

**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

# Cumulative Review

## Unit 8 • Week 24

### **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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# Cumulative Review

## Unit 8 • Week 24

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Day 1

Backpack Bear



Day 2

Backpack Bear



Day 3

Backpack Bear



Day 4

Backpack Bear



Day 5

Backpack Bear



# Week 24 Overview

## Cumulative Review

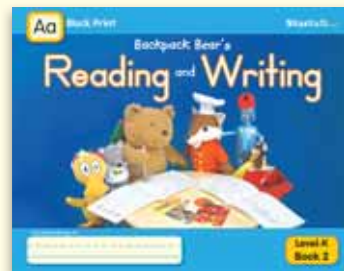
This review week allows children the opportunity to practice the skills introduced prior to and during Weeks 15-23. The suggested activities serve to review the specific skills introduced. You may wish to divide your class into skill groups during this review week, in order to provide additional review for struggling children, and more challenging activities for children who demonstrate mastery of these skills, and are functioning at or above grade level.

The following pages list the instructional areas and skills in which your children should show progress. Reflect on these lists and the results of your Individual Assessments. Ask yourself: Where do my children have difficulty? Which skills do they need to practice? You may also wish to repeat and/or add any Whole or Small Group Sessions or Learning Center Activities that might have been shortened or omitted due to lack of time.

## Preparation

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

- Be sure to create Backpack Bear's daily messages! Space provided at left.
- We've provided suggested review activities alongside each instructional area's Progress Checklists. Feel free to create your own as well.
- You will find lists of all the phonics skills addressed, Starword vocabulary, and recommended literature organized by week. Look for helpful teacher notes in the pages that follow.
- Children will complete pages 35-38 of the Practice Book 2: *Reading & Writing* this week.
- Invite children to vote for their favorite learning centers early in the week, then use those learning centers throughout the week.
- Make arrangements with a teacher of older students to partner with your class to assist with the review. The older students can read to your children, assist with practice pages, and play board games.



Reading & Writing



WEEK 24 — OVERVIEW



# Cumulative Review

## Suggested Review Activities

Write uppercase and lowercase letters from left to right on lined writing paper, or use magnetic letters to sequence the alphabet.

Use magnetic letters or play dough to reproduce words.

Discuss how pictures and signs on a map provide information.

Make a class list of objects in the classroom. Children make index card labels and affix them to the objects.

Before reading, have children identify the title, name of author, and illustrator.

Review that the word at the beginning of a sentence is always capitalized. Practice capitalizing names and first words in sentences.

Provide practice in punctuating sentences.

Practice daily writing of sentences using kidwriting and adult writing.

Provide opportunities for children to identify everyday printed material using ads in newspapers and magazines, or advertising flyers from local grocery stores and malls.

## Challenge Activity

Provide newspaper/magazine articles and highlighters. Children highlight words that have capital letters and punctuation marks. Find as many different punctuation marks as possible in the selected articles. Partner the children to share their work.

## Planning Notes:

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## Print Concepts Progress Checklist

- Distinguish between a letter and a word
- Recognize that sentences in print are made up of separate words
- Use capitalization and punctuation
- Match oral words to printed words
- Understand the concept of words and construct meaning from illustrations and graphics
- Identify color words
- Understand that printed materials provide information
- Alphabetize words in a dictionary
- Understand directionality in print
- Identify cover, title, illustrator, author, title page
- Identify types of everyday print materials (maps and labels)

Sequencing Mox the Fox



Forming words with play dough

# Cumulative Review

## Phonemic Awareness Progress Checklist

- Identify short-a, short-e, and short-o
- Identify and produce rhyming words in response to an oral prompt
- Identify rhyming sounds with -an, -at, -all, -ell, -en, -et, -op, -og
- Understand that spoken words are made up of a sequence of sounds
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds
- Segment onsets and rimes
- Identify initial and final sounds
- Count the number of syllables in words
- Identify short CVC words
- Track and represent changes in words as a target sound is added, substituted, omitted, or shifted
- Track auditorily each word in a sentence
- Identify alliteration and homophones
- Identify vowels /a/, /e/, /o/



Singing motion songs with Backpack Bear

### Suggested Review Activities

Children listen for initial, medial, and final sounds in short-a, short-e, and short-o words.

Practice counting the number of syllables in words by clapping or holding up a finger for each syllable, then count the syllables.

Practice segmenting and blending sounds using the invisible rubber band.

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

Use Picture Cards to separate words into word families.

Choose a nursery rhyme or song. Assign an action to certain words. Children perform the actions when they hear the designated words.

Identify rhyming words in popular nursery rhymes.

Children work in partners. One child states a word and the partner makes the ASL sign for the beginning sound heard.

### Challenge Activities

Provide multisyllabic words. Children clap and count the number of syllables when orally presented with these words.

Review the sounds of short-a, short-e, and short-o in the initial position. Children differentiate words that begin with /a/, /e/, /o/. Provide an opportunity for each child to pair these short vowels with a consonant, allowing for nonsense words such as "ap," "ab," "et," "en," "op," "ot."

Pair words that begin with the sounds of short-a, short-e, and short-o with CVC words using the same sounds: /at/, /cat/; /egg/, /Peg/; /on/, /Don/.

### Planning Notes:

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# Cumulative Review

## Suggested Review Activities

Practice short-a, short-e, short-o words by playing "Go Fish" or "Old Maid."

Practice short-a, short-e, and short-o online using Rows 1, 2, and 4, or a deck of short-a, short-e, and short-o words with the Starfall game board.

Match Picture Cards to Word Cards.

Match consonants and short vowel sounds to appropriate letters using Starfall ABCs.

Play "Wheel of Reading" and "I Spy" to review high-frequency words.

Use High-Frequency Word Cards and Picture Cards to construct sentences in a pocket chart.

Use assessments to prepare a list of high-frequency words that need to be reviewed. Place corresponding Word Cards in a pocket chart. Children use dry erase boards, shaving cream, play dough, or drawing paper to practice high-frequency words. Children may use their dictionaries and play "I Spy" to locate the high-frequency words.

Children reread *Zac the Rat*, *Peg the Hen*, *Mox's Shop*, and the other decodable books to each other. Each child chooses one of the books to read while sitting in the teacher's chair.

## Challenge Activities

Provide children with challenging word families using /a/, /e/, /o/, but add blends to the beginning. Begin with single consonants and build to include blends: (ack) rack, pack, black, smack, stack, track, quack; (ell) sell, well, smell, shell, spell, swell; (ock) sock, rock, dock, clock, block, flock, smock.

Provide Early Reading leveled readers such as the fiction and nonfiction books *Wolves*, *Penguin*, *Penguin*, or any other Margaret Hillert readers. Partner children to read the books. Children list words they do not know on scrap paper or whiteboards. Gather partners and review the word lists with the whole group. Children orally read the stories as a group. Children enter additional words in their dictionaries as needed.

Consider pairing a child from the Challenge Group with a child in the Review Group to partner read the story.

## Phonics Progress Checklist

- Match short vowel sounds to appropriate letters
- Identify Aa, /a/, Ee, /e/, and Oo /o/
- Identify all initial and final sounds
- Recognize word families -am, -an, -ap, -at, -all, ell, -en, -et, -op, -og
- Identify short-a, short-e, and short-o rhyming words
- Understand that as letters in words change, so do the sounds
- Segment onsets and rimes
- Identify ending sounds
- Read simple one-syllable words
- Blend sounds from letters into recognizable words



Matching Picture Cards to Word Cards in a pocket chart

"Starfall Speedway"



Reviewing word families with the pocket chart



## Writing Progress Checklist

- Use letters and phonetically spelled words to write a story
- Write high-frequency words
- Write short-a, short-e, and short-o words
- Write name using correct form and proper spacing
- Write color words
- Use inventive or kidwriting to write a sentence
- Use the dictionary as a writing tool
- Demonstrate understanding of the text by drawing illustrations in response to questions
- Add details to pictures
- Write CVC words
- Spell independently using sounds of the alphabet and knowledge of letter names
- Participate in writing simple stories, poems, rhymes, song lyrics, and a variety of informational forms



Peer editing



Illustrating answers to questions

# Cumulative Review

### Suggested Review Activities

Provide a story starter and have children write ending.

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

Produce shared writing by having the class write a group story, then edit and revise it.

Respond to stories by illustrating answers and adding detail to illustrations.

Use play dough or magnetic letters to form CVC words.

Write thank you letters to Zac, Peg, or Mox for helping them to learn to read.

Children share previous writings in their writing journals with each other.

### Challenge Activities

Partner children to “peer edit” a writing using Backpack Bear’s rubrics on the back of the writing journal.

Read a familiar fairy tale and have children write a different ending.

Write a newspaper ad or article about one of the stories read.

### Planning Notes:

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# Cumulative Review

## **Suggested Review Activities**

Place vocabulary words in a pocket chart face-down. A volunteer turns over a word and the teacher reads it. The volunteer chooses a child to give the word's meaning or use it in a sentence.

Organize story words by using a Venn diagram.

Use Picture Cards for CVC short-a words. Children categorize the Picture Cards in groups according to word families. Then children orally give additional words for each word family.

Repeat with the short-e and short-o CVC Picture Cards. Children use two words from the same word family and make up sentences. (Nonsense sentences are acceptable.)

Play "Wheel of Reading" and "I Spy" to review vocabulary words.

Children choose vocabulary words to illustrate, and write sentences in their writing journals using the chosen words.

Prepare a list of vocabulary words to review. Print the words on index cards and place them in a basket. Draw a word, read it, then children tell what the word means and/or use it in sentences.

## **Challenge Activity**

Tell children you will play a "backwards" game. You will give a definition, or meaning, of a word from the Starword Wall, and they are to tell you the word that matches that definition. After several teacher-led examples, children take over the role of teacher, provide a definition, and choose volunteers to give the word. The child leader may confer with the teacher before making his or her selection.

## **Planning Notes:**

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## Vocabulary and Concepts Progress Checklist

- Understand concept development terms: setting, main idea, characters, conflict, problems, sequencing, compare and contrast, action words, describing words, naming words, possessives, blends, cause and effect, categorization, opposites, consequences, fantasy, classification, fiction, nonfiction, realistic text, alliteration
- Identify names of persons, places, and things
- Recognize vowels and consonants
- Identify onsets and rimes
- Identify ordinal numbers
- Discuss meanings of words and develop vocabulary through meaningful/ concrete experiences
- Use new vocabulary that is introduced and taught directly
- Relate new vocabulary to prior knowledge
- Identify and sort words in basic categories using a Venn diagram
- Describe common objects and events in both general and specific language
- Use language to correctly express spatial and temporal relationship



Children volunteer to help each other learn words from the Starword Wall.

# Cumulative Review

## Comprehension Progress Checklist

- Explain story details
- Sequence events
- Recall details
- Compare/contrast
- Make inferences
- Retell a story
- Use pictures and text to complete a sentence
- Dramatize important events of a story
- Connect to life experiences from the information and events in the text
- Ask and answer questions about essential elements of a story
- Summarize a story
- Identify main ideas
- Use pictures to make predictions about story content
- Comprehend a wide array of informational text that is part of our day-to-day experience
- Draw conclusions from information gathered
- Identify characters, setting, problem, solution
- Distinguish fantasy from realistic text
- Identify beginning, middle, and end of a story



Foxy Loxy hats!

### Suggested Review Activities

Locate the cover, title, author, illustrator, title page of stories included in this review, or books from your classroom library.

Children identify the main idea in Zac, Peg, and Mox stories.

Children recall details in stories. Review books from Weeks 15-23.

Use Story Sequence Cards to sequence and review any stories.

Reread a literature selection from Weeks 15-23. Use the Story Element Cards with the group. After the group discusses each Story Element Card, repeat this activity by mixing them up and passing out a card to each child. Individual children address the Story Element Card they received as an additional review.

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

Choose favorite stories. Identify their problems and the authors' solutions. Ask children to think of alternate solutions.

Dramatize previously read stories.

### Challenge Activity

Read two selections (fiction and nonfiction). Lead children to discuss the elements in each story that make it a fiction or nonfiction book. Discuss what would need to be changed to make the fictional story into a nonfictional one. Discuss how they could turn the nonfiction story into fiction.

### Planning Notes:

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# Cumulative Review

## **Suggested Review Activities**

Model speaking in complete, coherent sentences, and offer children many opportunities to practice speaking in complete sentences.

Children each select one object from the classroom and take turns telling what object they chose and why. Classmates give a “thumbs-up” if they can not hear the child sharing. Encourage the child to use his or her “presentation” voice. Check for coherent and complete sentences.

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

Provide practice in distinguishing the difference between statements and questions.

Children vote for their favorite books and explain their choices.

## **Suggested Review Activities**

Model reading to children in a manner that sounds like natural speech. Children repeat or echo in the same manner.

Give children daily opportunities for rapid, accurate letter and sound naming for mastery.

Practice rapid, accurate reading of high-frequency words daily.

Read a page from one of the decodable stories non-fluently and fluently. Ask children to determine which was fluently read.

## **Challenge Activity**

List the high-frequency words in a pocket chart in several rows from left to right. Tell children that you want them to read the words as quickly as possible. Start with just the first row of words and have each child try row one. Then tell children that they will try rows two and three!

## **Listening & Speaking Progress Checklist**

- Share information and ideas
- Establish purpose for listening; to be informed and follow directions
- Share information in complete, coherent sentences using descriptive words
- Understand and follow one and two-step oral directions
- Recite songs and rhymes

Sharing stories with Backpack Bear and Zac the Rat



## **Fluency Progress Checklist**

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



Reading Mox's Shop



# Starword Vocabulary by Week

## Unit 6

W

### Vocabulary

Be sure to add any vocabulary words generated by the class to these word lists.

Mammals

15 characteristics, ripe, tromp, disguise, half, limbs, survive, camouflage, predator, mammals

16 wasp, pate, nuisance, dough, yeast, spade, rubrics, question, exclamation, deaf, composer, conductor, orchestra, interpreter

17 cooperation, enormous

## Unit 7

Birds

18 birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey, stroll, scamper, tend, ground, hoe

19 gem, locate, self-portrait, sketch, terminal, fare, hold, captain, copilot, soar, runway, intercom, control tower, journey, crew

20 moral, outline, down feathers, Antarctica, dialogue, narrator, dramatize

## Unit 8

How Animals Live

21 curious, doubts, exhausted

22 muscle, jog, lap

23 senses, kernel, archaeologist, method, colonist, blizzard, examine, hull, boil

# Recommended Literature by Week

## Unit 6

|         | W          | Genre   | Book Title   | Author                              |
|---------|------------|---|--|-------------------------------------|
| Mammals | 15         | fiction   | <i>The Little Mouse, the Red Ripe Strawberry, and the Big, Hungry Bear</i> | Don & Audrey Wood                   |
|         |            | nonfiction  | <i>Backpack Bear's Mammal Book</i>   | Alice O. Shepard                    |
|         | 16         | fiction   | <i>The Giant Jam Sandwich</i>  | John Vernon Lord and Janet Burroway |
|         | nonfiction | <i>Backpack Bear's Mammal Book</i>  | Alice O. Shepard   |                                     |
| 17      | fiction    | <i>The Little Red Hen and Other Folk Tales: "The Turnip, a Russian Folk Tale"</i> | retold by Starfall   |                                     |
|         | nonfiction | <i>Backpack Bear's Mammal Book</i>  | Alice O. Shepard   |                                     |

## Unit 7

|       |            |   |  |                    |
|-------|------------|---|--|--------------------|
| Birds | 18         | fiction   | <i>The Little Red Hen</i>                      | Paul Galdone       |
|       |            | fiction   | <i>The Little Red Hen and Other Folk Tales</i> | retold by Starfall |
|       |            | nonfiction  | <i>Backpack Bear's Bird Book</i>               | Alice O. Shepard   |
|       |            | nonfiction  | <i>Backpack Bear's Mammal Book</i>             | Alice O. Shepard   |
| 19    | fiction    | <i>Amazing Airplanes</i>  | Tony Mitton                                    |                    |
| 20    | fiction    | <i>The Little Red Hen and Other Folk Tales: "The Little Red Hen" and "Chicken Little"</i> | retold by Starfall                             |                    |
|       | nonfiction | <i>Penguin, Penguin</i>   | Margaret Hillert                               |                    |
|       | nonfiction | <i>Backpack Bear's Bird Book</i>  | Alice O. Shepard                               |                    |
|       | fiction    | <i>The Little Red Hen</i>   | Paul Galdone                                   |                    |
|       | fiction    | <i>Amazing Airplanes</i>  | Tony Mitton                                    |                    |

## Unit 8

|                  |            |  |                              |                  |
|------------------|------------|--|------------------------------|------------------|
| How Animals Live | 21         | nonfiction   | <i>Wolves</i>                | Margaret Hillert |
|                  |            | fiction  | <i>The Three Little Pigs</i> | Patricia Seibert |
|                  | 22         | fiction  | <i>One Fine Day</i>          | Nonny Hogrogian  |
| 23               | fiction    | <i>The Popcorn Book</i>  | Tomie dePaola                |                  |
|                  | nonfiction | <i>How I Know My World: A book about the senses</i>              | Brandi Chase                 |                  |
|                  | fiction    | <i>The Little Red Hen and Other Folk Tales: "Chicken Little"</i> | retold by Starfall           |                  |