

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

More About Birds

Unit 7 • Week 20

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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Starfall gratefully acknowledges the following school districts where the Starfall Kindergarten Program was piloted:

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Boulder Valley School District, Boulder, CO

Buncombe County School District, Asheville, NC

Catholic Archdiocese of Los Angeles, Thousand Oaks, CA

Currituck County School District, Knotts Island, NC

Fruitvale School District, Bakersfield, CA

Kent City Community Schools, Kent City, MI

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Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

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Waynesville R-VI School District, Ft. Leonard Wood, MO

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Livermore Valley Charter School, Livermore, CA

Italy Independent School District, Italy, TX

Ogden City School District, Ogden, UT

Port Jervis City School District, Cuddebackville, NY

Rhea County School District, Spring City, TN

Saugus Union School District, Valencia, CA

Sierra Sands Unified School District, Ridgecrest, CA

Vinita Public Schools, Vinita, OK

Special thanks to the Alliance for Catholic Education's English as a New Language Program (ACE-ENL) at the University of Notre Dame for their help with the ELD component of this program.

Starfall also wishes to thank:

Stephen Schutz, Karen Bidgood, Tad Elliott, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

More About Birds

Unit 7 • Week 20

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Week 20 Overview

More About Birds

This week the children continue their study of the bird animal group as they review bird characteristics, meet fictional birds in the folk tale *Chicken Little*, and meet real members of the bird family in *Penguin, Penguin* and *Backpack Bear's Bird Book*. They also learn about "flightless birds" and study various types of feathers and their uses. This week we will:

- review folk tales.
- learn final /k/ and /ch/ and medial /e/.
- dramatize *Chicken Little*.
- learn about possessive nouns and editing.
- create our own "Bird Posters."



Starfall Books & Other Media

Little Red Hen and Other Folk Tales, "Chicken Little"

Peg's Egg

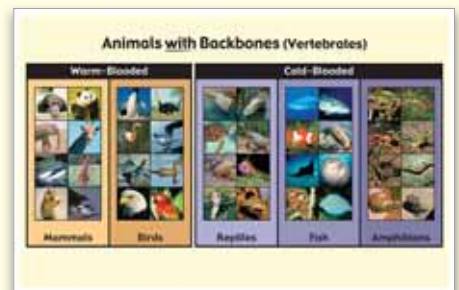
Hen

Sing Along Track 9

Penguin, Penguin by Margaret Hillert

Vertebrates (Animals with Backbones) Poster

Backpack Bear's Bird Book by Alice O. Shepard



Preparation

Generate Vocabulary Word Cards for **Week 20**. You will use *moral* and *outline* on **Day 2** and *down feathers*, *Antarctica*, *dialogue*, *narrator*, and *dramatize* on **Day 3**.

Day One

Prepare children's copies of *Peg's Egg*. You will use them in today's **Session 1**.

Day Two

Duplicate the "Chicken Little" blackline for each child.

Cut apart the "Chicken Little" characters.

Day Three

Familiarize yourself with the words to "Five Little Chickadees," *Sing Along* Track 9.

Have a world map available for today's **Session 3**.

Day Four

Prepare a headband for each child by stapling a large blank index card to the center of each paper headband strip.

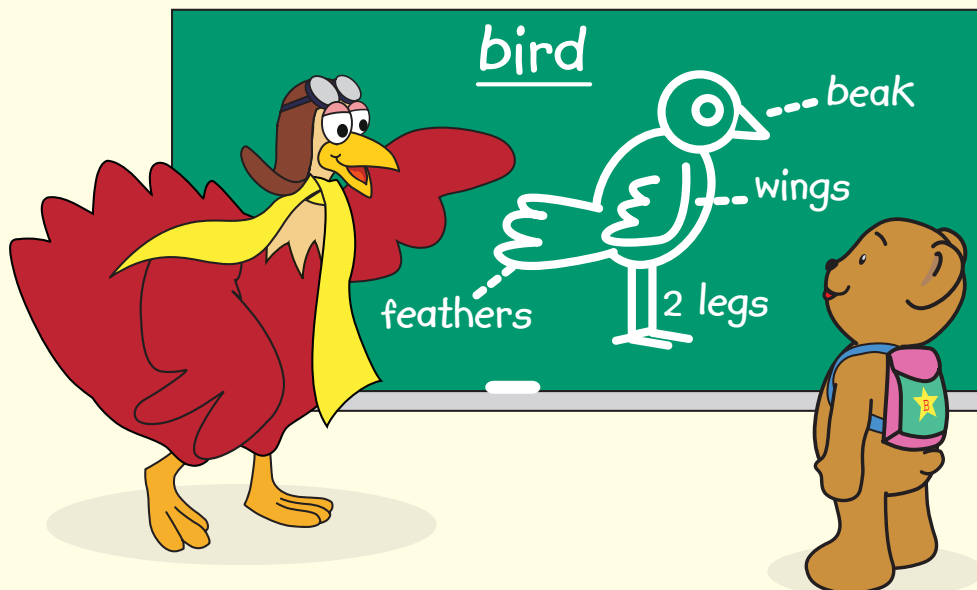
Prepare children's copies of *Hen*. You will use them in today's **Session 3**.

Day Five

You will need several "recycled" magazines as children create their own "Bird Posters."

Generate a "Color by Word" practice page for each child.

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



Day 1

Did you know that Peg has a pet? You'll meet Peg's pet today!

Love,

Backpack Bear 🐻

Day 2

I met a friend of Peg's online last night! His name is Chicken Little. Do you know him?

Love,

Backpack Bear 🐻

Day 3

Do you know the song "Five Little Chickadees"? Peg and I sang it last night. We want to teach it to you!

Love,

Backpack Bear 🐻

Day 4

I'm in an acting mood! Can we act out the story of Chicken Little?

Love,

Backpack Bear 🐻

Day 5

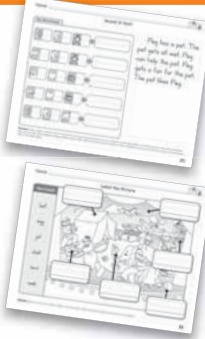
It has been fun learning about birds. I always wondered what was inside their eggs!

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. 19</p> <p>R&W p. 21</p> <p>Medial short-e</p> <p>“Peg’s Egg”</p> <p>Possessive Nouns</p> <p>Comprehension Skills: Story Details (problem/solution)</p> 	<p>See It! Say It! Spell It! Show It!</p> <p>Rhyming</p> <p>Comprehension Skills: Sequence Identify Genre (fiction/nonfiction) Story Details (setting, characters, important events, author’s purpose)</p>
<p>Computer</p>	<p>Short Vowel Pals: Peg’s Egg Backpack Bear’s Books: Concepts; “E-Machine”</p>	<p><i>I’m Reading:</i> Folk Tales, “Chicken Little,” “The Little Red Hen”</p>
<p>Activity</p>	<p>“Starfall Speedway” HF Words</p>	<p>“Chicken Little”</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>		<p>The Little Red Hen and Other Folk Tales, “Chicken Little”</p> <p>Vocabulary: moral, outline</p>
<p>Writing</p>	<p>Writing rubrics</p>	<p>Write about “Chicken Little” characters</p>
<p>Social Studies</p>		
<p>Science</p>		

DAY Three

DAY Four

DAY Five

R&W p. 20

Possessive Nouns

HF Words:

**them, then,
lay, play**

Comprehension Skill:

Story Details (problem/solution)



R&W p. 22

Initial and medial /e/

"Peg's Egg"
"Hen"

Comprehension Skill:

Compare/Contrast



Phoneme Substitution

"Peg the Hen"
"Peg Helps Zac"
"Peg's Egg"
"Hen"

Comprehension Strategies:

Classroom Discussion
Ask Questions
Summarize

Starfall Free Day

Create individual Bird Posters

Short Vowel Pals: "Peg's Egg"
ABC's: Free Choice

I'm Reading: Folk Tales, "Chicken Little"
I'm Reading: Fiction/nonfiction: "Penguin, Penguin"

"Color by Word"

R&W, p. 21

Make *Chicken Little* headbands

"Starfall Speedway" HF Words

Penguin, Penguin

Backpack Bear's Bird Book

The Little Red Hen and Other Folk Tales,
"Chicken Little"

"Five Little Chickadees"

Vocabulary: down feathers,
Antarctica, dramatize, narrator,
dialogue

The Little Red Hen and Other Folk Tales,
"Chicken Little"

Practice page of your choice

Play dough or magnetic letters

Backpack Bear's Bird Book

Amazing Airplanes

The Little Red Hen (Galdone)

The Little Red Hen and Other Folk Tales,
"The Little Red Hen," "Chicken Little"

Vertebrates (Animals with Backbones)
Poster

Writing rubrics

Draw, tell, or write about a familiar
experience, topic or text

Distinguish land and water on maps,
globes. Locate general areas re-
ferenced in historical legends and
stories

Characteristics of penguins

Observe, describe similarities and dif-
ferences in appearance, behavior of
plants and animals

1

2

3

4

5

6

Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Final /k/ and /ch/

Children discriminate /k/ and /ch/ in the final position. When they hear the sound /k/, they make the ASL sign for *Kk*. When they hear the sound /ch/, they make the ASL signs for *Cc* and *Hh*.

luck	ditch	kick	ranch	beach
crack	touch	latch	neck	crunch
yuck	coach	branch	attack	truck

Reading

Distinguish final phonemes in words

1

Introduce *Peg's Egg* and Possessive Nouns

Materials

- Peg's Egg* teacher edition
- Peg's Egg* for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Ask and answer questions about essential elements of a text

Review the characteristics of birds. Emphasize egg-laying. Display *Peg's Egg*. Ask children to predict what this story will be about based on the illustration on the cover. As you read, pause to discuss the following questions, then check their predictions:

- P. 1** — What is inside the egg?
- P. 2** — What is making that tapping sound?
- P. 3** — Is Peg surprised? Why or why not?
- P. 4** — Did Peg lay this egg? (Discuss)
- P. 5** — What will Peg do because of the rain?
- P. 6** — How did Peg solve the problem of the rain? How else might she have solved this problem?

Distribute *Peg's Egg* to the children and have them write their names in their books.

Print *Peg's Egg* on the board. Ask: **Do you see anything that is not a letter in this title?**

Explain: **There is a special mark, called an *apostrophe*, after Peg's name.** (Children say *apostrophe*.) **The apostrophe and the letter *s* tell us that the egg belongs to Peg.**

- Change the word *Egg* to *Jet*.
- Children read *Peg's Jet*.
- Ask them what belongs to Peg after this change.

Read the story together. Remind children to use their strategy of blending sounds to read new and unfamiliar words. Locate known words and unfamiliar words in the book. The children use different-colored crayons to circle short-e words.

Children partner-read their books.



2

Writing Rubrics

Explain: **When authors write books, they want to be sure that words are spelled correctly, that there is an upper-case letter at the beginning of the first word in each sentence, and there is a punctuation mark at the end of each sentence. They often send their writing to another person to make sure it is correct. This person is called an editor.** (Children repeat, *editor*.) **The editor checks the writing and edits it to make sure it is correct.**

Say: **Let's pretend an author has sent us some sentences to check and edit. I'll write the sentences on the board. You check to see if the author remembered to use all the writing rules!**

Write the first sentence on the whiteboard, read it, and choose a volunteer to "edit" it. Children may do "adult" writing under the sentence rather than change the existing sentence. Continue with each sentence.

- 1 — peg has at egg
- 2 — Peg get a pet
- 3 — The pet has tan leg
- 4 — that is pegs egg.
- 5 — peg helps the pet
- 6 — look at this egg
- 7 — Can yu find the egg
- 8 — I can see them in The nest
- 9 — Will i find the pet.
- 10 — I love to see the Peg.

Materials

- Classroom whiteboard
- Several different-colored markers

Reading

Use capital letters to begin "important words"

Understand that capitalization and punctuation are used in all written sentences

Computer

- *Short Vowel Pals: "Peg's Egg"*
- *Backpack Bear's Books: Concepts; "E-Machine"*

Practice

Activity

Children advance on the "Starfall Speedway" by reading High-Frequency Word Cards. These high-frequency words appear in the Margaret Hillert book, *Penguin*, which will be introduced on Day 3.

Materials

- "Starfall Speedway"
- High-Frequency Word Cards: *all, and, at, away, big, but, can, come, do, find, for, get, go, he, here, is, it, likes, little, look, not, on, see, she, the, to, up, want, what, will, with, you*

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

- Materials**
- R&W, p.19
 - Pencils/crayons

Reading and Writing, Page 19

Indicate several Sound Spelling Wall Cards. Children respond with the sounds for those cards. Be sure to include /a/ and /e/.

Distribute R&W, p. 19.

- Children work independently, then check their answers with their classmates.
- When all have finished, read the passage as a group.
- Children locate and circle the words in the story from their word banks, then draw pictures of their favorite scenes in the open space.

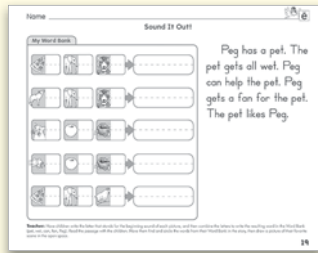
Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

Draw pictures about ideas generated from stories read aloud or through class discussion



Phonemic Awareness / Phonics Warm-Up

"See It! Say It! Spell It! Show It!"

Recall playing "See It! Say It! Spell It! Show It!" with short-a words from *Zac the Rat*. Play the game again using short-e words from *Peg the Hen*. For each Word Card:

See it! Hold up the Word Card. Children look carefully at the spelling.

Say it! Children read the word.

Spell it! Place the Word Card behind your back. Children write the word on their whiteboards, sounding out each letter.

Show it! Children hold up their whiteboards. Hold up the Word Card. Children check their spelling.

Materials

- Whiteboards/markers
- Word Cards: *hen, jet, Peg, red, wet*

As a challenge, skip the "See it" step. Read the words to the children, and have them attempt to write the words without seeing them first.

Observe & Modify

1

Introduce "Chicken Little"

Ask children to recall and then summarize the folk tale "The Little Red Hen."

Introduce "Chicken Little."

- Explain that "Chicken Little" is also a folk tale. Folk tales are very old stories that have been passed down from grandparents to grandchildren, and often teach morals or lessons.
- Define *moral* as a lesson that teaches us right and wrong. Children repeat, *moral*.
- As you picture walk through "Chicken Little," pique the children's interest by wondering aloud what the birds might be talking about.

Read the story once through. For the second reading, assign volunteers to each character: Chicken Little, Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy. The volunteers stand as their characters are encountered in the story.

Say: **Let's make a list of the events in the story in the order in which they happened. This is called an *outline*.** Children repeat, *outline*.

Ask children to recall what happened first. List responses in order on chart paper as they are given. Reference the book as needed.

Save the outline. You will use it again in Session 3.

Materials

- The Little Red Hen and other Folk Tales, "Chicken Little"*
- Chart paper/marker
- Vocabulary Word Cards: *moral, outline*

Reading

Blend vowel-consonant sounds to make words

Writing

Write consonant-vowel-consonant words

Reading

Use pictures and context to make predictions about story content

Retell familiar stories

Demonstrate an understanding of story elements

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

Relate new vocabulary to prior knowledge

Identify sequence of events in a story



Before discussing the following, remind children that folk tales often teach a moral or lesson.

Kn Why did Chicken Little think the sky was falling?

An Did Chicken Little have enough information to know if the sky was actually falling?

Kn What did he do after he thought the sky was falling?

Kn How did each character respond when Chicken Little told him or her the sky was falling?

Un How was Foxy Loxy's response different from the other animals?

Sy Why is it important that Foxy Loxy's response was different?

Ev What is the moral or lesson of this story?

Ask: **Is this folk tale fiction or nonfiction? How do we know it is fiction?**

2

Write About “Chicken Little”

Display the individual character pictures from “Chicken Little.” Children identify:

- all characters and their names.
- the animal group to which most of the characters belong.
- the character belonging to a different group (Foxy Loxy).
- the name of that animal group. (mammal)

Say: **As I read the story, raise your hand when a new character is introduced. We will make a list of all the characters on chart paper.**

Once your list is complete, ask: **What do you notice about the characters’ names?** (They rhyme.)

Have children identify the setting, and discuss why the it is important to the story. Children understand that because the characters ignored the setting of the story, they did not realize the sky was *not* in fact falling.

Say: **Think about the character you liked best. When you have decided, raise your hand. I will write your name next to that character’s name. You will write about that character in your writing journal.** Each character must be chosen, most more than once.

Think aloud: **Let’s think about some things we might write in our journals. I’ll start. I chose Chicken Little. I might write, ‘Chicken Little was a yellow chicken with a funny hat. His hat made me laugh.’ Or I might write, ‘Chicken Little was yellow and small. He asked all of his friends for help.’**

Remind children to name their characters in the first sentence. They should then write additional sentences describing their characters and illustrate when finished.

Children use their dictionaries and kidwriting. Provide adult writing when children are ready.

Materials

- “Chicken Little” character pictures
- Starfall Writing Journals
- Starfall Dictionaries
- Chart paper
- The Little Red Hen and other Folk Tales*, “Chicken Little”

Reading

Demonstrate an understanding of story elements

Writing

Connect thoughts and oral language to generate ideas

Draw a picture or write a sentence and use it to explain why this item is their favorite (persuasive writing)

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

You may wish to attach the character pictures to the chart paper prior to having the children sign up.

Save this list, you will use it again in Session 3.

Computer

- *I’m Reading: Folk Tales*, “Chicken Little”
- “The Little Red Hen”

Practice

Activity

Distribute the “Chicken Little” blacklines. Children work independently to match the animal type to the pictured character. Discuss strategies children can use to find the appropriate words, such as sounding out the words, using the beginning letters as clues, and matching the shapes of the letters to the boxes.

Materials

- “Chicken Little” blackline for each child
- Pencils/crayons
- The Little Red Hen and other Folk Tales*, “Chicken Little”

Reading

Read simple one-syllable and high-frequency words

Reading

Describe common objects and events in both general and specific language

Demonstrate an understanding of story elements

Prepare to Dramatize “Chicken Little”

Ask: **Would you like to act out the story of *Chicken Little*? Another word for ‘acting out’ is *dramatize*.** (Children repeat, *dramatize*.) **To dramatize this story, we need to review the characters, setting, and important events.**

- **Characters** — Review the list of characters from **Session 2**. Children name each character and recall the characters they chose to write about in their journals.
- **Setting** — Children describe the setting.
- **Important Events** — Review and discuss the list of events from **Session 1**.

Explain: **I will be the *narrator*. A *narrator* is the person who speaks the parts that are not spoken by the characters.** (Children repeat, *narrator*.) **You will be the characters you chose to write about in your journals.**

This play has *dialogue*. Do you remember when we read *At the Library*? Backpack Bear and his friend had a dialogue. *Dialogue* is two or more characters talking to each other. (Children repeat, *dialogue*.) Display the book. Indicate the quotation marks. Say: **Quotation marks are a clue that a story has *dialogue*.**

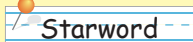
Ask: **Did you notice that the dialogue in this story is predictable? Predictable dialogue means you can almost tell what the characters will say before they say it.**

Turn to any page and read a sample of the dialogue. As you read, pause for children to predict the dialogue that will follow.

Group the children according to their characters. Read the story and pause for children to say their dialogue. Children will dramatize this story at the end of **Day 4**.

Materials

- The Little Red Hen and other Folk Tales*, “Chicken Little”
- Chart paper/markers
- Character chart paper lists from **Session 2**
- Vocabulary Word Cards: *dialogue*, *narrator*, *dramatize*


Starword

Display the new vocabulary on your Starword Wall.

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 9

"Five Little Chickadees"

Teach children the words to "Five Little Chickadees." Instruct the children to listen for the rhyming words in the song and repeat them as they are identified.

Invite the children to create their own actions to go along with each verse. Choose five volunteers to come to the front of the class and perform their actions as you play *Sing-Along Track 9*, "Five Little Chickadees." Choose another set of five volunteers and play the song again. Repeat until all the children have had a turn.

Five Little Chickadees

Five little chickadees	Four little chickadees	Three little chickadees	Two little chickadees	One little chickadee
Pecking at the door	Sitting in a tree	Looking at you	Sitting in the sun	Left all alone
One flew away and	One flew away and	One flew away and	One flew away and	He flew away and
Then there were four	Then there were three	Then there were two	Then there was one	Then there were none

Reading

Recognize and produce words that rhyme

Listening & Speaking

Listen carefully and understand directions for performing tasks

1

Introduce High-Frequency Words: *them, then, lay, play*

Materials

 Pencils
 Starfall Dictionaries

Write *they, there, and that* on the board. Volunteers come to the board to read the words. The class repeats after the volunteer.

Add the two new high-frequency words, *them* and *then*.

Ask: **How are these two new high-frequency words similar to *they, there, and that*? How are they different?** Circle *them* and *then*. Explain: ***Them and then are high-frequency words that are decodable. Use your invisible rubber band to decode them now.***

Compare and contrast the two words. Children recognize both words begin with /th/ /e/, but have different ending sounds.

Write *lay* and *play* on the board. Read the words and children repeat. Ask: **What do you notice about these two words?** (same pattern in the middle/end)

Divide the class into four groups. Assign each group one of the new high-frequency words: *them, then, lay, play*. Say: **Listen carefully. If you hear your word in the sentence, your group should stand up.**

- All birds have feathers on *them*.
- Birds sit on their eggs, *then* the eggs hatch.
- Hens *lay* eggs.
- You might see *them* flying south for the winter.
- I love to watch birds *play*.

Reading

Distinguish initial and final phonemes in words

Read simple one-syllable and high-frequency words

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



- Birds pick up twigs, *then* make nests out of *them*.
- Read about birds, *then* write about *them*.
- How many eggs did the bird *lay*?
- Birds *play*, *then* fly around.

Write the new high-frequency words in your dictionary. The children follow your example.

2

Materials

- R&W, p. 20
- Pencils/crayons
- Starfall Dictionaries

Reading

Blend vowel-consonant sounds orally to make words or syllables

Read simple one-syllable and high-frequency words

Writing

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

Reading and Writing, Page 20

Distribute R&W, p. 20. Children identify and circle pictures that use the short-e sound.

- Point to the Word Bank as children read each word.
- Children share sentences related to the picture using words from the Word Bank.
- Children write sentences about this picture using the words from the Word Bank and their dictionaries.

Provide adult writing as children finish. Children color the illustration while they wait for adult writing. They share their writings with one another as time allows.



Computer

Practice

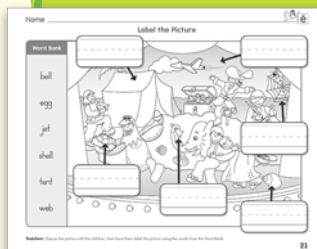
- Short Vowel Pals: "Peg's Egg"
- ABC's: Free Choice

Activity

Children complete R&W, page 21, as described at the bottom of the page.

Materials

- R&W, p. 21
- Pencils/crayons



3

Introduce *Penguin, Penguin*

Display *Backpack Bear's Bird Book*. Quickly review the images and concepts on pages 2 and 3. Continue through the rest of the book, reviewing bird characteristics such as feathers, wings, beaks or bills, breathing air with lungs, and laying eggs. Remind children only birds have feathers. Having feathers is what makes an animal a bird.

Explain the ways birds use their feathers:

- Wing feathers help them fly or swim.
- Tail feathers help them steer.
- Down feathers (Children repeat, *down*.) are fluffy feathers underneath other feathers that keep birds warm.

Ask: **Which birds have wings but do not fly?**

After children identify the penguin and ostrich, say: **Let's learn more about penguins. Penguins live in a very cold place called Antarctica.** Children repeat, *Antarctica*.

- Indicate Antarctica on the map.
- Discuss how the severely cold climate prevents people and many other animals from permanently settling on this continent.

Say: **Penguins have all the characteristics of birds. Penguins have wings but they do not fly. They are "flightless birds." Flightless means they do not fly. If penguins cannot fly, how do they use their wings?** (They use them like flippers to move through the water.)

Encourage children to share what they know about penguins.

Distribute *Penguin, Penguin* books. Say: ***Penguin, Penguin* will help us learn more about penguins. You will be able to read many of the words. There are some words you have not yet learned.** Children follow along as you read the story.

After reading, ask:

- **Is this book fiction or nonfiction? How do you know?**
- **Why do you think Margaret Hillert wrote this book about penguins?**
- **What did you learn about penguins from this story?**

Partner the children, pairing strong readers with struggling readers. As children partner read, ask them to write any troublesome words they encounter on the classroom whiteboard. Review the words together.

Materials

- World map
- Backpack Bear's Bird Book*
- Navigate to *I'm Reading: Fiction/Nonfiction, "Penguin, Penguin"*
- Penguin, Penguin* by Margaret Hillert for each child
- Vocabulary Word Cards: *down feathers, Antarctica*

Reading

Understand that printed materials provide information

Describe common objects and events in both general and specific language

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

Identify the author's purpose as stated in the text

Social Studies

Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories

Science

Identify major structures of common plants and animals



Phonemic Awareness Warm-Up

Materials

 None

Identify and Discriminate Initial and Medial /e/

Children listen for words that begin with the sound /e/. If the word begins with the sound /e/, they make the ASL sign for e. If it does not, they place their hands in their laps.

exercise	entrance	monkey	exit	bird
elbow	arm	energy	truck	engine
empty	chicken	edge	little	every

Children listen for words with /e/ as the middle sound. Repeat as above.

leg	rug	men	Zac	red
bug	pen	met	wet	pan
bed	net	man	fed	ten

Reading

Distinguish initial and medial phonemes in words

1

Introduce *Hen*

Display the teacher edition of *Hen*. Say: **We have been talking about birds. This story is about a hen laying an egg! Is a hen a type of bird? How do you know?** (feathers)

Materials

- Hen* teacher edition
- Hen* book for each child
- Whiteboard/marker
- A red crayon for each child

Picture walk through the book. As you discuss the images, inform the children that a hen is a female, or girl, chicken. The male, or boy, chicken is called a rooster. Only hens can lay eggs. Their babies are called chicks or hatchlings.

Read the story, then discuss the following:

- Some birds build nests to hold their eggs.
- Hens *tend* their chicks. To *tend* something is to watch over and take care of it.
- Since a hen is not a mammal and cannot feed her babies milk from her body, she has to find food for her chicks until the chicks can find food for themselves.

Write *nest*, *lay*, *peck*, *chick*, and *tends* on the board. Review each word, then reread the story. Distribute copies of *Hen*. Children read the story as a group, then reread it with partners.

Say: **Let's compare and contrast *Hen* with *Peg's Egg*. First, think of ways these books are the same. Turn to your partner and discuss.** Choose volunteers to share similarities.

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content



- Both books have red hen characters.
- Both hens have eggs.
- Both hens take care of the creatures that have hatched from their eggs.

Repeat for the differences between the two books.

- Peg did not lay her egg. Hen did.
- Peg's egg did not have a chick inside.
- *Peg's Egg* is fiction; *Hen* is nonfiction.

Write the *Hen* story's short-e words on the board (*hen, nests, pen, egg, yes, peck, pecks, wet, tends*). Partners locate and circle these words in their books with red crayons.

2

Reading and Writing, Page 22

Display each crayon. Children identify colors. As children solve the riddles below, write the color word on chart paper with the corresponding colored crayon.

Materials

- R&W, p. 22
- Box of 8 basic color crayons for each child
- Pencil/crayons
- Chart paper

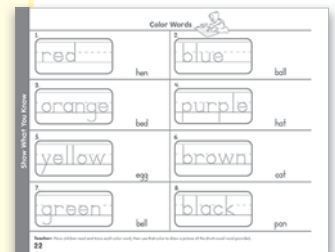
Reading

Read simple one-syllable and high-frequency words

Listening & Speaking

Listen carefully and understand directions for performing tasks

Red	My color name begins with /r/. I have three letters in my name. Sometimes apples are my color, strawberries, too! What color am I?
Blue	My color name begins with /b/. The sky is sometimes my color. There is a berry with my name in it. What color am I?
Purple	My color name begins with /p/. If you mix red and blue together, you make my color. Grape juice is my color. What color am I?
Black	My color name ends with /k/. I am the opposite of white. What color am I?
Green	My color name begins with /gr/ and ends with /n/. Grass is often my color. What color am I?
Yellow	My color name begins with /y/. I am the color of the sun. What color am I?
Orange	My color name ends with /j/. I am the color of a pumpkin. If you mix yellow and red together, you get my color. What color am I?
Brown	My color name begins with /br/ and ends with /n/. Chocolate is often my color. I am the only color left! What color am I?



Distribute R&W, p. 22 and complete as directed at the bottom of the page.

Computer

Practice

Technology

Use technology resources to support learning

- *I'm Reading: Folk Tales*, "Chicken Little." Children review their characters' parts as they view the story.
- *I'm Reading: Fiction/Nonfiction*: "Penguin, Penguin"

Activity

Review the list of children's roles from **Day 2**. Distribute headband strips. Children:

- write their names on the inside of the headband strips.
- turn the strips over, and then copy their characters' names and draw their pictures on the large index cards in the middle of the strips.

Materials

- Little Red Hen and other Folk Tales*, "Chicken Little"
- Headband strip for each child
- Pencils/crayons
- List of children's roles from **Day 2**

Collect the character headbands. You will use them in **Session 3**.

3

Dramatize "Chicken Little"

Materials

- Little Red Hen and other Folk Tales*, "Chicken Little"
- Character headbands

Group the children according to their roles. Children will say their dialogue as you read the story.

Say: **Think of some actions you might do when it's time for you to recite your dialogue. This time when I read the story, show me your actions.**

Practice in this manner until children feel confident. When they are ready, children put on their character headbands, take their places, and dramatize the story.

Invite another class to attend the dramatization!

If you have a child who is capable, give him or her the role of narrator.

Observe & Modify

Reading

Retell familiar stories

Listening & Speaking

Communicate effectively when sharing ideas, relating experiences, and retelling stories

Relate an experience or creative story in a logical sequence

Phonemic Awareness Warm-Up

Materials

 None

Phoneme Substitution

Ask: **What new word would we make if we changed the /j/ in jet to /g/?** (get)
Beginning with the first word of each row, continue for:

wet	bet	pet	let	net	set
-----	-----	-----	-----	-----	-----

Word family *-en*:

pen	ten	men	den	Ben
-----	-----	-----	-----	-----

Word family *-ed*:

red	Ted	led	Ned	fed	wed
-----	-----	-----	-----	-----	-----

Say: **Now, let's try a tricky one. Let's change the ending sound! What new word would we make if we changed the /t/ in pet to /g/?** (Peg). Continue for:

pep	pen	peck
-----	-----	------

1

Birds

Display the Vertebrates (Animals with Backbones Poster) and review the introduced animal groups.

- Give Plush Zac, Peg, and Backpack Bear to volunteers.
- Indicate the mammal group on the poster and name this group's key characteristics. (hair, fur, or fat to keep the body warm, and the mother feeds its young milk from her body)
- Indicate the bird group on the poster and name this group's key characteristic. (feathers)
- Volunteers classify Zac, Peg, and Backpack Bear.
- The volunteers ask the class to determine why each animal belongs to its respective group.

Display *Backpack Bear's Bird Book*. Say: **We have learned about many birds. As I read *Backpack Bear's Bird Book*, listen for their names. If you hear the name of a bird, raise your hand. I will write that name on the chart paper.** As children identify birds' names, write their responses in a numbered list.

After reading, children may continue to name other birds not mentioned in the book. Add these to the list and review the names.

Materials

- Plush Zac and Peg, Backpack Bear
- Pocket chart
- Vertebrates (Animals with Backbones) Poster
- Backpack Bear's Bird Book* by Alice O. Shepard
- Chart paper/marker

Reading

Manipulate individual phonemes through addition, deletion, and substitution



Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Identify the author's purpose as stated in the text

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

Science

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

Identify major structures of common plants and animals

Technology

Use technology resources to support learning

Computer

1

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

Writing

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

Create Individual Bird Posters

2

Children create their own “Bird Posters” by drawing different birds, or by finding and clipping bird images from magazines. Encourage children to use kidwriting or to reference the chart from **Session 1** to label their birds.

Materials

- Large sheet of drawing paper for each child
- Pencils/crayons
- Magazines/scissors/glue

Reading

Read simple one-syllable and high-frequency words

“Color by Word”

3

Children color the picture according to the key.

Materials

- Week 20 “Color by Word” practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

“Starfall Speedway”

4

High-Frequency Words: *hen, them, lay, play* (and any others needing additional practice)

Children read the words to advance.

Materials

- “Starfall Speedway”

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 word

Magnetic Letters or Play Dough

6

Children place all of their magnetic letters on one of the whiteboards and form words to match the Short-E Picture Cards on the other.

Play dough may be substituted for magnetic letters.

Materials

- Set of magnetic letters for each child
- Two whiteboards per child
- Short-E Picture Cards

2

Kindergarten Book Club

Gather the children to sit on the floor in a circle. In the middle of the circle, place all the books from **Weeks 18-20**. Review the title of each book.

Volunteers (individually or as partners) choose a favorite book in turn. For each selection, the child (or partner) leads a short discussion, explaining why he or she liked the book and answering classmates' questions. Continue until all the books have been discussed.

Children vote, with a show of hands, on the class favorite from their study of birds and flight.

Materials

- Peg the Hen, Peg Helps Zac, Peg's Egg, Hen* teacher editions
- The Little Red Hen* (Galdone)
- The Little Red Hen and other Folk Tales*, "The Little Red Hen" and "Chicken Little"
- Amazing Airplanes*
- Backpack Bear's Bird Book*

Reading

Retell familiar stories

Demonstrate an understanding of story elements

Listening & Speaking

Communicate effectively when sharing ideas, relating experiences, and retelling stories