



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
Amphibians
Unit 9 • Week 27

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall Education Foundation
P.O. Box 359, Boulder, CO 80306 U.S.A.

Amphibians

Unit 9 • Week 27

Week 27

Overview / Preparation

799

Day 1

Introduce Amphibians	805
Introduce High Frequency Words: <i>about, out</i>	806
Introduce <i>The Salamander Room</i>	807

Day 2

Shared Writing	810
Illustrate the Shared Writing	811
Introduce Habitat: Pond	812

Day 3

Introduce <i>Fix the Jet</i>	814
Write a Sentence With Quotation Marks	815
Introduce High Frequency Words: <i>live, very</i>	816

Day 4

<i>What An Adventure!</i> Chapter Book	817
<i>What An Adventure!</i> Choral Reading	818
Medial Short Vowel Sounds: /a/, /e/, /i/, /o/	819

Day 5

Classify Animals with Backbones (Vertebrates)	820
Learning Centers	822
Kindergarten Book Club	823

- ★ Begin with free reading and math activities for computers and mobile devices.
- ★ Discover even more interactive activities with a Starfall membership!
- ★ Shop at store.starfall.com for curricula and educational products.

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Week 27 Overview

Amphibians

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

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

Recommended Literature

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

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

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

Starfall Books & Other Media

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

Animal Kingdom Poster

Vertebrates (Animals with Backbones) Poster

ABC Rhyme Book

Fix the Jet

The Big Hit

Sing-Along Volume 1

Backpack Bear's Mammal Book by Alice O. Shepard

Backpack Bear's Bird Book by Alice O. Shepard

What an Adventure! Chapter Books

Starfall Writing Journals

Short-I Puzzles

Pond Ecosystem Poster



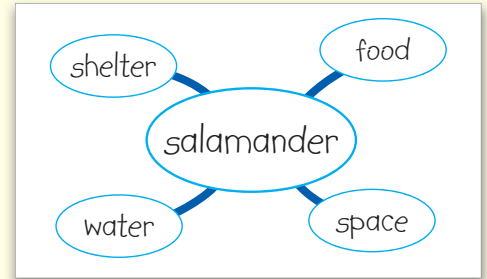
Preparation

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

Day One

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

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



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

Day Two

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

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

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

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

Day Three

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

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

Day Four

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

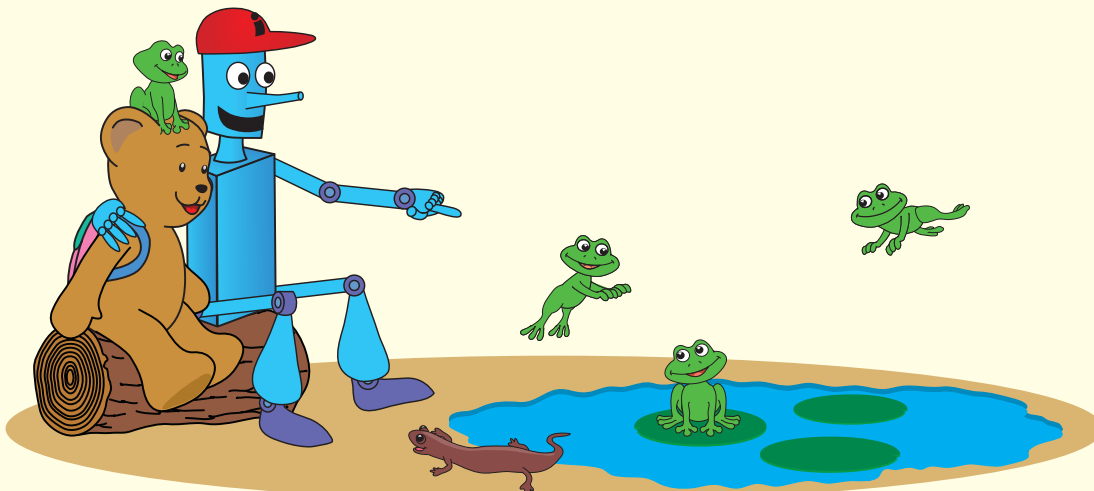
Day Five

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

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

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

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



Day 1

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

Love,

Backpack Bear



Day 2

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

Your friend,

Backpack Bear



Day 3

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

Love,

Backpack Bear



Day 4

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

Your pal,

Backpack Bear



Day 5

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

Love,

Backpack Bear



DAY One

DAY Two

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

DAY Three

DAY Four

DAY Five

Our Class Adventure (*How?*
Why?)

R&W p. 48

Quotation Marks

Fix the Jet

Initial, medial short-i

HF Words: **live, very**

Deleting and adding phonemes

Comprehension Skills:

Identify Genre (fiction)

Draw Conclusions

Inference

Story Details (problem/solution)

Comprehension Strategy:

Open Discussion



Our Class Adventure:
Conclusion

R&W p. 49

Phoneme
substitution

Medial short vowel
sounds

Blending, Decoding

Comprehension Skill:

Classify/Categorize

What an Adventure!
(Chapter book)

Choral Reading



Illustrate Our Class Adventure

R&W p. 50

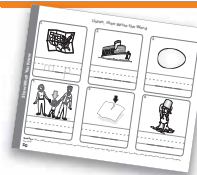
Blend Sounds

Comprehension Skill:

Classify/Categorize

Comprehension Strategy:

Summarize



Starfall Free Day

1

"Color by Word"

2

I'm Reading: Fiction/Nonfiction,
"I Can Do It"; *Folk Tales*, "Chicken
Little", "The Little Red Hen"

Short Vowel Pals: "Fish and Me,"
"Tin Man Sits," "Fix the Jet"
ABCs: Begin backwards with Zz
and review the alphabet

Form Short-I CVC Words with
play dough or magnetic letters

3

Draw and label pond habitats

What an Adventure! - Illustrate
what happens next

Draw and label amphibians

4

ABC Rhyme Book

Vocabulary: confident

"Short-a Song"

"Short-e Song"

"Short-i Song"

"Short-o Song"

Teacher's Choice

Teacher's Choice

5

6

Kindergarten Book Club

Backpack Bear's Mammal Book

Backpack Bear's Bird Book

*Backpack Bear's Reptiles,
Amphibians, & Fish Book*

Write sentences that use
quotation marks

Illustrate what might
happen next in Tin Man and
Zac's adventure

Classify animals with backbones
(vertebrates)

Language

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

Writing

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

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

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

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

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

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

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

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

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

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

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

Materials

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

Collect the papers for use on Day 2.

Phonics Warm-Up**Blend CVC Words**

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

Materials

- ☐ *Reading & Writing Books*, p. 47
- ☐ Pencils, crayons

Reading:**Foundational Skills**

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

Introduce Amphibians

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

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

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

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

Indicate the Vocabulary Cards and explain:

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

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

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

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

Materials

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

Science

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

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

Social Studies

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

Reading: Informational Text

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

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

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



Formative Assessment

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

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

2

Introduce High Frequency Words: *out, about*

Distribute individual whiteboards and markers.

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

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

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

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

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

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

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

Materials

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

Reading: Foundational Skills

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

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



Formative Assessment

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

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

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

ELL

Computer

Practice

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

Activity

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

Materials

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

3

Introduce *The Salamander Room*

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

Read *The Salamander Room*.

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

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

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

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

Materials

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

Reading: Foundational Skills

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

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

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

Reading: Literature

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

Science

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

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

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

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

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

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

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

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

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



Formative Assessment

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

Save the chart for use on Day 2.

Magic Writing Moment

Our Class Adventure (When? Who?)

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

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

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

Collect the papers for use on Day 3.

Materials

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

Language

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

Writing

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

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

Phonological Awareness Warm-Up

Phoneme Addition—Initial Blends

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

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

Materials

- ☐ None

Reading:

Foundational Skills

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

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

Writing

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

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

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

Language

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

Shared Writing

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

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

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

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

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

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

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

**Formative Assessment**

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

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

Materials

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

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

ELL

2

Illustrate the Shared Writing

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

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

Materials

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

Writing

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

Listening & Speaking

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



Formative Assessment

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

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

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

Computer

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

Practice

Activity

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

Materials

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

Reading:

Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Science

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

Social Studies

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

SS.ES.5d Know characteristics of landforms

Introduce Habitat: Pond

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

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

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

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

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



Materials

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



Formative Assessment

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

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

Magic Writing Moment

Our Class Adventure (How? Why?)

Review the sentences from Days 1 and 2.

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

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

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

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

Collect the papers for use on Day 4.

Materials

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

Language

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

Writing

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

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

Phonological Awareness Warm-Up

Identify and Discriminate Initial and Medial Short-I

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

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

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

li Igloo

Sit inside an igloo

Made of ice and snow.

It's cold outside,

But in this home,

The wind can never blow



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

Repeat for medial short-i.

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

Reading:

Foundational Skills

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

Fluency

FL.6 Demonstrate ability to read with accuracy and expression

Literary Response & Analysis

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

Reading: Foundational Skills

RF.K.4 Read texts with understanding

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

**Materials**

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

Introduce *Fix the Jet*

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

As you read the story, discuss the following questions.

Page 1

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

Page 2

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

Page 3

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

Page 4

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

Page 5

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

Page 6

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

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

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



Formative Assessment

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

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

Volunteers share their responses with the class.

2

Write a Sentence With Quotation Marks

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

Ask:

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

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

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

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

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

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

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

Materials

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

Literary Response & Analysis

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

Reading: Literature

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

Language

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



Formative Assessment

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

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

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

Media Literacy

ML.10 Use technology resources to support learning

Reading:**Foundational Skills**

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

RF.K.4 Read texts with understanding

Writing

W.8c Draw and label

Science

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

Reading:**Foundational Skills**

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

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

Computer

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

Practice**Activity**

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

Materials

- ☐ Pond Ecosystem Poster
- ☐ Drawing paper, pencils, crayons

3**Introduce High Frequency Words: *live*, *very***

Distribute a High Frequency Word Card to each child. Say:

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

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

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

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

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

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

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

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

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

Materials

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

Formative Assessment

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

Magic Writing Moment

Our Class Adventure: Conclusion

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

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

Example: We will have fun on our class adventure.

The children copy the sentence then begin illustrating their stories.

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

Collect the papers for use on Day 5.

Materials

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

Writing

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

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

Phonics Warm-Up

Blending and Decoding

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

Materials

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

Reading: Foundational Skills

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

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

Reading: Literature

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

Fluency

FL.6c Read grade-level text with expression

1

What An Adventure! Chapter Book

Indicate *What An Adventure!*

Say: **Tin Man and Zac had an adventure. Who remembers what an adventure is?** Remind the children that an *adventure* is an exciting or unusual experience.

Continue: **Listen carefully to Tin Man's story so you can answer questions about it.**

Read the entire book then partner the children to discuss the following questions. Volunteers share their answers with the class.

Materials

- ☐ *What An Adventure!* class set

Ask:

- What did Zac learn about Tin Man in the first chapter?
- How did Tin Man fix Zac's fan?
- What did Tin Man make that helped Tin Man and Zac have an adventure?
- Why did Tin Man call it a "Land Ship?"
- What made the Land Ship move?
- What did Tin Man and Zac discover?
- What else do you think Tin Man and Zac might have discovered?
- If you were going to write the next chapter of this story, what would you write?



Formative Assessment

Partner the children and distribute *What an Adventure!* to each pair. Partners find a quiet place in the classroom to read the book together.

2

What An Adventure! Choral Reading

Materials

- ☐ *What An Adventure!* class set

Fluency

FL.6c Read grade-level text with expression

Divide the children into three groups and designate a strong reader as the leader of each group. Distribute *What An Adventure!* and assign one chapter to each group.

The groups meet in separate areas of the classroom and practice reading their chapters.



Formative Assessment

Gather the children together. Each group stands and chorally reads its chapter.

Reading: Foundational Skills

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

Fluency

FL.6a Read letters in random order

Writing

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

Computer

Practice

- Short Vowel Pals: "Fish and Me," "Tin Man Sits," and "Fix the Jet"
- ABCs: Begin backwards with Zz and review the alphabet

Activity

The children think about what might happen next on Tin Man and Zac's adventure and illustrate it.

Optional: Collect the illustrations to create a classroom display, "What an Adventure!"

Materials

- ☐ *What an Adventure!* class set
- ☐ Pencils, crayons
- ☐ Drawing paper

3

Medial Short Vowel Sounds: /a/, /e/, /i/, /o/

Indicate Zac, Peg, Tin Man, and Mox. Play *Sing-Along* Volume 1, Tracks 28 through 31, "Short Vowel Songs." The children sing each character's vowel song.

Divide the class into four teams; Team *a*, Team *e*, Team *i*, and Team *o*. The children on each team sit behind each other in a row. The first child in the row holds the respective character and is the "team leader."

Materials

- ☐ *Sing-Along* Volume 1, Tracks 28-31, Short Vowel Songs
- ☐ Zac, Peg, Mox, Tin Man

Reading: Foundational Skills

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



Formative Assessment

- Say a word from the list below, being sure to articulate it clearly. The suggested words contain blends and digraphs.
- The team that represents the word's medial sound stands.
- The team leader hands the character to the next child in the row, and goes to the end, so each child has a turn as "team leader."

crab	belt	dish	block	bath
chest	gift	cloth	band	dress
limb	dock	class	fence	pick
frog	dance	left	ship	shock
flag	neck	sink	month	grass
shell	sticks	stop	path	sled
string	trot	sand	sick	best

Writing

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

Fluency

FL.6c Read grade-level text with expression

Reading:**Foundational Skills**

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Language

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

Science

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

Magic Writing Moment**Illustrate Our Class Adventure**

Say: **Today we will finish illustrating our stories.**

Review the story elements used to write the stories, such as answering *who, what, when, where, why*, and *how* questions, topic and concluding sentences. Distribute the stories and the children read them together.

The children finish illustrating their stories. As they finish they read them to each other or to one of the Starfall characters.

Materials

- ☐ Children's individual stories
- ☐ Chart paper from Week 26
- ☐ Pencils, crayons
- ☐ Drawing paper

Phonics Warm-Up**Blending Sounds**

Distribute *Reading & Writing Books* and the children turn to page 50. Complete the page together with the children as you have similar pages.

Materials

- ☐ *Reading & Writing Books*, p. 50
- ☐ Pencils, crayons

1

Classify Animals with Backbones (Vertebrates)

Indicate the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups, animals with backbones and animals without backbones.**

Indicate the Vertebrates (Animals with Backbones) Poster. Say: **We've been learning about animals with backbones, the vertebrates. There are five groups of animals with backbones. Who can name one of those groups?** Continue until all five groups, mammals, birds, reptiles, fish, and amphibians are identified. **Two of these groups are "warm-blooded." Raise your hand if you know which animal groups are "warm-blooded."** (mammals, birds) **Which are "cold-blooded"?** (reptiles, fish, and amphibians)

Place the Animal Kingdom Word Cards across the top row of a pocket chart, and place the Picture Cards face up on the floor or in the bottom rows of the pocket chart. The children form a semicircle around the pictures and the pocket chart.

Explain: **Listen to these clues that describe one of the animal Picture Cards. I will choose a volunteer to pick the correct animal card and classify it as an amphibian, a mammal, a bird, a reptile, or a fish.**

Materials

- ☐ Picture Cards: *alligator, bat, chick, dinosaur, duck, elephant, fish, frog, girl, hen, kangaroo, koala, ostrich, penguin, pig, salamander, shark, snake, turtle, whale*
- ☐ Animal Kingdom Word Cards: *amphibians, mammals, birds, reptiles, fish*
- ☐ Vertebrates (Animals with Backbones) Poster
- ☐ Animal Kingdom Poster
- ☐ Pocket chart



Formative Assessment

Read the following clues and volunteers respond. The class assists volunteers as needed.

alligator	I live in water and on land. I am “cold-blooded” and have scaly skin. I am one of the few reptiles that cares for its young.
turtle	I am a reptile. I lay eggs and have a hard shell. After I am born, I must survive on my own.
snake	I have dry scales and slither because I have no legs. I lie in the sun to get warm because I am “cold-blooded.”
koala	I am a special kind of mammal. I don’t look like my parents when I’m born. I finish growing inside my mother’s pouch. I like to climb in trees.
duck	I am “warm-blooded” and have wings. I belong to the bird family and spend much of my time in the water.
hen	I am a feathered animal. I lay eggs that some people like to eat for breakfast.
ostrich	I am a member of the bird family, but I don’t use my wings to fly. My legs are very powerful and I can run really fast!
penguin	I have feathers. I like to swim. I look like I am flying under water, but I cannot fly through the air.
salamander	I look like a lizard, but I do not have scales. I breathe and drink water through my skin. I can grow new limbs, and also a tail, if I lose them.
frog	I am “cold-blooded” and I am born with gills. I go through a metamorphosis, and later grow lungs. I love to hop!
fish	I have scales and breathe through gills.
shark	I am a fish and have live births. I use my fins to swim. Many people are afraid of me when they are in the ocean.
pig	I am a mammal and feed milk to my babies. I have four short limbs. Authors have written books about two of my brothers, a wolf, and me.
girl	I am a mammal who looks like you! I am not a boy.

whale	I am the largest mammal that lives in the ocean, and I have hair. I breathe air and have live babies.
dinosaur	I am an extinct reptile, so I no longer live on earth. Some scientists proved that I am closely related to birds!
kangaroo	I am a mammal, and carry my babies in my pouch after they are born. I have very strong back legs and very short front legs.
elephant	I am the largest land animal. I have a trunk. I am “warm-blooded” and usually have only one baby at a time.
bat	I am the only mammal that flies.
chick	I am a baby with very soft feathers. I hatched from a hen’s egg.

Technology

ML.10 Use technology resources to support learning

Computer**1**

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

**Reading:
Foundational Skills**

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

“Color by Word”

The children complete the Week 27 “Color by Word” worksheet.

Materials**2**

- ☐ Pencils, crayons
- ☐ Week 27 “Color by Word” worksheet for each child

**Reading:
Foundational Skills**

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

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

Short-I CVC Words

The children use magnetic letters or play dough to spell the Short-I Picture Card words.

Materials**3**

- ☐ An assortment of Short-i Picture Cards
- ☐ Magnetic letters, whiteboards or play dough

Draw and Label Amphibians in a Scene

Each child illustrates and labels a scene that includes amphibians. They each write a sentence describing their illustration.

Materials

- ☐ Pencils, crayons
- ☐ Backpack Bear's Reptiles, Amphibians & Fish Book
- ☐ Large sheet of drawing paper for each child

4

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

2

Kindergarten Book Club

Say: **During our Kindergarten Book Club, we will review animals that belong to the vertebrates group, or those who have backbones.**

- Write the titles of the three books on the whiteboard as column headings.
- Indicate and read the title of each book.
- Under each title, write numbers corresponding to one-third of the total number of children in the class. (Example: For 21 children, write the numbers 1-7 under each book.) The children take turns to sign up on the board for the book they would like to review. Once the limit has been reached for each book, the children make alternate choices.
- The children form groups according to their book choices.

Say: **Discuss your book, then Backpack Bear will choose volunteers from your group to tell the class about it.**

Materials

- ☐ Backpack Bear's Mammal Book
- ☐ Classroom whiteboard, markers
- ☐ Backpack Bear's Bird Book
- ☐ Backpack Bear's Reptiles, Amphibians & Fish Book
- ☐ Backpack Bear

Literary Response & Analysis

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

Reading: Informational Text

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

Speaking & Listening

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

Science

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

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

Formative Assessment

Each group presents information from its book to the class. Classmates may ask the groups questions.