



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide

Insects

Unit 10 • Week 29

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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Insects

Unit 10 • Week 29

Week 29

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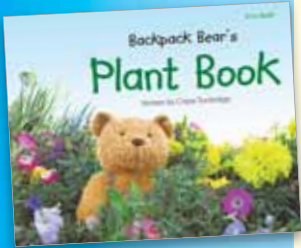
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Week 29 Overview

Insects

This week, the children continue their study of arthropods as they meet the insect animal group. They learn the benefits of honeybees, and explore how they work together in colonies, each with its own job. They also compare the insect's body with that of a human. This week we will:

- draw our own insects.
- compare two different versions of the same story.
- classify words as high frequency, decodable, and high frequency decodable.
- learn whether objects sink or float.



Starfall Books & Other Media

ABC Rhyme Book

At Gus's Pond Chapter Book

Backpack Bear's Invertebrates Book by Alice O. Shepard

Backpack Bear's Plant Book by Alice O. Shepard

Bug in a Jug

Gus the Duck

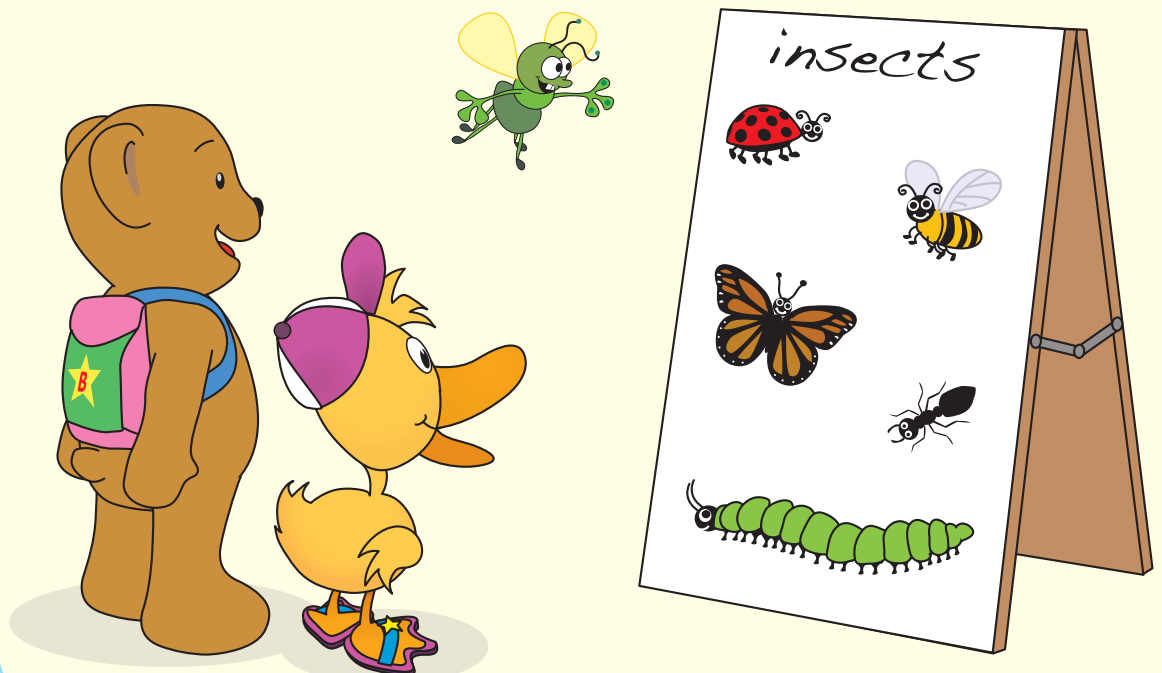
Invertebrates (Animals without Backbones) Poster

Pond Ecosystem Poster

Reading & Writing Books

Starfall Dictionaries

Starfall Writing Journals



Preparation

Generate Vocabulary Cards for Week 29. You will use *insects, antennae, thorax* and *abdomen* on Day 1.

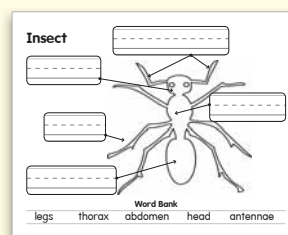
Optional: Ask the children to bring blankets for the Kindergarten Book Club meeting on Day 5.

Day One

For Session 2 you will need a see-through cylinder-shaped container, a container of water, and rocks, stones, or pebbles that will sink. You will also need blank Vocabulary Cards, so children can suggest their own vocabulary for *The Crow and the Pitcher*.

Day Two

For Session 1, duplicate an insect labeling diagram (found in your supplements package or downloaded from teach.Starfall.com) for each child. For Session 2, you will need *Backpack Bear's Story* printed on chart paper. Leave a space for the title, which the children will decide later. For Session 3, you will use *Backpack Bear's Story* printed on chart paper, and a printed copy for each child. Generate word cards for: *wings, swim, duck, ramp, and stick*.



Name _____

Gus said, "Look! That cup has a bug in it."
 "How did a bug get in the cup?" said Zac.
 "He fell in the cup. His wings are all wet!"
 "A bug can not swim like a duck can," said Gus.
 Peg said, "The bug is sad. He wants to get out of the cup."
 "What can we do to help the bug?" said Zac.
 "I could fix a ramp. It will help the bug get out of the cup," said Gus.
 Gus put a stick down in the cup. The bug went up the ramp.
 "The bug is out of the cup!" said Peg.

Day Three

Prior to the Phonological Awareness Warm-Up, create an Amazing Silent E Wand by printing an "e" on a paper star and attaching it to a fly swatter.

Generate a Week 29 "Color by Word" worksheet for each child for today's Activity Time.

For Session 3, collect the following objects, trying to keep them close in size in order to make the experiment more precise.

- Small rock (sink)
- Wooden block (float)
- Plastic object (float)
- Rubber super ball (float)
- Quarter (sink)

Objects	Prediction (sink)	Prediction (float)	Result (sink)	Result (float)	Center (sinks) than water (Yes or no)
Small Rock					
Wooden block					
Plastic object					
Rubber super ball					
Quarter or piece of steel					

You will also need a small, clear container filled with water, and a copy of the class Sink or Float Chart (found in your supplements package or downloaded from teach.Starfall.com).

Day Four

None

Day Five

Generate a Week 29 "Word Search" worksheet for each child for learning centers.

Day 1

I was able to help Gus learn to read some new words! It's fun to help a friend!
 Love,
 Backpack Bear 🐻

Day 2

I wrote a story about an insect. I can't wait for you to read it. I hope you like it!
 Love,
 Backpack Bear 🐻

Day 3

Did you like my story? I enjoyed writing my own fable!
 Love,
 Backpack Bear 🐻

Day 4

It's fun to learn about insects! Did you know that we get a lot of the food we eat because of honeybees?
 Love,
 Backpack Bear 🐻

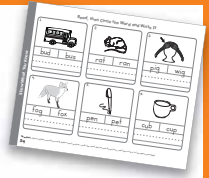
Day 5

I love honeybees! My family eats honey all the time. Do you like honey?
 Your pal,
 Backpack Bear 🐻

DAY One

DAY Two

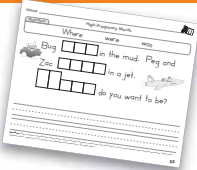
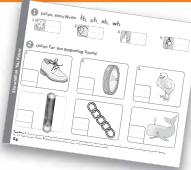
Magic Writing Moment	Punctuation Anchor Chart Presentation	Star Writer Anchor Chart Presentation
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	Phoneme deletion <i>Gus the Duck</i> Comprehension Skills: Classify/Categorize Identify Genre (Aesop's Fable) Story Elements (problem/solution, author's intention) <i>Bug in a Jug</i>	<i>R&W</i> p. 54 Decoding <i>Bug in a Jug</i> Comprehension Skills: Compare/Contrast Story Elements (characters, problem/solution)
Computer	"Calendar"; ABCs: Uu; <i>Backpack Bear's Books: Concepts, "U-Machine"</i>	<i>Short Vowel Pals: "Bug in a Jug,"</i> any previously introduced stories
Activity	Sequence <i>Gus the Duck</i>	"Concentration" Picture and Word Cards
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Invertebrates Book</i> <i>The Crow and the Pitcher</i> Vertebrates (Animals <u>with</u> Backbones) Poster Invertebrates (Animals <u>without</u> Backbones) Poster Vocabulary: insects, thorax, antennae, abdomen	<i>Backpack Bear's Invertebrates Book</i> <i>Backpack Bear's Story</i>
Writing		Label parts of an insect
Social Studies		
Science	Insect Labeling Diagram Water Displacement Demonstration	Insect Labeling Diagram



DAY Three

DAY Four

DAY Five

Editing Sentences	Editing Sentences	Editing Sentences
Rhyming Comprehension Skill: Story Elements (characters) Vowel Teams Silent E <i>At Gus's Pond</i> Chapter Book High Frequency Words: eat, make, take	<i>R&W</i> p. 55 Phoneme substitution Digraphs Nonfiction text 	<i>R&W</i> p. 56 Review Digraphs <i>At Gus's Pond</i> Chapter Book 
		Starfall Free Day 1
		Make invertebrates with play dough 2
<i>Learn to Read</i> : Row 5, "Gus the Duck," games; <i>Short Vowel Pals</i> : "Bug in a Jug"; <i>BpB's Books</i> : Concepts, any "Vowel Machine"	<i>Learn to Read</i> : Rows 1-5 <i>Talking Library</i> : Nonfiction, "The Story of Milk"	Short-u Puzzles and Word Search 3
"Color by Word" Week 29	Magnetic letters HF Words	Illustrate Magic Writing Moment journal entry 4
<i>Backpack Bear's Story</i> "Uu Umbrella Rhyme" Sink/float Predictions	<i>Backpack Bear's Invertebrates Book</i> <i>Backpack Bear's Plant Book</i> <i>ABC Rhyme Book</i>	Teacher's Choice 5
		Teacher's Choice 6
		<i>Backpack Bear's Invertebrates Book</i> Kindergarten Book Club
		Illustrate Magic Writing Moment Journal Entries
Sink or Float? Experiment	Introduce Honeybees	

**Reading:
Foundational Skills**

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

Literary Response & Analysis

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

Listening & Speaking

LS.9 Apply listening and speaking skills

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

Language

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

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

**Reading:
Informational Text**

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

Science

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

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

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

Magic Writing Moment**Punctuation Anchor Chart Presentation**

The children assigned to the Punctuation Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ Punctuation Anchor Chart
- ☐ Plush Starfall characters

Phonological Awareness Warm-Up**Phoneme Deletion**

Write *cup* on the board. Say: **Listen carefully to the sounds in this word, /k/, /u/, /p/. Say it with me, /k/, /u/, /p/, cup. If we take away the /k/, what word is left?** Erase the c and children say *up*. Repeat with:

Gus (/g/) us	stub (/s/) tub	shrug (/sh/) rug
crush (/k/) rush	clump (/k/) lump	shrub (/sh/) rub

Materials

- ☐ None

1

Insects

Indicate the Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters.

Say: **Last week we learned about a special group of invertebrates called arthropods. What do you remember about arthropods?** Volunteers respond.

Ask: **Who remembers the name of an animal that belongs to the arthropod group? Right, spiders are arthropods.** Partner the children to share and discuss what they remember about spiders. Volunteers share responses with the class.

Say: **Let's read Backpack Bear's Invertebrates Book to review what we learned.** Read pages 4-15.

Continue: **Today we will learn about another group of arthropods called insects.**

Read and discuss pages 16-25 and explain: **Insects are cold-blooded. Insects, such as bees and dragonflies, must shiver to stay warm when they are in a cold environment. Some insects die when it gets too cold. Some migrate, or move, to warmer climates or underground. Honeybees stay warm by crowding together and moving their wings to generate heat. Let's learn more about an insect's body.**

Materials

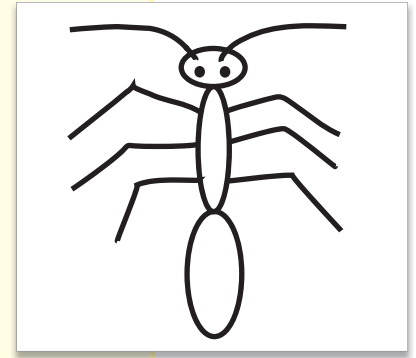
- ☐ Individual whiteboards, markers
- ☐ Invertebrates (Animals without Backbones) Poster
- ☐ *Backpack Bear's Invertebrates Book* by Alice O. Shepard
- ☐ Vocabulary Cards *insects, antennae, thorax, abdomen*
- ☐ Vertebrates (Animals with Backbones) Poster

Compare the human body to the insect body. As you identify each body part (below), children touch the corresponding part of their bodies. Model this as needed. Draw and label the insect body parts on the board, and discuss them as described.

Distribute individual whiteboards and markers. Say: **Let's draw our own insects.** Model as you give the following directions.

- Draw the thorax of the insect in the middle of your whiteboard.
- Add the head. Don't forget to add two antennae and eyes.
- Add the abdomen.
- Draw three jointed legs on each side of the thorax.

Explain: **Most insects also have wings attached to their thoraxes. They breathe through holes in their bodies, which are similar to a whale's blowhole.**



Formative Assessment

Say: **Turn to your neighbor and share your drawing. Don't forget to use the correct names as you discuss the parts of your insect.**

Consider learning the names of the body parts in the children's native languages to help their comprehension.

ELL

2

Introduce *The Crow and the Pitcher*

Say: **Aesop's fable, *The Crow and the Pitcher*, is about a crow that was very thirsty. Raise your hand if you have ever been thirsty. What did you do about it?** Volunteers respond.

Continue: **Fables teach lessons or morals. Let's listen closely for what lesson we learn from this fable.**

The children indicate vocabulary words they do not understand as you read the passage below. Discuss the words and create a vocabulary card for each suggested word.

Materials

- ☐ Cylinder-shaped see-through container
- ☐ Rocks or other objects that will sink
- ☐ Blank Vocabulary Cards
- ☐ Container of water

Reading: Literature

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

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

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

Language

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

The Crow and the Pitcher

A very thirsty crow spotted a pitcher on the ground. She flew to it excitedly, hoping to find water. The pitcher had water indeed, but only a little. The crow tried to stick her head inside the pitcher, but the opening was too narrow. Next, she tipped the pitcher on its side, but there was not enough water to spill out.

Exhausted, the crow stopped her efforts and looked around her. She noticed many small, smooth stones. She had an idea. She lifted the pitcher back upright.

The crow collected stones in her beak and dropped them one by one into the pitcher. With each stone, the water rose closer to the top, until at last she was able to quench her thirst.

Satisfied, she said, "Necessity is the mother of invention."

Discuss the lesson or moral of the fable. Possible themes might include:

- Little by little you can accomplish your goal.
- Where there's a will, there's a way. (If you want something badly enough, you will find a way to get it.)
- If you are having trouble, stop and take a look around you. Maybe you'll find something to help you, or you'll see the problem in a new way.

Explain: **Determination is similar to the word perseverance. To persevere means to never give up. Determination means to *decide* to never give up, and to stick to your decision.**

Discuss story elements such as characters, setting, problem and solution.

Recall the story's solution. Explain: **The crow added stones to the pitcher so the water would rise. Why did this work? Have you ever added ice cubes to a glass of water? Did you notice when you did that the water rose in the glass? This happens because the ice cubes take up space and push the liquid out of the way.**

Ask: **What do you think the crow meant when she said, 'Necessity is the mother of invention'?** Volunteers respond.

Explain: **The crow was very thirsty. She needed water to stay alive. Everything she tried failed. She had to invent, or try, a new way to get the water. If it wasn't absolutely necessary for her to get the water, she may have given up. Let's read this fable again. As we read it, we will demonstrate how the crow was able to raise the water in the pitcher so she could get a drink.**

Fill the cylinder two-thirds full with water. As you reread *The Crow and the Pitcher*, volunteers place the rocks or objects into the cylinder and observe the water rise.



Formative Assessment

Children partner and share what they learned from the fable.

Mark the outside of the cylinder so children can better observe the water level rising

**Observe
& Modify**

Display a photo of a pitcher, or have a pitcher available to use as a visual aide during this lesson.

ELL

Computer

Practice

- ABCs: Uu
- *Backpack Bear's Books*: Concepts, "U-Machine"

Activity

The children review the sequence of *Gus the Duck* by placing the Sequence Cards in order. They reconstruct sentences using only the individual Word Cards.

Materials

- ☐ Gus the Duck Sequence Cards and Word Cards
- ☐ Gus the Duck
- ☐ Pocket chart

3

Introduce *Bug in a Jug*

Indicate the *Bug in a Jug*. Read the title, and lead the children to discuss the cover illustration.

Say: **As I read this story, think about a story you have heard recently that is similar.** Read *Bug in a Jug*.

After children identify *The Crow and the Pitcher* as the similar story, explain that *Bug in a Jug* is an adaptation of the same Aesop's fable. Children explain how the stories are similar:

- Both characters had to figure out how to get the water to rise.
- It was absolutely necessary for both characters to solve their problems.
- Both characters resolved the problem by adding stones/pebbles to the water.
- Both Bug and the crow were happy with their accomplishments.

Children explain how the stories are different:

- They had different characters.
- Bug had a helper.
- The crow's problem was that she was thirsty; Bug was stuck.

Distribute *Bug in a Jug*, and the children write their names in the space provided.

Explain: **This book has decodable words, high frequency words, and decodable high frequency words.**

Read the story together as a class. Partner the children and ask: **What are other ways Bug could have solved the problem?**

Partners discuss possible solutions and volunteers share them with the class.



Formative Assessment

Divide the children into two groups. Read *Bug in a Jug* chorally, having each group read alternate pages.

Materials

- ☐ *Bug in a Jug* for the teacher and each child
- ☐ Pencils

Reading: Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Social Studies

SS.CT.3c Understand that calendars represent days and months

SS.CT.3b Put events in temporal order

Reading: Informational Text

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

Fluency

FL.6b Use appropriate intonation and expression

Literary Response & Analysis

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

Listening & Speaking

LS.9 Apply listening and speaking skills

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

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

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

Writing

W.8c Draw and label

Reading:**Informational Text**

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

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

Magic Writing Moment**Star Writer Anchor Chart Presentation**

The children assigned to the I Can be a Star Writer Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

Materials

- ☐ I Can be a Star Writer Anchor Chart
- ☐ Plush Starfall characters

Phonics Warm-Up**Decoding**

Indicate the *tub* Picture Card. Write: *tap*, *tub* on a classroom whiteboard.

Say: **Look at this Picture Card, *tub*. Here are two words. One of them has the letters that spell *tub*. Who can circle the correct word?**

Distribute *Reading & Writing Books* and the children turn to page 54. Read the directions and the children complete the page independently then compare answers with their neighbors. Review the correct answers together.

Materials

- ☐ *Reading & Writing Books*, p. 54
- ☐ Picture Cards *tub*
- ☐ Pencils, crayons

1

Bug in a Jug and Insects

Distribute *Bug in a Jug* books. Children locate the head, thorax, abdomen, antennae, legs, and wings on the bug pictured in the story.

- Discuss how the bug in the story is different from a real insect. (A real insect's legs are attached to its thorax.) Emphasize that cartoon characters often look different from actual animals.
- Indicate the "Insect" diagram and review the body parts, then distribute a copy to each child.
- The children label the diagram.

Recall that most insects have wings. The children draw wings on their insects, label them, then color the page.

Read *Backpack Bear's Invertebrates Book*, pages 16-27, to review information about insects.

Materials

- ☐ *Backpack Bear's Invertebrates Book* by Alice O. Shepard
- ☐ Insect labeling diagram for each child
- ☐ *Bug in a Jug* for each child
- ☐ Pencils, crayons

**Formative Assessment**

If time permits, children illustrate insects on the back of their diagrams and use kid writing to label them.

Backpack Bear's Story

Indicate *Backpack Bear's Story*. Backpack Bear whispers that he used only high frequency words and decodable words in his story so everyone could read it.

Say: **Listen carefully to Backpack Bear's Story.** Read the story with expression. Consider changing your voice as the different characters speak.

Materials

- ☐ Backpack Bear's Story printed on chart paper
- ☐ Zac, Gus, and Peg
- ☐ Backpack Bear

(Title)

Gus said, "Look! That cup has a bug in it."

"How did a bug get in the cup?" asked Zac.

"He fell in the cup. His wings are all wet," said Gus. "A bug can not swim like a duck can."

Peg said, "The bug is sad. He wants to get out of the cup."

"What can we do to help the bug?" asked Zac.

"I could fix a ramp. It will help the bug get out of the cup!" said Gus.

Gus put a stick down in the cup. The bug went up the ramp.

"The bug is out of the cup!" said Peg.

Ask:

- **Who are the characters in Backpack Bear's Story?** (Zac, Gus, Peg, the bug)
- Indicate Zac, Gus, and Peg and ask: **Which character is missing?** (the bug)
- **What is the story's problem?**
- **What is the solution?**
- **Is this solution to the problem the same or different from Bug in a Jug?**
- **Do you think this was a good solution? Why or why not?**

Choose volunteers to hold Zac, Gus, and Peg in front of the class. Continue:

Listen to the story again. The volunteers will raise the characters when they speak in the story. Remind the children that the quotation marks will provide clues as to when each character speaks. Read the story again.

Formative Assessment

Say: **Something is missing in this story. It doesn't have a title!** The children close their eyes and listen to the story again. As they listen, they think of possible titles.

The children turn to their neighbors and discuss titles for the story then they share their ideas with their classmates. Make a list of their suggestions.

After Group 2 shares its title suggestions decide as a class on a title for *Backpack Bear's Story*. Write the title at the top of the chart paper.

Speaking & Listening

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

Reading: Literature

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

Reading: Foundational Skills

RF.K.4 Read texts with understanding

The children will choose a title for this story at the end of the lesson.

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)

Media Literacy

ML.10 Use technology
resources to support
learning

Computer

Practice

- Short Vowel Pals: “Bug in a Jug”
- Short Vowel Pals: Any previously introduced stories

Activity

Children place the Picture and Word Cards in random order face down in a pocket chart. They match Picture and Word Card pairs.

Materials

- ☐ Matching CVC Picture and Word Cards featuring all five vowel sounds
- ☐ Pocket chart

3

Backpack Bear’s Story Vocabulary

Indicate *Backpack Bear’s Story* and say: **There are some words Backpack Bear used in his story that he would like us to learn.**

Indicate each of the following Word Cards. Discuss the blends used in each word. Remind the children to use their strategies to read the words.

Materials

- ☐ Backpack Bear’s Story printed on chart paper
- ☐ Backpack Bear’s Story, copy for each child
- ☐ Word Cards wings, swim, duck, ramp, stick
- ☐ Pencils, crayons
- ☐ Pocket chart
- ☐ Marker

wings

swim

duck

ramp

stick

Say: **Let’s read Backpack Bear’s Story again. When we come to one of these words, raise your hand.** A volunteer circles the word with a marker.

Distribute children’s copies of *Backpack Bear’s Story*. The children write their names at the bottom.

Say: **We need to add the title of the story to the top.** Children copy the title from the chart paper story.



Formative Assessment

Partner the children to read the story, pairing stronger readers with struggling readers.

Gather the children and read the story in unison. The children illustrate the story in the space at the bottom of the page.

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

ELL

Magic Writing Moment

Editing a Sentence

Say: **Today let's practice what we have learned about writing.**

Distribute writing journals, dictionaries, and pencils.

Continue: **Watch as I write a sentence on the board.** Write the following sentence (including errors).

Sentence: i lik to lookfor bugs?

Ask: **Is there anything wrong with this sentence?**

Volunteers assist in making corrections. When the sentence has been corrected, volunteers copy it beneath the original sentence on the board.

The children copy the corrected sentence on the first line of their writing journal pages.

Materials

- ☐ Anchor Charts
- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Pencils

The children will use the same journal page on Days 4 and 5.

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Phonics Warm-Up

Silent E

Introduce the Amazing Silent E Wand and explain its powers. Say: **When silent e appears at the end of a word, it casts a spell on its vowel friend, which makes the vowel say its name. Watch!**

- Write *at* on the board.
- Add *e* to the end.
- Use the Silent E Wand to tap *a*, then say *a*.
- Read *ate* and the children repeat.

Explain: **When a vowel says its own name, the vowel stands for the long vowel sound. We say the letter's name, not its short vowel sound.**

Gather the children around a classroom computer and navigate to *Learn to Read*: Row 5, "The Amazing Silent E."

Say: **Let's try some!** Navigate to *Learn to Read*: Row 6, "Play." Volunteers take turns playing the long vowel game.

Materials

- ☐ Amazing Silent E Wand
- ☐ Classroom computer

Reading: Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Have ELL children repeat the online activities often to help with understanding.

ELL

Reading: Literature

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

RL.K.7 Connect illustrations to story events

Reading:**Foundational Skills**

RF.K.4 Read texts with understanding



At Gus's Pond, Chapter 1

Indicate and review the Pond Ecosystem Poster.

Ask: **Did you know that Gus lives near a pond? He wrote about his life at the pond and would like to share it with us.**

Indicate *At Gus's Pond*. Introduce the title of chapter 1, "A Pond Is Full of Life." Ask: **Why do you think Gus named the first chapter, "A Pond Is Full of Life?" Let's look through chapter one and discuss the illustrations.** (Do this.)

Read chapter 1, pausing after each page to discuss how the illustrations support the text.

Indicate the chart paper. Say: **Let's make a list of all the things Tin Man and Gus saw as they explored the pond.** Create and review the list.

Distribute *At Gus's Pond* and explain: **Some of the words Gus used are story words and some words are decodable. A story word means you may not be able to decode it but the illustrations help you read the word.**

Partner the children to read chapter 1. They raise their hands for help to read unknown words.



Formative Assessment

Ask: **What words were difficult for you to read?** Take time to write these words on the board and discuss them. Review the difference between story words and decodable words.

Materials

- ☐ *At Gus's Pond* class set
- ☐ Pond Ecosystem Poster
- ☐ Chart paper
- ☐ Markers

Save the list for use on Day 5.

Introduce High Frequency Words: *eat, make, take*

Say: **Let's see what happens when silent e works its magic on these words.**

- A volunteer holds the Amazing Silent E Wand.
- Write *tap* on the board.
- The children read *tap*.
- Add *e* to the end.
- The volunteer taps *a* with the wand.

Say: **Now *a* gets to say its name while *e* is silent! This word is *tape*. Say, *tape*.**

Distribute individual whiteboards and markers, and continue.

- Write *at* on the board.
- The children copy *at* on their whiteboards and read *at*.
- They add *e* to the end.
- A volunteer uses the wand to tap *a* on the board.
- The volunteer waves the wand over the group.
- Children read aloud *ate*.

Say: **Two of our new high frequency words use the Amazing Silent E.**

Print *mak* on the board. Say: **Let's decode this word, /m/ /a/ /k/. Hmm, that doesn't sound like a word. Oh, I forgot! This word is supposed to have a silent e.** Add *e* to the end, tap the *a* with the Amazing Silent E Wand, and decode *make*. The children copy *make* on their whiteboards. Repeat for *take*.

Say: **Here is something else about long vowels. Listen to this rhyme. "When vowel teams go a-walking, the first one does the talking."** The children repeat the rhyme several times.

Write *team* on the board. The children identify the two vowels. Ask: **Which vowel is first? (e) If e is first, which vowel will do the talking? (e) What will a say?** (Nothing, it is silent.)

Sound out the word *team* emphasizing the long-e sound. Put your finger to your mouth at *a*, to emphasize that it does not represent any sound.

Restate the rhyme and ask: **We know e is doing the talking, but what does it say? Yes, it says its name, e. Remember, when a vowel says its name it means that the vowel stands for the long vowel sound.** Sound out the word *team* a second time.

Explain: **Now that you know about vowel teams, you will have an easy time reading our new high frequency word.**

Write *eat* on the board and the children copy *eat* on their whiteboards. They segment and blend orally to read the word. Continue for *leaf, weak, meat, and read*.

Materials

- ☐ Individual whiteboards, markers
- ☐ Amazing Silent E Wand
- ☐ Starfall Dictionaries
- ☐ Pencils

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

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



Formative Assessment

The children enter *eat*, *make*, and *take* in their *Starfall Dictionaries*.

Have ELL children and others repeat the vowel rhyme several times to help with comprehension.

ELL

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

RF.K.4 Read texts with understanding

Media Literacy

ML.10 Use technology resources to support learning

Computer

Practice

- *Learn to Read*: Row 5, "Gus the Duck" and Games
- *Short Vowel Pals*: "Bug in a Jug"
- *Backpack Bear's Books*: Concepts, Any Vowel Machine

Activity

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

Materials

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

3

Sink or Float?

Science

SC.IE.1 Ask and answer questions to understand science concepts

SC.IE.1h Predict or explain information or events based on observation or previous experience

Say: **In *Bug in a Jug*, Zac saved Bug by dropping something into the jug that made the water rise so Bug could climb out. What did he drop? (stones) The other story was about a very thirsty crow. What did the crow do to get a drink of water? (She dropped stones in the pitcher.) Did the stones sink or float?**

Ask:

- **Do you sink or float in the bathtub?**
- **What happens to the water level when you get in?**
- **Why does this happen?**

Ask: **Who weighs more, you or me? I weigh more because I take up more space. I am bigger. But size doesn't always tell us if one thing is heavier than another. Think of a beach ball and a little stone. The beach ball is bigger, but it is full of air. Air is not heavy, but stones are.**

Say: **Let's do an experiment to see which things float and which things sink. If an object weighs more than water, it will sink. If an object weighs less than water, it will float. We will make predictions (smart guesses) before we test the objects.**

Materials

- ☐ Small clear container filled with water
- ☐ Objects for the experiment
- ☐ Class Sink or Float Chart

For each object, the children make a prediction. Record the number of children who think the object will sink by writing it in the *sink* prediction blank. Write the number of children who think it will float in the *float* prediction blank on the Class Sink or Float Chart. Place each object in the water one at a time. Write *sink* if the object sinks and *float* if the object floats.

Review the prediction chart and discuss whether the children's predictions were correct.

Optional additional experiments and examples:

- Test the same objects in soapy or carbonated water. The results will change because soapy water is heavier than regular water, and carbonated water is lighter than regular water.
- Encourage the children to find other objects in the classroom. They predict then test the objects to learn the results.
- Weigh the objects before testing them to determine which ones weigh more or less.
- Weigh two similar quantities of water to show that water has weight.

Explain that boats are able to float because their weight is distributed evenly on the water. If something happens to disturb the distribution, the boat will sink. Compare this to floating on your back in the water, then to standing or sitting in the water.

- Use a plastic lid to demonstrate.
- Drop a plastic lid vertically in the water. It will sink because the weight is not distributed evenly.
- Place the lid horizontally in the water. It will not sink because the weight is distributed evenly.
- Place a heavy object on the edge of the lid. It will tip over because the weight is no longer distributed evenly.

Say: **If you weigh 45 pounds and you get into water, you will move 45 pounds of water to a different place. This happens because you and the water cannot be in the same place at the same time, just like you and your friend cannot stand or sit in the exact same place at the same time.**

Objects	PREDICTOR (sink)	PREDICTOR (float)	RESULT (sink)	RESULT (float)	DESIGNER'S COMMENT (Yes or No)
Small Rock					
Wooden block					
Plastic object					
Rubber, super ball					
Quarter or piece of steel					



No Formative Assessment

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Reading: Foundational Skills

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

Magic Writing Moment**Editing a Sentence**

Distribute writing journals, dictionaries, and pencils.
Read together, *I like to look for bugs.*

Say: **Let's write another sentence.** Write the following sentence on the board:

- *On monday i saw six very bigbugs*

Volunteers edit and copy the sentence correctly under the original sentence.

The children copy the corrected sentence on the next line of their writing journal pages.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Anchor Charts
- ☐ Pencils

Phonological Awareness Warm-Up**Phoneme Substitution****Materials**

- ☐ None

Ask: **What is the new word if we change the /n/ in *bun* to /g/?** (bug)

/t/ but	/s/ bus	/d/ bud	/z/ buzz
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Ask: **What is the new word if we change the /t/ in *hut* to /g/?** (hug)

/b/ hub	/f/ huff	/m/ hum	/sh/ hush
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Ask: **What is the new word if we change the /g/ in *rug* to /n/?** (run)

/b/ rub	/f/ ruff	/t/ rut	/sh/ rush
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1

Honeybees

Review Backpack Bear's message. Indicate *Backpack Bear's Plant Book* and say: **When we talked about plants, we learned the vocabulary word *pollination*. Let's read about pollination.** (Read pages 18 -19.)

Indicate *Backpack Bear's Invertebrates Book*. Read pages 24 and 25 and explain:

- **Honeybees are insects. They have three body parts, *abdomen*, *thorax*, and *head*. Honeybees have six legs, two antennae, two eyes, and two sets of wings.**
- **Bees live in a bee colony. A bee colony is called a beehive.**
- **A colony is like a family. Everyone has a job.**
- **There are three jobs in the family or colony. Let's learn about the jobs.**

A volunteer represents each job as you explain the work done in the colony. For example, one volunteer will be the queen. Several children will pretend to be worker bees, and some can represent the drones.

Queen	There is only one queen bee and she is the largest bee in the colony. Her job is to lay eggs for the family. She lays up to 3,000 a day.
Worker Bee	The worker bees are the smallest members of the family. All worker bees are female, or girl, bees. One of their important jobs is to get nectar from flowers. Worker bees' back legs have stiff hairs that form pollen baskets. Their job is to collect pollen from flowers and bring it back to the hive to feed their family. Workers have stingers and poison glands at the tips of their abdomens. Worker bees can only sting once because their stingers are pulled out when they sting, and then they die.
Drones	Drones are the male, or boy, members of the colony. They are a little larger than the worker bees. They get their food from the worker bees. They have only one job and that is to mate with the queen to help her make other bees. Drones do not have stingers and cannot defend themselves.

Materials

- ☐ *Backpack Bear's Plant Book* by Alice O. Shepard
- ☐ *Backpack Bear's Invertebrates* Book by Alice O. Shepard

Reading: Informational Text

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

Speaking & Listening

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

Science

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



Formative Assessment

Partner the children to discuss what they learned about honeybees. Volunteers share with the class.

**Reading:
Foundational Skills**

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

RF.K.3.D Identify differences between similarly spelled words

Media Literacy

ML.10 Use technology resources to support learning

**Reading:
Foundational Skills**

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

RF.K.4 Read texts with understanding

High Frequency Word Practice

Write *where*, *were*, and *was* on the board. Say: **Raise your hand if you can read these words.** Volunteers read the words and the class repeats.

Distribute *Reading & Writing Books* and the children turn to page 55. Guide the children to insert the correct words from the Word Bank into the sentences.

Pause to allow volunteers to share their responses to the question, "Where do you want to be?"



Formative Assessment

The children use kid writing and their *Starfall Dictionaries* to complete the page and add illustrations. As they finish, children share responses with others who have also finished.

Materials

- ☐ *Reading & Writing Books*, p. 55
- ☐ *Starfall Dictionaries*
- ☐ Pencil, crayons

Computer

Practice

- *Learn to Read*: Rows 1-5
- *Talking Library*: Nonfiction, "The Story of Milk"

Activity

Place the High Frequency Word Cards face down in a deck. The children take turns to reveal the cards and read the words. They use magnetic letters to form the words on their whiteboards then write them on paper.

Materials

- ☐ High Frequency Word Cards:
put, went, saw, was, one, out
- ☐ Magnetic letter sets for each child
- ☐ Individual whiteboards
- ☐ Paper, pencils

3

Digraphs

Ask: **Who remembers the job of Superhero h?**

Recall with the children that when Superhero h is added next to *s*, *c*, *w* or *t*, he changes the sounds they stand for.

Read each of the digraph rhymes in the *ABC Rhyme Book*.

Materials

- ☐ Letter Cards: *sh, ch, wh, th*
- ☐ *ABC Rhyme Book*

Reading: Foundational Skills

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



Formative Assessment

Divide the children into four groups and assign each group a Letter Card. Say the following words and the groups stand when they hear their digraph.

ship	chip	thumb	where	whistle	think
cheese	shell	chimp	what	thin	show
thick	sheet	who	chick	shy	cherries
why	thimble	share	chase	thistle	when

Language

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

L.K.2.A Capitalize the first word in a sentence and the pronoun I

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

Print Concepts

PC.1a Recognize that sentences are made up of separate words

Reading: Foundational Skills

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

Magic Writing Moment**Editing a Sentence**

Distribute writing journals, dictionaries, and pencils.

Say: **Let's read what we have written in our journals so far.**

Read together: *I like to look for bugs. On Monday I saw six very big bugs!*

Continue: **Here's another sentence we can add.** Write the following sentence on the board:

gus said, they all ran up the tree

Volunteers edit and copy the sentence correctly on the board under the original sentence.

The children copy the corrected sentence on the next line of their writing journal pages.

Materials

- ☐ Starfall Writing Journals
- ☐ Starfall Dictionaries
- ☐ Anchor Charts
- ☐ Pencils

Phonics Warm-Up**Review Digraphs**

Say: **Yesterday we reviewed the job of Superhero h.**

Review how Superhero h changes the sounds *s*, *c*, *w*, and *t* stand for when he moves in next to those letters in words.

Distribute *Reading & Writing Books* and the children turn to page 56. Complete the page together with the children as you have similar pages.

Materials

- ☐ *Reading & Writing Books*, p. 56
- ☐ Pencil, crayons

1

At Gus's Pond, Chapter 2

Indicate *At Gus's Pond*.

Ask: **Who can remind us or retell what happened in chapter one of "A Pond Is Full of Life?"** Volunteers respond.

Indicate the Pond Ecosystem Poster and continue:

Tin Man asked what they should explore next. What do you think they will find when they explore further?

Indicate *At Gus's Pond*, chapter two, "Vertebrates."

Ask: **What kind of vertebrates do you think Tin Man and Gus will find at the pond?** (Discuss the children's ideas.) **Let's read to find out!**

Read chapter two, "Vertebrates," pausing to discuss the relationship between the text and the illustrations.

Indicate and review the chart paper list from Day 3.

Say: **Gus helped us learn more about what we might see at a pond. Let's add what Gus and Tin Man saw at Gus's pond to our list.**

Volunteers locate as many of the items mentioned as they can find on the Pond Ecosystem Poster.

Materials

- ☐ *At Gus's Pond* class set
- ☐ Pond Ecosystem Poster
- ☐ Chart paper from Day 3
- ☐ Markers

Literary Response & Analysis

LIT.RA.7c Make inferences based on titles

Reading: Literature

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

RL.K.7 Describe the relationship between illustrations and text

Reading: Foundational Skills

RF.K.4 Read texts with understanding



Formative Assessment

Distribute *At Gus's Pond* and say: **Let's read Gus's chapter about vertebrates together.** Read the chapter chorally, very slowly.

You will revisit chapter two and the list in Week 30.

Media Literacy

ML.10 Use technology resources to support learning

Science

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

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

Reading: Foundational Skills

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

Writing

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

Computer**1**

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

Create an Invertebrate**2**

Children use play dough to create different types of invertebrates referencing *Backpack Bear's Invertebrates Book*.

Materials

- ☐ Backpack Bear's Invertebrates Book
- ☐ Play dough

Short-U Puzzles**3**

Children assemble puzzles then complete the Week 29 "Word Search" worksheet.

Materials

- ☐ Pencils
- ☐ Short-U Puzzles
- ☐ Week 29 "Word Search" worksheet for each child

Add Illustrations**4**

Children add illustrations to their Magic Writing Moment entries.

Materials

- ☐ Pencils, crayons
- ☐ Starfall Writing Journals

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Review Invertebrates

If weather permits, conduct this lesson outside on blankets.

Say: **Today we will review what we have learned about invertebrates. Why do you think we are outside? Yes, it is home to invertebrates. We might even see some while we are outside.**

Read *Backpack Bear's Invertebrates Book*.

As you read, omit words for the children to supply. Pause after reading several pages and children partner to share what they heard. Volunteers report back to the class.

Say: **When we are outside, we are visitors to some invertebrates' homes. It's important that we show respect to the environment and to the animals that live here. Do you think it is okay to pick up an invertebrate if we see one outside? Why not?**

Materials

- ☐ Backpack Bear's Invertebrates Book
- ☐ Optional: Blankets



Formative Assessment

The children go on an "invertebrate hunt" using only their eyes. Be sure to reinforce the importance of not touching animals.