

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
The Five Senses
Unit 8 • Week 23

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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The Five Senses

Unit 8 • Week 23

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Week 23 Overview

The Five Senses

This week the children will learn about the five senses, and discover how the senses help them understand the world around them. They will also learn about popcorn through literature and personal experience, and use sensory words to describe popcorn in a factual writing. This week we will:

- meet Helen Keller.
- discover sensory words.
- review quotation marks.

Recommended Literature

The Popcorn Book — Tomie dePaola (pronounced “Tommy da-POW-la”) is an author and illustrator who loves dogs. Once he had four Welsh terriers named Morgie, Moffie, Madison, and Markus. The dogs followed him all day long, hoping to get something very special, a crunchy carrot treat.

Tomie dePaola likes dogs so much he wrote several books about the Barker Twins. He named them “Barker” because the books are actually based on Morgie, Moffie, Madison, and Markus, who like to bark and bark.

Now he has a new Airedale named Brontë. When he’s not writing and drawing, Tomie likes to garden, cook, and watch movies. His favorite food is popcorn. Did you know his favorite color is white? I wonder why. Do you know?

Starfall Books & Other Media

Pop! Pop! Pop!

Mox’s Shop

ABC Rhyme Book

Star Writer Melodies

How I Know My World: A book about the senses by Brandi Chase

The Little Red Hen and other Folk Tales: “Chicken Little” (Starfall)

Get to Know Helen Keller Poster

Sing-Along Track 12, and Tracks 42 through 47



Preparation

Generate Vocabulary Word Cards for Week 23. You will use *senses* and *kernel* on **Day 1**, *archaeologist*, *method*, *colonist*, *blizzard* on **Day 2**, and *examine*, *hull*, and *boil* on **Day 4**.

Day One

For **Session 2**, you will need a large marshmallow for each child, hand sanitizer, a blank piece of chart paper, and a marker.

Prior to **Session 3**, place unpopped popcorn kernels in a lunch-sized brown paper bag and staple the bag closed. Also, write one of each of the story words (*adds*, *and*, *gets*, *has*, *helps*, *hot*, *it*, *job*, *Mox*, *pop*, *pot*, *set*, *the*, *to*) on a scrap of white paper.

Day Two

You will need the list of sensory words from **Day 1**.

Day Three

Use the Graph Generator to prepare a graph for each child for today's **Session 2**. The following words will be graphed: *Mox*, *Zac*, *pot*, *the*, *adds*, *hot*, *to*. You will also need *Pop! Pop! Pop!* and a section of newspaper for each child.

Day Four

For today's **Session 1**, you will need a bed sheet, an air popcorn popper, and a bag of popcorn kernels. If an air popcorn popper is not available, use a microwave to pop the popcorn in advance.

Prepare a note from Mox that reads as pictured.

Generate a High-Frequency "Word Search" for each child using *there*, *that*, *they*, *them*, *then*, *this*, and *than*.

For **Session 3**, you will need a banana and a blindfold.

Optional: Consider having popcorn as a snack today.

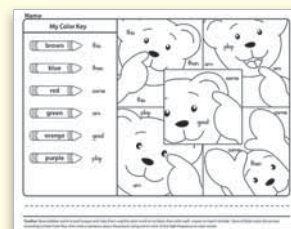
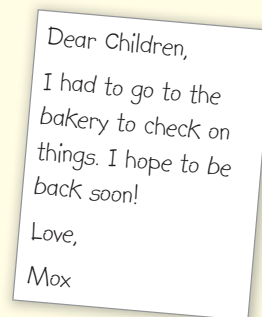
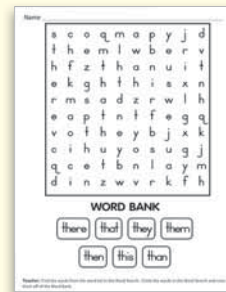
Day Five

Generate a Week 23 "Color by Word" practice page for each child.

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

Select enough Short-I and Short-O Picture and Word Cards to accommodate the number of children in the Activity Groups for "Go Fish."

Remove a "This Bright-Star Award" from the middle of the *Cut-Up/Take Home Books* for each child.



Day 1

Last night, I smelled the fire of a family roasting marshmallows. Do you like the smell of roasting marshmallows? Love,

Backpack Bear 

Day 2

Peg, Mox, Bob, Zac and I had a fun popcorn party last night! Have you ever watched popcorn pop? Love,

Backpack Bear 

Day 3

I read your sentences to friends last night. They have never seen a marshmallow. Now, they want to try one! Love,

Backpack Bear 

Day 4

Zac and I played with Superhero h last night. We thought of as many words as we could that use th, ch, and sh! Love,

Backpack Bear 

Day 5

It was fun learning about the senses. My family uses its senses to find food. How do you use your senses? 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>“See It! Say It! Spell It! Show It!”</p> <p><i>Pop! Pop! Pop!</i></p> <p>Sensory words</p> <p>Comprehension Skill: Author’s Intention</p> <p>Comprehension Strategies: Make Connections Predict/Verify</p>	<p>R&W p. 31</p> <p>Discriminate initial/medial /o/</p> <p>Blending</p> <p>Introduce caret editing symbol</p> <p>Comprehension Strategies: Predict/Verify Ask Questions</p> 
<p>Computer</p>	<p><i>It’s Fun to Read: All About Me, “Who Am I?”</i></p>	<p><i>Short Vowel Pals: “Pop! Pop! Pop!”</i> <i>Colors!: (All)</i></p>
<p>Activity</p>	<p>Play dough or magnetic letters: Medial Short-O Words</p>	<p>“Starfall Speedway” HF Words</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p><i>How I Know My World: A book about the senses</i></p> <p><i>The Little Red Hen and other Folk Tales: “Chicken Little”</i></p> <p>“Head, Shoulders, Knees, and Toes”</p> <p>Vocabulary: senses, kernel</p>	<p><i>The Popcorn Book</i></p> <p>Vocabulary: archaeologist, method, colonist, blizzard</p>
<p>Writing</p>	<p>Group write sensory words about marshmallows</p>	<p>Write a group story about a marshmallow</p>
<p>Social Studies</p>		<p>Understand how people lived in earlier times and how their lives would be different today</p>
<p>Science</p>	<p>Observe common objects by using the five senses</p>	

DAY Three

R&W p. 32

Phoneme substitution

Pop! Pop! Pop!

HF Words:

this, than

Review quotation marks



DAY Four

R&W p. 33

Initial and final digraphs /sh/, /th/, /ch/

Comprehension Skill:

Cause/Effect

Comprehension Strategies:

Summarize
Predict/Verify
Open Discussion



DAY Five

R&W p. 34

Use American Sign Language

Author's chair

"This Bright-Star Award"



Starfall Free Day

R&W p. 34

I'm Reading: Folk Tales, "Chicken Little"; *BpB's Books:* Concepts, "O-Machine," "E-Machine"

Learn to Read: Row 4; *Short Vowel Pals:* "Pop! Pop! Pop!"; *ABCs:* Review any letters

"Color by Word" practice page

Circle HF words in newspaper

"Word Search" HF Words

Sequence *Mox's Shop*

Introduce graphing

The Popcorn Book

Practice page of your choice

Get to Know Helen Keller Poster

"Go Fish" Medial short-o, short-i

Vocabulary: examine, hull, boil

How I Know My World: A book about the senses

"Where Is A-Z?"

"Head, Shoulders, Knees, and Toes"

Write a letter to Mox using sensory words and factual information about popcorn

Write about and illustrate one of the decodable stories

Know triumphs in American legends, historical accounts

Know water can be liquid or solid and can change forms; Communicate observations orally and by drawings

1

2

3

4

5

6

Phonemic Awareness / Phonics Warm-Up

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

Play "See It! Say It! Spell It! Show It" with short-o word cards.

Materials

- Whiteboards/markers
- Word Cards: fox, hot, log, mop, Mox, not, pot, shop

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

Write consonant-vowel-consonant words

Listening & Speaking

Recite short poems, rhymes, songs

Reading

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Relate new vocabulary to prior knowledge

Identify the author's purpose as stated in the text

Science

Observe common objects by using the five senses

1

Introduce *How I Know My World: A book about the senses*

Sing, "Head, Shoulders, Knees, and Toes." Discuss the body parts mentioned in the song.

Draw a stick figure on the board *without* eyes, ears, mouth, nose, hands, or feet. Backpack Bear whispers, "Something is missing from your picture!" As children identify the missing parts, add them to the stick figure.

Explain: **Each of these body parts is a tool for one of our senses. Our senses make us aware of what is around us. We have five senses: seeing, hearing, smelling, tasting, and feeling. Let's see if we can match our senses with our body parts!** (Point to each body part as you name it.)

- **We use our eyes to ____ .** (see)
- **We use our ears to ____ .** (hear)
- **We use our tongues to ____ .** (taste)
- **We use our noses to ____ .** (smell)
- **We use our hands to ____ .** (feel)

Explain: **Your hands and feet are covered with skin. In fact, your entire body is covered with skin! When you touch something, it is your skin that tells you about what you are feeling. Your skin tells you what is hot, cold, or wet.**

Read *How I Know My World: A book about the senses*. As you read the text, discuss each illustration. Then ask children to name additional examples of how they use each sense.

Ask: **Why do you think the author wrote this story?** (to teach about the senses) **Is this book fiction or nonfiction? Why?**

Read Backpack Bear's message. Ask: **Which of the five senses did Backpack Bear use?**

Encourage children to be aware of their senses throughout the day.

Materials

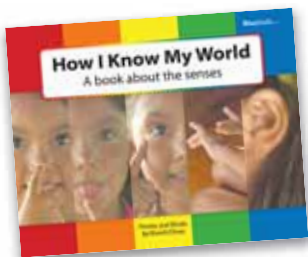
- Sing-Along Track 12
- How I Know My World: A book about the senses* by Brandi Chase
- Backpack Bear
- Vocabulary Word Card: senses

"Head, Shoulders, Knees, and Toes"

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes and
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Fingers, elbows, hips and ankles, hips and ankles
Fingers, elbows, hips and ankles, hips and ankles
Hair and cheeks and chin and neck
Fingers, elbows, hips and ankles, hips and ankles

(Repeat 3 times, getting faster each time)



2

Prewriting: Introduce Sensory Words

Read “Chicken Little.” Ask: **How did Foxy Loxy help the characters use their senses to prove whether or not the sky was falling?**

Display the bag of marshmallows. Explain: **We use words to describe things around us. What color is a marshmallow? I might say, Look at the white marshmallow. White is a word that describes the marshmallow. We used our sense of sight to describe the marshmallow. Words that describe something by using our senses are called sensory words.** Children repeat, *sensory words*.

Display *How I Know My World*, page 22. As children identify each sense, write it in columnar fashion on chart paper leaving several lines between each sense. Review each sense. Say: **Let’s examine a marshmallow and write sensory words to describe it.**

Distribute hand sanitizer so children can clean their hands. Then give each child a marshmallow. Ask: **When do you think you can eat the marshmallow?** (when we talk about the sense of taste!)

Partner the children.

- Instruct them to examine the marshmallows using their sense of sight.
- Children generate words that describe how a marshmallow looks.
- List the words generated on the chart paper next to “see.”
- Repeat for each sense. Children eat the marshmallow prior to “taste.”

Review the list of generated words.

Say: **Sensory words are called adjectives.** Children repeat, adjectives. **Adjectives are words that describe things.**

Save the chart paper. It will be used again in **Day 2, Session 2.**

Materials

- The Little Red Hen and other Folk Tales:* “Chicken Little”
- A large marshmallow for each child
- Hand sanitizer
- How I Know My World:* A book about the senses
- Blank chart paper/markers

Reading

Ask and answer questions about essential elements of a text

Describe common objects and events in both general and specific language

Identify and sort common words into basic categories

Science

Observe common objects by using the five senses

Writing

Connect thoughts and oral language to generate ideas



For Group 2, place an asterisk (*) next to responses made by Group 1 if they are repeated, and add additional responses.

If a child is allergic to marshmallows, substitute a safe food.

Observe & Modify

Computer

It’s Fun to Read: All About Me, “Who Am I?”

Practice

Activity

Children use magnetic letters or play dough to form the words associated with the Picture Cards.

Materials

- Medial short-o Picture Cards
- Magnetic letters or play dough

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Reading

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Science

Observe common objects by using the five senses



Introduce *Pop! Pop! Pop!*

Hold up the paper bag filled with popcorn kernels. Ask: **What do you think is inside this bag? Can you tell what is inside by using your sense of sight? Why not? You will need to use your other senses to discover what is in the bag.**

Pass the bag around.

- Instruct the first few children to shake the bag, and use their sense of hearing to predict what is inside.
- Instruct the next few children to feel through the closed bag, then make their predictions based on their sense of touch.
- Instruct the remaining children to smell the bag, then make their predictions based on their sense of smell.

Say: **Here's a clue. The things in this bag grow on a cob. You have to heat them before they can be eaten.** Accept all guesses, but do not tell the children if their answers are correct.

Open the bag and pass it around to all the children. Children use their sense of sight to confirm their prediction, popcorn.

Explain: **Popcorn is a grain. Each grain of corn is called a kernel!** Children repeat, *kernel*.

Display *Pop! Pop! Pop!* Children predict what the story will be about from looking at the cover. Read the story, then discuss. Relate your discussion to the senses.

Play "Pop, Pop, Pop":

- Hold up each scrap of paper.
- Children read each word as it is shown.
- Crumple the papers to make "popcorn words."
- Select 3 or 4 children to come forward; give each child a "popcorn word."
- Teach the chant: *Pop, pop, pop—up they go. Where they'll fall—we don't know!*
- Children holding "popcorn words" toss them in the air.
- Volunteers pick up "popcorn words," open them, and identify the words.
- Repeat with remaining words. If needed, recrumple previous papers so all get a turn.

Materials

- Pop! Pop! Pop!*
- Bag of popcorn kernels
- Vocabulary Word Card: *kernel*
- Story word paper scraps

Phonemic Awareness Warm-Up

Identify and Discriminate Initial and Medial /o/

Read the rhyme "Oo Ostrich", on page 33 of the *ABC Rhyme Book*.

Children identify and discriminate initial /o/ in the following words:

odd	April	ox	Oscar	egg
green	car	on	pumpkin	offer

Children identify and discriminate medial /o/ in the following words:

box	three	sock	pan	pig
top	let	log	pet	shop

Materials

- ABC Rhyme Book*

"Oo Ostrich"

*Olive Ostrich went out one day
Stuck her head in the sand
And stayed that way!*

Reading

Distinguish initial and medial phonemes in words

1

Reading and Writing, Page 31

Distribute *R&W*, p. 31.

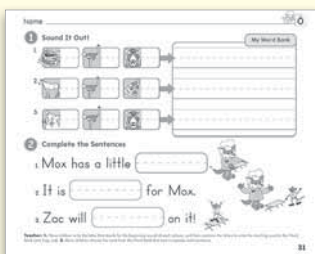
Children blend sounds to write words, then complete sentences.

Materials

- R&W*, p. 31
- Pencils/crayons

Reading

Blend individual phonemes in words



Materials

- List of sensory words from **Day 1**
- Chart paper
- Pencil/marker

Write about Marshmallows

Review the list of marshmallow sensory words from **Day 1**.

Say: **Let's use our sensory words to write about a marshmallow. I'll begin by writing a topic or beginning sentence.**

Write on chart paper with a pencil: *This is a marshmallow.* Read the sentence and children repeat.

Ask: **Does this sentence tell us much about a marshmallow? Let's pretend we are writing about a marshmallow for someone who has never seen one!**

- Ask a volunteer to choose a sensory word from the list that could be used to describe the marshmallow.
- Demonstrate and explain a new rubric editing symbol, the "caret."
- Use the "caret" to insert the sensory word before *marshmallow* with a marker.
- Read the new sentence together.

Choose a volunteer to supply another sentence describing the marshmallow.

- Write the sentence on chart paper with a pencil.
- Children suggest other words from the list of sensory words that could be used in the sentence.
- Insert additional words using the "caret" rubric symbol.

Review the list of sensory words as necessary. Generate as many sentences as time allows. Complete this session by reading the sentences.

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Computer

- *Short Vowel Pals*: "Pop! Pop! Pop!"
- *Colors*: (explore all colors)

Practice**Activity**

Children read the high-frequency word to advance.

Materials

- "Starfall Speedway"
- High-Frequency Word Cards (Choose words that need to be reviewed.)

3

Introduce *The Popcorn Book*

Recall Backpack Bear's message and retell *Pop! Pop! Pop!*

Children predict if this new book will be similar to *Pop! Pop! Pop!*, or if it will be about a popcorn party.

Picture walk through *The Popcorn Book*. Indicate the speech bubbles throughout.

Explain: **As the characters in this story are making the popcorn, one is reading about how popcorn came to be. I wonder if he learns why popcorn pops, or who discovered popcorn. I wonder why some people store unpopped popcorn in the refrigerator.**

Before reading, review the vocabulary word *kernel*, and introduce:

archaeologist — a person who studies things that show how people lived long ago

method — a way of doing something (There can be different methods for doing the same thing. For example, you can pop popcorn in a microwave, on a stove, or over a campfire.)

colonist — a name given to the first settlers who came to America

blizzard — a storm with a lot of snow and wind

After reading, discuss:

Sy How do archaeologists learn about people who lived long ago?

Kn How did Native Americans pop popcorn?

Kn What was another method of popping popcorn mentioned in the story?

Ap Why did the author call the flying popcorn a blizzard?

Ap Why was there another popcorn blizzard at the end of the story?

Materials

- Pop! Pop! Pop!* teacher edition
- The Popcorn Book* by Tomie dePaola
- Vocabulary Word Cards: *archaeologist*, *method*, *colonist*, *blizzard*

Reading

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Use new vocabulary that is introduced and taught directly

Social Studies

Understand how people lived in earlier times and how their lives would be different today

Phonemic Awareness / Phonics Warm-Up

Materials

 Whiteboards/markers

Phoneme Substitution

Step One Initial Sound Substitution in Two-Letter Words

- Children write *in* on their whiteboards, then read the word.
- They erase *i* and replace it with *o*.
- Read the new word, *on*.
- Repeat for *a*, resulting in *an*.

Step Two Final Sound Substitution in Two-Letter Words

- Children write *it*, then read the word.
- Repeat as above, changing the ending sound to make *in*, *if*, and *is*.

Step Three Medial Sound Substitution in Three-Letter Words

- Children write *pat*, then read the word.
- Repeat as above, changing the medial sound to make *pot*, *pit*, and *pet*.

Step Four Final Sound Substitution in Three-Letter Words

- Children write *man*, then read the word.
- Repeat as above, changing the final sound to make *map*, *mat*, and *mad*.

Reading

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

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

1

Materials

 R&W, p. 32
 Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

Writing

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

Write consonant-vowel-consonant words

Use punctuation

Reading and Writing, Page 32

Distribute R&W, p. 32. Children read the first sentence, *Peg says, "Can we help you?"* Indicate the quotation marks and ask:

- **Who is the speaker in this sentence? How do we know?**
- **To whom is the speaker talking in this sentence?**
- **What do we call the marks that show the exact words someone is saying?**

Children use pencils to circle the quotation marks in the sentence. Indicate the picture of Mox cooking. Read, "*Yes, you can!*" says Mox. Ask: **What tells us that Mox is speaking?** (quotation marks) **What marks are missing in this sentence?**

Children place the quotation marks in the bubbles.

Say: **Look at the words in the Word Bank. Let's read these words together.** (Children read the words.) **Who can think of a sentence that tells one way we might help Mox? Use some of the words from the Word Bank.**

Write the sentences on the board as the children generate them. The class then chooses one of the sentences. Erase the other sentences and instruct children to copy the chosen sentence, then draw an illustration with themselves as part of the picture.



2

Graph Pop! Pop! Pop!

Distribute *Pop! Pop! Pop!* Read the story together.

Ask: **Does the story *Pop! Pop! Pop!* remind you of another book? Which one?** (*The Popcorn Book*)

Partner the children to discuss what Mox needs to know about popcorn before making it. Volunteers share with Mox what they learned about popcorn.

Distribute graphs to the children and instruct them to write their names on them. Say: **This graph has words and numbers.** Indicate the numbers. **Let's read them together. Now, look in the first column. Here are some words that Mox used in his story. Let's read them together** (Mox, Zac, pot, the, adds, hot, to).

Explain: **Each time we find a word from the graph in the story, you will color a square next to that word. Ready?**

Look through the story and count how many times the word *Mox* is used.

(Do not include the words from the back page of the story in the count.) Children respond, "3." **How many boxes or squares on our graph will we color next to the word, *Mox*?** (3) Children color three boxes.

Repeat this procedure for the remaining words on the graph. When the graph is complete, the class determines which word was used most often and which word(s) were used least.

Materials

- Graph page for each child
- Pencils/crayons
- Each child's copy of *Pop! Pop! Pop!*
- Plush Mox the Fox

Reading

Blend individual phonemes in simple words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing

Computer

Practice

- *I'm Reading: Folk Tales, "Chicken Little"*
- *Backpack Bear's Books: Concepts, "Short-O Machine" and "Short-E Machine"*

Activity

Children find and circle high-frequency words found in their newspaper sections.

Materials

- A section of the newspaper for each child
- Pencils or highlighters
- High-Frequency Word Cards: *the, was, were, your, what* (and/or words of your choice)

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Reading

Read simple one-syllable and high-frequency words

Introduce High-Frequency Words: *this, than*

Play “Mystery Word.” Place all the high-frequency Word Cards face-down in the pocket chart to play “Concentration.”

Say: **We have two new mystery high-frequency words in our game. When we find the mystery words, we’ll let Backpack Bear hold them for us!** Play “Concentration.”

Ask: **What did you observe about all the words?** (They all begin with /th/.) **Since all these words begin with the same sound, it’s important to look closely at the whole word to read it!**

Write *this* on the board, and say the word. Explain: **The word *this* points something out. Listen. *This* is a pencil. I like *this* picture. Who can think of other sentences that use the word *this*?**

- Generate sentences using the word *this*.
- Choose a volunteer to circle /th/ with a red marker.

Write *than* on the board, and say the word. Explain: **When we use the word *than* we are comparing two things. Listen. The pencil is longer *than* a crayon. I have a towel that is bigger *than* yours. Who can compare two things using the word *than* in your sentence?**

- Generate sentences using the word *than*.
- Choose a volunteer to circle /th/ with a red marker.

Distribute whiteboards and markers. Say: **I will say a sentence. I will use either the word *this* or *than* in the sentence. Write the word I use on your whiteboards. Ready?**

This is my favorite story.

Can I have *this* paper?

You are smaller *than* I am.

I want time to finish *this* paper.

Backpack Bear is bigger *than* Zac.

Demonstrate adding *this* and *than* to your Starfall Dictionary.

Materials

- Pocket chart
- Two each of High-Frequency Word Cards: *that, they, them, there, then, this, than*
- Backpack Bear
- Classroom whiteboard
- Red dry erase marker
- Starfall Dictionaries
- Pencils
- Individual whiteboards/markers

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



Phonemic Awareness / Phonics Warm-Up

Digraphs /sh/, /th/, and /ch/ in Initial or Final Sound Position

Divide the class into three groups. Assign each group a digraph sound (/sh/, /th/, or /ch/). Each group thinks of a word that begins or ends with its assigned digraph.

Write the words on the board as children share them.

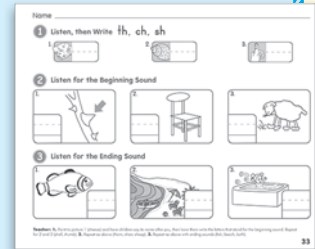
A representative from each group comes to the board to circle the digraph.

Count the number of words in each group.

Complete *R&W*, p. 33 as with similar pages.

Materials

- R&W*, p. 33



1

Make Popcorn!

Read Mox's note to the children. Tell them to listen carefully, so they can share what happened today with Mox!

Instruct children to close their eyes and listen carefully as you shake the bag of popcorn kernels. Choose a volunteer to tell which sense they used (hearing) and describe what they heard.

Say: **I will give each of you a popcorn kernel to examine. To examine something means to look at it closely. After you examine your kernel, please tell me a few adjectives that describe how the kernel looks and feels.** Accept responses.

Explain: **The outside covering of the kernel is called the hull. The hull protects what is inside the kernel. Two things are inside, a seed and water. Does anyone remember how the seed gets out of the hull?**

Return to *The Popcorn Book*, and review how popcorn is popped.

Ask: **If we want to make our own popcorn, what do we need to do with the kernels? Yes, we heat them!**

Explain and discuss:

- When a kernel of popcorn gets really hot, the water inside it begins to bubble. When we make water so hot that it bubbles, we *boil* it. Hot, bubbling water is *boiling* water.
- As water *boils*, it changes into steam.
- Steam is made of tiny droplets of hot water moving quickly up and out into the air.
- When the water inside a popcorn kernel *boils*, it turns into steam.

Materials

- Mox's note to the children
- The Popcorn Book*
- A bag of popcorn kernels
- Vocabulary Word Cards: *examine, hull, boil*
- Air popcorn popper
- Bed sheet
- Popped popcorn for snack (optional)

Reading

Distinguish initial and final phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Remember to remove the Mox plush character from your classroom prior to today's lessons.

Reading

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Science

Know that water can be a liquid or a solid and can be made to change back and forth from one form to the other

Observe common objects by using the five senses

- The steam pushes so hard against the *hull* that it makes the *hull* of the kernel explode into fluffy, white popcorn!

Ask: **What causes the popcorn to explode?** (Water inside the kernel turns into steam when it is heated.) **What would happen to the kernels if you forgot to turn on the popcorn popper?** (Popcorn would not pop.)

Place a sheet on the floor under the popcorn popper and pop the corn. Leave the top off the popper and the popcorn will “explode” out of it!

If an air popcorn popper is unavailable, use a microwave to pop the popcorn in advance.

Observe & Modify

2

Reading

Retell familiar stories

Answer questions about the text using creative and critical thinking strategies

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 or writing

Science

Communicate observations orally and through drawings

Materials

- The Popcorn Book*
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons
- Star Writer Melodies*

Expository Writing

Picture walk through *The Popcorn Book* as children retell what is happening.

Ask: **What have we learned, through our senses, about popcorn?** Encourage children to recall the information in *The Popcorn Book*, as well as the discussion related to popcorn on **Day 3**.

Say: **Since Mox could not be here today, let’s write a letter to him explaining what we learned about popcorn! This will be a nonfiction writing because you will write about facts. Don’t forget to use some sensory words in your writing. For example, you might describe how the kernel looked by saying, *The hard, yellow kernel will get hot.* What sensory words did I use in this sentence?**

Choose volunteers to share sentences they might write.

Write: *Dear Mox*, on the board. Children will copy it in their writing journals. Demonstrate how to proceed to the next line to begin their sentences. Remind children that they are explaining what they learned about popcorn to Mox. Children will share their letters to Mox during **Day 5, Session 1**.

Technology

Use technology resources to support learning

Reading

Read simple and high-frequency words

Computer

- *Learn to Read*: Row 4
- *Short Vowel Pals*: “Pop! Pop! Pop!”
- *ABCs*: Review any letters

Practice

Activity

Children locate and circle the high-frequency words in the Word Bank.

Materials

- High-Frequency “Word Search” practice page for each child
- Pencils

3

Introduce Helen Keller

Explain: **Some people cannot use of all of their senses. For example, we know some people who cannot hear. These people are *deaf*. We learned about a composer who could not hear. Who was that composer?** (Beethoven)
People who are deaf use their sense of sight and can read lips. Let's try it.

Mouth the word *me*. Choose a volunteer to tell you what word you said. Children read your lips and say, *me*.

Continue: **Many people who are deaf communicate using American Sign Language. You have learned the ASL alphabet. You can communicate with people who are deaf by spelling words using ASL.**

Ask: **What would it be like if you could not see? People who do not have sight are *blind*. People who are *blind* use their other senses to learn about the world around them. May I have a volunteer for an experiment?**

Choose a volunteer, and blindfold him/her. Hold a banana in front of the volunteer, out of reach and smell. Ask the volunteer to name the object you are holding.

Ask: **Why can't (*child's name*) identify this object?** (He or she can't see it.) **Is there another sense that could be used to identify it?**

Children suggest using another sense, such as *touch*. Hand the banana to the volunteer, and ask him or her to identify it.

Peel the banana. Give the banana to the volunteer to *smell*, then *taste* to confirm his or her guess.

Remove the blindfold. Ask the volunteer to share what it was like to be blindfolded and not be able to see.

Display the Get to Know Helen Keller Poster. Say: **Let's meet a woman who was both *deaf* and *blind*. Her name was Helen Keller. She had to use her senses of smell, touch, and taste to get to know her world.**

Read the narrative on the back of the poster. Display the picture of Anne Sullivan and Helen Keller at the water pump.

Explain: **Anne used American Sign Language to teach Helen words. She would hold Helen's hand and make the shapes of the letters in Helen's hand since Helen couldn't see. Helen learned that w-a-t-e-r spelled *water*, but she really didn't understand what water is!**

One day Helen was pumping water with her teacher. She felt the water and she suddenly understood what the word *water* meant. From that moment, she began to learn many new words.

Materials

- Banana
- Blindfold
- Get To Know Helen Keller Poster

Reading

Describe common objects and events in both general and specific language

Science

Observe common objects by using the five senses

Social Studies

Know the triumphs in American legends and historical accounts

Partner children to discuss the many things Helen could not see or hear, and ways she might have used her other senses to help her. For example, for music she could feel the beat of the music under her feet. She could have used a cane or seeing-eye dog to help her get where she needed to go safely.

Say: **Helen Keller went on to attend college, write books, and speak to large groups of people, even though she could not see or hear.** Choose volunteers to list the difficulties of being both deaf and blind.



You may wish to blindfold volunteers and give them a "play" assignment. They will engage in the activity (such as building with blocks or playing a game) without using their sense of sight and then share what it was like with the class.

Phonemic Awareness Warm-Up

Use American Sign Language

Ask: **If someone is deaf and cannot hear, what other sense does that person need to use?** (sight) **How did Anne Sullivan communicate with Helen Keller?** (She signed into her hand.) **Let's practice our sign language!**

Play *Sing-Along* Tracks 42 through 47. Use sign language to identify letters mentioned in the song. (See *Starfall Sing-Along Book* for complete lyrics.)

Materials

- Sing-Along* Tracks 42 through 47

Where is ABCD? (Tune: *Where Is Thumbkin?*)

- | | |
|---|---|
| <p>1) <i>Where is A?</i>
<i>Where is A?</i>
<i>Here I am!</i>
<i>Here I am!</i></p> <p><i>How are you today sir?</i>
<i>Very well I thank you</i>
<i>Run away, run away</i></p> | <p>2) <i>Where is B?</i>
<i>Where is B?</i>
<i>Here I am!</i>
<i>Here I am!</i></p> |
| <p>3) <i>Where is C?</i>
<i>Where is C?</i>
<i>Here I am!</i>
<i>Here I am!</i></p> | <p>4) <i>Where is D?</i>
<i>Where is D?</i>
<i>Here I am!</i>
<i>Here I am!</i></p> <p><i>How are you today sir?</i>
<i>Very well I thank you</i>
<i>Run away, run away</i></p> |

Reading

Connect to life experiences the information and events in texts

1

Author's Chair

Invite Mox to join you.

Display *How I Know My World: A book about the senses*. Say: **Let's picture walk through this book.** Choose volunteers to share what is happening on each page.

Say: **Let's share the letters we wrote about popcorn with Mox!**

Children take turns in the author's chair to share their writings.

Materials

- Plush Mox the Fox*
- How I Know My World: A book about the senses* by Brandi Chase
- Starfall Writing Journals*
- Author's chair

Listening & Speaking

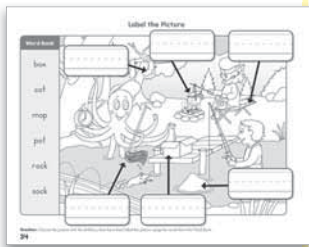
Communicate effectively when sharing ideas, relating experiences, and retelling stories heard

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters



Reading

Read simple one-syllable and high-frequency words

Reading

Read simple one-syllable and high-frequency words
Retell familiar stories
Identify sequence of events in a story

Computer

1

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

Reading and Writing, Page 34

2

Children assemble the short-o puzzles, then label the pictures to complete *R&W*, p. 34.

Materials

- Short-o puzzles
- R&W*, p. 34
- Pencils/crayons

"Color by Word"

3

Children locate high-frequency words in the picture and use the Word Bank to color the picture according to the color code.

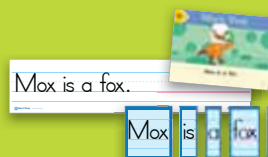
Materials

- Week 23 "Color by Word" practice page for each child
- Pencils/crayons

Sequence Mox's Shop

4

Children review the sequence of *Mox's Shop* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in a pocket chart.



Materials

- Mox's Shop* teacher edition and/or children's copies
- Mox's Shop* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Practice Page Generator

5

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

Materials

- Generated practice page of your choice

"Go Fish"

6

Children match Picture Cards with their corresponding Word Cards to play "Go Fish." Each child in turn says one of the following sentences to another child:

Materials

- Medial Short-O and Short-I Picture and Word Cards

- "I'm looking for the picture of _____."
- "I'm looking for the word _____."

2

Bright-Star Award

Congratulate the children for reading eleven decodable books!

Distribute *This Bright-Star Award* to each child. Have each child write his or her name at the top.

Say: **I will hold up a book listed on your Bright-Star Award. We will read the title together then find and circle the title on your paper.**

Display the teacher edition of each book. Ask children to turn their papers to the other side. Read: "Write the name of your favorite book here."

Say: **Look at all the titles of books. Choose the book that was your favorite and copy the title on the handwriting line.**

Instruct children to illustrate the book and write about why it was their favorite on the handwriting lines.

If time allows, call out each title and have the children who chose that book as their favorite to come forward. Determine which book was the class favorite!

Materials

- Classroom whiteboard/marker
- This Bright-Star Award* for each child
- Pencils/crayons
- Teacher editions: *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, *Peg the Hen*, *Peg Helps Zac*, *Peg's Egg*, *Hen*, *Mox's Shop*, *Mox Jogs*, *Hop*, *Bend Stomp*, *Pop! Pop! Pop!*

Writing

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



As children are working, write your name and date on each child's paper on the back of the award.