *w* in the word. The class reads the new word, *what*. Repeat for *when* and *whale*.

Explain that /hw/ does not occur at the end of words.



Formative Assessment

Distribute the *Reading & Writing Books* and the children turn to page 42. Complete the page together with the children as you have similar pages.

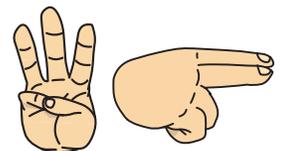
Materials

- Reading & Writing Books*, p. 42
- Sound-Spelling Wall Card: *whistle*
- Picture Card: *whistle*
- Superhero *h* puppet
- ABC Rhyme Book*
- Pencils, crayons

Wh Whistle

When I try to whistle with my lips
The whistle I blow only
whimpers and slips.

So I use a whistle, shiny and bright—
When I blow into it
the sound comes out right.



Media Literacy

ML.10 Use technology resources to support learning

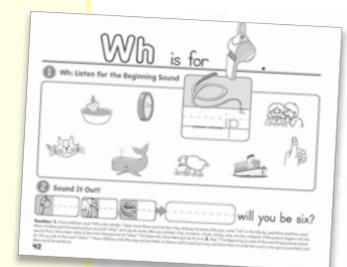
Reading: Foundational Skills

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

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

Reading: Foundational Skills

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



Language

L.K.1.D Understand and use question words

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

Writing

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

Magic Writing Moment**Materials**

- Chart paper from Day 1
- Markers

Plan Class Adventure

Say: **Yesterday we decided on a pretend adventure for our class.** Review the *What?* and *Where?* responses from Day 1.

Continue: **We know what the adventure will be and where it will take place. Now let's decide when the adventure will take place, who will be going and who we might see.** Add *When?* and *Who?* to the chart.

The children meet in small groups or with partners to discuss answers to these questions.

Volunteers offer their ideas. Help the children agree when the pretend adventure will take place, who will go, and who they might see. Write the decisions on the chart paper.

Save the chart paper for use on Day 3.

Phonics Warm-Up**Materials**

- Classroom computer

Long Vowel I

Navigate a classroom computer to *Learn to Read*: Row 8.

The children assist in navigating through the "Make a Word" activity. Ask children what they notice about all of the words created. (They all end with a silent e.)

Navigate to the story "Sky Ride." Ask the children what they notice about the word *sky*. Discuss how *y* stands for the long-i sound in this word.

Remind the children that all words must have a vowel, therefore *y* is a vowel in the word *sky*.

The children read along with the story. Discuss the use of long-i and the contraction, *let's*.

1

Introduce *Fish and Me*

Indicate *Fish and Me*, discussing the title and cover illustration. Explain: **This is a nonfiction story that compares and contrasts fish and humans.** Point to the words fish and humans on the board.

Materials

- Fish and Me*
- Column headings *fish* and *humans* written on a whiteboard

Science

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

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



Formative Assessment

Say: **You will help organize the information from the story on the board.** As you read each page, the children determine which facts belong under each category.

Page 1: "The fish can swim. She can swim too. She can swim fast."

Ask: **What can fish do?** (swim)

Write *swim* under fish.

Ask: **What can she do?** (swim)

Write *swim* under humans.

Page 2: "The fish has fins. He has hands. He flips his hands."

Ask: **What do fish have?** (fins)

Write *fins* under fish.

Ask: **What does he have?** (hands)

Write *hands* under humans.

Continue as above for the remaining pages, then review and discuss the resulting lists.

Divide the class into two groups. One group will be fish, and one group will be humans. Reread *Fish and Me* and each group dramatizes its respective part.

Prior to Session 2 and Activity Time, review **Swimmy**. Recall how the little fish swam in a school, in the form of a large fish, in order to trick the tuna.

**Reading:
Foundational Skills**

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

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

Language

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

Fish and Me Story Words

Distribute *Fish and Me* books and the children follow the text as you read.

Explain: **This story uses three kinds of words, high frequency words you have learned, words that are decodable, and vocabulary words. Let's organize the words into three columns.**

Distribute the High Frequency Word Cards.

- The children read their cards in turn, and place them in the first column of the pocket chart.
- Review the list.

Distribute the Story Word Cards and explain that these words are decodable.

- The children place their cards in turn, in the middle column of the chart.
- They work together to decode the words. Explain that some words have more than one beginning or ending sound. Demonstrate how to blend those sounds together.
- Review the list.

Display Fish Vocabulary Cards and explain that these words have decoding rules the children haven't yet learned.

- Read the Word Cards.
- Discuss the meanings of the words, and place them in the third column.
- Review the list.



Formative Assessment

Reread *Fish and Me* as a group. Partner the children to read the book again, pairing stronger readers with those who struggle.

Choose partners for ELL children who will offer them time to read in turn. Partners should be patient and encouraging.

ELL

Materials

- High Frequency Word Cards:
a, at, can, gets, has, he, her, his, in, on, she, the, this, too, we
- Story Word Cards: *skin, fast, wet, fins, hands, flips, legs, top, gills, fish, kicks, swim, swims*
- Fish Vocabulary Cards: *scales, lungs, tail, school, schools*
- Fish and Me* for the teacher and each child
- Pocket Chart

Computer

Practice

- *Vowel Pals*: "Fish and Me"
- *Learn to Read*: Row 8 "Sky Ride" Play and Book Columns

Activity

The children choose several high frequency words, write them on fish patterns, then decorate them.

Materials

- High Frequency Word Cards for words needing review
- Several fish patterns for each child
- Swimmy* by Leo Lionni
- Pencils, crayons

3

Word Families *-ing* and *-ick*

Ask: **Who remembers what a word family is?** Volunteers respond. **Yes, word families are words that have the same middle and ending sounds.** Recall the *-it*, *-in* and *-ig* families and the children identify words that belong to each family.

Say: **Today let's discuss two new word families.**

- Write the headings *-ing Word Family* and *-ick Word Family* on the board and read each heading.
- The children identify words that belong to the *-ing* family, such as *sing*.
- Write responses in a column under the *-ing Word Family* heading. Accept nonsense words.

Repeat for the *-ick Word Family*, using *pick* as an example.



Formative Assessment

Distribute *Reading & Writing Books*, and the children turn to page 43. Complete the page together as you have similar pages.

Allow time for ELL children to repeat the word family headings and words offered. Say the words and the children identify them. Orally use the words in sentences and ELL children repeat the sentences.

ELL

Reading: Foundational Skills

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

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

RF.K.4 Read texts with understanding

Media Literacy

ML.10 Use technology resources to support learning

Writing

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

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

Writing

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

Language

L.K.1.D Understand and use question words

Speaking & Listening

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

Reading: Foundational Skills

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

Magic Writing Moment**Plan Class Adventure**

Indicate the chart paper from Day 2 and say:

Let's look at what we already know about our pretend adventure.

We know what our adventure will be and where it will take place.

Review responses to *What?* and *Where?*

Continue: **We also know when the adventure will take place, who will be going and who we might see.** Review responses to *When?* and *Who?*

Add *How?* and *Why?* and say: **Today we will decide how and why we will go on this adventure.**

The children meet in small groups or with partners to discuss answers. Volunteers share responses and the children agree how they will get to the pretend adventure and why they should go. Add their decisions to the chart.

Materials

- Chart paper from Day 2
- Markers

Save the chart paper for use on Day 4.

Phonological Awareness Warm-Up**Phoneme Substitution of Final Sounds**

Say: **Let's practice making new short-i words by substituting ending sounds.** Emphasize the ending sound as you say pig. The children say, *pig*.

Ask: **What new word will we make if the /g/ at the end is changed to /l/.** (*pill*)
Let's try some more.

Repeat with:

pick /k/	picks /ks/	pit /t/	pin /n/
----------	------------	---------	---------

Change *sit* to:

six /ks/	sick /k/	sip /p/	sis /s/
----------	----------	---------	---------

Change *fin* to:

fig /g/	fib /b/	fill /l/	fix /ks/	fit /t/
---------	---------	----------	----------	---------

Change *him* to:

hid /d/	his /s/	hill /l/	hit /t/	hip /p/
---------	---------	----------	---------	---------

Materials

- None

1

Introduce High Frequency Words:

no, so, when, where

Say: **Today let's learn some new high frequency words.** Introduce *when* and *where* pointing out that both of these words begin like *what*.

Remind the children that *wh* stands for the /hw/ sound. The children write *what* on their whiteboards and read it. They erase *a* and *t*, and add *e* and *n* to form the new word *when*.

On the board, write:

- *When* did you come to school?
- I do not know *when* to go.
- *When* will it be Monday?
- I can go *when* you tell me to go.

Read the sentences and volunteers circle *when* in each sentence.

Write *there* on the board and read the word. The children copy *there* on their whiteboards. They erase *th*, replace it with *wh*, and read the new word *where*.

On the board, write:

- *Where* are you?
- *Where* do you want to go?
- I can see *where* it is.

Read the sentences and volunteers circle *where* in each sentence.

To introduce the high frequency words *no* and *so*, navigate to *Learn to Read*: Row 10, "Lonely Vowel" and view the video.



Formative Assessment

Review the high frequency words *be, me, we, he, and she*. The children identify the other lonely vowel (o) from the video, and write the high frequency word *go* on their whiteboards. They change *g* to *s* to form *so*, then read the word. Repeat for *n* and *no*.

Model entering *when, where, so, and no* in your *Starfall Dictionary* and the children enter the new high frequency words in their dictionaries.

Materials

- Individual whiteboards, markers
- Classroom whiteboard, markers
- Starfall Dictionaries*
- Classroom computer
- Pencils

Reading: Foundational Skills

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

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

Media Literacy

ML.10 Use technology resources to support learning

Allow ELL children to review the "lonely vowel" often. The visual and music are memorable and will help create connections.

ELL

Literary Response & Analysis

LIT.RA.7d Make text to self connections

LIT.RA.7b Use illustrations and context to make predictions about the text

Reading: Foundational Skills

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

Language

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

**Introduce *Tin Man Sits***

Say: **Raise your hand if you have ever gone fishing.** Volunteers share their prior knowledge about fishing.

Ask: **What do you need to take along with you when you go fishing?**

Indicate *Tin Man Sits* and the children predict what the story is about based on the cover. Discuss how Tin Man might need perseverance to catch fish.

Read the book pausing to discuss the illustrations and events.

When you have finished reading, ask if Tin Man was able to catch the fish. The children share their ideas about what Tin Man might try next.

Explain: **We all come across things that are difficult, or even impossible for us to do, no matter how hard we try.**

- Share such an experience.
- The children discuss whether or not they think Tin Man should keep trying to catch the fish, and why they think as they do. Accept all responses.

Distribute the children's copies of *Tin Man Sits*. Review the book, one page at a time. The children identify high frequency words (*and, will, get, it, has, not*) and discuss punctuation marks (period, quotation marks, exclamation mark, and question mark).

**Formative Assessment**

Distribute graphs, and instruct the children to write their names on them.

Say: **This graph has words and numbers. Indicate the numbers. Let's read them together. Now, look in the first column. Here are some words that are used in *Tin Man Sits*. Let's read them together: *and, did, dips, fish, plan, that, will, sits, get, has*.**

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

Materials

- Tin Man Sits* for the teacher and each child
- Graph page for each child
- Pencils, crayons

If time permits, allow ELL children to express how learning English may have been a difficult task for them.

ELL

Computer

Practice

- *Learn to Read*: Row 10, “Lonely Vowel” Video
- *Backpack Bear’s Books*: Concepts, “I-Machine” and “O-Machine”

Activity

The children locate high frequency words and circle them each time they are found in the “Word Search.”

Materials

- “Word Search” worksheet for each child
- Pencils

3

Capitalization and Punctuation

Distribute writing journals and instruct the children to turn to *Backpack Bear’s Writing Rubrics* on the back cover. Review the five rubrics then explain: **I thought of something that is not included in *Backpack Bear’s Writing Rubrics*.**

- On the board write *Zac said, “I like to run and jump.”*
- Indicate the quotation marks and remind the children that words inside quotation marks are the exact words a person or character said.

Say: **Let’s be editing detectives! I will write a sentence on the board. Use *Backpack Bear’s Writing Rubrics* to check the sentence. If you see something that needs to be changed or edited, raise your hand. Then you can do “adult writing” to the sentence.**

Volunteers do “adult writing” on the board to correct errors.

- the fish is wet
- Fish canswim fast
- tin Man said, No, I can not swim.
- i love fish?



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 44. Emphasize the proper inflection used when asking questions as the children read the sentences and complete the page.

Once the page is completed, the children identify and circle previously learned high frequency words *and, he, said, I, want, to, get, a, the, can, not, and one*. The children underline the decodable words *Tin, Man, sat, fish, and did*.

Volunteers take turns asking questions to practice the correct intonation.

The children work with partners, or in groups of three to look through classroom books for examples of uppercase (capital) letters, quotation marks, and other punctuation.

Reading: Foundational Skills

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

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

Media Literacy

ML.10 Use technology resources to support learning

Language

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

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

Reading: Foundational Skills

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

Language

L.K.5.B Understand frequently used verbs and adjectives

L.K.1.D Understand and use question words

Speaking & Listening

SL.K.4 Provide detail to describe familiar people, places, things, and events

Reading:**Foundational Skills**

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

Magic Writing Moment**Add Class Adventure Details**

Indicate the chart paper from Day 3 and review the responses to the questions.

Say: **Today we will add details, or more information, about our adventure.**

Provide prompts to assist the children in adding details to *What? Where?* and *When?* For instance, volunteers add descriptive words to explain where the adventure will take place. Add the children's suggestions to the chart paper.

Materials

- Chart paper from Day 3
- Markers

Phonological Awareness Warm-Up**Phoneme Addition and Substitution**

Choose volunteers to change or add beginning sounds in the following words to create new words. Ask: **What word will you make if you...**

- **add /b/ to the beginning of Rick?** (brick)
- **change the /s/ in sick to /l/?** (lick)
- **add /s/ to the beginning of lick?** (slick)
- **change the /l/ in lick to /t/?** (tick)
- **add /s/ to the beginning of tick?** (stick)
- **change the /k/ in king to /r/?** (ring)
- **add /b/ to the beginning of ring?** (bring)
- **change the /k/ in king to /w/?** (wing)
- **add /s/ to the beginning of wing?** (swing)

Materials

- None

1

High Frequency Word Review

Distribute *Reading & Writing Books* and the children turn to page 45. Complete the page together with the children as you have similar pages.

**Formative Assessment**

Divide the class into two teams and explain that you will flash a high frequency word to Team 1 and the team will say the word. Then you will flash the next word to Team 2 and they will say the word. Play continues in this manner. Keeping score is optional.

Materials

- High Frequency Word Cards:
ask, asks, because, could, find, from, gives, many, of, over, puts, saw, should, some, something, than, that, them, then, there, they, this, were, what, works, and would
- Reading & Writing Books*, p. 45
- Pencils, crayons

2

What An Adventure! Chapter Book

Tin Man whispers that he has written a chapter book about one of his adventures with Zac and he would like to review some of the words that he used in his story.

Display the index cards face down in a pocket chart.

A volunteer reveals a word. The volunteer chooses a child to read the word. Assist in decoding if necessary. Discuss the word's meaning. Repeat for each word.

Display *What An Adventure!* Read the title, author, and illustrator.

Explain: **Tin Man has three chapters in his book. Why do you think he divided the book into three chapters?** (Discuss)

Read the title of chapter 1, "It's Not Junk." Ask: **What do you think chapter one is about? Why?**

Read chapter 1. Discuss the main topic of chapter one. Compare their predictions to their responses.

Distribute *What An Adventure!* books. Say: **You will find the words Tin Man wrote for us in this chapter.**

Partner the children. Say: **Let's play "I Spy." I will read one of the words from the pocket chart and you find the word in your books. Then you tell us the page number on which you found the word.** Do this for each of the words on index cards.

Read chapter one together chorally.



Formative Assessment

Ask: **Do you think Tin Man has started his adventure yet? What adventure do you think Tin Man and Zac will have? Let's make a list of our ideas.**

Record the children's predictions and responses on chart paper. Save the chart paper for use on Day 5.

Materials

- What An Adventure!* class set
- Prepared Index cards
- Chart paper, marker
- Plush Tin Man
- Pocket chart

Literary Response & Analysis

LIT.RA.7b Use illustrations and context to make predictions about the text

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Computer

- *Short Vowel Pals*: "Fish and Me" and "Tin Man Sits"
- *ABCs*: li, Oo, Uu, Yy, Ww

Activity

The children play "Go Fish" with two sets of High Frequency Word Cards.

Practice

Materials

- 15-20 Sets (2 each)
- High Frequency Word Cards
- (those most needing review)

Reading: Foundational Skills

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

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

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

Media Literacy

ML.10 Use technology resources to support learning

3

Materials

- At the Beach* for the teacher and each child
- Backpack Bear's Reptile, Amphibians & Fish Book*
- Vocabulary Card: *island*
- World map

Introduce *At the Beach*

Look through pages 23-33 of *Backpack Bear's Reptile, Amphibians & Fish Book* and use the photographs to facilitate a class discussion about the environment in which fish live.

Ask: **How many of you have ever gone to the beach? What kinds of things do you enjoy doing at the beach? Do you think Tin Man enjoys the beach? Why or why not?**

Indicate a world map. Say: **Today we will visit a new place in the world that is the setting of our story. It has beaches, too. The story's setting is a country called *Australia*.** (Indicate Australia on the map.) **What do you notice about this country?** (It is surrounded by water.) **Land that is completely surrounded by water is called an *island*. Say, *island*.** (Indicate the northern part of Australia. See p. 30 for the location.) **The story is about a group of people called *Yolngu* who live in *Arnhem Land*. They spend a lot of time at the beach. Let's read to find out what they do there.**

Read *At the Beach*, and ask the following questions:

Why do you think the people are excited to find crabs and other sea animals at the beach?	<i>They want to eat them.</i>
What was the problem on page 26?	<i>litter</i>
What did they do to help solve the problem?	<i>They cleaned it up.</i>
What kinds of things did the people in this story do that you also do at the beach?	<i>Answers will vary.</i>
What tells you that this story is nonfiction?	<i>There are photographs of actual people experiencing the beach and the book includes facts or real information.</i>
Why do you think the author wrote this story?	<i>It helps us learn about another place and a different culture of people.</i>

Read the background information on pages 30-31.

Social Studies

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

Science

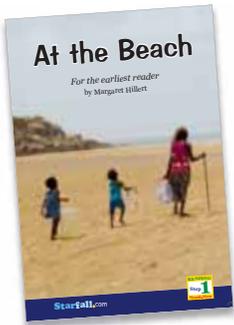
SC.LS.2a Observe and describe similarities and differences of plants and animals

Literary Response & Analysis

LIT.RA.7d Make text to self connections

Reading: Informational Text

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





Formative Assessment

Distribute individual copies of *At the Beach*. Partner the children and say: **You and your partner look through the book and talk about your favorite part. When you finish, you can share your favorite part of the story with the class.**

Explain: **Tomorrow is Beach Day! What kinds of things do you take to the beach?**

Discuss items the children can bring to school tomorrow, such as beach towels, beach hats or visors, flip-flops, flippers, snorkels, sand castle toys, fishing poles, floats, beach balls, etc. (no swim suits!)

Magic Writing Moment

Materials

- Chart paper from Day 4
- Markers

Add Class Adventure Details

Indicate the chart paper from Day 4 and review the questions *What? Where? and When?* Say: **Yesterday we added details to help describe our pretend adventure. Today we will add details to the questions, *Who? How? and Why?***

Provide prompts to assist the children in adding details to these questions and add their responses to the chart paper.

Save the chart paper for use in Week 27. The children will write a shared story about their adventure using the information you have collected this week.

Language

L.K.1.D Understand and use question words

L.K.5.B Understand frequently used verbs and adjectives

Speaking & Listening

SL.K.4 Provide detail to describe familiar people, places, things, and events

Phonological Awareness Warm-Up

Materials

- Picture Cards *bib, chip, dig, fish, fin, hip, lips, lick, pig, rib, rip, ship, sick, six*

Blending

The children sit in a semi-circle with a deck of Picture Cards placed face down in the center.

- A volunteer chooses the top card, making sure no one else sees it.
- The volunteer says the first sound of the pictured word and the children repeat.
- He or she repeats for the second and third sounds.
- The children blend the sounds together and say the word.
- The volunteer shows the Picture Card.

Continue as time allows.

Reading:

Foundational Skills

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

1

Materials

- Backpack Bear, Zac, Peg, Mox, Tin Man
- Additional beach items as needed (beach towels, visor, beach toys, fishing rod)
- Children's beach items

Beach Day Presentations

Say: **Let's invite Backpack Bear, Zac, Peg, Mox, and Tin Man to listen to our "Beach Day" presentations.**

The children use their presentation voices to share their "Beach Day" items. Encourage them to use complete sentences to describe their items, and explain how they would use them at the beach.

Listening & Speaking

LS.9 Apply listening and speaking skills

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

Computer

1

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

"Color by Word"

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

Materials

2

- Pencils, crayons
- Week 26 "Color by Word" worksheet for each child

Reading and Writing Books, page 46 and Short-I Puzzles

The children reference the short-i puzzle box top as they complete the labeling activity on page 46 of their *Reading & Writing Books*.

Materials

3

- Short-I Puzzles
- Pencils, crayons
- Reading & Writing Books*, p. 46

Sequence *The Big Hit*

The children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and Word Cards in order in a pocket chart.

Materials

4

- Pocket chart
- The Big Hit*
- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

Technology

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

Reading: Foundational Skills

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

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Listening & Speaking

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

LS.9 Apply listening and speaking skills

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

What an Adventure! Chapters 2 and 3

Indicate the chart paper from Day 4, Session 2, and review the responses.

Say: **Today we will learn what kind of adventure Tin Man and Zac had. Tin Man and Zac have a clue for you.**

Invite the children to gather their beach towels and chairs, etc. and sit in a semi-circle around the beach items.

Ask: **Do you have any predictions?** (Volunteers respond.)
Let's read to find out what happens.

Indicate *What An Adventure!* Volunteers retell what happened in Chapter 1.

Read page 6. Say: **The text tells us that Tin Man picked out the pin. What does that mean? Picking out a pin means the same thing as pulling it out.**

Read chapters 2 and 3.

Reread pages 11 and 12. Say: **Tin Man says that "when the wind picks up we will go." What does "when the wind picks up" mean?** (discuss)

Read pages 24-25. Say: **The text says that "They got the picks." Does picks mean the same thing as picking out a pin? What does "picks" mean here?** Remind children that the word pick is a homonym.

Compare and contrast the responses from the chart to check whether anyone predicted what would happen.

Partner the children.

Say: **Talk with your partner about what happened on Tin Man and Zac's adventure.**

The children discuss then share their responses with the class.



Formative Assessment

Distribute *What An Adventure!* to the partners and they read chapters 1 and 2. They raise their hands for help to read challenging words.

Note: *What An Adventure!* will be continued in Week 27.

Materials

- What An Adventure!* class set
- Chart paper from Day 4, Session 2
- Plush Zac and Tin Man
- Beach towels and other beach items

Week 27 Overview

Amphibians

This week, the children continue their study of the animal kingdom as they are introduced to and learn the unique characteristics of the amphibian animal group. They meet real members of the amphibian family in *Backpack Bear's Reptiles, Amphibians, & Fish Book*, and hear a fictional story about a boy who wants to keep an amphibian as a pet in *The Salamander Room*. This week we will:

- understand that animals need food, shelter, water, and space in order to live.
- practice initial blends.
- write a group story about keeping an amphibian (frog) as a pet.

Recommended Literature

The Salamander Room — **Anne Mazer** is an author who loves crazy colors and patterns that don't match. She painted the rooms in her house three of her favorite colors: yellow, orange, and violet. As a child, she loved to read different kinds of books such as fantasy, fairy tales, historical fiction, and adventure stories.

Anne likes magic, and wonders how it would feel to become invisible. Something else she thinks would be fun is turning lima beans into popcorn. Her favorite foods are rice pudding, blueberries, and popcorn!

When she was young, Anne wanted to be an artist. She studied art and then moved to Paris, France, for three years where she learned to read stories and books written in French. Now she lives in New York state, where she happily writes books (in English) inspired by the antics of her younger brothers and sisters as well as her own children.

Starfall Books & Other Media

Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

ABC Rhyme Book

Fix the Jet

The Big Hit

Sing-Along Volume 1

Backpack Bear's Mammal Book by Alice O. Shepard

Backpack Bear's Bird Book by Alice O. Shepard

What an Adventure! Chapter Books

Starfall Writing Journals

Short-I Puzzles

Pond Ecosystem Poster



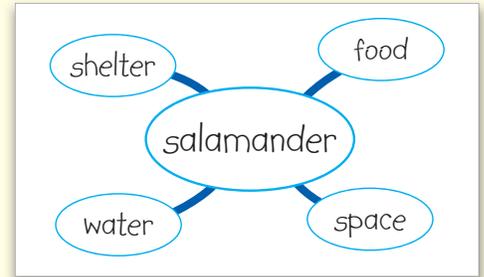
Preparation

Generate Vocabulary Cards for Week 27. You will use *tadpole*, *metamorphosis*, *porous*, *endangered*, *habitat*, and other words generated from *The Salamander Room* on Day 1 and *confident* on Day 3.

Day One

You will use the chart paper from Week 26 in today's Magic Writing Moment. Generate lined writing paper for each child, and include the title "Our Class Adventure" and a topic sentence such as *Let's go on a class adventure!*

Prior to Session 3, prepare a chart paper with a graphic organizer consisting of a center oval and four ovals radiating out, each containing one of the following words: *food*, *shelter*, *water*, *space*. (See the Lesson Plan for Day 1.) Prepare the word card: *salamander*, and tape it in the center oval.



Generate a "Word Search" worksheet using short-i decodable words for each child for use during Activity Time.

Day Two

The children will use the chart paper from Week 26 and the generated writing paper from Day 1 for today's Magic Writing Moment.

For Session 1, you will need the graphic organizer from Day 1, Session 3. Replace the word card *salamander* on the graphic organizer with *frog*.

The children will illustrate their shared story in their journals in Session 2. Instruct them to open their journals to blank pages side-by-side. They should illustrate the blank page on the left. Type the story they wrote, and make a copy for each child to glue onto the blank page on the right at your convenience.

Optional: *The Small, Small Pond* by Denise Fleming For Session 3.

Day Three

The children will use the chart paper from Week 26 and the generated writing paper from Day 2 for today's Magic Writing Moment.

You will use *Fix the Jet* for each child and yourself in Session 1.

Day Four

For today's Magic Writing Moment the children will use the chart paper from Week 26, the generated writing paper from Day 3 and extra writing paper on which to complete their story.

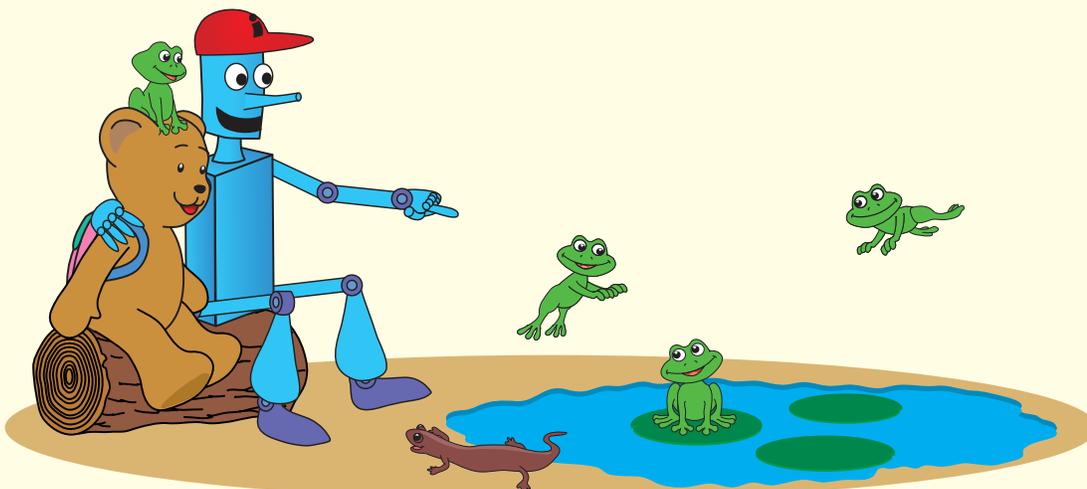
Day Five

For today's Magic Writing Moment, the children will use the chart paper from Week 26 and their individual stories.

In Session 1, the children will classify animals according to their animal families. You will need to have the Picture Cards and Animal Kingdom Word Cards available.

For Learning Center 2, generate a Week 27 "Color by Word" worksheet for each child.

For Learning Center 3, you will need an assortment of short-i Picture Cards.



Day 1

Mox and I went for a walk last night and found some frogs. Do you know what kind of animal a frog is?
Love,

Backpack Bear 

Day 2

The Salamander Room was a great story! I dreamed about having a special bedroom for the salamander last night!

Your friend,

Backpack Bear 

Day 3

Have you ever tried to fix something and just wanted to give up? I have, but I never give up!

Love,

Backpack Bear 

Day 4

I loved hearing your stories. You are such great writers!

Your pal,

Backpack Bear 

Day 5

What fun to learn about all those animals! I never knew there were so many different animal groups.

Love,

Backpack Bear 

DAY One

DAY Two

Magic Writing Moment	Topic sentence	Our Class Adventure (<i>When? Who?</i>)
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 47 Blending Beginning, middle, ending sounds Comprehension Skills: Classify/Categorize Identify Genre (fiction) Comprehension Strategies: Ask Questions Make Connections HF Words: about, out	Phoneme addition, initial blends Comprehension Skills: Inference Classify/Categorize Comprehension Strategies: Ask Questions Make Connections Editing: title, punctuation, descriptive words
Computer	<i>Learn to Read</i> : Row 7, "ink"; Row 3, "ig, ip"; Rows 1-4, repeat any activities	<i>Learn to Read</i> : Row 8, "Sight Words" Colors: All
Activity	"Short-I Decodable Word Search"	"Concentration" HF Words
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> <i>The Salamander Room</i> Vertebrates (Animals <u>with</u> Backbones) Poster Animal Kingdom Poster Vocabulary: tadpole, metamorphosis, porous, endangered, habitat	<i>The Salamander Room</i> <i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i>
Writing		Shared writing - animal habitat Illustrate shared writing
Science	Introduce Amphibians	Introduce Habitat: Pond (ecosystem)



DAY Three

DAY Four

DAY Five

<p>Our Class Adventure (<i>How? Why?</i>)</p>	<p>Our Class Adventure: Conclusion</p>	<p>Illustrate Our Class Adventure</p>
<p>R&W p. 48</p> <p>Quotation Marks <i>Fix the Jet</i></p> <p>Initial, medial short-i</p> <p>HF Words: live, very</p> <p>Deleting and adding phonemes</p> <p>Comprehension Skills: Identify Genre (fiction) Draw Conclusions Inference Story Details (problem/solution)</p> <p>Comprehension Strategy: Open Discussion</p> 	<p>R&W p. 49</p> <p>Phoneme substitution</p> <p>Medial short vowel sounds</p> <p>Blending, Decoding</p> <p>Comprehension Skill: Classify/Categorize</p> <p><i>What an Adventure!</i> (Chapter book)</p> <p>Choral Reading</p> 	<p>R&W p. 50</p> <p>Blend Sounds</p> <p>Comprehension Skill: Classify/Categorize</p> <p>Comprehension Strategy: Summarize</p> 
<p><i>I'm Reading:</i> Fiction/Nonfiction, "I Can Do It"; <i>Folk Tales</i>, "Chicken Little", "The Little Red Hen"</p>	<p><i>Short Vowel Pals:</i> "Fish and Me," "Tin Man Sits," "Fix the Jet"</p> <p>ABCs: Begin backwards with Zz and review the alphabet</p>	<p>Starfall Free Day</p> <p>"Color by Word"</p>
<p>Draw and label pond habitats</p>	<p><i>What an Adventure!</i> - Illustrate what happens next</p>	<p>Form Short-I CVC Words with play dough or magnetic letters</p> <p>Draw and label amphibians</p>
<p><i>ABC Rhyme Book</i></p> <p>Vocabulary: confident</p>	<p>"Short-a Song"</p> <p>"Short-e Song"</p> <p>"Short-i Song"</p> <p>"Short-o Song"</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p>Kindergarten Book Club</p> <p><i>Backpack Bear's Mammal Book</i></p> <p><i>Backpack Bear's Bird Book</i></p> <p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p>
<p>Write sentences that use quotation marks</p>	<p>Illustrate what might happen next in Tin Man and Zac's adventure</p>	
		<p>Classify animals with backbones (vertebrates)</p>

- 1
- 2
- 3
- 4
- 5
- 6

Language

L.K.1.D Understand and use question words

Writing

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

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

Magic Writing Moment**Our Class Adventure: Topic Sentence**

Indicate the chart paper from Week 26 and review the *Where? What? When? Who? How?* and *Why?* responses.

Say: **Today let's begin the story about our class adventure.**

Distribute the writing paper and discuss how stories begin with topic sentences that tell the reader what the story is about.

Say: **Let's read the topic sentence together.** (Do this.) **Now let's decide what the next sentence should be. We should include your answers to the *Where and What* questions.** Lead the children in a discussion to decide on the sentence and write it on the board.

Example: We will go to Disneyland and ride all the rides.

Circulate as the children copy the sentence, and offer assistance as needed.

Explain: **Tomorrow we will add more to our story.**

The children may write a sentence on their own using their *Starfall Dictionaries* and kid writing.

Materials

- Generated writing paper for each child
- Chart paper from Week 26
- Pencils
- Optional:** *Starfall Dictionaries*

Collect the papers for use on Day 2.

Phonics Warm-Up**Blend CVC Words**

Distribute the *Reading & Writing Books* and the children turn to page 47. They complete the page by writing the letters that stand for the sounds to form words.

Materials

- Reading & Writing Books*, p. 47
- 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 Amphibians

Indicate the Animal Kingdom Poster. Review the mammal, bird, reptile, and fish animal groups and their distinguishing characteristics. Say: **Backpack Bear asked us if we know to what animal group frogs belong. Let's read his animal book to learn.**

Read *Backpack Bear's Reptiles, Amphibians & Fish Book*, pages 23-35. The children identify to which animal group a frog belongs. (amphibians)

Ask: **What characteristics make an animal an amphibian?** (soft, moist, porous skin; most live in water during early life and on land as adults)

Say: **This is a good time to talk about new vocabulary words we heard.**

Indicate the Vocabulary Cards and explain:

tadpole	a tailed fishlike stage in the life cycle of an amphibian
metamorphosis	a major change in the form of some animals that happens as the animal becomes an adult
porous	allows air and water to pass through
endangered	describes a type of animal or plant that has become very rare, and could die out completely because of changes in its environment

Say: **Amphibians are "cold-blooded." What other animals have we learned about that are also "cold-blooded?" Yes, reptiles and fish are cold-blooded.**

Explain: **The word amphibian means two lives. Amphibians go through life cycles. Let's read about the life cycles of an amphibian.** Read page 30 and continue: **Let's pretend we are amphibians.**

- **First you are eggs. Curl up into a ball and pretend you are eggs.** — Explain that amphibians lay their eggs in water.
- **Now you are ready to hatch and become tadpoles. You are still in water and have no arms or legs, just a tail.** — Explain that in this stage amphibians live in the water and breathe through gills.
- **It's time to grow your back legs. Here they come!** — Amphibians grow their back legs first, while retaining their tails. They are still breathing with gills in water.
- **You're growing. Here come your front legs.** — This is the last stage before the amphibian moves to land and begins using its newly formed lungs.

Materials

- Backpack Bear's Reptiles, Amphibians & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Cards *tadpole, metamorphosis, porous, endangered*
- Animal Kingdom Poster
- Backpack Bear

Science

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

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

Social Studies

SS.ES.5c Identify Earth resources that are used in everyday life and understand conservation

Reading: Informational Text

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

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

- **Now you are an adult frog. You have your front and back legs, you have lost almost all of your tail, and you can JUMP on land. You breathe using your lungs now.**



Formative Assessment

Reread pages 23-35 and volunteers share what they learned.

Say: **We have learned about reptiles, fish, and amphibians.** Reread page 45 and ask: **How can we help protect these animals so they can be safe?** Discuss ways in which humans can help protect animals.

2

Introduce High Frequency Words: *out, about*

Distribute individual whiteboards and markers.

Write *out* on the board and identify the word.
The children copy *out* on their whiteboards and say, *out*.

Explain: **The word *out* begins with two vowels, *o* and *u*. When you see *ou* in a word, they often stand for a sound we say when we get hurt, /ou/.**

Say: **We can make other words by adding sounds to the beginning, or in front of *ou*. Let's try.**

Write *pout, shout, bout, route, snout, and scout* on the board, and identify each word. Volunteers circle the word *out* in each.

Say: **Erase your whiteboards. Write our new high frequency word *out* in the center of your whiteboards again.** (Demonstrate on the classroom board.) **We will add two new letters to the beginning of *out*. Watch!** (Add *ab* to the beginning of *out*.) **What new word do we have?** (about) **Add *ab* to your word.**

Write the following sentences, one at a time, on the board. Volunteers read each sentence. Assist in decoding words or identifying words that are not decodable. Volunteers circle the new high frequency word(s) in each sentence.

- One frog can hop *out* of the pond.
- A frog will jump *out* in the sun.
- A frog is *about* one inch from the rock.
- I want to learn *about* amphibians.
- We can see *about* five frogs under the log.
- The frog is *about* to hop *out* of the pond.



Formative Assessment

The children enter *out* and *about* in their *Starfall Dictionaries*.

If time allows, the children search through classroom books to locate *out* and *about* in the text.

Materials

- Classroom whiteboard, markers
- Individual whiteboards, markers
- Starfall Dictionaries*
- Pencils
- Optional:** Classroom books

Reading:

Foundational Skills

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

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

While the other children are searching for new high frequency words, take time to encourage your ELL children to read the sentences on the board together to help you assess their command of English.

ELL

Computer

Practice

- *Learn to Read*: Row 7, “ink” game; Row 3, “ig, ip” games
- Repeat any activities from Rows 1-4

Activity

The children assemble short-i puzzles and complete the “Word Search” worksheet.

Materials

- “Word Search” worksheet for each child
- Short-I Puzzles
- Pencils, crayons

3

Introduce *The Salamander Room*

Say: **We just learned about a special animal group called *amphibians*. Have you ever wished you could have a pet *amphibian*? A boy named Brian did, and here is his story.**

Read *The Salamander Room*.

Ask: **Is this story fiction or nonfiction?** (fiction)
How can you tell it is fiction?

Say: **We learned a new vocabulary word, *endangered*.** (Children repeat, *endangered*.) **All animals need four things to survive, food, shelter, water, and space. If animals do not have the kind of food, shelter, water, and space they need, they cannot survive, and they become *endangered*.** Review the meaning of *endangered*. **An animal's *habitat* provides him or her with food, shelter, water, and space.** Children repeat, *habitat*.

Indicate and review the chart paper diagram. This diagram will only be used as a reference during this lesson. You will complete it on Day 2.

Say: **Listen to this story again to hear whether Brian set up his bedroom as a good habitat for his salamander. Remember, he needs to provide the right kind of food, shelter, water, and space.**

Materials

- The Salamander Room* by Anne Mazer
- Vocabulary Cards: *habitat* and *endangered*
- Prepared chart paper

Reading: Foundational Skills

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

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

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

Reading: Literature

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

Science

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

Read the story again and pause after each of the following:

"I will bring him crickets to sing him...good-night stories."

Ask: **What did Brian bring in to provide shelter?** (a drawer filled with leaves)

"I will bring boulders that he can creep over."

Ask: **What kind of space did he provide?** (boulders) **Is that all a salamander needs to survive?** (No, a salamander also needs water and food.)

"I will bring insects to live in my room...salamander."

Ask: **What food did Brian bring in?** (insects) **Let's review the chart. What shelter did Brian provide? Does the salamander have space? What food did he catch? What else does his salamander need?** (water)

"And I will make little pools of water...can drink."



Formative Assessment

Ask: **Does the salamander have everything it needs in its habitat?** (yes) **Would the salamander be endangered if it lived in Brian's bedroom?** (no) **Why not?**

Save the chart for use on Day 2.

Magic Writing Moment

Our Class Adventure (*When? Who?*)

Review the sentence the children wrote on Day 1. Distribute writing paper and say: **Today we will tell our readers when we are going on our pretend adventure and who we will see.**

Continue, using the procedure from Day 1. Reference the chart for *When* and *Who* responses from Week 26.

Example: We will go this summer. We want to see all of the characters.

Collect the papers for use on Day 3.

Materials

- Generated writing paper from Day 1
- Chart paper from Week 26
- Pencils
- Optional:** *Starfall Dictionaries*

Day Two

Language

L.K.1.D Understand and use question words

Writing

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

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

Phonological Awareness Warm-Up

Phoneme Addition—Initial Blends

Say the word *no* and the children repeat. Ask: **What new word will we have if we add /s/ to the beginning of no?** (snow) **Let's try some more. Add...**

- /s/ to mile (smile)
- /k/ to lick (click)
- /s/ to top (stop)
- /k/ to lip (clip)
- /t/ to rip (trip)
- /g/ to rip (grip)
- /k/ to rib (crib)
- /s/ to nip (snip)
- /s/ to lid (slid)
- /s/ to pin (spin)

Materials

- None

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

Writing

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

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

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

Language

L.K.5.B Demonstrate understanding of frequently used verbs and adjectives

Materials

- "Salamander habitat" diagram from Day 1
- The Salamander Room*
- Chart paper, markers
- Word Card: *frog*

Shared Writing

Review and discuss *The Salamander Room* as you page through the book.

Say: **Let's write a story about keeping an amphibian in our bedrooms.**

Indicate the salamander habitat from Day 1 and continue: **Look at the chart we discussed yesterday. What does your bedroom, or habitat need in order to keep a frog alive? Right, a frog needs food, shelter, water, and space.**

Discuss each of the four categories. As children respond to each category, add their responses to the chart.

After the discussion, use the responses to write a group story. Vary the sentence structure, and include several different ideas such as:

- If I kept a frog in my bedroom, I would need a pond for the frog to play in and keep its skin moist.
- My frog would like to sit on a rock or lily pad. I can find one for it.
- I would have to catch insects for the frog to eat.

After the story is written, ask: **Did we include everything we would need in our frog habitat? Let's read our story.**

**Formative Assessment**

Say: **Let's add details to our story.** Indicate specific places in the story that could use adjectives, and encourage the children to add descriptive words. Say: **When we add to our writing like this, we are editing it to make it better.**

The children close their eyes as you read the story. Discuss possible titles, and the children choose one.

For Spanish speaking children, using adjectives may be confusing since in their native language nouns are placed before the adjectives that describe them.

ELL

2

Illustrate the Shared Writing

Indicate the story written during Session 1. Say: **You will be the illustrators of your story. Listen carefully and think about what you might want to include in your illustration.**

Distribute writing journals. Explain: **You will use the left page of your journal for your illustration. I will type the story you wrote, and you will glue it on the right page.**

Materials

- Chart paper story from Session 1
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils, crayons
- Glue
- Story written during Session 1

Writing

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

Listening & Speaking

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



Formative Assessment

Say: **Illustrate the story in the top section, and write a sentence about something you will do with your frog on the lines.**

Type the story and duplicate it for each child. At your convenience, the children glue the stories to the right side of their journal pages opposite their illustrations.

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

Computer

- *Learn to Read*: Row 8, "Sight Words"
- *Colors*: All

Practice

Activity

The children play "Concentration" to review high frequency words.

Materials

- Two of each High Frequency Word Card out, about and others children need to review
- Pocket chart

Reading:

Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Materials

- Pond Ecosystem Poster
- Optional:** *The Small, Small Pond* by Denise Fleming

Science

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

Social Studies

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

SS.ES.5d Know characteristics of landforms

Introduce Habitat: Pond

Say: **Let's talk about another habitat, a pond. Which of these bodies of water is the largest, an ocean, a river, a lake, or a pond? Which is the smallest?**

Indicate the Pond Ecosystem Poster and say: **A pond is the smallest body of water. It has fresh water and it is still. The water doesn't move in a pond like it does in an ocean, river, or lake, and it's not very deep. A pond provides oxygen that animals need, food, and great hiding places. Where do you think a pond gets its water? (rain, melted snow) A pond can be a home for over 1,000 different types of animals.**

Explain: **A pond is an ecosystem. Say, ecosystem. Through the pond, each life form helps the other creatures to survive in some way...like a little nature community in the wild. An ecosystem is made up of living things like plants and animals, and nonliving things like water, sand, sun, and rocks.**

Discuss the following animals and plants that live in and/or near a pond.

- Some insects, fish, amphibians, birds, reptiles, and mammals live in or around a pond.
- Amphibians—toads, frogs, salamanders
- Mammals—beavers, moles, raccoons
- Fish—catfish, minnows, largemouth bass
- Birds—ducks, Canada geese, blackbirds
- Reptiles—turtles, snakes, lizards
- Insects—dragonflies, centipedes, butterflies
- Pond plants—cattails, reeds, water lilies, grass, rushes

**Formative Assessment**

Say: **If I said I was going to explore a pond, what does that mean? Explore means to look at something in a careful way to learn more about it. Pretend you will explore a pond. What might you see?**

Partner the children to discuss their ideas. Volunteers share responses with the class.

Magic Writing Moment

Our Class Adventure (*How? Why?*)

Review the sentences from Days 1 and 2.

Say: **Today we will tell our readers how and why we are going on our adventure.**

Distribute writing paper and continue, using the same procedure as Day 2. Reference the chart from Week 26 for *How* and *Why* responses.

Example: Mrs. Jones is flying us on her jet, because it is so far away.

Explain: **Tomorrow we will finish writing and begin illustrating our story.**

Collect the papers for use on Day 4.

Materials

- Chart paper from Week 26
- Generated writing paper from Day 2
- Pencils
- Optional:** Starfall Dictionaries

Language

L.K.1.D Understand and use question words

Writing

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

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

Phonological Awareness Warm-Up

Identify and Discriminate Initial and Medial Short-i

Read the “li Igloo” rhyme on page 21 of the *ABC Rhyme Book*. The children listen for and identify the words that begin with short-i. (inside, igloo, it’s, in)

Reread “li Igloo” and the children listen for and identify words that have short-i in the middle. (sit, this, wind)

Say: **If a word I say begins with short-i, make the ASL sign for i.** (Demonstrate) Read the following words pausing after each to allow the children to respond. Discuss the correct response after each word.

li Igloo

Sit inside an igloo

Made of ice and snow.

It’s cold outside,

But in this home,

The wind can never blow



insect	iguana	apple	incredible	eat
out	inch	ant	imitate	itch
ear	imagine	ink	apron	ignore

Repeat for medial short-i.

miss	bit	mat	rip	will
lip	nap	lid	log	sit
nip	hen	fill	fib	mop
did	red	big	mitt	sat

Reading:

Foundational Skills

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

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Literary Response & Analysis

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

Reading: Foundational Skills

RF.K.4 Read texts with understanding

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

**Introduce *Fix the Jet***

Indicate *Fix the Jet*. Read the title and author's name. Ask: **What do you predict the story is about by looking at the cover illustration?**

As you read the story, discuss the following questions.

Page 1

- **What is wrong with this jet?**
- **Can it fly that way?**
- **Can it be fixed?**

Page 2

- **Who is coming to help Peg?**
- **What did they bring with them?**
- **Do they have the right tools to fix the jet?**

Page 3

- **How will hitting the jet help fix it?**
- **What kind of sign is Peg giving to Zac?**

Page 4

- **How is Tin Man using his tools?**
- **After Tin Man twists it, what else does he need to do?**

Page 5

- **Did Tin Man and Zac fix the jet?**
- **Why do you think they were able to fix the jet?**
- **What can Peg do now?**

Page 6

- **What do you notice in the picture under the jet?**
- **Who remembers what you need in order to see your shadow?**
- **Did they give up, or did they persevere until they finished the job?**
- **Do you think Tin Man and Zac are proud of themselves?**

Ask: **When Zac and Tin Man came to help Peg, do you think they were *confident* or *overconfident*? To be *confident* means you feel sure you can do something. To be *overconfident* means you think you can do more than you are able to do.**

Distribute *Fix the Jet*. The children write their names on their books then read them independently.

Materials

- Vocabulary Card: *confident*
- Fix the Jet* for the teacher and each child



Formative Assessment

Ask: **Is *Fix the Jet* fiction or nonfiction? Why?** The children explain their answers.

Say: **Turn to your neighbor and discuss your favorite part of the story.**

Volunteers share their responses with the class.

2

Write a Sentence With Quotation Marks

Distribute *Fix the Jet* and the children turn to page 1. Focus their attention on Peg's facial expression.

Ask:

- **What can we tell about Peg's feelings or thoughts from this picture?**
- **Can Peg fix the jet herself?**
- **What might she do to solve her problem?**

Say: **Peg didn't know how to fix the jet, but she didn't give up. What did she do instead? Yes, she asked her friends to help her solve the problem. Which friends did Peg ask?**

Explain: **Sometimes finding the solution to a problem means asking for help. If I had a flat tire on my bike, I'm not sure I could fix it even if I had the right tools. How could I get the tire on my bike fixed?**

Reiterate: **Sometimes the best way to solve a problem, or find an answer is to ask for help.**

Indicate the Punctuation Anchor Chart and review quotation marks and their purpose.

Distribute *Reading & Writing Books* and the children turn to page 48.

Using words from the Word Bank, the children suggest sentences telling how Tin Man replied. They select one of the suggested sentences, and you write it on the board.



Formative Assessment

Say: **Copy the sentence, and end it with closing quotation marks.**

Check for the children's correct use of the punctuation marks.

Materials

- Reading & Writing Books*, p. 48
- Fix the Jet* for the teacher and each child
- Punctuation Anchor Chart
- Pencils, crayons

Literary Response & Analysis

LIT.RA.7b Make predictions based on illustrations and text

Reading: Literature

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

Language

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

The children may write their own individual sentences referencing their **Fix the Jet** books.

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)

RF.K.4 Read texts with understanding

Writing

W.8c Draw and label

Science

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

Reading:

Foundational Skills

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

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

Computer

Practice

- *I'm Reading:* Folk Tales: "Chicken Little" and "The Little Red Hen"
- *I'm Reading:* Fiction/Nonfiction, "I Can Do It"
- *It's Fun to Read:* "Bird Riddles"

Activity

The children create their own pond illustrations and label them to identify animals and plants.

Materials

- Pond Ecosystem Poster
- Drawing paper, pencils, crayons

3

Introduce High Frequency Words: *live, very*

Distribute a High Frequency Word Card to each child. Say: **Find a classmate with the same High Frequency Word Card, then place them side-by-side in the pocket chart and return to your places.**

Review the high frequency words together. Add *live* and *very* to the pocket chart.

Say: **Today we will learn three new high frequency words.** Tin Man whispers that he only sees two new high frequency words.

Write *live* on the board. Explain: **This word can be two different words depending how it is pronounced. It is *live* if the *i* is short and *live* if the *i* is long.**

Write and read: ***I live in a pond. Who can circle the word live? Live is an action word in this sentence.***

Write and read: ***I see the live frog in the pond. Who can circle the word live? The word live describes the frog in this sentence.***

Write *very* on the board. Say: **Our next high frequency word is very. Say, very.**

Write and read the following sentences. The children find and circle the new high frequency words.

- I like you *very* much.
- You are a *very* good pal.
- Where do you *live*?
- The *live* toad hopped on the log.
- I *live* in a tent.

Materials

- Two of each High Frequency Word Cards: *many, no, over, put, saw, so, something, too, under, were, when, where*
- High Frequency Word Cards: *live, very*
- Classroom whiteboard, markers
- Starfall Dictionaries*
- Pocket chart
- Plush Tin Man
- Pencils



Formative Assessment

Distribute *Starfall Dictionaries* and the children enter *live* and *very*.

Magic Writing Moment

Our Class Adventure: Conclusion

Read the story to the children and say: **Our story needs an ending. Today let's decide how it will end.** Distribute writing paper.

Explain to the children that stories end with an ending or concluding sentence. Discuss ideas for what the ending to their story might be, and decide on a conclusion together.

Example: We will have fun on our class adventure.

The children copy the sentence then begin illustrating their stories.

Explain: **Tomorrow we will finish illustrating our story.**

Collect the papers for use on Day 5.

Materials

- Extra writing paper to complete the story
- Generated writing paper from Day 3
- Chart paper from Week 26
- Pencils, crayons
- Drawing paper
- Optional:** Starfall Dictionaries

Writing

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

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

Phonics Warm-Up

Blending and Decoding

Distribute *Reading & Writing Books* and the children turn to page 49. Complete the page together with the children as you have similar pages.

Materials

- Reading & Writing Books, p. 49
- Pencils, crayons

Reading:

Foundational Skills

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

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

Reading: Literature

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

Fluency

FL.6c Read grade-level text with expression

1

What An Adventure! Chapter Book

Indicate *What An Adventure!*

Say: **Tin Man and Zac had an adventure. Who remembers what an adventure is?** Remind the children that an *adventure* is an exciting or unusual experience.

Continue: **Listen carefully to Tin Man's story so you can answer questions about it.**

Read the entire book then partner the children to discuss the following questions. Volunteers share their answers with the class.

Materials

- What An Adventure!* class set

Ask:

- What did Zac learn about Tin Man in the first chapter?
- How did Tin Man fix Zac’s fan?
- What did Tin Man make that helped Tin Man and Zac have an adventure?
- Why did Tin Man call it a “Land Ship?”
- What made the Land Ship move?
- What did Tin Man and Zac discover?
- What else do you think Tin Man and Zac might have discovered?
- If you were going to write the next chapter of this story, what would you write?



Formative Assessment

Partner the children and distribute *What an Adventure!* to each pair. Partners find a quiet place in the classroom to read the book together.

2

Materials

- What An Adventure!* class set

What An Adventure! Choral Reading

Divide the children into three groups and designate a strong reader as the leader of each group. Distribute *What An Adventure!* and assign one chapter to each group.

The groups meet in separate areas of the classroom and practice reading their chapters.



Formative Assessment

Gather the children together. Each group stands and chorally reads its chapter.

Fluency

FL.6c Read grade-level text with expression

Reading:

Foundational Skills

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

Fluency

FL.6a Read letters in random order

Writing

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

Computer

Practice

- Short Vowel Pals: “Fish and Me,” “Tin Man Sits,” and “Fix the Jet”
- ABCs: Begin backwards with Zz and review the alphabet

Activity

The children think about what might happen next on Tin Man and Zac’s adventure and illustrate it.

Optional: Collect the illustrations to create a classroom display, “What an Adventure!”

Materials

- What an Adventure!* class set
- Pencils, crayons
- Drawing paper

3

Medial Short Vowel Sounds: /a/, /e/, /i/, /o/

Indicate Zac, Peg, Tin Man, and Mox. Play *Sing-Along* Volume 1, Tracks 28 through 31, "Short Vowel Songs." The children sing each character's vowel song.

Divide the class into four teams; Team *a*, Team *e*, Team *i*, and Team *o*. The children on each team sit behind each other in a row. The first child in the row holds the respective character and is the "team leader."



Formative Assessment

- Say a word from the list below, being sure to articulate it clearly. The suggested words contain blends and digraphs.
- The team that represents the word's medial sound stands.
- The team leader hands the character to the next child in the row, and goes to the end, so each child has a turn as "team leader."

crab	belt	dish	block	bath
chest	gift	cloth	band	dress
limb	dock	class	fence	pick
frog	dance	left	ship	shock
flag	neck	sink	month	grass
shell	sticks	stop	path	sled
string	trot	sand	sick	best

Materials

- Sing-Along* Volume 1, Tracks 28-31, Short Vowel Songs
- Zac, Peg, Mox, Tin Man

Reading: Foundational Skills

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

Writing

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

Fluency

FL.6c Read grade-level text with expression

Reading:**Foundational Skills**

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Language

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

Science

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

Magic Writing Moment**Illustrate Our Class Adventure**

Say: **Today we will finish illustrating our stories.**

Review the story elements used to write the stories, such as answering *who, what, when, where, why,* and *how* questions, topic and concluding sentences. Distribute the stories and the children read them together.

The children finish illustrating their stories. As they finish they read them to each other or to one of the Starfall characters.

Materials

- Children's individual stories
- Chart paper from Week 26
- Pencils, crayons
- Drawing paper

Phonics Warm-Up**Blending Sounds**

Distribute *Reading & Writing Books* and the children turn to page 50. Complete the page together with the children as you have similar pages.

Materials

- Reading & Writing Books*, p. 50
- Pencils, crayons

1

Classify Animals with Backbones (Vertebrates)

Indicate the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups, animals with backbones and animals without backbones.**

Indicate the Vertebrates (Animals with Backbones) Poster. Say: **We've been learning about animals with backbones, the vertebrates. There are five groups of animals with backbones. Who can name one of those groups?** Continue until all five groups, mammals, birds, reptiles, fish, and amphibians are identified. **Two of these groups are "warm-blooded." Raise your hand if you know which animal groups are "warm-blooded."** (mammals, birds) **Which are "cold-blooded"?** (reptiles, fish, and amphibians)

Place the Animal Kingdom Word Cards across the top row of a pocket chart, and place the Picture Cards face up on the floor or in the bottom rows of the pocket chart. The children form a semicircle around the pictures and the pocket chart.

Explain: **Listen to these clues that describe one of the animal Picture Cards. I will choose a volunteer to pick the correct animal card and classify it as an amphibian, a mammal, a bird, a reptile, or a fish.**

Materials

- Picture Cards: *alligator, bat, chick, dinosaur, duck, elephant, fish, frog, girl, hen, kangaroo, koala, ostrich, penguin, pig, salamander, shark, snake, turtle, whale*
- Animal Kingdom Word Cards: *amphibians, mammals, birds, reptiles, fish*
- Vertebrates (Animals with Backbones) Poster
- Animal Kingdom Poster
- Pocket chart



Formative Assessment

Read the following clues and volunteers respond. The class assists volunteers as needed.

alligator	I live in water and on land. I am “cold-blooded” and have scaly skin. I am one of the few reptiles that cares for its young.
turtle	I am a reptile. I lay eggs and have a hard shell. After I am born, I must survive on my own.
snake	I have dry scales and slither because I have no legs. I lie in the sun to get warm because I am “cold-blooded.”
koala	I am a special kind of mammal. I don’t look like my parents when I’m born. I finish growing inside my mother’s pouch. I like to climb in trees.
duck	I am “warm-blooded” and have wings. I belong to the bird family and spend much of my time in the water.
hen	I am a feathered animal. I lay eggs that some people like to eat for breakfast.
ostrich	I am a member of the bird family, but I don’t use my wings to fly. My legs are very powerful and I can run really fast!
penguin	I have feathers. I like to swim. I look like I am flying under water, but I cannot fly through the air.
salamander	I look like a lizard, but I do not have scales. I breathe and drink water through my skin. I can grow new limbs, and also a tail, if I lose them.
frog	I am “cold-blooded” and I am born with gills. I go through a metamorphosis, and later grow lungs. I love to hop!
fish	I have scales and breathe through gills.
shark	I am a fish and have live births. I use my fins to swim. Many people are afraid of me when they are in the ocean.
pig	I am a mammal and feed milk to my babies. I have four short limbs. Authors have written books about two of my brothers, a wolf, and me.
girl	I am a mammal who looks like you! I am not a boy.

whale	I am the largest mammal that lives in the ocean, and I have hair. I breathe air and have live babies.
dinosaur	I am an extinct reptile, so I no longer live on earth. Some scientists proved that I am closely related to birds!
kangaroo	I am a mammal, and carry my babies in my pouch after they are born. I have very strong back legs and very short front legs.
elephant	I am the largest land animal. I have a trunk. I am “warm-blooded” and usually have only one baby at a time.
bat	I am the only mammal that flies.
chick	I am a baby with very soft feathers. I hatched from a hen’s egg.

Technology

ML.10 Use technology resources to support learning

Computer

1

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

Reading: Foundational Skills

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

“Color by Word”

The children complete the Week 27 “Color by Word” worksheet.

Materials

2

- Pencils, crayons
- Week 27 “Color by Word” worksheet for each child

Reading: Foundational Skills

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

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

Short-I CVC Words

The children use magnetic letters or play dough to spell the Short-I Picture Card words.

Materials

3

- An assortment of Short-i Picture Cards
- Magnetic letters, whiteboards or play dough

Draw and Label Amphibians in a Scene

Each child illustrates and labels a scene that includes amphibians. They each write a sentence describing their illustration.

Materials

- Pencils, crayons
- Backpack Bear's Reptiles, Amphibians & Fish Book
- Large sheet of drawing paper for each child

4

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

2

Kindergarten Book Club

Say: **During our Kindergarten Book Club, we will review animals that belong to the vertebrates group, or those who have backbones.**

- Write the titles of the three books on the whiteboard as column headings.
- Indicate and read the title of each book.
- Under each title, write numbers corresponding to one-third of the total number of children in the class. (Example: For 21 children, write the numbers 1-7 under each book.) The children take turns to sign up on the board for the book they would like to review. Once the limit has been reached for each book, the children make alternate choices.
- The children form groups according to their book choices.

Say: **Discuss your book, then Backpack Bear will choose volunteers from your group to tell the class about it.**

Materials

- Backpack Bear's Mammal Book
- Classroom whiteboard, markers
- Backpack Bear's Bird Book
- Backpack Bear's Reptiles, Amphibians & Fish Book
- Backpack Bear

Literary Response & Analysis

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

Reading: Informational Text

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

Speaking & Listening

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

Science

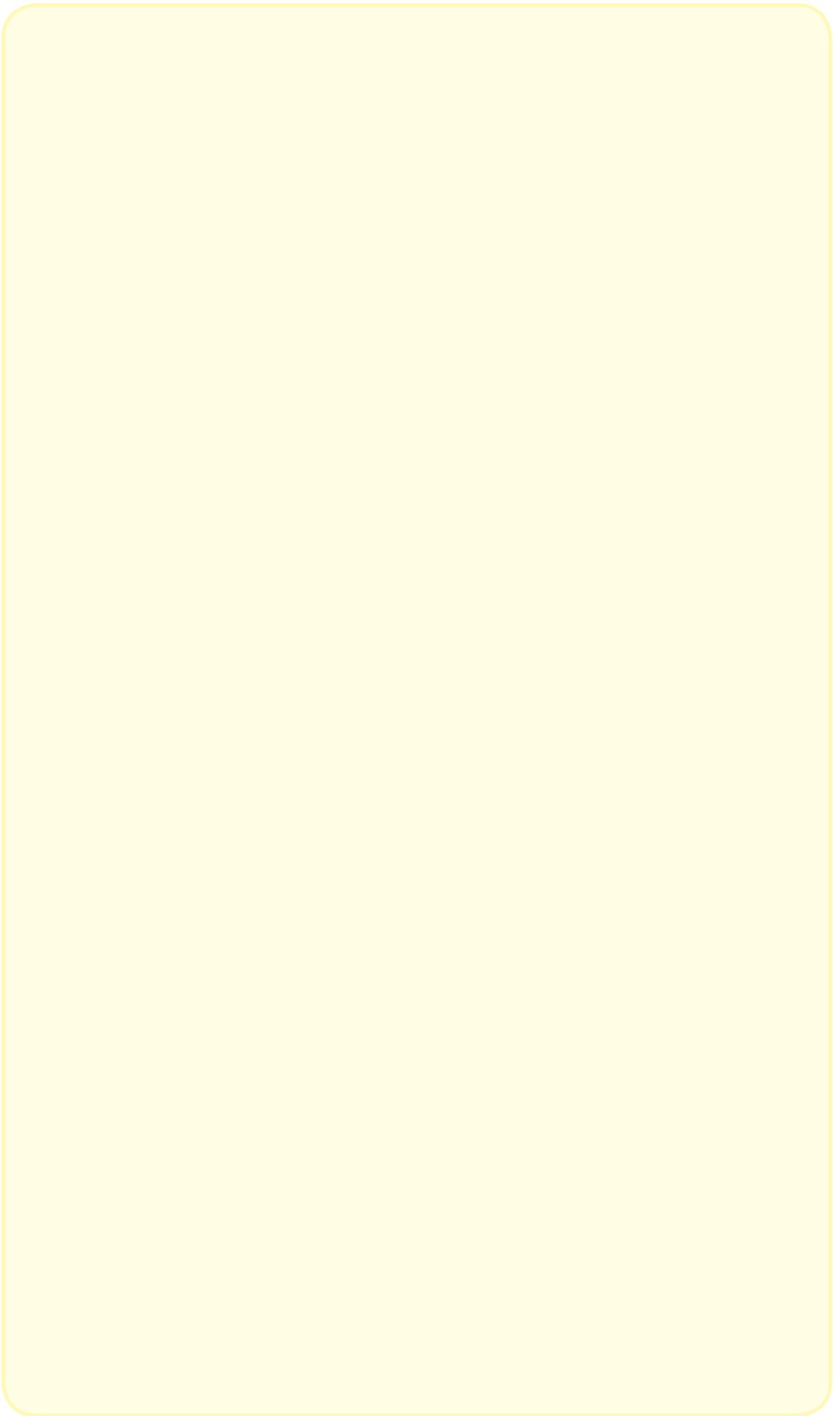
SC.LS.2 Understand different types of plants and animals

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



Formative Assessment

Each group presents information from its book to the class. Classmates may ask the groups questions.



Unit 9 Bibliography

Teacher Read Aloud (Fiction)

One Tiny Turtle: Read and Wonder	Tadpole Story	I Wanna Iguana	The Three Little Fish And The Big Bad Shark
Davies, Nicola Candlewick, 2005 This book explores some of the mysteries of the life cycle of a loggerhead turtle. Children learn that after several years of life at sea, female loggerheads return to lay their eggs on the same beach where they hatched, and that sadly very few actually make it back into the ocean.	Royston, Angela Crabtree Publishing Company, 2011 The tadpole itself explains the changes it will undergo as it grows into a frog. Children follow the tadpole through the stages of its life cycle as it hatches and eats the surrounding jelly, grows gills and eventually develops lungs and legs.	Orioff, Karen Putnam Juvenile, 2004 A humorous story of a young boy named Alex who tries to convince his mother to adopt his friend's baby iguana. Children learn about the iguana's reptile characteristics as Alex presents his arguments in favor of adoption, and his mother presents hers against it.	Grace, Will Cartwheel Books, 2007 Mama fish tells her three little ones that it is time for them to build their own homes and live on their own in this tale that follows the story line of "The Three Little Pigs."
Little Skink's Tail	Beach	A Frog Thing	Joy the Jellyfish
Halfmann, Janet Sylvan Dell Publishing, 2013 A bird attacks Little Skink one day, and to save herself she snaps off her own tail! Although she is glad to still be alive, she misses her tail. She tries on several kinds of tails but none of them can replace hers. Her problem is soon solved when one day she realizes she has grown her own new tail.	Cooper, Elisha Orchard Books, 2006 The story begins early in the morning, when the beach is quiet and empty. Things change however when people arrive and throughout the day engage in many typical beach activities. At the end of story, the people leave and the beach once again is quiet and empty.	Drachman, Eric Kidwick Books, 2006 Fred the frog is determined to learn to fly. His friends laugh at his attempts, while his parents assure him of his frog capabilities. After a ride with a mother bird, Fred finally realizes that though he will never be able to fly like a bird, he should be proud of his own special talents.	Collier, Kristen Dragonfly Publishing Inc., 2007 Joy the Jellyfish is lonely. It is difficult for her to make friends because she is nearly invisible and other creatures are frightened of her. Besides that, Joy is very shy. Joy finally meets Bella Beluga who teaches her the valuable lesson that in order to make a friend, she has to be a friend.

Teacher Read Aloud (Nonfiction)

About Amphibians	D is for Down Under: An Australia Alphabet	Look Out for Turtles!	What is a Reptile? (The Science of Living Things)
Sill, Cathryn Peachtree Publishers, 2004 This is an introduction to amphibians that includes detailed illustrations and focuses on the characteristics amphibians share, as well as those that distinguish them from other animal groups.	Scillian, Devin Sleeping Bear Press, 2010 Children learn about many aspects of Australia introduced through a rhyming alphabet format. Each page includes factual information in a sidebar allowing the teacher to share as much or as little as appropriate.	Berger, Melvin Harper Collins, 2000 Children will learn about different kinds of turtles, their characteristics, and their life cycles. They will discover that turtles have lived on earth for a very long time, and that several species of turtles are now on the endangered list.	Kalman, Bobbie Crabtree Publishing, 2007 Many varieties of reptiles are described. Children learn about the characteristics of reptiles' bodies, their homes, how they defend themselves, how they hunt, the dangers of being a reptile, and much more!
What is a Vertebrate? (The Science of Living Things)	Animal Needs	Animals Need Zzz's Too	Fun Facts About Alligators! (I Like Reptiles and Amphibians!)
Kalman, Bobbie Crabtree Publishing, 2007 Children discover that vertebrates are animals with backbones. The book allows children to see and understand the body structure of vertebrates and also includes illustrations that demonstrate how they move.	Baraclough, Sue Heinemann, 2008 This book uses an interactive and visual approach that encourages children to use scientific processes in order to answer a series of questions that will lead them to understand the basic needs of animals.	Britz, Patricia A. PK Publishing House, 2012 This book explores the many places and the variety of ways that different animals sleep (some sleep with their eyes open and others sleep standing up), and compares them to human sleep habits.	Bredeson, Carmen Enslow Publishers, 2009 This book presents basic information in children's terms, such as where alligators live, what they eat, their body structure and their life cycle.

Professional Development

Carnine, Douglas and Kameenui, Edward, *Effective Teaching Strategies That Accommodate Diverse Learners*, 3rd edition. Prentice Hall, 2006, ISBN 0131720220 or 978-0131720220.



