

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

Mammals

Unit 6 • Week 16

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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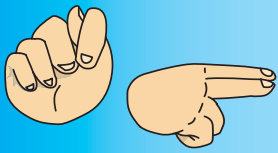
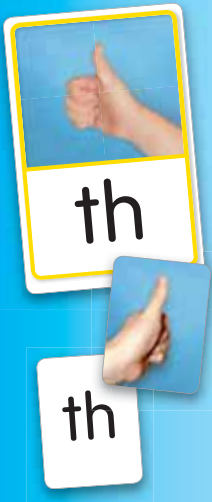
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Mammals

Unit 6 • Week 16

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Week 16 Overview

Mammals

This week the children continue their study of the mammal animal group as they write about and illustrate mammals, and create a classroom book entitled *Mammals*. This week we will:

- review syllables and the vowel short-a.
- practice Star Writers Rubrics.
- review punctuation marks.
- learn the digraph *th* /th/.
- meet Ludwig van Beethoven.

Recommended Literature

The Giant Jam Sandwich — John Vernon Lord and Janet Burroway

worked together in writing this book. John wrote and illustrated the story. The idea for the book was a memory based on growing up with his family in England. When the book was almost finished, Janet changed the words of the story into rhymes.

John's father was a baker. When his family went on picnics, he always put some jam on a crust of bread. Then he carried it off. The wasps wanted to eat the jam so they followed the bread away from the picnic.

When John was a young boy, he was crossing a meadow with his friends, Alexander and Jonathan. A wasp hovered over Alexander's head. No matter which way he ran, he couldn't get rid of the wasp. The boys were so frightened that John made up the story about the giant jam sandwich to calm them down. The wasp flew away and the boys asked him to tell the story again over and over.

Starfall Books & Other Media

Zac the Rat

Zac and Cat

Sing-Along Tracks 15, 17

ABC Rhyme Book



Preparation

Generate and prepare Vocabulary Word Cards for **Week 16**. You will use *wasp, pate, nuisance, dough, yeast*, and *spade* on **Day 2** and *deaf, composer, conductor, orchestra*, and *interpreter* on **Day 3**.

Day One

Prepare chart paper with the short-a words from *Zac and Cat* (Zac, Cat, and, bam, bat, can, has, pal, pan, pat, tap).

Prepare each child's copy of *Zac and Cat*.

Day Two

None

Day Three

Duplicate the "All About Mammals" blackline for yourself and each child. Be sure to have plenty of classroom books about mammals available for children to reference as they write.

Generate a "Word Search" practice page featuring the high-frequency words: *that, there, they*, and *the* for each child.

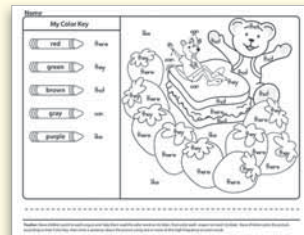
Day Four

Create a "Superhero h puppet" from a paper bag, or use a generic puppet with a large lowercase *h* printed or pinned to the front. You will use this puppet to introduce the diagraph *th*, and other diagraphs in subsequent weeks.

Day Five

Generate a **Week 16** "Color by Word" practice page for each child featuring the high-frequency words: *that, there, they, the*.

Generate a practice page for the skill your children most need to review for use during Learning Centers.



Day 1

Zac has a new friend.
Would you like to read
about his new pal?

Love,

Backpack Bear 

Day 2

Zac and I had jam
sandwiches for dinner
last night. What's your
favorite sandwich?

Love,

Backpack Bear 

Day 3

Cat and I love music.
We have a favorite
person who wrote
music. Maybe we can
learn about him today!

Your Pal,

Backpack Bear 

Day 4

I am so excited to read
the mammal book you
wrote!

Love,

Backpack Bear 

Day 5

It has been fun learning
about mammals. There
are many animals in my
mammal group! I think
you are my favorite!

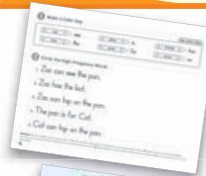
Love,

Backpack Bear 

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W p. 4</p> <p>Syllables</p> <p>“Star Writers Rubrics”</p> <p>“Zac and Cat”</p> <p>Comprehension Strategies:</p> <p>Summarize</p> <p>Make Connections</p>	<p>R&W p. 5</p> <p>Initial sound deletion</p> <p>Word Family: -at</p> <p>Proper nouns</p> <p>Comprehension Skills:</p> <p>Story Details (setting, main characters, problem/solution, change the story)</p>
<p>Computer</p>	<p><i>Learn to Read: Row 1</i></p> <p><i>Short Vowel Pals: Zac and Cat</i></p>	<p>ABCs: Zz, Xx, Yy, Ww, Qq, Vv</p>
<p>Activity</p>	<p>“Concentration” HF Words</p>	<p>Identify CVC Words</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>Count syllables in vocabulary words</p>	<p><i>The Giant Jam Sandwich</i></p> <p>“Book Chat”</p> <p>Vocabulary: wasp, pate, nuisance, dough, yeast, spade</p> <p>“Jam”</p>
<p>Writing</p>	<p>Editing sentences for capitalization and punctuation</p>	<p>Punctuation practice</p>
<p>Social Studies</p>		
<p>Science</p>		



DAY Three

R&W p. 6

Segment short-a words

Punctuation:
period, question mark, exclamation mark



DAY Four

R&W p. 7

Rhyming words

Digraph /th/

HF Words:

they, there, that

Author's Chair



DAY Five

Phoneme substitution

Comprehension Strategy:
Make Connections

Short Vowel Pals: "Zac and Cat"
ABC: Sign Language

BpB's Books: Any row
It's Fun to Read: Music, "Beethoven"

Sequence *Zac the Rat*

"Word Search" HF Words

Matching Short-a Words

Write and illustrate favorite part of
The Giant Jam Sandwich

Vocabulary: deaf, composer, conductor, orchestra, interpreter

"Th Thumb Rhyme"

"Letter March Song Th"

Practice page of your choice

Play dough decodable words

Backback Bear's Mammal Book

"Wheel of Reading"

Write about mammals

Share writings

Use knowledge of letter/sound relationships to spell simple words

Learn about Beethoven

Review characteristics of mammals

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

None

Clap and Count Syllables

Gather children around the Starword Wall. Ask: **Who can explain what a syllable is?** (Volunteers respond.) **Yes, syllables are chunks of sounds in words.** Tell children they will clap and count the number of syllables in the vocabulary words they have recently learned.

Select words with varying numbers of syllables. Children say the words, then clap and count each syllable.

Reading

Segment syllables in words

Count the number of syllables in words

1

Introduce *Zac and Cat*

Review Backpack Bear's message. Children predict who Zac's new pal might be. Backpack Bear and Zac whisper to you the following clue: The name of Zac's new friend rhymes with *rat*. Children name words that rhyme with *rat*.

Write the rhyming words *pat, sat, hat, cat, bat, mat* on the board. Discuss which words might be the name of Zac's new friend. Notice that all the words in the list have Zac's short-a vowel sound. Solve the mystery by revealing *Zac and Cat*.

Read and discuss the story.

Distribute *Zac and Cat* to each child. Children write their names on the back of their books. Ask children to notice that the words *Zac* and *Cat* both begin with capital letters inside the book. Ask: **Why is *Cat* capitalized?** (Cat is the cat's name.) Children follow along as you read. Provide time for children to examine the pictures and words. Ask the following questions:

Materials

- Zac and Cat* decodable book for each child
- Zac and Cat* teacher edition
- Chart paper prepared with list of short-a words from *Zac and Cat*

Reading

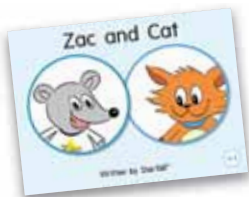
Match all consonant and short vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

Listening & Speaking

Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding



(Page 2) What is Zac trying to do?	He is trying to use the pan for a drum.
How can you tell it is difficult for Zac to use the bat?	It looks too heavy for a rat to use.
Why does the jam can work better as a drum for Zac?	It is lighter and easier to hold.
(Page 5) What idea does Cat have?	Cat's idea is to use the bat as a drumstick.
On the last page of the book, what are Zac and Cat doing?	They are playing in a homemade rhythm band.

Read *Zac and Cat* again slowly. Children read along with you.

Display the list of short-a words from *Zac and Cat*. Children read the words. Instruct children to look at the title page and name the words with short-a in the middle (Zac, Cat).

- Place a tally mark by *Zac* and *Cat* on the chart paper to indicate that those words have each appeared in the story one time so far.
- Read the word *and*.
- A volunteer makes a tally mark next to *and*.

Continue through the story. Children tally the number of times each word is used.

2

Writing Rubrics

Say: **Backpack Bear wants us to be Star Writers. He made the Star Writers Rubrics to help us remember certain things we need to do to make our writing its best. Do you remember seeing Backpack Bear's Star Writers Rubrics anywhere?**

Distribute writing journals. Say: **Backpack Bear's Star Writers Rubrics are on the back cover of your writing journal. A rubric tells us how to do something.** (Children say, *rubric*.) **The Star Writers Rubrics tell us the rules for writing. For example, a good writer begins to write on the left side of the page and moves to the right.**

- Review the rubrics printed on the back cover of the writing journals.
- Indicate the punctuation rubric. Remind children a sentence needs a "stop sign." A period is used for a statement, a question mark is used if the sentence asks a question, and an exclamation mark is used if there is special excitement in the sentence.
- Share examples of each.

Say: **Today I will do kidwriting and you will do adult writing!**

Write a sentence with capitalization and punctuation errors on the classroom whiteboard. Volunteers provide "adult writing" to correct the errors. Repeat as needed.

Distribute classroom books to the children. Read each rubric. Then children look through classroom books to determine whether the writers followed it.

Say: **The next time we write in our journals, Backpack Bear's Star Writers Rubrics will help us remember to begin our sentences with uppercase letters, end our sentences with punctuation marks, leave spaces between our words, begin at the left and move to the right, and use our dictionaries to look up words we need to use so we can spell them correctly.**

Materials

- Starfall Writing Journals
- A classroom book for each child
- Classroom whiteboard/markers

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

Writing

Understand end punctuation, including periods, question marks, and exclamation points

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer Practice

Practice

Short Vowel Pals: Zac and Cat

Activity

Play "Concentration" to review high-frequency words.

Materials

- Pocket chart
- High-Frequency Word Cards: *away, do, get, gets, had, have, help, helps, her, here, his, into, was, will,* and other words of your choice

3

Materials

- R&W, p. 4

Reading and Writing, Page 4

Reading

Read simple one-syllable and high-frequency words

Describe common objects and events in both general and specific language

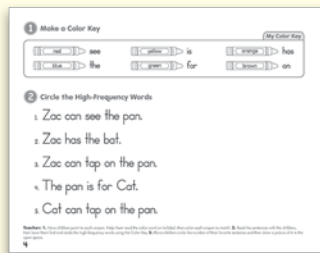
Write: *see, the, is, for, on,* and *has* on the board. Tell children you will make up a sentence using several of these high-frequency words.

Write: *The hat is on the cat.* Children read the sentence with you. Volunteers circle the high-frequency words in the sentence. Repeat for the following sentences:

- *Zac can see the jam on the can.*
- *The bag is for Zac.*

Distribute R&W, p. 4. Review the high-frequency words *see, the, is, for, has,* and *on.* Children repeat each color word after you, then color the crayon to match.

Complete the page as directed.



Phonemic Awareness Warm-Up

Materials

 None

Delete Initial Sound /t/ to Form New Words

Say: **Let's segment, or pull apart, words. What is the beginning sound in tap?** (/t/) Say, /t/ /ap/ *tap*. Here's another one. **What is the beginning sound in tan?** (/t/) Say /t/ /an/, *tan*. **What word would we have if we took the /t/ away from tan?** (an)

Now let's play a word game. We will make new words by taking the beginning sound /t/ away from a word. Ready? If we take the /t/ away from tax, what new word do we have? (ax) **If we take the /t/ away from table, what new word do we have?** (able)

Continue for *tally, tray, trot, toil, Troy, turn, tramp, tram, train, travel, tape, trap, track, tall*.

Reading

Manipulate individual phonemes in words through addition, deletion, and substitution

1

Introduce *The Giant Jam Sandwich*

Review Backpack Bear's message. Volunteers share their favorite kinds of sandwiches.

Say: **Let's pretend that a new child, who has never heard *Zac the Rat*, comes to our class. Who would be able to retell Zac's story in his or her own words?** Choose volunteers to retell the story.

Tell the children you have a funny song about jam that Zac and Backpack Bear might enjoy. Play *Sing-Along Track 17* several times, until the children are able to sing along. Make up actions to accompany the song.

Say: **This song reminds me of a story called *The Giant Jam Sandwich*.** Show the book and discuss the cover, title, author, and illustrator. As you picture-walk through the book, pause to introduce the following vocabulary:

p. 7 wasps — winged insects that have stingers; they belong to the insect animal family

p. 9 pate — the top of the head

p. 10 nuisance — someone or something that bothers you

p. 14 dough — a thick, sticky mixture of flour, water, and other ingredients, used to make bread

p. 14 yeast — something used to make dough rise

p. 24 spade — a digging tool with a flat blade, similar to a shovel

Materials

- Vocabulary Word Cards: *wasp, pate, nuisance, dough, yeast, spade*
- The Giant Jam Sandwich* by John Vernon Lord and Janet Burroway
- Zac the Rat* decodable book (for teacher reference)
- Sing-Along Track 17*

Jam

*Jam on my head,
Jam on my toes,
Jam on my coat,
Jam on my nose.*

*Laughing and a-licking,
Having me a time,
Jam on my belly,
But I like it fine.*

*Jam is my favorite food,
And when I'm in a jelly mood,
I can't ever get enough
Of that yummy, gummy stuff.*

*Pretty soon it will be spring,
And I'll do my gardening,
But I'll plant no flower-bed,
I'll plant jelly-beans instead.*

Reading

Recognize and produce words that rhyme

Describe common objects and events in both general and specific language

Identify the title, author, and/or illustrator

Use pictures and context to make predictions about story content

Retell familiar stories

Vocabulary

Use new vocabulary that is introduced and taught directly

Before reading the story say: **This story has rhyming words in it. If you hear rhyming words as I'm reading, raise your hand!** Read the story. Pause when children raise their hands to indicate the rhyming words.

Review new vocabulary:

p. 3 — Read: "They stung Lord Swell on his fat bald *pate*." (rhymes with "plate") Children say, *pate*. Review the meaning of *pate*. Ask children if they know anyone who is bald.

p. 7 — Say: **In this story, the author referred to the wasps as a nuisance. That's because the wasps were bothering the people.** Children say, *nuisance*. Discuss behaviors that would be considered nuisances, such as people talking too loudly or being interrupted by someone.

p. 8 — Indicate the picture of the dough. Tell children the characters are mixing flour and yeast to make dough. Review the meanings of *yeast* and *dough*. Children repeat, *yeast, dough*. Explain that if no yeast was added to the dough, the bread would be flat like a pancake!

p. 18-19 — Ask: **Who knows what a spade is?** Choose a volunteer to indicate a worker using a spade on page 19. Children repeat, *spade*.

2

Materials

- Classroom whiteboard/markers
- R&W, p. 5
- Pencils/crayons

Reading and Writing, Page 5

On the whiteboard, write:

Zac is a _____.	cat — ran — rat
-----------------	-----------------

Read the sentence. Children read the choices offered to complete the sentence. Ask them to consider what they know about Zac and decide which answer makes sense. Is Zac a cat? Does the sentence *Zac is a ran* make sense? Choose a volunteer to read the correct sentence, then write the word *rat* on the blank line. Reread the sentence.

Repeat for the following sentences. Children say 'blank' for the missing words.

The _____ ran and ran.	ants — hat — is
I can ____Zac on the can.	has — see — the
_____ants ran to the jam.	The — Zac — ran

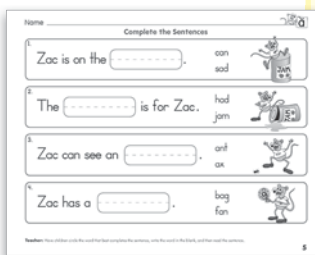
Distribute R&W books. Complete page 5 one sentence at a time. Indicate the picture clue at the end of each sentence. Children circle the word that best completes the sentence, write it in the blank, then read the sentence. If time allows, children use different-colored crayons to circle the following high-frequency words in the sentences: *has, the, is, for, see, an, can*.

Reading

Read simple one-syllable and high-frequency words

Writing

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters



Computer Practice

Practice

ABCs: Z, X, Y, W, Q, V

Activity

Children take turns playing “teacher.” Word Cards are placed face-down in a stack.

- The “teacher” chooses a Word Card and copies it on the whiteboard.
- The children raise their hands if they can read the CVC word.
- The “teacher” chooses a volunteer to read the word.
- That volunteer becomes the “teacher” for the next word.

Materials

- Word Cards: *bag, bat, can, cap, cat, man, map, pan, rat, sat, wag, Zac*
- Whiteboard/marker

3

Story Elements

Display *The Giant Jam Sandwich*. Ask: **Is this story fiction or nonfiction? What in the story tells us this is a fiction, or fantasy, story?**

Place the Story Element Cards in a pocket chart and read each one aloud. As you read the story, children listen for answers to the Story Element questions.

Introduce the new game, “Book Chat.”

- Children sit facing each other in two rows on the floor.
- Ask a Story Element question about the book.
- “Book Chat” partners (children facing each other) discuss the answer.
- At your signal, they end their discussion. Choose a volunteer to give the answer.
- The first child in one of the rows moves to the end of that row, and the rest of the children shift, allowing the children to change partners.

Ask the following questions:

- What was the setting of this story?
- What was the problem in *Itching Down*?
- How did they solve their problem?
- Did the people in the story cooperate with each other to solve their problem?
- Who were the main characters in this story?
- What would you change about the story and why?

Gather children together to consider other ways the villagers might have solved their problem. Volunteers share their responses.

Technology

Use technology resources to support learning

Reading

Match consonant and short vowel sounds to appropriate letters

Blend individual phonemes in simple, one-syllable words

Materials

- The Giant Jam Sandwich*
- Pocket chart
- Story Element Cards pictured below

Reading

Answer questions about the text using creative and critical thinking strategies

Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Demonstrate an understanding of story elements



Phonemic Awareness / Phonics Warm-Up

Materials

-
- Whiteboards/markers

Segment Short-A Words

Distribute whiteboards and markers. Say: **Let's separate sounds in words. I will say a word. You will use your invisible rubber bands to help you count the sounds you hear. Let's try one together. The word is *bat*. How many sounds do you hear in *bat*? Use your invisible rubber bands and say each sound: /b/ /a/ /t/. There are three sounds.**

Now, let's write the sounds in *bat*: /b/, write b; /a/, write a; /t/, write t. (As you write *bat* on the board, children do the same on their whiteboards.) Now, say the word *bat*.

Children say, *bat*. Continue for:

can	cat	bam	Zac	pan	pat	had	tap
-----	-----	-----	-----	-----	-----	-----	-----

Reading

Blend and/or segment individual phonemes in CVC words

Count the number of sounds in syllables

1

Punctuation

Reading and Writing, page 6

Materials

-
- R&W, p. 6
-
-
- Three paper scraps per child
-
-
- Pencils/crayons

Listening & Speaking

Listen carefully and understand directions for performing tasks

Use end punctuation, including periods, question marks, and exclamation points

Tell children they will review punctuation marks that will help them become fluent "Punctuation Detectives."

Make a period (.) on the board. Say: **When we finish a sentence that tells something, or makes a statement, we use a period at the end.** Give examples of statements.

Children make a signal, such as a clap, to indicate a period at the end of each statement.

Make a question mark (?) on the board. Say: **This is a question mark. A question is different from a statement because it needs an answer.** As most young children struggle with this concept, you will need to provide several examples of questions, until you are certain they understand the concept. Children make a signal, such as shrugging, to indicate a question mark at the end of each example.

Make an exclamation mark (!) on the board. Say: **When we see an exclamation mark at the end of a sentence, it tells us the information in the sentence is exciting!** Give examples of sentences read with excitement. Children make a signal, such as waving hands high in the air, to indicate an exclamation mark at the end of each sentence.

Distribute three paper scraps to each child. Children copy one very large punctuation mark on each scrap (. ? !). They are now ready to be Punctuation Detectives! Explain that you will read a sentence. The children hold up the correct punctuation mark for each one.

Suggested sentences:

- *You are a boy.*
- *I am a girl.*
- *What is your name?*
- *Wow, that was fun!*
- *Tom said, "I like to read."*
- *Can I help you?*
- *You did a great job!*
- *How are you today?*

Distribute and complete *R&W*, p. 6.

2

Write about Mammals

Review the characteristics of mammals. Say: **Backpack Bear suggested that it would be nice to write our own class book about mammals!**

Display the chart paper list of mammals from **Week 15, Day 5**. Read the list. Children each choose a mammal to write about and illustrate. As each child chooses a mammal from the list, write his or her name beside it. You may decide to print the name of the chosen mammal on scrap paper for the children to copy.

Distribute the "All About Mammals" blacklines.

Write: A _____ is a mammal. on the board. Read the sentence and have children repeat it, saying "blank" for the missing word.

Say: **Copy this sentence on the handwriting lines. What will you write in the blank space?** (the name of your mammal) **Then write a sentence telling why your animal is a mammal.**

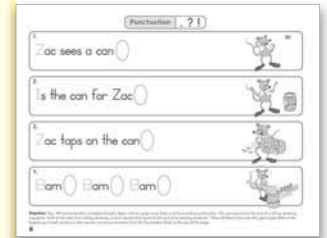
Children will illustrate their mammals in the blank space.

Children reference *Backpack Bear's Mammal Book* or other classroom mammal books for illustrations. Remind children to include true facts about their mammals.

When children have completed their writing and illustrations, they may share them with others who are finished.

Materials

- "All About Mammals" blackline for you and each child
- Backpack Bear's Mammal Book*
- Other mammal books from classroom or library
- List of mammals from **Week 15, Day 5**
- Chart paper/marker
- Starfall Dictionaries
- Pencils/crayons
- Scrap paper



Reading

Understand that printed materials provide information

Listening & Speaking

Communicate effectively when sharing ideas

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Participate in creating a variety of informational/expository forms through drawing and writing

Assemble the mammal writings and illustrations into a class book entitled **All About Mammals** by (Your name's) Kindergarten Class. Children will read their entries in the book to Backpack Bear on Day 4.

A paraprofessional or volunteer can work with a small group of struggling children while the others work as a larger group. Extend this session to allow children to complete their illustrations and writing, or children can complete their work as a substitute for one of the learning centers.

**Observe
& Modify**

Computer Practice

Practice

- *Short Vowel Pals* "Zac and Cat"
- *ABCs*: Interpreter button to review letters in Sign Language

Activity

Children practice locating high-frequency words by circling the words in the Word Bank.

Materials

- Word Search practice page
- Pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Beethoven

Read Backpack Bear’s message. Backpack Bear whispers, “My favorite writer of music is a man named Beethoven. I want everyone to go to more.starfall.com to learn more about him!”

Navigate to *It’s Fun to Read: Music, “Beethoven.”* After the introduction, say: **Ludwig van Beethoven was a composer.** (Children repeat, *composer.*) **A composer is someone who writes music. Beethoven wrote his music long ago, but we still listen to it today. Have you ever listened to music without words? Most of Beethoven’s music is without words.**

Navigate to the next page. Explain and discuss the following as you interact with the page:

Conductor — Indicate the conductor on the left side of the computer screen. The *conductor* is the leader of the *orchestra*. It is his or her job to make sure all the musicians in the orchestra play their instruments at the right time. (Children repeat, *conductor.*)

Orchestra — An *orchestra* is a group of musicians who play instruments. (Children repeat, *orchestra.*)

Click on the conductor. Children listen to the music and observe the conductor’s actions.

Deaf — Being *deaf* means that a person cannot hear. (Children repeat, *deaf.*)

People who are *deaf* cannot hear spoken words. We use our hands to communicate our messages to them. This is sign language and we’ve been learning it all year!

Beethoven was not always *deaf*. Even though he could no longer hear the music with his ears, he could still hear the music in his head and in his heart. He kept on writing, and composed his most famous piece, his Ninth Symphony, after becoming deaf.

Navigate to the next page. Indicate the symbol at the top right corner of the page. Say: **This is an ASL sign for interpreter. Where have you seen this before?** (more.starfall.com, *ABCs*)

Interpreter — The *interpreter* symbol means someone will sign the words that are on this page using sign language.

Click on the *interpreter* symbol to watch the *interpreter* sign the words.

Say: **Beethoven was born in Germany.** (Indicate Germany on a globe or map.) **When he was a little boy, his father taught him to play the violin and the piano. Beethoven loved music!**

Materials

- Vocabulary Word Cards: *deaf, composer, conductor, orchestra, and interpreter*
- Globe or world map
- Navigate to, *It’s Fun to Read: Music, “Beethoven”*

Reading

Describe common objects and events in both general and specific language

Use new vocabulary that is introduced and taught directly

Social Studies

Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, from stories and folklore

Technology

Use technology resources to support learning

Phonemic Awareness Warm-Up

Materials

-
- Sing-Along Track 15

Identify Rhyming Words in a Nursery Rhyme

Say: **Zac would like to teach you his song about the clock.** Play *Sing-Along Track 15*, "Hickory Dickory Dock."

Explain that noon is 12:00.

Play the song again. This time, children listen for words that rhyme (clock/dock, four/door, nine/fine, noon/soon).

Say: **Let's think of rhyming words for each hour on the clock. What is a word that rhymes with one?** Children respond. Continue for two through eleven. Accept nonsense words.

Reading

Recognize and produce words that rhyme

1

Digraph /th/, Reading and Writing Page 7

Step One Introduce /th/ in the initial position

Say: **Backpack Bear has a rhyme about a thumb.** Read "Thumb," ABC Rhyme Book, p. 61.



Display the Picture Card *thumb*. Say: **This is a picture of a thumb.** (Children say, *thumb*.) **The word *thumb* begins with the sound /th/. Watch my mouth: /th/. You say /th/. Listen to the rhyme again. Listen for the sound /th/ in *thumb*.**

Materials

-
- Picture Card:
- thumb*
-
-
- Letter Card:
- th*
-
-
- Sound Spelling Wall Card:
- thumb /th/*
-
-
- ABC Rhyme Book
-
-
- Superhero puppet or a generic puppet with a large lowercase
- h*
- printed or pinned to the front
-
-
- R&W, p. 7
-
-
- Pencils

Read the rhyme again. Children repeat in unison.

Step Two Discriminate /th/ in the initial position

Say: **Listen to these words. Give a 'thumbs up' if you hear the sound /th/ at the beginning of a word! Ready?**

thing

thorn

ship

that

Thursday

Step Three Connect /th/ to the spelling th

Display the Letter Card *th*. Explain: **Sometimes a letter needs help to stand for the sound a word needs.**

Print the words *tumb*, *tink*, and *tump* on the board. (Leave space after the initial *t* in each word.) Children assist in decoding these words. Explain that you are trying to spell the words *thumb*, *think*, and *thump*.

Dramatically reveal the "Superhero h puppet" to demonstrate how it saves the day when it joins *t* to stand for the sound, /th/!

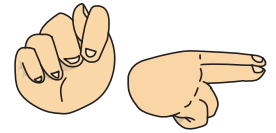
- Give the "Superhero h puppet" to a child.

Reading

Blend vowel-consonant sounds orally to make words or syllables

Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words



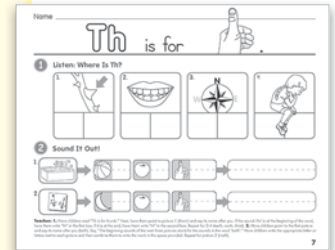
- Ask the child to come to the board and rescue the word *tumb*. He or she uses the puppet to “tap” the “t” and say, “Move over!”
- You or the child then adds “h” after the “t” in the word.
- The class reads the new word, *thumb*.
- Repeat for *tink* (think) and *tump* (thump).

Teach children the ASL sign for *th*. (To make /th/, sign *t* and *h* together quickly.) Sing “The Letter March” with the ASL sign for *th* and the sound /th/.

Step Four Introduce /th/ in the final position

Say: **Listen for the sound /th/ at the end of these words. If you hear /th/ at the end of the word, give a “thumbs up.” If you don’t hear /th/ at the end, give a “thumbs down.”** (Exaggerate the sound /th/ as you say these words: *with*, *bath*, *start*, *fourth*, *hot*.)

Distribute and complete *R&W*, p. 7.



2

Introduce High-Frequency Words: *they*, *there*, *that*

Review the sound /th/ by having children volunteer words that begin with /th/. Tell children you have three new high-frequency words that begin with the sound /th/.

Write *the* on the board. Say: **You already know a high-frequency word that uses the sound /th/ at the beginning, *the*. One of our new words blends /th/ with the word *at*.**

Write *that* on the board. Blend the /th/ and /at/. Ask: **What is our new word?** (that) Children use the ASL signs to finger spell *that*.

Tell children you have two other /th/ words. Write *they* and *there* on the board. Indicate and read each word.

Touch one of the three new high-frequency words; children read the word. Repeat several times. Volunteers come to the board to play “teacher” and touch one of the words. Children read the word indicated.

Place the new High-Frequency Word Cards *they*, *there*, and *that* in the pocket chart. The class reads each word as you place it.

Write the following sentences on the board. Read each sentence. Children repeat the sentence as you track each word. Volunteers circle the high-frequency words beginning with /th/ in each sentence:

- *There* are cats and rats in the box.
- *They* can run and hop.
- *That* is a big rat!
- I see *there* are ants in the jam.
- Will *they* like the jam?
- Will you give me *that*?

If time allows, children locate *there*, *they*, and *that* in classroom books.

Materials

- Starfall Dictionaries
- Pencils
- High-Frequency Word Cards: *that*, *there*, *they*
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Children enter new high-frequency words into their Starfall Dictionaries.



Computer

Practice

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

- *It's Fun to Read*: Music: "Beethoven"
- *Backpack Bear's Books*: Explore any row.

Activity

Shuffle the Picture Cards. Children:

- place the Picture Cards face-up in the pocket chart.
- place the Word Cards face-down in a deck.
- draw a Word Card and place it next to the corresponding Picture Card.

Children play again, this time placing the Word Cards in the pocket chart and finding the corresponding Picture Cards.

Materials

- Pocket chart
- Picture and Word Cards: *bag, bat, can, cap, cat, fan, ham, jam, mad, man, map, pan, rat, sad, van, wag, Zac*



3

Reading

Understand that printed materials provide information

Produce, illustrate, and share a finished piece of writing

Science

Understand that animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

Observe and describe similarities and differences in the appearance and behavior of animals

Author's Chair

Each child sits in the Author's Chair and shares his or her page from the class book, *All About Mammals*.

Materials

- Kindergarten Mammal Book*
- Author's Chair

Phonemic Awareness Warm-Up

Materials

 None

Phoneme Substitution Using Short-A Words

Say: **Let's make some new short-a words by changing beginning sounds.**

What new word would we make if we changed the /b/ in *bam* to /h/? (ham)

Continue for:

/j/am, /P/am, /r/am and /S/am.

- **if we changed the /c/ in *cat* to /b/?** (bat)

Continue for /h/at, /m/at, /p/at, and /r/at.

- **if we changed the /c/ in *can* to /m/?** (man)

Continue for /p/an, /r/an, /t/an, /v/an, /f/an.

- **if we changed the /t/ in *tap* to /c/?** (cap)

Continue for /g/ap, /l/ap, /m/ap, /n/ap.

Reading

Track and represent changes in simple syllables and words with two and three sounds as one sound is substituted

Understand that as letters of words change, so do the sounds

1

"Wheel of Reading"

Materials

 Starword Wall

Review this week's vocabulary words by referencing the Starword Wall. Explain that you will choose words from the Starword Wall for the "Wheel of Reading" game. After the word is revealed, ask children to use it in a sentence.

Reading

Relate new vocabulary to prior knowledge

Technology

Use technology resources to support learning

Computer

1

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

2

Children reference the Color Word Bank to complete this page.

Materials

- Week 16 "Color by Word" Practice Page
- Pencils/crayons

Reading

Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Read simple one-syllable and high-frequency words

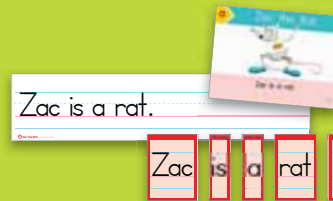
Sequence *Zac the Rat*

3

Children work together to sequence *Zac the Rat*, and match the Sentence Strips and individual Word Cards to form sentences.

Materials

- Zac the Rat* decodable book
- Zac the Rat* Sequence Cards, Sentence Strips, and individual Word Cards



Writing

Draw a picture about ideas from stories read aloud

Use knowledge of letter/sound relationships to spell simple words

Writing

4

Children copy the title, *The Giant Jam Sandwich*, on their drawing paper. They choose their favorite parts of the story to illustrate and label with kidwriting.

Materials

- Drawing paper
- Pencil/crayons
- The Giant Jam Sandwich*

Generator Practice Page

5

Choose the skill your children most need to review and generate a practice page.

Materials

- Generated practice page of your choice

Reading

Read simple one-syllable and high-frequency words

Play Dough

6

Children form words from the decodable story *Zac and Cat* using play dough.



Materials

- Zac and Cat* decodable books
- Play dough

2

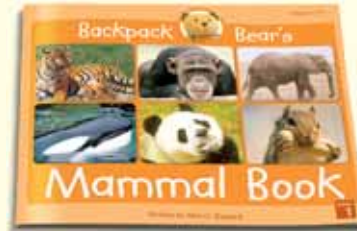
Mammals

Say: **Backpack Bear wants us to read his book again. This time he wants me to leave out words to see if you can add them!** As you read, select key words to omit.

Volunteers supply the missing words.

Materials

- Backpack Bear's Mammal Book
- Backpack Bear



Reading

Connect to life experiences the information and events in texts

Science

Understand that all animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce