

**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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# Starfall Kindergarten

## Teacher's Guide

# Living & Nonliving / Cumulative Review

## Unit 5 • Week 14

### **Starfall Kindergarten Reading and Language Arts Curriculum** *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
  - Teacher-tested, research based, and meets state standards
  - Motivation for children to learn and have fun at the same time

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# Living & Nonliving / Cumulative Review

## Unit 5 • Week 14

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Day 1

Backpack Bear



Day 2

Backpack Bear



Day 3

Backpack Bear



Day 4

Backpack Bear



Day 5

Backpack Bear



WEEK 14 — OVERVIEW

# Week 14 Overview

## Living and Nonliving

This week affords your children the opportunity to practice and apply their newly acquired skills. In addition to the review activities provided, continue to monitor the growth of the seeds planted during **Week 13**, and discuss living and nonliving things.

## Cumulative Review

Administer the Mid-Year Assessment to your children during the first two days of this week. They should exhibit mastery of the items presented in the Mastery Checklist on the next page. The pages following list the instructional areas and skills in which your children should show progress.

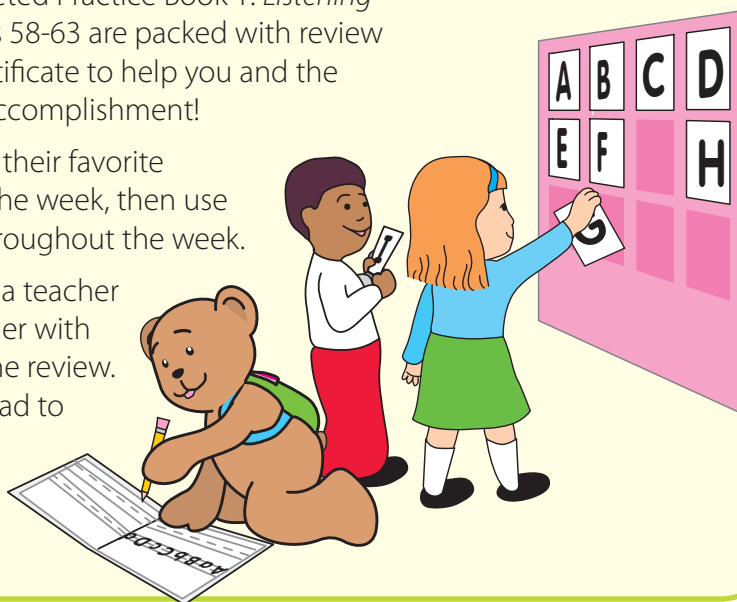
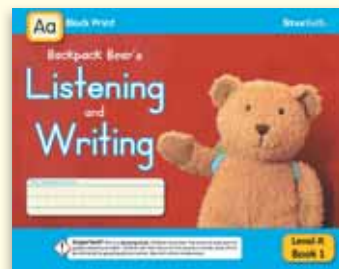
Reflect on these lists and the results of your Individual Cumulative Assessments. Ask yourself: Where do my children have difficulty? Which skills do they need to practice?

This week also gives you time to prepare for the second semester. Review the *Read Me First* document for ongoing routines, new upcoming materials, and Starfall characters!

# Preparation

Here are a few tips to help you get the most out of this review and plan your week:

- Be sure to create Backpack Bear's daily messages! Space is provided on the left.
- Suggested review activities are provided alongside each instructional area's Progress Checklists. Feel free to make up your own as well.
- You will find lists of all the introduced phonics, Star Word vocabulary, and recommended literature organized by week. Look for helpful teacher notes on the pages that follow.
- Children will have completed Practice Book 1: *Listening & Writing* this week. Pages 58-63 are packed with review activities. Page 64 is a certificate to help you and the children celebrate their accomplishment!
- Invite children to vote for their favorite learning centers early in the week, then use those learning centers throughout the week.
- Make arrangements with a teacher of older students to partner with your class to assist with the review. The older students can read to your children, assist with practice pages, and play board games.





# Cumulative Review

## Suggested Review Activities

Compare and contrast letter-forms.

Play "Concentration," and Starfall board and card games with upper and lowercase letter Skill Cards and High-Frequency Word Cards.

Before reading, ask children to identify the front and back cover, title page, and location of the author's and/or illustrator's names.

When reading, mention left-to-right and top-to-bottom directionality. Emphasize by using a pointer.

Children locate and tally spoken and printed high-frequency words they find in newspapers, books, poems, and songs.

Children match uppercase and lowercase letters.

Children use high-frequency words in sentences.

Create a list of items in a group, such as food. Then put those words in alphabetical order.

Prepare sentences on sentence strips. Cut the words apart and mix up the sentence. Have children order the words correctly.

Select several books from Weeks 1-13. Prepare a bar graph. Have each child choose a favorite book. The children may vote by coloring a square under the chosen book's name to represent their choice. Evaluate the graph.

Choose random Picture Cards. Have children categorize the cards in a variety of ways and discuss each.

## Planning Notes

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## Print Concepts Progress Checklist

- Understand directionality in print
- Match upper and lowercase letters
- Distinguish between a letter and a word
- Use alphabetical order
- Recognize that sentences in print are made up of separate words
- Use capitalization and punctuation
- Match oral words to printed words
- Understand the concept of word and construct meaning from illustrations and graphics
- Identify color words
- Understand that printed materials provide information
- Identify cover, title, illustrator, author, and title page
- Recognize a dictionary and understand its purpose and organization
- Understand information can be organized graphically (graphic organizers/charts)
- Understand that words in sentences must appear in a specific order
- Identify types of everyday print materials (maps and labels)



Sorting Picture Cards by vowel sound



Using high-frequency words in sentences

## Phonemic Awareness

### Progress Checklist

- Identify and produce rhyming words in response to an oral prompt
- Understand that spoken words are made up of a sequence of sounds
- Track and represent the number, sameness, difference, and order of two or more isolated phonemes
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds
- Blend vowel-consonant sounds orally to make words or syllables
- Count the number of sounds in syllables and syllables in words
- Track and represent changes in words as a target sound is added, substituted, omitted, shifted, or repeated auditorily
- Track auditorily each word in a sentence
- Identify homonyms

### Phonics Progress Checklist

- Match introduced letters to their corresponding sounds
- Blend sounds into recognizable words
- Identify introduced high-frequency words
- Understand that as letters in words change, so do the sounds
- Segment simple CVC words into individual sounds
- Recognize color words
- Read simple one-syllable CVC words
- Read predecodable books using introduced letters/sounds/high-frequency words

### Suggested Review Activities

Locate rhyming words in poems and songs.

Alter the initial sounds in familiar phrases (e.g., Mary had a little lamb, Bary had a bittle bamb).

Practice segmenting and blending sounds using the invisible rubber band.

Use Picture Cards to match pictures that rhyme.

Practice decoding CVC nonsense words.

Practice letter/sound relationships online at the ABCs or sing "The Letter March" with ASL signs.

Match Picture Cards to Word Cards.

Use high-frequency words and Picture Cards to construct sentences in a pocket chart.

State simple CVC words. Children write the letters for those sounds on their whiteboards, then check their work with other children.

Practice Book 1: *Listening & Writing*, pages 58-63



**Congratulations!**  
You and your children  
have completed **Practice  
Book 1**. Celebrate with  
the certificate found at  
the end of the book.

# Cumulative Review

## Suggested Review Activities

Write uppercase and lowercase letters.

Produce shared writings by having the class write group stories.

Provide sentences with obvious errors, such as no capitalization, punctuation, or spaces between words. Children do the adult writing!

Have children choose their favorite Wall Rhymes and write about them.

Provide a story starter and have children complete the story by writing the ending.

Have children write a letter to Backpack Bear thanking him for being part of their class.

Read a nursery rhyme. Children write what they think might have happened next.

Write observations related to seed planting from **Week 13**.

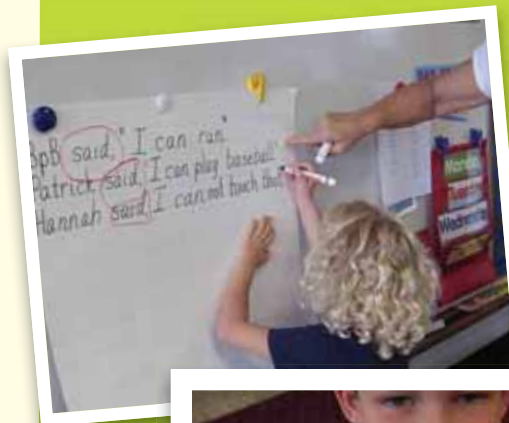
Complete This Shining-Star Award found in the Cut-Up/Take-Home Book by reviewing the predecodable books. Children choose their favorite predecodable book, then draw and write about it.

## Planning Notes:

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## Writing Progress Checklist

- Write name using correct form and proper spacing
- Use letters and phonetically spelled words to write a story
- Write high-frequency words
- Use inventive spelling or kidwriting to write a sentence
- Use Starfall Dictionary as a writing tool
- Demonstrate understanding of the text by drawing illustrations in response to questions
- Add details to pictures
- Write CVC words
- Spell independently using sounds of the alphabet and knowledge of letter names
- Understand that plurals can be formed by adding s
- Write in Starfall Journal based on class discussion and literature
- Write creatively



Children love to do adult writing!



Written observations about seedlings





# Cumulative Review

## Suggested Review Activities

Compare and contrast Weeks 1-13 literature with other stories from the bibliography provided with each unit.

Use the Story Element Cards to review texts.

Picture-walk through unfamiliar classroom books and have children predict the topics of the stories based on the titles and illustrations.

Discuss what children already know about the topic and relate it to their experiences. Encourage children to take risks and reward meaningful answers.

Choose a favorite story. Identify the story's problem and the author's solution. Ask children to think of alternate solutions.

Read an unfamiliar literature book to the children. Stop reading before the ending and have children discuss how they think the story will end. Finish the book and discuss.

Picture-walk before reading any book to instill an understanding of the story, establish interest, and set up positive expectations.

Encourage children to use visual cues when being read to, reading in groups, or reading independently.

Talk about the different neighborhoods in your community as the "settings" of your children's lives.

Have children design posters depicting their favorite stories.

## Planning Notes:

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## Comprehension Progress Checklist

- Identify the beginning, middle, and end of a story
- Sequence events
- Recall story details
- Compare/contrast
- Make predictions
- Retell a story
- Draw conclusions from information gathered in texts
- Use pictures/text to complete a sentence
- Dramatize important events of a story
- Distinguish fantasy from realistic text
- Connect to life experiences from the information and events in the text
- Ask and answer questions about essential elements of a story
- Use pictures to make predictions about story content
- Make text-to-text connections
- Understand cause and effect
- Identify problem/solution in a story
- Recall and correctly define or use vocabulary from the Starword Wall in spoken communication
- Respond to a chant through movement that reflects understanding and interpretation



Story Element Cards

# Cumulative Review

## Listening & Speaking Progress Checklist

- Understand and follow one- and two-step oral directions
- Share information and ideas
- Establish purpose for listening; to be informed and follow directions
- Share information in complete coherent sentences
- Identify words that describe
- Recite songs and rhymes
- Distinguish between conversation voice and presentation voice

## Fluency Progress Checklist

- Use punctuation clues to read with expression
- Partner-read
- Read aloud using expression and intonation
- Read aloud using natural speech

## Computer & Media Progress Checklist

- Identify and use basic computer skills: mouse, keyboard, monitor, turning computer on and off, locating and opening an application icon
- Operate keys necessary for use of a computer for instruction
- Use the mouse to point, click, and drag
- Conduct a search using approved children's search engines
- Interpret information from visuals
- Use the computer to practice learning skills

### *Suggested Review Activities*

Create moments for children to share experiences, favorite stories, rhymes, information, and ideas in a logical sequence. Encourage them to ask each other to elaborate on details.

Provide opportunities to distinguish the difference between a statement and a question.

Create forums for children to practice their "presentation" and "conversation" voices.

Review the author biographies. Children discuss why the authors might have written their books. Children vote for their favorite author and read that author's book again.

### *Suggested Review Activities*

Model fluency daily by reading a variety of quality literary genres with joy and expression.

Read a line aloud using the qualities of fluent reading including rhythm, intonation, and phrasing. Have children imitate your example.

### *Suggested Review Activities*

Discuss proper etiquette for the use of computers and other technology.

Review navigating within [more.starfall.com](http://more.starfall.com)



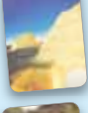

Designate several days as Starfall Free Days. Children practice moving throughout [more.starfall.com](http://more.starfall.com)



Using his "presentation voice"

Starfall Free Day

# Phonics by Week

| Unit 1                      | W | Phonics  | Decodable Words   | HF Words                             | Predecodable Book   |
|-----------------------------|---|--|---|--------------------------------------|---|
| Unit 1<br>Welcome           | 1 |   <b>Bb</b>  |   | me<br>see                            |    |
|                             | 2 |   <b>Aa</b>  |   | a<br>A<br>for<br>is                  |   |
| Unit 2<br>Things Change     | 3 |   <b>Tt</b><br>  <b>Pp</b>         | tab, bat, at, pat, tap  | an<br>at<br>the<br>The               |    |
|                             | 4 |   <b>Ss</b><br>  <b>Mm</b>       | sap, sat, bam, mat, map   | I<br>am<br>you                       |    |
|                             | 5 |   <b>Oo</b><br>  <b>Cc</b> | cab, cat, cap, cob, cot, cop, bop,<br>boss, top, toss, pop, pot, sob  | be<br>can<br>he<br>she<br>we         |  |
|                             | 6 |   <b>Rr</b><br>  <b>Ll</b> | rat, rap, rob, rot, lab, lap, lob, lot, lop,<br>pal   | and<br>are<br>like<br>likes          |  |
| Unit 3<br>Working Together! | 7 |   <b>Uu</b><br>  <b>Nn</b> | nab, nap, not, nut, ban, tan, pan,<br>can, ran, an, on, up, but, bus, tub,<br>pub, sun, sub, run, rub, rum, nun,<br>nut   | but<br>down<br>not<br>on<br>up<br>us |  |
|                             | 8 |   <b>Ii</b><br>  <b>Gg</b> | gab, gap, gas, got, gut, gum, gun,<br>bag, tag, sag, rag, lag, nag, bog, cog,<br>log, bug, tug, pug, mug, rug, lug,<br>big, pig, rig, in, it, bit, bin, bill, tip, till,<br>tin, pit, pin, rib, rip, rim, lit, lip, nip | big<br>go<br>in<br>it<br>little      |  |

Unit 4

Doing Our Part!

Unit 5

Living and Nonliving

| W  | Phonics  | Decodable Words  | HF Words                             | Predecodable Book   |
|----|--|--|--------------------------------------|---|
| 9  |   <p><b>Dd</b></p>   <p><b>Ff</b></p>  | dab, dad, dot, dog, dub, dug, dip, dim, din, dig, bad, sad, mad, rad, lad, ad, did, lid, rid, pod, nod, god, fab, fat, fan, fog, fun, fib, fit, fin, fig | come<br>said<br>with<br>to           |    |
| 10 |   <p><b>Hh</b></p>   <p><b>Ww</b></p>  | hat, ham, hag, had, hot, hop, hog, hub, hut, hum, hug, hit, hip, him, hid, win, wig, wag   | as<br>has<br>want                    |    |
| 11 |   <p><b>Vv</b></p>   <p><b>Ee</b></p>  | van, vet, bet, beg, bed, ten, pet, pen, peg, set, met, men, red, let, leg, led, net, get, den, fed, web, wet, wed  | had<br>have<br>help<br>helps<br>here |    |
| 12 |   <p><b>Zz</b></p>   <p><b>Xx</b></p>   <p><b>Jj</b></p>     | ax, tax, fax, wax, six, mix, fix, ox, box, fox, vex, zip, zap, biz, zig, jab, job, jog, jug, jig, jet  | away<br>do<br>was<br>will            |  |
| 13 |   <p><b>Qu, qu</b></p>   <p><b>Yy</b></p>   <p><b>Kk</b></p> | quit, quip, quiz, yes, yam, yet, yip, yap, kid, yak  | her<br>his<br>says                   |  |
| 14 | <b>Review</b>  |  |                                      |   |

# Starword Vocabulary by Week

| Unit 1            |    | W | Vocabulary   |
|-------------------|----|---|--|
| Welcome           | 1  |   | strange, cozy, interested, lonely, nocturnal   |
|                   | 2  |   | nervous, notice, mistake, courage, liberty, states, symbol, shout  |
| Things Change     | 3  |   | collage, tangle, journal   |
|                   | 4  |   | seasons, sizzled, beneath, suddenly, abandon, survive, thunderstorm, lightning, inventor, scientist, electricity |
|                   | 5  |   | primary, secondary, mix, stir, peddler, cap, wares, imitate, artist, technique, pointillism, gallery             |
| Working Together! | 6  |   | wee, huge, porridge, caring, frightened  |
|                   | 7  |   | country, state, home, community, family, community helpers, citizen, trail                                       |
|                   | 8  |   | shear, shawl, embroidery   |
|                   | 9  |   | mayor, governor, president, hero, honest, brave, respect, plow, slave, market, law                               |
| Doing Our Part!   | 10 |   | grain, mountain, plain, everglades, beach, sea, evaporation, condensation, precipitation, environment, nature    |
|                   | 11 |   | conservatory, desert, moist, satisfaction, sowing, integrity, conserve, recycle, reuse, reduce                   |
|                   | 12 |   | peaceful, equal, racism, judge, harm, refuse, overcome, integrate, race  |
| Living and Non    | 13 |   | living, nonliving, plants, leaves, roots, stem, flower, absorb, pollination, evergreen, deciduous                |
|                   | 14 |   | Review week: no new vocabulary   |

# Recommended Literature by Week

| Unit 1                      | W  | Genre                          | Book Title   | Author                                 |
|-----------------------------|----|--------------------------------|--|--|
| Unit 1<br>Welcome           | 1  | fiction<br>fiction             | <i>The Kissing Hand</i><br><i>Brown Bear, Brown Bear, What Do You See?</i> | Audrey Penn<br>Bill Martin Jr.         |
|                             | 2  | fiction<br>nonfiction          | <i>Backpack Bear Learns the Rules</i><br><i>I Am Your Flag</i>             | Chase Tunbridge<br>Chase Tunbridge     |
| Unit 2<br>Things Change     | 3  | fiction<br>fiction             | <i>Chicka Chicka Boom Boom</i><br><i>Today Is Monday</i>                   | Bill Martin Jr.<br>Eric Carle          |
|                             | 4  | fiction                        | <i>Cloudy with a Chance of Meatballs</i>                                   | Judi Barrett                           |
|                             | 5  | fiction<br>fiction             | <i>Mouse Paint</i><br><i>Caps for Sale</i>                                 | Ellen Stoll Walsh<br>Esphyr Slobodkina |
| Unit 3<br>Working Together! | 6  | fiction<br>fiction             | <i>Ira Sleeps Over</i><br><i>Goldilocks and the Three Bears</i>            | Bernard Waber<br>Jan Brett             |
|                             | 7  | nonfiction                     | <i>Me on the Map</i>   | Joan Sweeney                           |
|                             | 8  | fiction                        | <i>The Ox-Cart Man</i>   | Donald Hall                            |
|                             | 9  | nonfiction                     | <i>George Washington and the General's Dog</i>                             | Frank Murphy                           |
| Unit 4<br>Doing Our Part!   | 10 | poetry                         | <i>America the Beautiful</i>   | Starfall                               |
|                             | 11 | fiction                        | <i>Miss Rumphius</i>   | Barbara Cooney                         |
|                             | 12 | nonfiction                     | <i>A Young Hero</i>  | Chase Tunbridge                        |
| Unit 5<br>Living and Non    | 13 | nonfiction                     | <i>Backpack Bear's Plant Book</i>  | Alice O. Shepard                       |
|                             | 14 | Review week: no new literature |  |  |