



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

Teacher's Guide

Butterflies

Unit 10 • Week 30

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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Butterflies

Unit 10 • Week 30

Week 30

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Week 30 Overview

Butterflies

This week, the children will meet a very special member of the insect animal group, the butterfly. They will discuss the butterfly's life cycle and learn that a butterfly begins life as a caterpillar, then undergoes a metamorphosis. The children also review the animal kingdom during a meeting of the Kindergarten Book Club. This week we will:

- read and illustrate *The Butterfly Book*.
- illustrate *At Gus's Pond*.
- write a shared story about our plush character friends.

Recommended Literature

Monarch Butterfly — Gail Gibbons is an author and illustrator who made her first picture book when she was four years old. It was held together with strips of yarn. Her kindergarten teacher noticed her talent, and soon little Gail started taking art lessons. As an adult, she stays busy researching, writing and illustrating her own nonfiction books about things that fascinate her.

Her book ideas start with questions such as "Why?" and "How?" Then she reads about the subject and asks even more questions before putting words down. Finally, she paints with watercolors or draws with ink or colored pencils. She prefers to illustrate her own books, and she sometimes illustrates books for other authors.

Gibbons lives with her husband, a dog named Wilbur, and two cats, Miles and Davis. They have two homes. One is in Vermont. The other is a little farmhouse on an island off the coast of Maine. She likes gardening, swimming, and boating, but her favorite hobbies are reading and creating even more books.

Starfall Books & Other Media

At Gus's Pond Chapter Book
Backpack Bear's Bird Book
Backpack Bear's Mammal Book
Backpack Bear's Invertebrates Book
Backpack Bear's Reptiles, Amphibians, & Fish Book
 Invertebrates (Animals without Backbones) Poster
 Vertebrates (Animals with Backbones) Poster
 The Animal Kingdom Poster
 Pond Ecosystem Poster
Reading & Writing Books
Starfall Writing Journals
Starfall Dictionaries
Get Up, Cub



Preparation

Generate Vocabulary Cards for Week 30. You will use *larva* and *pupa* on Day 1, *molts*, *chrysalis* and *transparent* on Day 2, and *omnivore*, *carnivore*, *herbivore*, and *hibernate* on Day 4.

Day One

Prior to today's Phonological Awareness Warm Up, organize Picture Cards into the following sets:

- *box, fox, boy*
- *red, bed, bag*
- *shell, bell, sheep*
- *ham, jam, fish*
- *bat, cat, clock*
- *sock, rock, shop*
- *dog, log, doll*
- *rain, train, brown*
- *three, tree, two*
- *bug, mug, drum*

You will introduce butterflies in Session 3. If time allows, prepare and show a time-lapse video of a caterpillar undergoing metamorphosis from the internet.

Day Two

You will use the chart paper list of all the things Tin Man and Gus saw as they explored the pond in Session 1. The children will complete the pond drawings begun in Session 1 during today's Activity time.

Day Three

Duplicate a copy of *The Butterfly Book* (2 pages, double-sided) for each child, then fold them into booklet form prior to Session 1. The book is found in your supplements package or downloadable from teach.starfall.com.

Day Four

Prepare *Get Up, Cub* for each child, for use in Session 1.

Generate a *Get Up, Cub* graph for each child, for use during today's Activity Time.

Type the shared story from Session 3, leaving a space above for the children to illustrate.

Day Five

Duplicate the typed, shared story from Day 4 for each child, for use in Session 1.

Generate a Week 30 "Color by Word" worksheet for each child, for use in Learning Center 2. Write "The Butterfly Book" on a sentence strip for the children to copy in Learning Center 4.

Staple drawing paper covers to the front of *The Butterfly Books* for Learning Center 4.

Day 1

It's fun having Zac, Peg, Mox, Gus, and Tin Man in class with us. I learn so much from them. Do you?
Love,
Backpack Bear 

Day 2

I loved learning about butterflies. It's amazing how they change from caterpillars into beautiful butterflies!
Your friend,
Backpack Bear 

Day 3

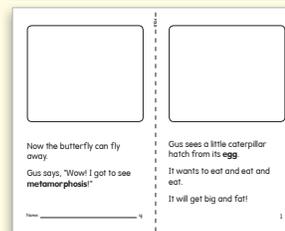
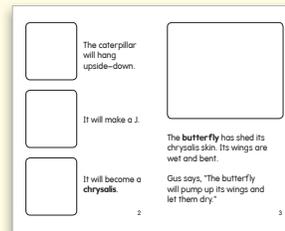
I went for a walk with Gus yesterday. Guess what we saw, beautiful butterflies flying!
Love,
Backpack Bear 

Day 4

When I was a cub, my mother taught me how to fish and catch insects. Now I can do those things all by myself!
Your pal,
Backpack Bear 

Day 5

I really liked hearing the story you wrote yesterday!
Love,
Backpack Bear 



DAY One

DAY Two

Magic Writing Moment	Message to Backpack Bear	R&W p. 58
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 57 Silent E Long vowel rhyming Comprehension Skills: Retell stories Use illustrations as context Comprehension Strategy: Summarize <i>At Gus's Pond</i>	R&W p. 59 Sentence completion Rhyming words <i>At Gus's Pond</i> Nonfiction text Comprehension Skills: Vocabulary in context Review facts learned from nonfiction text
Computer	<i>Learn to Read: Row 5, "Silent E" Movie; Row 6, "Play" (both Long-E activities)</i>	<i>Short Vowel Pals: Any previously introduced story</i>
Activity	"Starfall Speedway" Short Vowel Words	Complete pond illustrations and labeling
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Invertebrates Book</i> Butterfly life cycle Metamorphosis Vocabulary: larva, pupa	<i>Monarch Butterfly</i> Vocabulary: molts, chrysalis, transparent
Writing		Write sentences about illustrations Draw and label pond illustrations
Science	Introduce Butterflies Metamorphosis (Butterfly Life Cycle)	Stages of a butterfly's life cycle



DAY Three

DAY Four

DAY Five

<p>R&W, p. 60</p> 	<p>R&W, p. 61</p> 	<p>R&W, p. 61 (Continued)</p>
<p>"See It! Spell It! Show It!"</p> <p>Comprehension Skills: Story Elements - characters, setting Connect text and illustrations</p> <p>Comprehension Strategy: Open Discussion</p>	<p>Phoneme deletion and substitution</p> <p><i>Get Up, Cub</i></p> <p>Comprehension Skills: Inference Connect text and illustrations Recall of information Compare/contrast</p> <p>Comprehension Strategy: Ask Questions</p>	<p>Rhyming</p> <p>Comprehension Skill: Story Details (characters, setting)</p> <p>Comprehension Strategies: Summarize Open Discussion</p>
<p>ABCs: Children choose letters to review</p>	<p><i>Short Vowel Pals: "Get Up, Cub"</i> <i>Learn to Read: Row 10 "Play"</i></p>	<p>R&W, p. 62</p> 
<p>HF Words with play dough or magnetic letters</p>	<p><i>Get Up, Cub</i> "Graph"</p>	<p>Illustrate cover of <i>The Butterfly Book</i></p>
<p><i>The Butterfly Book</i></p>	<p>Vocabulary: omnivore, carnivore, herbivore, hibernate</p>	<p>Teacher's Choice</p> <p>Teacher's Choice</p> <p>Kindergarten Book Club</p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster and Invertebrates (Animals <u>without</u> Backbones) Poster</p> <p><i>Backpack Bear's Bird, Mammal, Invertebrates and Reptiles, Amphibians, & Fish Books</i></p>
<p>Illustrate <i>The Butterfly Book</i> and sketch covers</p> <p>Add details to <i>The Butterfly Book</i></p>	<p>Write shared story about an adventure of the Starfall friends</p>	<p>Illustrate shared story</p>
<p>Butterfly Life Cycle facts</p>		

1

2

3

4

5

6

Writing

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

Magic Writing Moment

Message to Backpack Bear

Ask: **Who knows what a speech bubble is?**
(Volunteers respond.)

Draw a speech bubble on the whiteboard. Say:
Let's try to write using speech bubbles.

Continue: **Backpack Bear always writes us messages. Close your eyes and think of a message you would like to write to Backpack Bear.** (Pause to allow the children time to think.) Distribute writing journals, dictionaries, pencils and crayons.

The children illustrate themselves and a speech bubble. They write their messages to Backpack Bear inside the speech bubbles. When children are finished, they bring their writing journals to Backpack Bear and read their messages to him.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils, crayons
- Backpack Bear

Phonological Awareness Warm-Up

Rhyming

Place a set of three Picture Cards in random order (*box, fox, boy*) in a pocket chart and identify each picture. Volunteers take turns identifying the word that does NOT rhyme. Repeat for each set of Picture Cards.

Materials

- Picture Cards: *bag, bat, bed, bell, box, boy, brown, bug, cat, clock, dog, doll, drum, fish, fox, ham, jam, log, mug, rain, red, rock, sheep, shell, shop, sock, three, train, tree, two*
- Pocket chart

Phonological Awareness

PA.2b Distinguish rhyming and non rhyming words

1

Sound It Out

Distribute *Reading & Writing Books* and the children turn to page 57.

Materials

- Reading & Writing Books*, p. 57
- Pencils, crayons

Reading: Foundational Skills

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



Formative Assessment

The children find and circle words from the word bank in the story then illustrate their favorite scenes in the open space.

2

At Gus's Pond, Chapter 3

Indicate *At Gus's Pond* and ask: **Who can retell what has happened in the story so far?** Volunteers tell what they remember.

Before distributing *At Gus's Pond*, remind the children that some of the words they will encounter will be story words. Ask: **When you come to a story word you don't know, what strategy can you use to read that word? Right, you can use the illustrations and letter sounds to help you.** (Volunteers respond.)

Distribute *At Gus's Pond* and say: **Today we will learn what else Tin Man and Gus found when they explored the pond.**

Partner the children and remind them to use the illustrations and decoding strategies as they read. Explain that they may raise their hands if they encounter a word they cannot read after using these strategies.

Gather the children together and read chapter 3, "Invertebrates."



Formative Assessment

Ask: **What invertebrates did Tin Man and Gus discover at the pond?** The children identify and indicate their responses, on the Pond Ecosystem Poster.

Have an assistant listen to ELL children read and provide explanations of difficult words and concepts.

ELL

Computer

- *Learn to Read*: Row 5, "The Amazing Silent E" movie
- *Learn to Read*: Row 6, "Play," both Long-E activities

Practice

Activity

Children read short vowel words to advance on the "Starfall Speedway."

Materials

- Short-a, short-e, short-i, short-o, and short-u Word Cards
- "Starfall Speedway"

Materials

- At Gus's Pond* class set
- Pond Ecosystem Poster

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Reading: Literature

RL.K.2 Retell familiar stories

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)

Media Literacy

ML.10 Use technology resources to support learning

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Vocabulary Cards: <i>larva</i> , <i>pupa</i> |
| <input type="checkbox"/> | <i>Backpack Bear's Invertebrates</i> |
| | Book |

Vocabulary

VOC.3a Listen to and discuss both familiar and conceptually challenging text

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.2 Understand different types of plants and animals

Introduce Butterflies

Indicate *Backpack Bear's Invertebrates Book* and say:

Raise your hand if you have ever seen an insect called a butterfly. What do you already know about butterflies? (Volunteers respond.) **Let's read *Backpack Bear's Invertebrates Book* to learn more about butterflies.**

Read pages 26-29 and say: **A butterfly does not begin its life looking like a butterfly. It goes through a change called *metamorphosis*. A butterfly lays her eggs on a leaf. When each egg hatches, the creature that emerges isn't really a butterfly yet. It's a tiny caterpillar! Another name for the caterpillar is *larvae*.** (Children repeat, *larvae*.) **Let's look at the metamorphosis to see how the tiny caterpillar, or *larvae*, becomes a beautiful butterfly.**

Indicate page 26 and discuss the life cycle diagram of the butterfly. Introduce the vocabulary words *larva* and *pupa* during the discussion.



Formative Assessment

Partner the children to share what they recall about the life cycle of the butterfly. Select volunteers to share with the class.

Magic Writing Moment**Complete Sentences**

Distribute *Reading & Writing Books* and the children turn to page 58. They complete the page by choosing the missing word to fit in each sentence.

Materials

- Reading & Writing Books*, p. 58
- Pencils, crayons

Reading: Foundational Skills

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

Phonological Awareness Warm-Up**Rhyming Words**

Select 5 volunteers to form a team and stand in the front of the classroom. Say: **Let's play a rhyming word game. I will say a word and each person on your team will say a word that rhymes with my word. Ready? The word is *cat*.** The 5 volunteers take turns and respond with a word that rhymes with *cat*.

Select 5 different volunteers and repeat with the word *run*.

Repeat until all of the children have a chance, using the words *hen*, *pin*, and *hot*.

Materials

- None

Reading: Foundational Skills

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

1

At Gus's Pond: Invertebrates

Review *At Gus's Pond* chapter 3 then indicate the chart paper list from Week 29. Say: **Let's add invertebrates from the story to the chart paper.** (Do this.) Review the chart paper list.

Materials

- Chart paper from Week 29
- Pond Ecosystem Poster
- Large drawing paper
- Pencils, crayons
- At Gus's Pond*

Writing

W.8c Draw and label

Science

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

**Formative Assessment**

Distribute *At Gus's Pond*, drawing paper, crayons and pencils.

The children create large illustrations that depict Tin Man and Gus's trip to the pond. They may use their books, the Pond Ecosystem Poster and other available references to help. Children label the items they illustrate.

At this point in the year ELL children need many opportunities to practice speaking English. Take time to observe, ask questions about their illustrations, and allow them to share what they have illustrated.

ELL

Children will continue to work on their illustrations during today's Activity Time.

2

Materials

- Reading & Writing Books, p. 59
- Pencils, crayons

Write About It

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

Writing

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

W.8b Produce, illustrate, and share writing

**Formative Assessment**

The children illustrate themselves then write sentences to explain what they are doing.

If time allows, they color their illustrations and share their writings with others who have also finished. Provide extra paper for children who wish to continue writing.

**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

Writing

W.8c Draw and label

Science

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

Computer**Practice**

- *Short Vowel Pals*: Review any previously introduced stories.

Activity

The children work to complete the pond illustrations and labeling activity from Session 1.

Materials

- Pond drawings from Session 1
- Pond Ecosystem Poster
- At Gus's Pond*
- Pencils, crayons

3

Introduce *Monarch Butterfly*

Indicate *Monarch Butterfly* by Gail Gibbons. Say: ***Monarch Butterfly* is a nonfiction book written by Gail Gibbons. What does nonfiction mean? Right, nonfiction means the book includes real information, so it will teach us more about butterflies.**

Read *Monarch Butterfly* then partner the children to share one new thing they learned about butterflies. Volunteers share responses with the class.

Say: **The author used new vocabulary words in her nonfiction book about butterflies.** Read each Vocabulary Card (*molts, chrysalis, transparent*) and display them in a pocket chart.

Read the story again. Children raise their hands when they hear the vocabulary words used. Pause to discuss the vocabulary words in context.

Ask and discuss:

- **What are the stages of a butterfly's life cycle?** (egg, caterpillar or larvae, pupa or chrysalis, butterfly)
- **What happens once the caterpillar is full grown and ready to enter the pupa or chrysalis stage?** (It attaches itself to a leaf or twig, and forms a chrysalis.)
- **What happens after the chrysalis splits open?** (The butterfly begins to pull itself out.)
- **Why does the monarch butterfly migrate to the south?** (Cold weather would kill the butterfly.)

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Monarch Butterfly</i> by Gail Gibbons |
| <input type="checkbox"/> | Vocabulary Cards <i>molts, chrysalis, transparent</i> |
| <input type="checkbox"/> | Pocket chart |

Vocabulary

VOC.3a Listen to and discuss both familiar and conceptually challenging text

Reading: Informational Text

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

Literary Response & Analysis

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

Science

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



Formative Assessment

Volunteers choose their favorite pages in the book and explain their choices to the group.

Writing

W.8c Draw and label

Reading: Foundational Skills

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

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

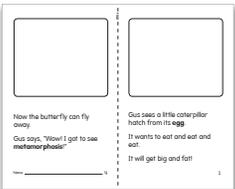
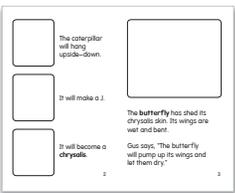
Reading: Foundational Skills

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

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

Writing

W.8d Print name



Magic Writing Moment

Reading & Writing Books, Page 60

Remind the children that labeling means to write the word that names an object or a part of something pictured or illustrated. Say: **Today you will label an illustration.**

Distribute *Reading & Writing Books* and the children turn to page 60. Review the words in the Word Bank. Children work independently or with partners to complete the page. If time allows, they color the illustration.

Materials

- Reading & Writing Books*, p. 60
- Pencils
- Optional: Crayons

Phonics Warm-Up

"See It! Spell It! Show It!"

Say: **Let's play "See It! Spell It! Show It!"** Distribute individual whiteboards and markers. Read a Word Card, but do not show it. The children write the word on their whiteboards.

When the children are finished writing, show the Word Card and they check their answers.

Materials

- Individual whiteboards, markers
- Word Cards *bug, bus, cub, cup, Gus, hug, hut, jug, mug, nut, pup, rug, sub, sun, tub*

1

The Butterfly Book

Distribute copies of *The Butterfly Book* and give the children time to notice there are no illustrations. Explain: **Starfall is the author of this book and you will be the illustrators.**

Assist the children as needed to fold the page in half, then turn to the last page and write their names on the line.

Say: **This book uses high frequency words you know, new decodable words, and other words that you may not know.** Read the story and the children follow along.

Divide the children into groups of three. The groups work together to read the book. Say: **If you come to a word you do not know, write it on the classroom whiteboard.**

After all groups have read the book, gather the children back together and review the words written on the board. Discuss and demonstrate the strategies that could be used to read the words. Explain that some words, *hang, metamorphosis,* and *chrysalis,* just need to be memorized.

Materials

- The Butterfly Book* for each child
- Classroom whiteboard, markers
- Pencils



Formative Assessment

The children read the story together. Collect the books for use in Session 2.

Materials

- The Butterfly Book* for each child
- Pencils, crayons

Illustrate *The Butterfly Book*

Page through *The Butterfly Book* and discuss the types of illustrations the children would expect to see. They will sketch their ideas in pencil, then color their illustrations in Session 3, and create covers in Learning Centers on Day 5.

Vocabulary

VOC.3a Listen to and discuss both familiar and conceptually challenging text

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

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

Science

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

Page 1

Read the text then ask:

Who is the character on this page? (Gus)

What is the setting? Where is he? (outside)

What does he see? (He sees a caterpillar hatching from an egg then eating.)

What illustration would you expect to see on this page? (Gus, a caterpillar, food such as leaves, the egg)

Children underline the words *Gus*, *egg*, and *eat*, then sketch their ideas.

Page 2

Read the text then ask:

How many illustrations will we need for this page? How do you know? (We will need three because there are three boxes.)

What should each illustration show?

What is a chrysalis? (The caterpillar forms this and changes into a butterfly while inside it.)

Explain: **A caterpillar always hangs its chrysalis upside down attached to a twig or a branch.**

Children underline the words *caterpillar*, *upside down*, and *chrysalis* with their pencils, then they sketch their ideas.

Page 3

Read the text then explain: **The butterfly's wings are wet and crumpled when it emerges from the chrysalis. Its body is fat and filled with blood. The butterfly hangs upside down and pumps its wings. The butterfly opens and closes its wings slowly. Some of the blood moves into its wings and dries.**

Children discuss possible illustrations then sketch their ideas.

Page 4

Read the text then explain: **Now that the butterfly's wings are pumped up, and have dried, the butterfly can fly away.**

Say: Gus said that he got to see a metamorphosis. He means that he got to watch the whole transformation from a caterpillar into a butterfly. The tiny caterpillar hatched from an egg, transformed into a chrysalis, then into a butterfly. That is metamorphosis.



Formative Assessment

Children discuss illustration possibilities then sketch their ideas.

Computer

Practice

- ABCs: Children may choose letters to review

Activity

Children reproduce high frequency words using magnetic letters or play dough.

Materials

- High Frequency Word Cards:
make, take, eat, saw, went, put
- Play dough or magnetic letters

Reading:

Foundational Skills

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

Media Literacy

ML.10 Use technology resources to support learning

Fluency

FL.6a Read letters in random order

3

Add Details to *The Butterfly Book*

The children read *The Butterfly Book* in unison.



Formative Assessment

They color and add details to their illustrations from Session 2.

Materials

- The Butterfly Book* for each child
- Pencil, crayons

Reading:

Informational Text

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

Fluency

FL.6c Read grade-level text with expression

Magic Writing Moment

“Gus and His Pals”

Distribute *Reading & Writing Books* and the children turn to page 61.

The children read the passage “Gus and His Pals” together. They then locate and circle the high frequency words in the passage using the Word Bank.

Materials

- Reading & Writing Books p. 61
- Pencils

Children will complete this page on Day 5.

Reading: Foundational Skills
RF.K.3.C Read common high frequency words by sight

Phonological Awareness Warm-Up

Phoneme Deletion and Substitution

Write the word *us* on the board and the children identify the word.

Say: **Watch as I change *u* to *i*. What’s the new word?** (is)

Continue to change the initial, medial, or final sound to form new words. Change only one sound each time and the children read the new words.

Materials

- None

us	is	it	hit	hip
lip	lap	map	man	men
met	pet	pot	got	up
cup	cap	can	pan	pen
Peg	leg	log	jog	log
big	beg	bag	bog	bug

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

1

Introduce *Get Up, Cub*

Indicate the Vocabulary Cards. Introduce each word and discuss its meaning.

omnivore	an animal that eats plants and animals
carnivore	an animal that eats only animals
herbivore	an animal that eats only plants
hibernate	to sleep through the winter months

Materials

- Vocabulary Cards: *omnivore, carnivore, herbivore, hibernate*
- Picture Cards: *moth, butterfly*
- Get Up, Cub* for the teacher and each child

Vocabulary
VOC.3a Listen to and discuss both familiar and conceptually challenging text

Reading: Informational Text
RI.K.1 Ask and answer questions about key details in a text
RI.K.3 Describe the connection between individuals, events, ideas or information in a text

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



Indicate *Get Up, Cub* and read the title. Dialogue as you page through the book.

Title page:

- **Is a cub a baby, or an adult bear?** (baby)
- **What season do you think it is? Why?** (It is winter because Cub is hibernating.)

Page 1:

- **Where is Cub?** (Cub is in his den, which is a shelter for a bear. It can be a cave or tree, etc.)
- **The bear needs to wake up. Why?** (Winter is over and it's time to find food.)

Page 2:

- **Why must Cub dig for the nuts?** (They are buried.)
- **Are nuts plants or animals?** (Nuts are plants because they grow on trees.)
- **If the bear eats nuts, is he a carnivore?** (No, carnivores do not eat plants.)
- **How was Cub able to find the nuts?** (He has a strong sense of smell so he can find food.)

Page 3:

- **What is the bear picking?** (berries)
- **Are berries plants or animals?** (plants)
- **Is it a good idea for you and me to eat wild berries?**
(No, some wild berries are poisonous.)

Page 4:

- **How is Cub catching the fish?** (He catches them with his sharp claws.)
- **Who taught him to catch fish?** (his mother)
- **Is a fish a plant or an animal?** (animal)
- **If Cub eats fish and berries, is he a carnivore, herbivore or omnivore?**
(He is an omnivore because he eats both animals and plants.)

Page 5:

- **Is the moth a plant or an animal?** (animal)
- **What kind of animal is a moth?** (insect)
- **Moths are similar to butterflies, but they are not the same.**
(Indicate the butterfly and moth Picture Cards.)

	Butterfly	Moth
Antennae	long, club-like	feathery
Color	usually bright	usually dull
Resting	wings usually closed	wings usually open

Activity	usually daytime	usually nighttime
Pupa	chrysalis	cocoon
Flight	Wings do not hook together.	Hind and fore wings hook together.



No Formative Assessment

2

Read *Get Up, Cub*

Indicate *Get Up, Cub* and say: **There are some words in this story we should review.**

Write each of the following words on the classroom whiteboard one at a time. As you discuss each word, the children write it on their whiteboards. Discuss the strategy needed to read the word and direct the children to circle that part of the word (*st, s, sh, th, ck, sm, ts*).

fast	st blend
lips	adding s to a word
fish	review the /sh/ digraph
moth	review the /th/ digraph
picks	review that /ck/ is one sound
rocks	review /ck/
smell	sm blend
nuts	adding s to a word

Distribute *Get Up, Cub* and the children read the story in unison.



Formative Assessment

Partner the children to discuss the part of this book they think Backpack Bear liked best and explain why. Partners read the story.

Materials

- Individual whiteboards, markers
- Classroom whiteboard, marker
- Get Up, Cub* for the teacher and each child

Fluency

FL.6c Read grade-level text with expression

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:
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.3.D Identify differences between similarly spelled words

Media Literacy

ML.10 Use technology resources to support learning

Writing

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

W.K.5 Respond to questions and suggestions from peers adding detail to strengthen writing

Science

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

Computer**Practice**

- *Short Vowel Pals*: "Get Up, Cub"
- *Learn to Read*: Row 10, "Play"

Activity

Children graph the words used in *Get Up, Cub*.

Materials

- Get Up, Cub* graph for each child
- Pencils, crayons

3**Write a Shared Story**

Indicate the characters and Backpack Bear and say:

Let's work together to write a story about Zac, Peg, Mox, Gus, Tin Man, and Backpack Bear.

Consider using one of the following story starters or use one of your own.

- One day Zac, Peg, Mox, Gus, Tin Man and Backpack Bear took a trip to the forest in Peg's jet. You will not believe what they saw as they landed!
- Once when Zac, Peg, Mox, Gus, Tin Man and Backpack Bear went on an overnight camping trip...
- One day Zac, Peg, Mox, Tin Man, Gus and Backpack Bear decided to go to the zoo. When they arrived, they noticed the doors to all of the animal cages were open!

Elicit the children's ideas and write the story on loose-leaf paper as the children dictate it to you. As they develop the story, encourage them to use information they have learned about animals.

When the story is complete, read it to the children.

**Formative Assessment**

The children share their ideas for possible details to add to the story. Add details as you see fit.

Type the story, leaving space at the top for the children to illustrate.

Read the story with small groups of ELL children so they are not intimidated when practicing English.

ELL

Magic Writing Moment**Reading & Writing, p. 61**

Distribute *Reading & Writing Books* and the children turn to page 61. Read the passage together. The children then choose their favorite scene from the passage and illustrate it in the open space.

Materials

- Reading & Writing Books* p. 61
- Pencils, crayons

Fluency

FL.6c Read grade-level text with expression

Reading: Literature

RL.K.7 Connect illustrations to story events

Reading: Foundational Skills

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

Phonological Awareness Warm-Up**Rhyming Words**

Write each sentence below on the whiteboard one at a time. Indicate each sentence and say: **This sentence includes three words that rhyme. Let's see if we can identify the three rhyming words, then name as many other words that rhyme with them as we can.**

Volunteers identify the rhyming words and think of additional words that rhyme.

- Gus made a *fuss* when he missed the *bus*.
- The *bug* in the *jug* needs a *hug*.
- Backpack Bear will *huff* and *puff* when he carries heavy *stuff*.
- Don't *bump* your knee when you *jump* over a *stump*.
- Can you *hum* while you are chewing *some gum*?
- Peg *spun* round and round in the *sun* eating a *bun*.

Materials

- Whiteboard, marker

1

Shared Story

Distribute a copy of the shared writing from Day 4 to each child. Read the story and the children follow along.

Formative Assessment

Volunteers identify the characters, setting, and main idea. Choose volunteers to take turns to retell the story in their own words, each picking up where the previous volunteer left off. Repeat, with volunteers identifying the sequence of story events.

Recall how illustrations often support the text before the children illustrate their story in the space at the top of the page.

As they finish, children partner to share their work.

Materials

- Copy of Day 4 shared writing for each child
- Pencils, crayons

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Literature

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

RL.K.7 Connect illustrations to story events

Media Literacy

ML.10 Use technology resources to support learning

Reading:

Foundational Skills

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

Reading:

Foundational Skills

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

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

Fluency

FL.6c Read grade-level text with expression

Reading: Literature

RL.K.7 Connect illustrations to story events

Computer

1

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

"Color by Word"

2

Children complete the "Color by Word" worksheet.

Materials

- Pencils, crayons
- Week 30 "Color by Word" worksheet for each child

Reading and Writing, Page 62

3

Children write the letter that stands for the beginning sound of each picture then combine the letters to write the resulting word in the space provided.

Materials

- Pencils, crayons
- Reading & Writing Books*, p. 62

The Butterfly Book Cover

4

The children write the title *The Butterfly Book* on their copies. They illustrate the cover, keeping in mind that the cover of a book often allows the reader to predict what the story is about.

Materials

- Pencils, crayons
- The Butterfly Book* sentence strip
- The Butterfly Book*, individual copies from Day 3

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Kindergarten Book Club

Say: **During our Kindergarten Book Club we will review the animal kingdom.**

Review the Animal Kingdom Posters individually and the children identify the distinguishing characteristics of each animal group.

Divide the children into four groups, and assign each group one of the animal books.

Designate a “facilitator” to lead each group and display each page of the book for the groups to examine and discuss.

Explain that the groups will make presentations to the class about their assigned books.



Formative Assessment

Gather the children together. Each group shares its presentation, indicating illustrations from the books as necessary.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Backpack Bear's Mammal Book |
| <input type="checkbox"/> | Backpack Bear's Invertebrates Book |
| <input type="checkbox"/> | Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters |
| <input type="checkbox"/> | The Animal Kingdom Poster |
| <input type="checkbox"/> | Backpack Bear's Bird Book |
| <input type="checkbox"/> | Backpack Bear's Reptiles, Amphibians & Fish Book |
| <input type="checkbox"/> | Backpack Bear |

Speaking & Listening

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

Science

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

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

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