



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
More About
Mammals
Unit 6 • Week 18

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

If you have questions or comments, please contact us.

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More About Mammals

Unit 6 • Week 18

Week 18

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Week 18 Overview

More About Mammals

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

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



Starfall Books & Other Media

Animal Kingdom Poster

Animals with Backbones Poster

Backpack Bear's Mammal Book by Alice O. Shepard

Reading and Writing Books

Starfall Dictionaries

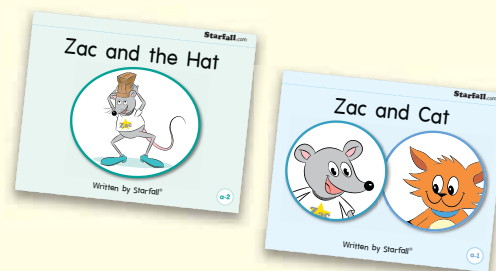
Starfall Sing-Along Volume 2

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

Zac Camps

Zac and Cat

Zac and the Hat



Preparation

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

Generate Vocabulary Cards for Week 18.

You will use *cooperation* and *enormous* on Day 4. Also generate the word cards: *camp*, *plan*, *tent*, *clap* and *claps*.

Day One

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

Create a writing organizer like the one pictured.

Informative Writing

Title:

Topic Sentence:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Concluding Sentence:

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

You will need a lunch-sized brown paper bag.

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

Day Two

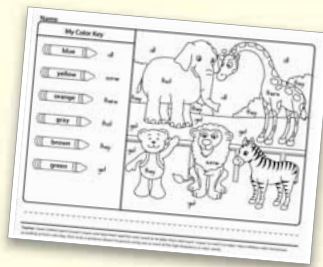
Provide one classroom book for each child.

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

Recommended high frequency words include:

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

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



Day Three

Children will use their Backpack Bear puppets from Day 2.

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

Day Four

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

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

Day Five

Duplicate the class newspaper article for each child.

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

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

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

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

Day 1

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

Love,

Backpack Bear



Day 2

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

Your pal,

Backpack Bear



Day 3

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

Love,

Backpack Bear



Day 4

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

Your friend,

Backpack Bear



Day 5

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

Love,

Backpack Bear



DAY One

DAY Two

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

DAY Three

DAY Four

DAY Five

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

Writing

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

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

Save the chart paper for use on Day 2.

Magic Writing Moment**Informational Writing Organizer**

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

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

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

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

Materials

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

Informative Writing

Title:

Topic Sentence:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Concluding Sentence:

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

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

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

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

Materials

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

Reading: Foundational Skills

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

Language

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

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

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

Observe & Modify

1

Compare and Contrast Plants and Animals

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

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

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

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

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

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

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

Materials

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

Writing

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

Science

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

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

Formative Assessment

Compare the similarities and the differences of plants and animals.

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

Responses might include:

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

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

2

**Reading:
Foundational Skills**

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

**Reading:
Informational Text**

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

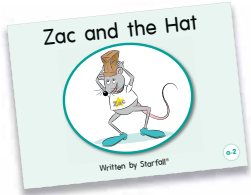
RL.K.7 Connect illustrations to story events

Language

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

**Literary Response &
Analysis**

LIT.RA.7d Make text to self connections



Introduce *Zac and the Hat*

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

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

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

Materials

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

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

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



Formative Assessment

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

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

Choose one of the sentences for the children to copy.

Computer

Practice

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

Activity

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

Materials

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

3

Zac Cams: Chapter 2

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

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

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

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

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

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

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

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

Materials

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

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Language

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

Reading: Foundational Skills

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

Reading: Literature

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

Fluency

FL.6c Read grade-level text with expression

Literary Response & Analysis

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



Formative Assessment

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

Speaking & Listening

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

Writing

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

Reading:**Foundational Skills**

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

Magic Writing Moment**Materials**

- ☐ Informational Writing Organizer
- ☐ Mammal facts chart paper

Information for Class Article

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

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

Phonological Awareness Warm-Up**Materials**

- ☐ None

Short-A Rhyming Words

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

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

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

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

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

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

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

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

1

Cause and Effect

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

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

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



Formative Assessment

Ask: **What if:**

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

Materials

☐ Plush Zac the Rat

Literary Response & Analysis

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

Reading: Informational Text

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

Speaking & Listening

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

2

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

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

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

Materials

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

Reading: Foundational Skills

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

Science

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

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

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

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



Formative Assessment

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

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Computer

- *Short Vowel Pals*: "Zac and the Hat," "Zac and Cat"
- *Motion Songs*: "Jam"

Activity

The children color the "Color by Word" for Week 18.

Practice

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Week 18 "Color by Word" for each child |
| <input type="checkbox"/> | Pencils, crayons |

3

Backpack Bear Puppet

Recall Backpack Bear's message. Backpack Bear whispers, "I'll show them my idea in a few minutes!"

- Distribute *Zac and the Hat* to each child, and recall the earlier lesson in which the children discussed the many different ways a brown paper bag could be used.
- Ask Zac how he used the bag in this story. (as a hat)
- Volunteers retell the story of *Zac and the Hat* in their own words.
- Read *Zac and the Hat* together.

Backpack Bear whispers, "It's time to show everyone my idea!" Indicate the lunch bags and the "Puppet" worksheets, and show a completed puppet as an example.

Say: **Backpack Bear made patterns so we can each make a puppet using a paper bag.** Demonstrate how to glue Backpack Bear's head on the flap and his body on the bag. Distribute a bag and worksheets to each child.

The children write their names on the completed puppets.

Materials

- ☐ "Puppet" worksheet for each child
- ☐ Each child's copy of *Zac and the Hat*
- ☐ Crayons, scissors, glue sticks
- ☐ Lunch-sized paper bag for each child
- ☐ Plush Zac the Rat
- ☐ Backpack Bear

Reading: Foundational Skills

RF.K.4 Read texts with understanding

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

Reading: Literature

RL.K.2 Retell familiar stories



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

No Formative Assessment



**Reading:
Foundational Skills**

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

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

Writing

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

**Reading:
Foundational Skills**

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

Writing

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

Language

L.K.1.F Produce and expand sentences

**Literary Response &
Analysis**

RA.7b Make predictions based on illustrations and context

Magic Writing Moment**Article Conclusion**

Say: **It's time for us to think of a conclusion, or a great way to end our article. Let's read what we have so far then you can partner to decide on a good concluding sentence to end our article.**

The children partner to discuss possible endings, then volunteers share and the class decides on a concluding sentence. Add it to the organizer.

Materials

- ☐ Informational Writing Organizer
- ☐ Mammal facts chart paper

Phonics Warm-Up**Blending and Decoding**

Distribute *Reading and Writing Books* and the children turn to page 9. Complete the page together with the children as directed at the bottom.

Materials

- ☐ *Reading and Writing Books*, p. 9
- ☐ Pencils, crayons

1

Reading and Writing Books: Pre Writing

Gather the children in front of the chart paper. Distribute *Reading and Writing Books* and the children turn to p. 10 (or project the page).

Ask: **What is the setting of this illustration?** (Discuss) **Who are the characters?**

As you read the words in the word bank, the children indicate where they see the words illustrated. Ask:

- **What else do you see in the illustration?**
- **If you were part of this story, what would you be doing?**
- **What do you think might be happening in the illustration?**
- **What might happen next?**

Explain: **We will use the information we gathered to think of sentences that would match this illustration.**

Volunteers suggest sentences and you write them on the chart paper.

Review the sentences, and encourage the children to edit them by adding more detail.

Materials

- ☐ *Reading and Writing Books*, p. 10
- ☐ Markers (two colors)
- ☐ Chart paper

**Formative Assessment**

Revise the sentences using a marker of a different color. The children will copy several sentences to complete the page in Session 2.

2

Writing

Distribute *Reading and Writing Books*. The children turn to page 10.

Review the sentences. The children choose sentences and write them. Circulate to assist as necessary.

The children illustrate themselves and add color to the illustrations.

Materials

- ☐ *Reading and Writing Books*, p. 10
- ☐ Chart paper from Session 1
- ☐ Pencils, crayons

Speaking & Listening

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

Language

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

Reading: Foundational Skills

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

Reading: Literature

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

Science

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

Reading: Literature

RL.K.2 Retell familiar stories

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

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

Literary Response & Analysis

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

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

No Formative Assessment

Computer

- Holidays: "Garden Shop"

Practice

Activity

The children shuffle the High Frequency Word Cards then place them face down in a pocket chart. They play "Concentration" to match the cards.

Materials

- ☐ Two each High Frequency Word Cards of your choice (for review)
- ☐ Pocket chart

3

Introduce *The Little Red Hen and other Folk Tales*, "The Turnip"

Indicate *The Little Red Hen and other Folk Tales* and turn to page 85, "The Turnip." Read the title and explain: **This story is a Russian folk tale.** Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren, and often teach a moral or a lesson.

- Discuss the illustration and the children make predictions.
- Indicate the turnip in the illustration and a real turnip. Ask: **Who knows what a turnip is?**
- Explain: **A turnip is a vegetable people can eat. It grows under the ground like carrots, onions, radishes, beets, and potatoes. It must be pulled out of the ground before it can be cooked and eaten.**
- Read the story and check the predictions.

Materials

- ☐ *The Little Red Hen and other Folk Tales*: "The Turnip, a Russian Folk Tale," retold by Starfall
- ☐ A turnip

Partner the children to discuss the following:

Who are the characters in this story?	<i>farmer, his wife, little girl, black dog, yellow cat, brown mouse</i>
Where does the story take place or what is the setting?	<i>on a farm; outside</i>
What happened over and over again?	<i>The characters kept trying to pull up the turnip.</i>
How did the characters in the story treat each other?	<i>They helped each other in order to get the job done.</i>
What lesson did we learn from the story that we can use in the classroom?	<i>Working together, we can get things done that we couldn't do alone.</i>



Formative Assessment

Dramatize “The Turnip.” Assign several children the parts of each character, or repeat the story several times to give all the children an opportunity to participate.

- Arrange the children playing the characters in story order (farmer, farmer’s wife, little girl, black dog, yellow cat, brown mouse).
- The children dramatize the story as you read it.

Magic Writing Moment

Publish News Article

Gather the children around a classroom computer with a blank word processing document open, or project the page.

Say: **Let's publish our newspaper article.** Demonstrate how to type the article on the computer.

Explain that the author's name of an article is always included under the title. Say: **The author of an article has what is called a byline. A byline tells who wrote the article.** Add the byline. (by _____'s Kindergarten Class)

Ask: **What else could we add to our newspaper article to make it more fun?** Lead the children to suggest adding photos or illustrations.

The children will sketch their illustrations during today's Activity Time.

Materials

- ☐ Classroom computer
- ☐ Optional: Projector

Writing

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

W.K.6 Explore digital tools to produce and publish writing

Phonological Awareness Warm-Up

Syllables

Choose several words from the Star Word Wall, divide them into syllables, and the children blend the syllables together to form the words.

Choose several words from the Star Word Wall, segment the words into syllables, the children clap for each syllable, and determine how many syllables are in the words.

Materials

- ☐ Vocabulary Cards (from Star Word Wall)

Reading: Foundational Skills

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

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words

1

Zac Cams: Chapter 3

Distribute *Zac Cams* and review the predictions chart.

Read chapter three to the children as they follow along in their books.

Ask: **Have you ever gone camping?** Children share their experiences.

Continue: **Zac and Dad worked together and cooperated to set up their campsite. What might have happened if they didn't cooperate?** Volunteers respond. **How is this story like "The Turnip?"**

Materials

- ☐ Prediction chart paper
- ☐ Chart paper, marker
- ☐ *Zac Cams*

Reading: Literature

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

Speaking & Listening

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

Language

LK.1.F Produce and expand sentences

Literary Response & Analysis

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

Partner strong readers with emerging readers to read chapter three together. Say: **While you are reading chapter three think about what might happen next.**

Gather the children together in front of the chart paper.

Say: **Zac Camps has three chapters. Let's pretend the author, Brandi Chase, wants to write another chapter. What do you think she would write?**



Formative Assessment

The children share their thoughts in complete sentences telling what Zac and Dad might do next. Write their ideas on the chart paper. Read the sentences together.

2

Cooperation

Reading: Literature

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

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

Language

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

L.K.6 Use acquired words and phrases

Literary Response & Analysis

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

LIT.RA.7d Make text to self connections



Read "The Turnip," encouraging the children to chime in on predictable phrases.

Explain: **This Russian folk tale has been told to children and grandchildren for years and years. There are many different versions. What remains the same is there is a turnip, which is too big for one person to pull from the ground. Several characters, from largest to smallest, work together to pull it up.**

If you have other versions of this folk tale, show them to the children and briefly discuss similarities and differences.

Say: **The turnip was too big for one person to pull out of the ground. In our story and other stories like it, the characters always have the same problem. Who knows what the problem was?**

Explain: **It took cooperation, or all of the characters working together, to pull the turnip from the ground.** Children repeat, *cooperation*. **Who can think of times when it took cooperation to get things done in our classroom?** Discuss.

Materials

- ☐ Vocabulary Cards: *cooperation*, *enormous*
- ☐ *The Little Red Hen* and other Folk Tales, "The Turnip"
- ☐ Chart paper
- ☐ Optional: Additional versions of "The Turnip"

How did the farmer get the job done?

He asked for help.

Say: **The funny part about the story "The Turnip" is that the first person who tried to pull up the turnip is the largest, and the last one is the smallest. The story reminds us that when we cooperate, everyone helps get the job done, from largest to smallest. Just think, the big farmer and his family couldn't have pulled up the turnip without the help of the little mouse!**

Say: **The farmer in this story is big, but the turnip is enormous. What do you think enormous means?** (Volunteers respond.) **If something is enormous it is very, very big.** (Children repeat, *enormous*.) **What are other words that mean very big, or enormous?**



Formative Assessment

Say: **Let's see how many things we can think of that are enormous. We'll make a list.**

The children name enormous things such as elephants, whales, buildings, fields, stadiums, the world, ships, planets, stars, hippos, rhinos, and trucks, etc.

List the names of enormous items on chart paper as they are named. Read the list aloud when it is complete.

Say: **We would have to cooperate if we wanted to move one of these enormous things!**

Display pictures that demonstrate enormous objects and cooperation as visual aides for ELL children.

ELL

Computer

Practice

- *I'm Reading:* Folk Tales, "The Turnip"

Activity

The children sketch and label their illustrations for the research article. Collect the sketches for use on Day 5.

Materials

- ☐ Pencils, crayons
- ☐ Drawing paper

3

Force: Push and Pull

Say: **We saw in *Zac Camps* that Zac and Dad passed a trash pile. If you wanted to clean up that trash pile what would you need to do?** (Volunteers respond.) **You might push or pull heavy pieces of trash. If we were going to help clean up that trash we would need to cooperate and work together, because the trash can't be cleaned up without our help.**

Place a child's desk or chair in the front of the room and look at it with a puzzled expression on your face. Backpack Bear whispers "What you are doing?" Say: **I am watching the chair to see if it moves.**

Backpack Bear whispers again. Say: **Backpack Bear says I should ask you if this chair can move.** Children explain that the chair cannot move by itself.

Push the chair a few feet across the classroom. Ask: **What made the chair move?** (Children respond.) **Yes, the chair moved because I pushed it.**

Now, pull the chair back to its original position. Again ask: **What made the chair move? Yes, the chair moved this time because I pulled it.**

Materials

- ☐ A child's chair or desk
- ☐ Backpack Bear
- ☐ Prepared chart paper

Reading: Foundational Skills

RF.K.4 Read texts with understanding

Reading: Literature

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

Writing

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

Speaking & Listening

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

Language

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

Science

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

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

SS.SC.FM.3a Observe that a push or pull can change how an object moves

Explain: **The chair cannot move by itself. It needs a *force* to act upon it in order for it to move.** (Children repeat, *force*.) **A *force* is the *push* or *pull* that makes objects move. What story did we read in which a farmer and his friends used *force* to get something out of the ground? ("The Turnip") What *force* did they use to get the turnip out of the ground, *push* or *pull*?** (pull)



Formative Assessment

Say: **Let's play a game to see how well we understand. We can be "force detectives." We will look for objects in our classroom that we can move if we use the forces of *pushing*, *pulling*, or both *pushing and pulling*.** Display the prepared chart paper. **I will make a list of the objects and the forces you use.**

- Choose a volunteer and whisper the direction to either *push* or *pull* a specific classroom object (e.g., pull the door open, or push a book across a table).
- The volunteer performs the action.
- The class decides which force, *push*, *pull*, or *push and pull*, the volunteer used to cause the movement of the object.
- Write the name of the object in the appropriate column on the chart paper.

Repeat with several volunteers and directions. Use the following suggestions for additional practice. The children may mime situations if the items are not available.

<i>Push</i>	<i>Pull</i>	<i>Push and Pull</i>
golf club, tennis racket, baseball and bat	projector screen	open a door
toy car	fishing pole	erase the whiteboard
wind blowing grass or leaves	a wagon	mop the floor
light switch	open a drawer	wash a table or window
ride a bike	drink from a straw	brush your teeth
fan blowing papers	tug of war	mow the lawn
use a remote or dial a phone	open a closet door	vacuum the carpet
push a gas pedal, grocery cart, or stroller	jump rope	open or close a window
type on a keyboard	open a curtain or blinds	use a bow and arrow
use a pencil sharpener	get a marker or crayon	writing and coloring

Magic Writing Moment

Illustrate News Article

Read and review the class newspaper article.

The children use their sketches from Day 4 to create illustrations for the class newspaper article.

Staple the illustrations to the articles and display them in the classroom.

Materials

- ☐ Copied newspaper article for each child
- ☐ Crayons

Writing

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

W.K.6 Explore digital tools to produce and publish writing

Reading:
Foundational Skills

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

Phonological Awareness Warm-Up

Rhyming Words

Write the words *yes* and *no* on the board.
The children copy the word *yes* on one side of their whiteboards and *no* on the other side.

Explain: **If the words I say rhyme, hold up the side of your whiteboard that says yes. If they do not rhyme, hold up no. Ready?**

camp/ramp	fish/frog/dish
snake/rake	plate/gate
clam/ham/jam	tent/bent/went
van/tag/rat	snap/pan/rain
sat/hat/mat	mall/tall/small

Materials

- ☐ Individual whiteboards, markers

1

Camp Day

The objective of this lesson is for the children to share the camp items brought and how they would be used while camping. Use the items and extra sheets/blankets to create a "camp site" in your classroom for the day. You might conduct learning centers in individual or "class-made" tents.

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

Play *Sing Along Volume 2*, Track 13, "Going on a Forest Walk."

Materials

- ☐ Camp items brought from home
- ☐ Extra sheets, blankets
(to construct tents over tables)
- ☐ *Zac Camps*
- ☐ Flashlight
- ☐ Optional: *Sing-Along*
Volume 2, Track 13,
"Going on a Forest Walk"

Reading:
Informational Text

RI.K.10 Actively engage in group reading activities

Vocabulary

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

Listening & Speaking

LS.9a Recite short poems, rhymes and songs



No Formative Assessment

Media Literacy

ML.10 Use technology resources to support learning

Speaking & Listening

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

Science

SS.SS.CG.6c Know characteristics of being a good citizen

Literary Response & Analysis

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

Computer**1**

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

Building a Campsite**2**

The children work together to create a campsite using blocks and other classroom items.

Materials

- ☐ Blocks and other classroom items

Trash Bag/Recycling**3**

The children decorate paper grocery bags they will use to collect trash inside or outside where they live, to help keep the environment clean.

Materials

- ☐ Markers, crayons
- ☐ Paper grocery bag for each child

Optional: Designate these as recycling bags.

Marshmallow Painting**4**

The children use the marshmallow paintbrushes to create camping paintings.

Materials

- ☐ Newspaper
- ☐ Containers of paint
- ☐ Large drawing or white construction paper for each child
- ☐ Prepared marshmallow paint brushes

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

Mammals

Review the Animal Kingdom and Vertebrates (Animals with Backbones) Posters. Emphasize the five animal groups with backbones. Ask: **Which animal group have we been learning about?**

Display and read the title, *Backpack Bear's Mammal Book*. Ask: **Is this story fiction or nonfiction? How do you know? Why do you think the author, Alice O. Shepard, wrote this story?**

Read the story omitting key words or phrases. The children complete the words and sentences.



Formative Assessment

Indicate the chart paper.

Ask: **What mammals do you think you might see if you were camping with Zac and Dad or with your own family? Let's make a list.** As volunteers respond the class confirms that the animals are mammals before you add them to the list.

Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Animal Kingdom Poster
- ☐ Chart paper, marker

Reading: Informational Text

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

Reading: Foundational Skills

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

Language

L.K.6 Use acquired words and phrases

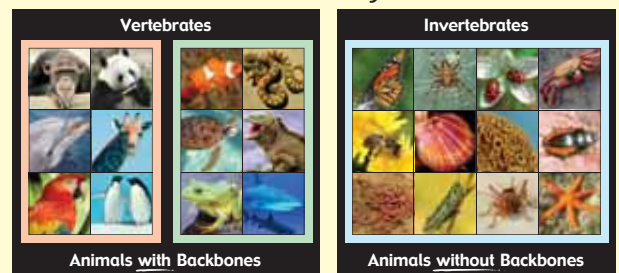
Writing

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

Literary Response & Analysis

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

The Animal Kingdom



Vertebrates (Animals with Backbones)

