



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

**Teacher's Guide**  
**Living and Nonliving**  
**Unit 5 • Week 14**

**This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.**

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# Living and Nonliving

## Unit 5 • Week 14

### Week 14

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# Week 14 Overview

## Living and Nonliving

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

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

## Starfall Books & Other Media

*Listening & Writing Books*

*Cut-Up/Take-Home Books*

*Starfall Dictionaries*

*Starfall Writing Journals*

*Sing-Along Volumes 1 and 2*

*Why the Sun and the Moon Live in the Sky*



## Preparation

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

### Day One

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

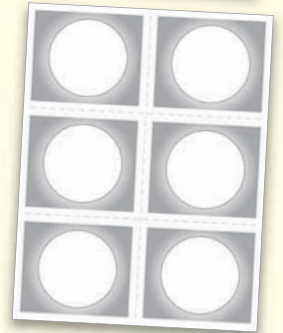
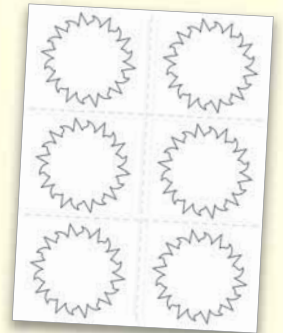
For Session 1 you will use a large ball or a globe marked with an X to represent the United States. You will also need a flashlight, and sticky notes.

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

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

### Day Two

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



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

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

### Day Three

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

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

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

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

### Day Four

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

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

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

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

You will also need two baskets labeled Yes and No.

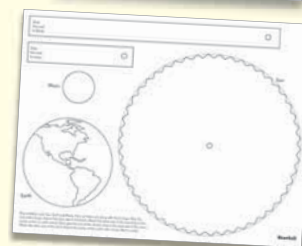
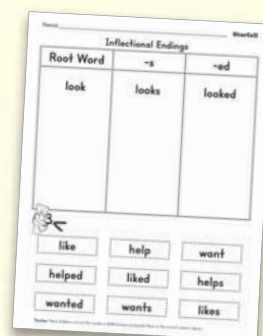
### Day Five

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

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

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

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



### Day 1

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

Love,

Backpack Bear



### Day 2

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

Love,

Backpack Bear



### Day 3

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

Your friend,

Backpack Bear



### Day 4

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

Love,

Backpack Bear



### Day 5

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

Your pal,

Backpack Bear



## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Shining Star Awards First Semester Take-Home Books	Opinion Writing
<b>Reading</b>  Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	<i>L&amp;W</i> , p. 58  Letters/ Beginning and Ending Sounds  <b>Comprehension Skills:</b> Recall of information Classify/Categorize  <b>Comprehension Strategy:</b> Make Connections  Graph Favorite Books	<i>L&amp;W</i> , p. 59  Compound Words  Rhyming  Introduce Inflectional Endings (-s and -ed)  <b>Comprehension Skills:</b> Recall of Information  <b>Comprehension Strategy:</b> Make Connections
<b>Computer</b>	<i>Backpack Bear's Books:</i> Rows 1-4  "Monkey" ABC traditional song under ABC section	<i>Backpack Bear's Books:</i> Rows 1-4  <i>ABC Rhymes:</i> A-F
<b>Activity</b>	Create lowercase letters using play dough	<i>L&amp;W</i> , p. 60: Label the Pictures
<b>Listening &amp; Speaking</b>  Literature Rhymes, Poems & Songs Vocabulary	"Day and Night" "The Alphabet Song"	<i>It's Fun to Read:</i> Poetry, "My Shadow"
<b>Writing</b>		
<b>Social Studies</b>	Earth – Globe (land/water)	
<b>Science</b>	Living/Nonliving Day and Night (Earth, Sun, Moon) Light/Effects of the sun	Shadows Shadow Experiments

## DAY Three

## DAY Four

## DAY Five

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



**Reading: Literature**

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

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

**Reading: Foundational Skills**

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

**Speaking & Listening**

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

**Magic Writing Moment****Shining Star Awards**

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

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

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

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

**Materials**

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

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

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

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

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

**Materials**

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



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

**ELL**



1

## Day and Night

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

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

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

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

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

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

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

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

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

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

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

### Materials

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

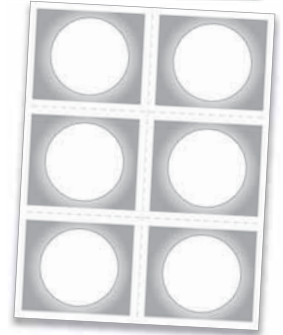
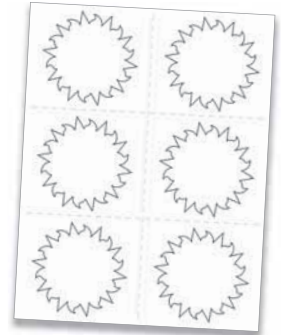
### Listening & Speaking

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

### Science

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

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





### Formative Assessment

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

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

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

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

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

**ELL**

**2**

## Celebrate the Letters and Sounds of the Alphabet

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

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

### Materials

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

#### Reading: Foundational Skills

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

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



### Formative Assessment

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

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

## Computer

## Practice

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

## Activity

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

### Materials

- ☐ Play dough
- ☐ Newspaper

3

## The Earth, The Sun, The Moon

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

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

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

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

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

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

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

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

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

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

### Materials

- ☐ Prepared chart paper
- ☐ Flashlight
- ☐ Globe

### Reading: Foundational Skills

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

### Listening & Speaking

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

### Writing

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

### Science

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

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



### Formative Assessment

Indicate the chart paper.

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

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

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

Save the chart  
paper for use on  
Day 3.

## Magic Writing Moment

## Opinion Writing

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

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

Write: *I liked \_\_\_\_\_ because*

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

## Materials

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

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

## Phonological Awareness

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

## Listening &amp; Speaking

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

## Writing

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

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

## Phonological Awareness Warm-Up

## Compound Words

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

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

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

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

## Materials

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

## Materials

- ☐ Three different colored markers
- ☐ Prepared chart paper

## Language

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

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

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

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

## Introduce Inflectional Endings, -s and -ed

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Formative Assessment

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

Save the chart paper for use on Day 4.

2

## Rhyming Words

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

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

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

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

### Materials

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

### Reading: Foundational Skills

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

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

### Language

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



## Formative Assessment

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

## Computer

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

### Practice

## Activity

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

### Materials

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



### Reading: Literature

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

### Reading: Foundational Skills

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

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

### Language

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

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

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

ELL



**Reading:  
Informational Text**

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

**Science**

**SC.ES.5b** Know blocked sunlight creates shadows

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

## Shadows

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

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

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

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

### Experiment #1

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

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

### Experiment #2

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

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

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

### Experiment #3 (If weather conditions are suitable)

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

### Materials

- ☐ Starfall.com: It's Fun to Read: Poetry, "My Shadow"
- ☐ Transparency or cellophane
- scrap (something that is transparent)
- ☐ Projector (if available)
- ☐ Cardboard
- ☐ Flashlight



### Formative Assessment

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

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

**Reading:  
Informational Text**

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

**Reading:  
Foundational Skills**

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

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

**Writing**

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

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

**Literary Response &  
Analysis**

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

**LIT.RA.7f** Identify causes and effect

**Writing**

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

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

**Magic Writing Moment****Opinion Writing**

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

**Materials**

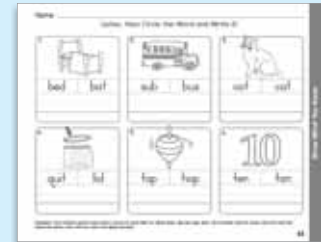
- ☐ Second favorite take-home book
- ☐ Chart paper, marker

**Phonics Warm-Up****Decoding**

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

**Materials**

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



1

**How the Sun Helps Living Things**

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

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

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

**Materials**

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

**Formative Assessment**

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

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

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

2

## Kid Writing: Part 1

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

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

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

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

### Materials

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

### Language

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

### Writing

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



### Formative Assessment

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

## Computer

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

### Practice

## Activity

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

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

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

### Materials

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

### Reading: Literature

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

### Reading: Foundational Skills

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

### Listening & Speaking

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

### Science

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

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

**Speaking & Listening**

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

**Science**

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

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

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

**The Moon**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Materials**

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

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

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



### **Formative Assessment**

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

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

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

**ELL**

**Language**

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

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

**Writing**

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

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

**Magic Writing Moment****Favorite Book Illustrations**

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

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

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

Collect This Shining Star Awards to complete on Day 5.

**Materials**

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

**Phonics Warm-Up****Inflectional Endings Review**

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

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

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

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

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

**Materials**

- ☐ Inflectional endings chart
- paper from Day 2

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

**ELL**



1

## Why the Sun and the Moon Live in the Sky

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

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

Gather the children in a semicircle and read the story.

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

### Group 1

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

### Group 2

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

### Group 3

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

### Group 4

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

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

### Materials

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

### Reading: Literature

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

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

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



### Formative Assessment

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

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

**ELL**

**Language**

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

**Writing**

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

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

**Reading: Literature**

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

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

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

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

**Kid Writing: Part 2**

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

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

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

**Formative Assessment**

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

The children will illustrate their writings on Day 5.

**Materials**

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

**Computer****Practice**

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

**Activity**

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

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

**Materials**

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

3

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

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

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

Indicate and read each word and the children repeat them.

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

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

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

### Sentence Set 1

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

### Sentence Set 2

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

### Sentence Set 3

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

### Materials

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

### Reading: Foundational Skills

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



### Formative Assessment

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

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

**Reading:  
Foundational Skills**

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

**Writing**

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

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

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

**Magic Writing Moment****Complete Opinion Writings**

Indicate and review the chart papers from Day 4.

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

**Materials**

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

**Phonological Awareness Warm-Up****Segmenting Phonemes**

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

Indicate the *bat* Picture Card.

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

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

**Materials**

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

1

**Reading:  
Foundational Skills**

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

**Listening & Speaking**

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

**High Frequency Word Challenge**

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

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

**Formative Assessment**

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

Continue to play as time allows.

**Materials**

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

## Computer

1

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

### Media Literacy

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

## Illustrations

2

The children illustrate their writings from Days 3 and 4.

### Materials

- ☐ Pencils, crayons
- ☐ Individual writing journals

### Speaking & Listening

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

## Inflectional Endings Cut and Paste

3

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

### Materials

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



### Language

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

## "Starfall Speedway" High Frequency Words

4

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

### Materials

- ☐ "Starfall Speedway"
- ☐ High Frequency Word Cards

### Reading:

#### Foundational Skills

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

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

**Speaking & Listening**

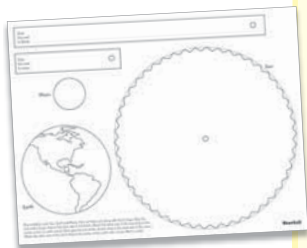
**SL.K.5** Add drawing or other visual displays to provide additional detail

**Language**

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

**Science**

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



## Review The Earth, The Sun, The Moon

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

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

Distribute the Earth and Moon worksheets.

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

Remind the children to color the entire circle.

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

Check to see if all students correctly located Earth.

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

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

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

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

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

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

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

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

### Materials

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



## Formative Assessment

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

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

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

**ELL**

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