

Unit 5 introduces the children to life on a farm, the animals that live there, and the many jobs farmers do each day. They will also learn about various groups of other animals including pets and those that live in the wild, as well as animals that fly and those that live in water but are not fish. The children will discover how each of the animal groups differs. Unit 5 also explores the world of dinosaurs and how we have come to learn about these extinct creatures through the work of paleontologists and their discoveries.

In addition, the children will explore:

- Ee /e/; Mm /m/; Ff /f/; Dd /d/; Kk /k/
- Fiction/nonfiction
- Directional words
- Story elements (characters, setting/plot)
- Retelling stories
- Compare small, medium, and large
- Counting
- Compound words
- Estimation
- Syllables
- Compare/contrast habitats
- Emotions
- Objects that sink/float

<i>Overviews by Week:</i>	<i>Page</i>
<b>Week 14: Pets</b> .....	<b>2-3</b>
<b>Week 15: At the Farm</b> .....	<b>4-5</b>
<b>Week 16: In the Wild</b> .....	<b>6-7</b>
<b>Week 17: Animals in the Air &amp; Sea</b> .....	<b>8-9</b>
<b>Week 18: Dinosaurs</b> .....	<b>10-11</b>



Starfall Education 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

This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not.

The children will also:

- Learn /e/ and identify initial /e/ words
- Distinguish between real and make-believe
- Review beginning sounds and letter identification
- Identify story characters, setting and plot
- Create individual pages for My Favorite Pet class book

### Essential Questions

- *What is the difference between real and make-believe? Give an example.*
- *What do you need to do to keep your pets healthy?*
- *What animals would NOT make good pets? Why?*
- *How does knowing beginning sounds help you to read words?*
- *What do you need to know about a story to act it out?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- *Retells or reenacts a story after it is read aloud.*
- *Recalls information from stories*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Identifies story characters*
- *Distinguishes between fiction and nonfiction*
- *Identifies role of author/illustrator*
- *Recalls important facts of information text*

##### Emergent Writing

- *Demonstrates understanding of the connections among their own ideas, experiences, and written expression*
- *Contributes to a shared writing experience or topic of interest*

##### Conversation

- *Follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content*
- *Provides appropriate information for the setting*
- *Matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom)*

##### Listening & Speaking

- *Follows simple and multiple-step directions*

### **Print/Book Awareness**

- Connects oral language and print
- Shows where reading begins on a page
- Identifies front cover, title and first, middle, and end pages of a book
- Understands that letters form words
- Counts words

### **Phonological Awareness**

- Counts syllables
- Identifies rhyming words
- Listens for beginning sound

### **Phonics: Alphabetic Knowledge**

- Focuses on letter names and shapes
- Matches some letters to their sounds

### **Sentences & Structure**

- Combines more than one idea using complex sentences

### **Vocabulary**

- Acquires new vocabulary

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Compares and orders groups of objects (more, fewer, less and/or same)
- Recognizes numerals

### **Spatial Relations**

- Shows understanding of position words

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children
- Uses oral language to describe or explain art

## **Science**

### **Concepts**

- Recognizes that living things have similar needs for water, food, and air
- Describes characteristics in the appearance and behavior of animals
- Investigate states of matter (solids and liquids)

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Social & Emotional Development**

- Works with others to solve problems

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

This week you will teach the children about farm animals and life on a farm. They will learn that farmers are among the hardest working community helpers, and get a glimpse of the many jobs farmers do.

The children will also:

- Learn /m/ and identify initial and final /m/ words
- Discover the importance of bees
- Review hand signs and learn the sign for *Mm*
- Practice discriminating between true and not true
- Retell stories in their own words
- Experience what it is like to milk a cow

### Essential Questions

- *What is the difference between a pet and a farm animal?*
- *What do farmers do on a farm?*
- *How are bees helpful in making milk?*
- *How does asking and answering questions about a story help you?*
- *Why is estimating important?*
- *How does putting a story in sequence help you understand a story?*
- *What is the largest thing in our classroom? Smallest?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- *Retells or reenacts a story after it is read aloud*
- *Recalls information from stories*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Uses illustration clues to predict*
- *Identifies sequence of events*
- *Makes inferences*
- *Recognizes cause and effect*
- *Recalls important facts of information text*

##### Motivation for Reading

- *Enjoys reading and reading-related activities*

##### Conversation

- *Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)*

##### Emergent Writing

- *Uses drawing to convey meaning*
- *Demonstrates understanding of the connections among their own ideas, experiences, and written expression*
- *Contributes to a shared writing experience or topic of interest*
- *Uses letter-like shapes or letters to write words or parts of words*

### **Phonics: Alphabetic Knowledge**

- Recites the alphabet in sequence
- Focuses on letter names and shapes
- Recognizes most letters when named
- Matches some letters to their sounds

### **Phonological Awareness**

- Counts syllables
- Discriminates rhyming words
- Listens for beginning sound
- Isolates ending sound
- Blends three phonemes

### **Print/Book Awareness**

- Connects oral language and print
- Understands that letters form words
- Counts words

### **Sentences & Structure**

- Uses complete sentences of four or more words, usually with subject, verb, and object order
- Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Compares and orders groups of objects (more, fewer, less and/or same)
- Understands that numbers always represent the same quantity
- Uses ordinal numbers from first to fifth
- Uses numbers to predict, estimate, and make realistic guesses
- Combines and separates sets of objects to create new sets

### **Measurement & Data**

- Becomes familiar with standard and nonstandard measuring tools and their uses

### **Spatial Relations**

- Orders objects in increasing order of size

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children

## **Science**

### **Concepts**

- Shows curiosity by asking questions and seeking information
- Compares, contrasts and classifies objects and data

### **Processes**

- Recognizes that living things have similar needs for water, food, and air
- Describes characteristics in the appearance and behavior of animals
- Investigate states of matter (solids and liquids)

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

## **Social Studies**

### **Self & Community**

- Demonstrates knowledge about community workers and their roles

## **Social & Emotional Development**

- Works with others to solve problems

This week you will teach the children about animals that live in the wild, focusing on how they differ from domesticated pets and farm animals, whose needs are provided for by humans.

The children will also:

- Learn /f/ and identify initial and final /f/ words
- Sequence *The Gingerbread Boy*
- Take apart compound words
- Develop their estimation skills
- Put syllables together to form words
- Create a classroom wild animal habitat
- Use animal cards to form sets

### Essential Questions

- *Why would a tiger not be a good farm animal?*
- *Why is important to know how to count things?*
- *What habitat is the best for a wild animal? Pet?*
- *What are the same about a pet, farm animal, and wild animal?*
- *How does knowing how to blend sounds together help you read?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- *Recalls information from stories*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Identifies sequence of events*
- *Makes inferences*
- *Identifies role of author/illustrator*
- *Recalls important facts of information text*

##### Phonics: Alphabetic Knowledge

- *Focuses on letter names and shapes*
- *Matches some letters to their sounds*

##### Vocabulary

- *Acquires new vocabulary*
- *Discusses words and word meanings*
- *Uses illustrations to find the meanings of unknown words*

##### Phonological Awareness

- *Deletes a word from a compound word*
- *Counts syllables*
- *Discriminates rhyming words*
- *Listens for beginning sound*
- *Isolates ending sound*

##### Print/Book Awareness

- *Connects oral language and print*
- *Distinguishes relationship between print and illustrations*

##### Listening & Speaking

- *Follows simple and multiple-step directions*
- *Participates in group discussions*

##### Emergent Writing

- *Contributes to a shared writing experience or topic of interest*

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Uses one-to-one correspondence to determine “how many”
- Understands that numbers always represent the same quantity
- Recognizes numerals
- Uses numbers to predict, estimate, and make realistic guesses
- Combines and separates sets of objects to create new sets
- Shows understanding of position words

## **Creative Arts**

- Explores visual materials and activities
- Creates original work
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

### **Measurement & Data**

- Uses graphs and charts to answer questions

## **Science**

### **Concepts**

- Recognizes that living things have similar needs for water, food, and air
- Describes characteristics in the appearance and behavior of animals

### **Processes**

- Shows curiosity by asking questions and seeking information

## **Social & Emotional Development**

- Works with others to solve problems

This week you will teach the children about animals that can fly and those that live in water. They will learn that many of the animals that live in water are not fish. The children will also:

- Learn /d/ and short-o and identify initial /d/ and /o/ and final /d/ words
- Identify the numerals one through nine and determine which is the higher and which is the lower numeral in a pair
- Classify animals
- Compare and contrast dolphins and whales
- Discuss possible lessons that could be learned through a story
- Project appropriate emotions for a variety of situations
- Predict whether objects will sink or float and verify their predictions

### Essential Questions

- *If you could fly like a bird, where would you fly to? Why?*
- *How does being curious help you learn?*
- *What have you done that have made you feel proud of yourself?*
- *If you had a choice would you be an animal in the air or an animal in the sea? Why?*
- *What objects in our classroom would float? Which objects would sink?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- Asks and answers appropriate questions about the story
- Recalls information from stories
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Identifies sequence of events
- Makes inferences
- Compares and contrasts
- Identifies role of author/illustrator
- Recalls important facts of information text

##### Conversation

- Follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content

##### Emergent Writing

- Demonstrates understanding of the connections among their own ideas, experiences, and written expression
- Contributes to a shared writing experience or topic of interest

##### Phonological Awareness

- Distinguishes individual words within spoken phrases or sentences
- Deletes a word from a compound word
- Counts syllables
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Identifies rhyming words
- Isolates ending sound



### **Phonics: Alphabetic Knowledge**

- Focuses on letter names and shapes
- Matches some letters to their sounds

### **Motivation for Reading**

- Enjoys reading and reading-related activities
- Interacts appropriately with books and other materials in a print-rich environment

### **Print/Book Awareness**

- Connects oral language and print

### **Listening & Speaking**

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

### **Sentences & Structure**

- Uses complete sentences of four or more words, usually with subject, verb, and object order
- Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings
- Uses illustrations to find the meanings of unknown words

## **Math**

### **Counting & Cardinality**

- Uses one-to-one correspondence to determine “how many”
- Compares and orders groups of objects (more, fewer, less and/or same)

- Understands that numbers always represent the same quantity
- Recognizes numbers in the environment

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Creates original work
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children

## **Science**

### **Concepts**

- Describes characteristics in the appearance and behavior of animals

### **Processes**

- Collects, describes and records information
- Makes and verifies predictions
- Participates in scientific investigations

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Social & Emotional Development**

- Works with others to solve problems
- Recognizes and identifies feelings

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

### **Gross Motor Skills**

- Distinguishes left from right

This week you will teach the children about many different species of dinosaurs and how, through the work of paleontologists and their discoveries, we have come to know about these extinct creatures. The children will also:

- Learn /k/ and identify initial and final /k/ words
- Discover just how large some dinosaurs were
- Find out why a dinosaur wouldn't be a good classroom pet
- Become familiar with dinosaur names and create dinosaur names of their own
- Make their own fossils
- Vote for their favorite dinosaur book of the week
- Distinguish between true and not true

### Essential Questions

- *What would it have been like to live with the dinosaurs?*
- *Would you rather be a paleontologist or an astronaut? Why?*
- *Would a dinosaur make a good pet? Why or why not ?*
- *Why do you think there are no more dinosaurs on earth?*
- *Why is following directions important?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- Asks and answers appropriate questions about the story
- Recalls information from stories
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Connects events, characters, and actions in stories to specific experiences
- Identifies basic similarities in and differences between two text on the same topic
- Distinguishes between fiction and nonfiction
- Recalls important facts of information text

##### Conversation

- Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)

##### Emergent Writing

- Uses drawing to convey meaning
- Demonstrates understanding of the connections among their own ideas, experiences, and written expression
- Contributes to a shared writing experience or topic of interest
- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- Uses letter-like shapes or letters to write words or parts of words

### **Phonics: Alphabetic Knowledge**

- Recites the alphabet in sequence
- Focuses on letter names and shapes
- Recognizes/names some letter sounds
- Matches some letters to their sounds

### **Phonological Awareness**

- Distinguishes individual words within spoken phrases or sentences
- Counts syllables
- Discriminates rhyming words
- Listens for beginning sound
- Isolates ending sound
- Blends three phonemes

### **Print/Book Awareness**

- Connects oral language and print
- Distinguishes relationship between print and illustrations

### **Listening & Speaking**

- Follows simple and multiple-step directions

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings
- Uses illustrations to find the meanings of unknown words

## **Math**

### **Counting & Cardinality**

- Uses one-to-one correspondence to determine “how many”
- Understands that numbers always represent the same quantity

### **Measurement & Data**

- Becomes familiar with standard and nonstandard measuring tools and their uses
- Measures or compares the length of one or more objects using a non-standard reference

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Creates original work
- Expresses self through movement
- Demonstrates ability to use movement and music
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children

## **Science**

### **Concepts**

- Notices changes in living things over time
- Recognizes that living things have similar needs for water, food, and air
- Describes characteristics in the appearance and behavior of animals

### **Processes**

- Shows curiosity by asking questions and seeking information
- Uses tools and equipment to explore objects
- Compares, contrasts and classifies objects and data

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Social & Emotional Development**

- Works with others to solve problems

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

### **Gross Motor Skills**

- Combines a sequence of large motor skills