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Edition!

Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide

More About Birds

Unit 7 • Week 21

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 Birds

Unit 7 • Week 21

Week 21

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Week 21 Overview

More About Birds

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

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



Starfall Books & Other Media

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

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

Peg’s Egg

Peg Goes Places

Penguin, Penguin by Margaret Hillert

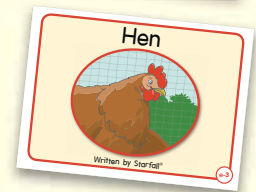
Reading & Writing Books

Sing Along Volume 1

Starfall Dictionaries

“Starfall Speedway”

Vertebrates (Animals with Backbones) Poster



Preparation

Generate Vocabulary Cards for Week 21.

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

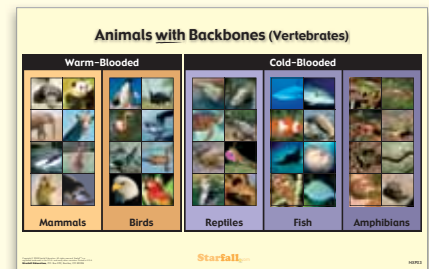
Day One

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

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

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

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



Day Two

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

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

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

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

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

Day Three

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

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

Day Four

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

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

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

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

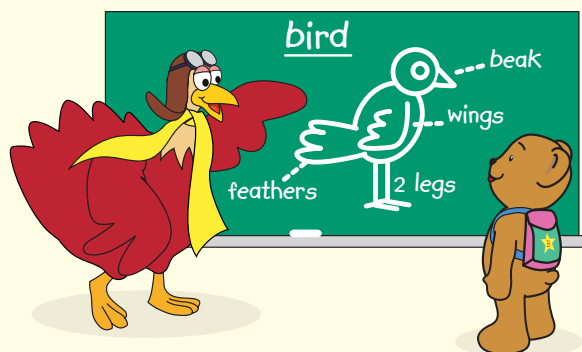
Day Five

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

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

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

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



Day 1

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

Day 2

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

Day 3

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

Day 4

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

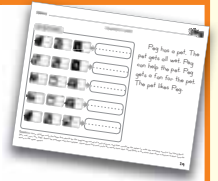
Day 5

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

DAY One

DAY Two


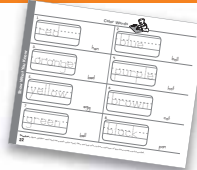


Magic Writing Moment	Sharing Opinions	Writing Opinions
Reading Phonemic Awareness Phonics High-Frequency Words Comprehension Print Concepts	Discriminate Final /k/ and /ch/ <i>Peg's Egg</i> <i>Peg Goes Places</i> Possessive Nouns Apostrophes Comprehension Skills: Story Details (problem/solution) Predicting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



DAY Three

DAY Four

DAY Five

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

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

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

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

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

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

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

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

Materials

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

Phonological Awareness Warm-Up**Materials**

- ☐ None

Identify/Discriminate Final /k/ and /ch/

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

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

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

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

1

Introduce *Peg's Egg* and Possessive Nouns

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

Ownership means something belongs to someone.

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

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

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

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

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

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

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

Materials

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

Language

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

Reading: Foundational Skills

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



Formative Assessment

The children partner read their books.

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

ELL

Language

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

Writing Rubrics

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

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

Materials

- ☐ Several markers of different colors
- ☐ Classroom whiteboard

**Formative Assessment**

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

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

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

ELL

Computer

Practice

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

Activity

The children complete the Week 21 High Frequency Word Search.

Materials

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

3

Peg Goes Places, Chapter 2

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

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

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

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

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

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



Formative Assessment

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

Reading: Foundational Skills

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

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

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

Materials

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

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



Save the chart paper responses for use on Day 4.

Writing

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

Magic Writing Moment**Writing Opinions**

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

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

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

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

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

Materials

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

Collect the writings to complete on Days 3-5.

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

ELL**Reading: Foundational Skills**

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

Phonics Warm-Up**Blending CVC Words**

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

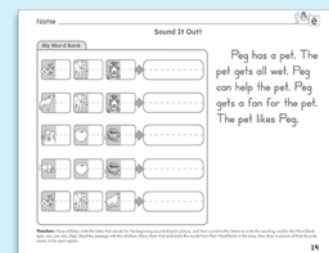
Distribute *Reading & Writing Books* and the children turn to page 19.

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

The children will complete page 19 on Day 3.

Materials

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



1

Introduce “Chicken Little”

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

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

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

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

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

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

Discuss the answers to the following questions.

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

Materials

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

Reading: Literature

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

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

RL.K.10 Engage in group reading activities



Formative Assessment

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

Save the outline for use in Session 3.

Reading: Literature

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

Science

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

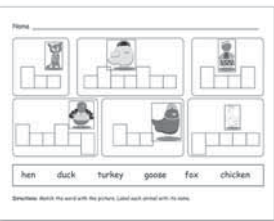
**Reading: Foundational Skills**

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

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

Science

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



Create Character Headbands

Display the individual character pictures and the children identify:

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

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

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

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

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

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

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

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

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

No Formative Assessment

Computer

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

Activity

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

Materials

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

Practice

Materials

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

3

Prepare to Dramatize “Chicken Little”

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

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

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

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

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



Formative Assessment

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

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

Materials

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Reading: Literature

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

Writing

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

Magic Writing Moment**Supporting Opinions**

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

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

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

Collect writings to complete on Day 4.

Materials

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

Phonics Warm-Up**High Frequency Words**

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

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

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

Materials

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

Reading: Foundational Skills

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

1

Dramatize "Chicken Little"

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

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

Practice in this manner until children feel confident.

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

Materials

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

Literary Response & Analysis

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



Formative Assessment

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

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

**Observe
& Modify**

Consider inviting another class to attend the dramatization.

2

Writing

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

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

Materials

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

Reading: Foundational Skills

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

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



Formative Assessment

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

Computer

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

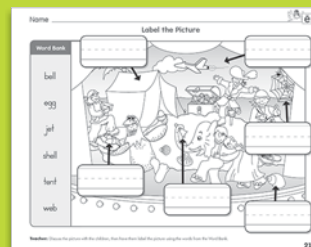
Practice

Activity

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

Materials

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



Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

**Reading:
Informational Text**

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

RI.K.8 Identify author's supporting evidence

Science

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

Social Studies

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

**Introduce *Penguin, Penguin***

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

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

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

Explain the ways birds use their feathers:

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

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

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

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

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

Encourage children to share what they know about penguins.

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

After reading, ask:

- **Is this book fiction or nonfiction? How do you know?**
- **Why do you think Margaret Hillert wrote this book about penguins?**
- **What did you learn about penguins from this story?**

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Penguin, Penguin</i> by Margaret Hillert for each child |
| <input type="checkbox"/> | Vocabulary Cards: <i>down feathers, Antarctica</i> |
| <input type="checkbox"/> | <i>Backpack Bear's Bird Book</i> |
| <input type="checkbox"/> | World map |

**Formative Assessment**

Partner the children, pairing strong readers with struggling readers. As children partner read, they write any troublesome words they encounter on the board. Review these words together.

Magic Writing Moment

Supporting Opinions

Say: **Yesterday you wrote one reason for your opinion about your favorite Zac book. Today you will add another reason for choosing that book.**

The children continue their writings from Day 3.

Materials

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

Writing

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

Phonological Awareness Warm-Up

"Five Little Chickadees"

Say: **Let's learn a new song.** Teach the children the words to "Five Little Chickadees." Instruct them to listen for rhyming words in the song as you repeat it. They echo the rhyming words as they are identified.

Play *Sing-Along Volume 1 Track 9, "Five Little Chickadees"* and the children sing along.

Materials

- ☐ *Sing-Along Volume 1 Track 9, "Five Little Chickadees"*

Phonological Awareness

PA.2b Distinguish rhyming and non rhyming words

1

Introduce Hen

Indicate *Hen*. Say: **We have been talking about birds. This story is about a hen laying an egg. Is a hen a type of bird? How do you know?** (Volunteers respond.) **Right, a hen has feathers and birds are the only animals that have that characteristic.**

Page through the book. As you discuss the images, inform the children that a hen is a female, or girl, chicken. The male, or boy, chicken is called a rooster. Only the hens can lay eggs. Their babies are called chicks or hatchlings.

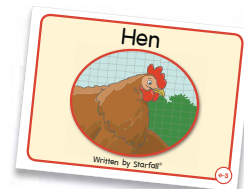
Read the story then discuss the following:

- **Some birds build nests to hold their eggs.**
- **Hens *tend* their chicks. To *tend* something is to watch over and take care of it.**
- **Since a hen is not a mammal and cannot feed her babies milk from her body, she has to find food for her chicks until the chicks can find food for themselves.**

Write *nest*, *lay*, *peck*, *chick*, and *tends* on the board. Review the meaning of each word then reread the story. Distribute copies of *Hen*. The children read the story as a group then reread it with partners.

Materials

- ☐ A red crayon for each child
- ☐ Whiteboard, marker
- ☐ *Hen* for the teacher and each child



Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Speaking & Listening

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

Reading: Literature

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

Say: **Let's compare and contrast *Hen* with *Peg's Egg*. First, think of ways these books are the same. Turn to your partner and discuss.** Volunteers share similarities. Lead the children to notice:

- Both books have red hen characters.
- Both hens have eggs.
- Both hens take care of the creatures that have hatched from their eggs.

Repeat for the differences between the two books. Lead the children to notice:

- Peg did not lay her egg. Hen did.
- Peg's egg did not have a chick inside.
- *Peg's Egg* is fiction. *Hen* is nonfiction.



Formative Assessment

Write short-e words from *Hen* on the board (*hen, nests, pen, egg, yes, peck, pecks, wet, tends*). The children locate and circle these words in their books with red crayons. Partners help each other as needed.

Provide visual support when introducing new vocabulary if possible.

ELL

2

Peg Goes Places, Chapter 3

Say: **Peg is so excited for you to read the end of her story. Let's review your predictions.** Read the children's predictions from Day 1.

Continue: **Who is ready to read chapter 3?** Read chapter 3, "A Play Date in Space."

Say: **Let's check your predictions and compare them to the actual ending of the story.** Do this, then distribute *Peg Goes Places*.

Partner a strong reader with an emergent reader. The partners read chapter 3 together. As they find words they do not know, they write them on the board.

When they are finished reading, gather the children together to review the troublesome words together.

Materials

- ☐ Chapter 3 predictions from Day 1
- ☐ *Peg Goes Places*
- ☐ Plush Peg

Reading: Literature

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

Speaking & Listening

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

Language

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



Formative Assessment

Ask:

- **What friends did Peg meet in space?**
- **What do you think was in the egg Peg brought back?**
- **What story does that remind you of? Why?**
- **If Peg made another trip to space, what do you think she might do?**

Computer

Practice

- *I'm Reading:* Folk Tales, "Chicken Little." Children review their characters' parts as they view the story.
- *I'm Reading:* Fiction/Nonfiction, "Penguin, Penguin"

Activity

The children advance on the "Starfall Speedway" by reading High Frequency Word Cards.

Materials

- ☐ High Frequency Word Cards
(words needing reinforcement)
- ☐ "Starfall Speedway"

3

Review Colors

Indicate each crayon and the children identify the colors. As the children solve the riddles below, write the color words on chart paper with the corresponding colored crayon.

Materials

- ☐ Reading & Writing Books, p. 22
- ☐ Box of 8 basic color crayons for each child
- ☐ Pencils, crayons
- ☐ Chart paper

Red	My color name begins with /r/. I have three letters in my name. Sometimes apples are my color, and strawberries, too. What color am I?
Blue	My color name begins with /b/. The sky is sometimes my color. There is a berry with my name in it. What color am I?
Purple	My color name begins with /p/. If you mix red and blue together, you make my color. Grape juice is my color. What color am I?
Black	My color name ends with /k/. I am the opposite of white. What color am I?
Green	My color name begins with /gr/ and ends with /n/. Grass is often my color. What color am I?
Yellow	My color name begins with /y/. I am the color of the sun. What color am I?
Orange	My color name ends with /j/. I am the color of a pumpkin. If you mix yellow and red together, you get my color. What color am I?
Brown	My color name begins with /br/ and ends with /n/. Chocolate is often my color. I am the only color left. What color am I?

Reading: Foundational Skills

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

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

RF.K.4 Read texts with understanding

Listening & Speaking

LS.9 Apply listening and speaking skills

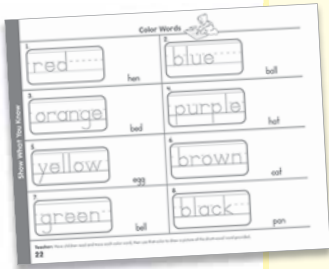
Reading: Foundational Skills

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



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 22. Complete the page together with the children as directed at the bottom.



Magic Writing Moment

Illustrate Opinions

Zac whispers to you. Say: **Zac loved your opinions about his books.** Ask Zac if he would like the children to add illustrations to go with their sentences. He whispers that he can't wait to see them!

Explain: **Read what you wrote and add an illustration to support or go with your opinion sentence. When you are finished share your writing with a neighbor who is also finished.**

Encourage children to compliment each other on the details they included and to share their opinions about the book their neighbor chose.

Materials

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

Listening & Speaking

LS.9 Apply listening and speaking skills

Writing

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

Phonological Awareness Warm-Up

Phoneme Substitution

Ask: **What new word would we make if we changed the /j/ in jet to /g/?** (get)
Continue for:

Word family -et:

wet	bet	pet	let	net	set
-----	-----	-----	-----	-----	-----

Word family -en:

pen	ten	men	den	Ben
-----	-----	-----	-----	-----

Word family -ed:

red	Ted	led	Ned	fed	wed
-----	-----	-----	-----	-----	-----

Say: **Now, let's try a tricky one. This time we will change the ending sound. What new word would we make if we changed the /t/ in pet to /g/?** (Peg).
Continue for:

pep	pen	peck
-----	-----	------

Materials

- ☐ None

Reading: Foundational Skills

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

Consider allowing ELL children to use whiteboards as visuals so they can erase and add letters and see the new words.

ELL

Science

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

Listening & Speaking

LS.9 Apply listening and speaking skills

Review Birds

Indicate the Vertebrates (Animals with Backbones Poster) and review the introduced animal groups.

- Distribute Zac, Peg, and Backpack Bear to volunteers.
- Indicate the mammal group on the poster and identify this group's key characteristics. (hair, fur, or fat to keep the body warm, and the mother feeds its young milk from her body)
- Indicate the bird group on the poster and identify this group's key characteristic. (feathers)
- Volunteers classify Zac, Peg, and Backpack Bear.
- The volunteers ask the class to determine why each animal belongs to its respective group.

Materials

- ☐ Backpack Bear's Bird Book by Alice O. Shepard
- ☐ Plush Zac, Peg, and Backpack Bear
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Chart paper, marker
- ☐ Pocket chart



Formative Assessment

Indicate Backpack Bear's Bird Book. Say: **We have learned about many birds. As I read Backpack Bear's Bird Book, listen for their names. If you hear the name of a bird, raise your hand. I will write the name on the chart paper.**

As children identify birds' names, write their responses in a numbered list.

After reading, the children may continue to identify other birds not mentioned in the book. Add these to the list and review their names.



Computer

1

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

Create Individual Bird Posters

The children create “Bird Posters” by illustrating different birds, or by finding and clipping bird images from magazines. Encourage them to use kid writing or to reference the chart from Session 1 to label their birds.

Materials

2

- ☐ Pencils, crayons
 - ☐ Magazines, scissors, glue
 - ☐ Large sheet of drawing paper
- for each child

“Color by Word”

The children color the picture according to the key to complete the “Color by Word” for Week 21.

Materials

3

- ☐ Pencils, crayons
- ☐ Week 21 “Color by Word” worksheet for each child

“Starfall Speedway”

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

Materials

4

- ☐ “Starfall Speedway”
 - ☐ High Frequency Word Cards:
- Choose words that most need practice

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

Technology

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

Writing

W.8 Draw and label

Science

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

Reading:

Foundational Skills

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

Reading:

Foundational Skills

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

Speaking & Listening

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

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

Kindergarten Book Club

Gather the children in a circle on a rug or the floor. Place the books from Weeks 18 to 20 in the center of the circle and review the title of each book.

Volunteers (individually or as partners) choose favorite books in turn. For each selection, the child (or partner) leads a short discussion explaining why he or she liked the book and answering classmates' questions. Continue until all of the books have been discussed.

Materials

- ☐ *Peg the Hen, Peg Helps Zac, Peg's Egg, Hen*
- ☐ *The Little Red Hen and other Folk Tales, "The Little Red Hen" and "Chicken Little"*
- ☐ *The Little Red Hen* (Galdone)
- ☐ *Backpack Bear's Bird Book*
- ☐ *Amazing Airplanes*
- ☐ *Peg Goes Places*



Formative Assessment

The children vote with a show of hands on the class favorite from their study of birds and flight.