

**This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.**

If you have questions or comments, please contact us.

**Email:** [helpdesk@starfall.com](mailto:helpdesk@starfall.com) **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

# Starfall Kindergarten

## Teacher's Guide

# Insects

## Unit 10 • Week 29

### **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

**Starfall Education** P.O. Box 359, Boulder, CO 80306 U.S.A.  
Phone: 1-888-857-8990 or 303-417-6414

# ***Authors and Credits***

## **Senior Authors**

**Joan Elliott:** 18 years teaching kindergarten in North Carolina and Texas public schools, 12 years teaching in Department of Education, University of North Carolina at Asheville and University of Texas at Brownsville; recipient of Christa McAuliffe Teaching Award, recipient of Fulbright fellowship to Korea

**Pam Ferguson:** 34 year veteran kindergarten teacher, Holy Family Catholic School, St. Petersburg, FL; serves on the Florida Catholic Conference Accreditation team for past 10 years

## **Consultants**

**Dr. Karen Cole,** Associate Professor of Education, K-6 Program Coordinator, University of NC - Asheville

**Dr. Greta Freeman,** School of Education, University of South Carolina

## **Educators**

**Myrna Estes,** 35 years, NYC; Chester, MA; Pittsfield, MA Public Schools

**Judy Goetze,** 35 years, Pittsfield, MA Public Schools

**Stephanie Riess** 15 years Pinellas County, FL Public Schools; 17 years, Diocese of St. Petersburg, FL

**Heidi Suburu,** 25 years, Fruitvale Public School District, Bakersfield, CA, and Elk Hills Public School District, Tupman, CA

## **Additional Contributors to this project:**

We gratefully acknowledge the contributions of our project team of over 150 kindergarten teachers. This project would not be possible without their help.

## **Senior Editor and Designer**

Brandi Chase

## **Layout Design**

Marc Buchannan

## **Senior Artist and Print Designer**

Faith Gowan

## **Contributing Artists and Designers**

Matthew Baca, Ric Beemer, Dale Beisel, Kimberly Cooper, Craig Deeley, Catherine George, Stefan Gruber, Heather Hogan, David Lebow, Debby Lee, Frank Lee, Claire Lenth, Gina and Art Morgan of AMGG, Julie Ann Quinsay, Michael Ramirez, Jared Ramos, Scott Stebbins, and Triska Wasser

## **Musicians/Composers**

Randy Graves, Keith Heldman and Richard James

## **Engineers and Quality Assurance**

Kerry Dezell, Adam Griff, Tom Meyer, Larry Moiola, Steve Patschke, Troy Tazbaz, and Roger Wilson

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

Andre Agassi College Preparatory Academy, Las Vegas, NV

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

Los Fresnos Consolidated Independent School District, Los Fresnos, TX

Matanuska-Susitna Borough School District, Wasilla, AK

Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

Screven County School District, Screven, GA

South Sarpy School District 46, Springfield, NE

Wayne County School District, Jesup, GA

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

Appling County School District, Surrency, GA

Briarcliff Manor School District, Briarcliff Manor, NY

Buckner-Fanning Christian School, San Antonio, TX

Catholic Diocese of St. Petersburg, St. Petersburg, FL

Episcopal Diocese of Northwest Texas, All Saints Episcopal School, Lubbock, TX

Fullerton School District, Fullerton, CA

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.

# Insects

## Unit 10 • Week 29

<b>Week 29 Overview</b>	<b>4</b>
<b>Preparation</b>	<b>5</b>
Phoneme Deletion	8
Introduce Insects	8
Introduce The Crow and the Pitcher	10
Introduce High-Frequency Words: went, put, saw	11
Reading and Writing, Page 54	13
Introduce Bug in a Jug	13
Bug in a Jug and Insects	14
Backpack Bear's Story	15
Rhyming	16
Backpack Bear's Story Vocabulary	16
Writing: My Favorite Character	17
Sink or Float?	17
Phoneme Substitution	19
Honeybees	19
Reading and Writing, Page 55	20
Digraphs	21
Reading and Writing, Page 56	22
"Wheel of Reading"	22
Kindergarten Book Club	23

# Week 29 Overview

## Insects

This week, the children continue their study of arthropods as they meet the insect animal group. They learn about the benefits of honeybees, and explore how they work together in colonies, each with its own job. They also compare the insect's body with that of a human. This week we will:

- draw our own insects.
- compare two different versions of the same story.
- classify words as high-frequency, decodable, and high-frequency decodable.
- write persuasive stories about our favorite characters in *Backpack Bear's Story*.
- learn whether objects sink or float.

## Starfall Books & Other Media

*ABC Rhyme Book*

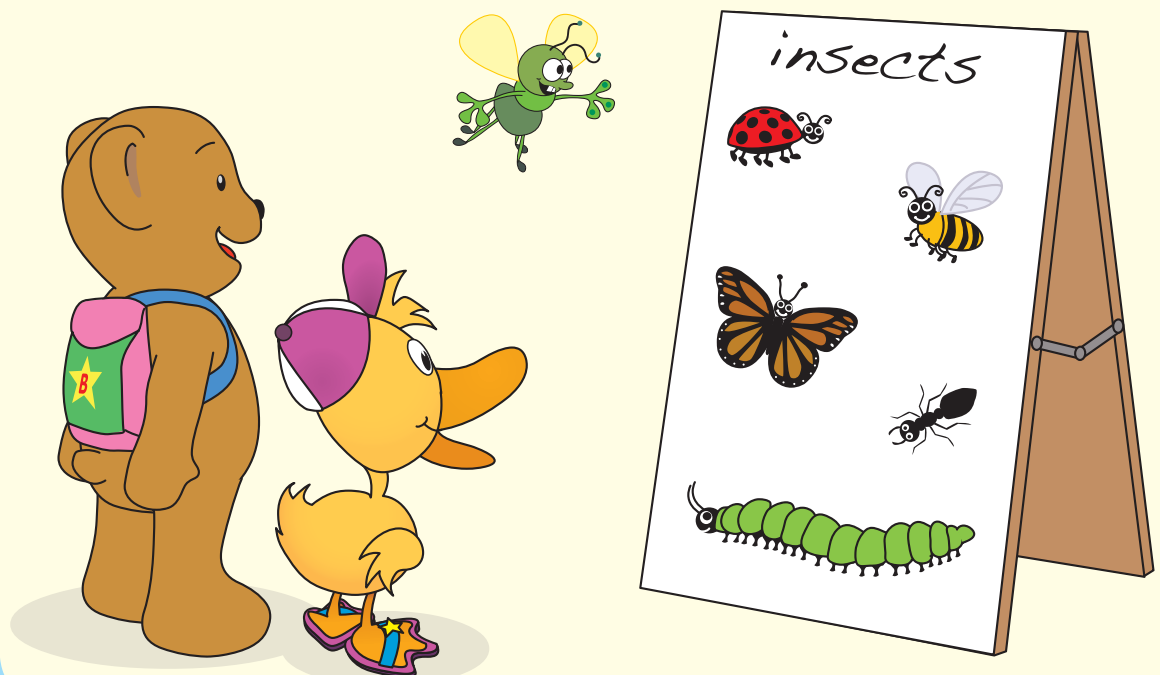
*Gus the Duck*

*Bug in a Jug*

Invertebrates (Animals without Backbones) Poster

*Backpack Bear's Invertebrates Book* by Alice O. Shepard

*Backpack Bear's Plant Book* by Alice O. Shepard



# Preparation

Generate Vocabulary Word Cards for **Week 29**. You will use *insects*, *antennae*, *thorax* and *abdomen* on **Day 1**.

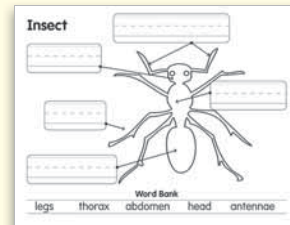
Optional: Ask the children to bring blankets for the Kindergarten Book Club meeting on **Day 5**.

## Day One

For **Session 2** you will need a see-through cylinder-shaped container, a container of water, and rocks, stones, or pebbles that will sink. You will also need blank Vocabulary Word Cards, so children can suggest their own vocabulary for *The Crow and the Pitcher*.

## Day Two

For **Session 2**, you will need an insect labeling diagram for each child. For **Session 3**, you will need *Backpack Bear's Story* printed on chart paper. Leave a space for the title, which the children will decide later.



## Day Three

For **Session 1**, you will use *Backpack Bear's Story* printed on chart paper, and a printed copy for each child. You will also need to make word cards for the following words: *wings*, *swim*, *duck*, *ramp*, *stick*.

You will need a "Color by Word" practice page for each child for **Week 29** Activity Time.

Collect the following objects, trying to keep them close in size in order to make the experiment more precise.

- Small rock (sink)
- Wooden block (float)
- Plastic object (float)
- Rubber super ball (float)
- Quarter (sink)

You will also need a small, clear container filled with water, and the class Float/Sink Chart.

Objects	Predict (sink)	Predict (float)	Result (sink)	Result (float)	Denser (sinks) than water (Yes or No)
Small Rock					
Wooden block					
Plastic object					
Rubber super ball					
Quarter or piece of steel					

## Day Four

None

## Day Five

Generate a "Word Search" practice page for each child, for learning centers.

Choose the skill your children most need to practice and generate a practice page for each child.

## Day 1

I was able to help Gus learn to read some new words! It's fun to help a friend!  
Love,  
Backpack Bear 🐻

## Day 2

I wrote a story about an insect. I can't wait for you to read it. I hope you like it!  
Love,  
Backpack Bear 🐻

## Day 3

Did you like my story? I enjoyed writing my own fable!  
Love,  
Backpack Bear 🐻

## Day 4

It's fun to learn about insects! Did you know that we get a lot of the food we eat because of honeybees?  
Love,  
Backpack Bear 🐻

## Day 5

I love honeybees! My family eats honey all the time. Do you like honey?  
Your pal,  
Backpack Bear 🐻

## DAY One


## DAY Two

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>Phoneme deletion</p> <p><i>Gus the Duck</i></p> <p><b>Comprehension Skills:</b> Classify/Categorize Identify Genre (Aesop's Fable) Story Elements (problem/solution, author's intention)</p> <p>HF Words: <b>went, put, saw</b></p>	<p>R&amp;W p. 54</p> <p><i>Bug in a Jug</i></p> <p><b>Comprehension Skills:</b> Compare/Contrast Story Elements (characters, problem/solution)</p> 
<p><b>Computer</b></p>	<p>"Calendar"; ABCs: Uu BpB's Books: Concepts, "U-Machine"</p>	<p>Short Vowel Pals: "Bug in a Jug," any previously introduced stories</p>
<p><b>Activity</b></p>	<p>Sequence <i>Gus the Duck</i></p>	<p>"Concentration" Picture and Word Cards</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>The Crow and the Pitcher</i></p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster Invertebrates (Animals <u>without</u> Backbones) Poster</p> <p><b>Vocabulary:</b> insects, thorax, antennae, abdomen</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>Backpack Bear's Story</i></p>
<p><b>Writing</b></p>		
<p><b>Social Studies</b></p>		
<p><b>Science</b></p>	<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>	

## DAY Three

## DAY Four

## DAY Five

<p>Rhyming</p> <p><b>Comprehension Skill:</b> Story Elements (characters)</p>	<p>R&amp;W p. 55</p> <p>Phoneme substitution</p> <p>Digraphs</p> 	<p>R&amp;W p. 56</p> 
<p><i>Learn to Read:</i> Row 5, "Gus the Duck," games; <i>Short Vowel Pals:</i> "Bug in a Jug"; <i>BpB's Books:</i> Concepts, any Vowel Machine"</p>	<p><i>Learn to Read:</i> Rows 1-5</p>	<p>Starfall Free Day</p> <p>Make invertebrates with play dough</p>
<p>"Color by Word" Week 29</p>	<p>Magnetic letters HF Words</p>	<p>"Starfall Speedway" short-a and short-u words</p>
<p><i>Backpack Bear's Story</i></p> <p>"Uu Umbrella Rhyme"</p> <p>Sink/float</p> <p>Predictions</p>	<p><i>Backpack Bear's Invertebrates Book</i></p> <p><i>Backpack Bear's Plant Book</i></p> <p><i>ABC Rhyme Book</i></p> <p><b>Vocabulary:</b> honeybee, colony, queen, worker bee, drone, pollinate</p>	<p>Practice page of your choice</p> <p>"Concentration" HF Words</p> <p><i>Backpack Bear's Invertebrates Book</i></p>
	<p>Write about favorite characters in <i>Backpack Bear's Story</i></p>	
<p>Know objects can be described in terms of their materials and physical properties; Communicate observations orally and through drawings</p>	<p>Know all plants and animals, including humans, are alike and different and all have internal, external parts/structures for living, growing, and reproducing</p>	

1

2

3

4

5

6

## Phonemic Awareness / Phonics Warm-Up

## Materials

 None

## Phoneme Deletion

Write each word on the board and demonstrate the changes as they are discussed. You may choose a volunteer to make the changes.

Write *cup* on the board. Say: **Listen carefully to the sounds in the word, /k/, /u/, /p/. Say it with me, /k/, /u/, /p/, cup. If we take away the /k/, what word is left?**

Erase the *c*; children say: *up*. Repeat for:

Gus (/g/) us	stub (/s/) tub	shrug (/sh/) rug
crush (/k/) rush	clump (/k/) lump	shrub (/sh/) rub

## Reading

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

1

## Introduce Insects

Display the Vertebrates (Animals with Backbones) and Invertebrates (Animals without Backbones) Posters.

Say: **Last week we learned about a special group of invertebrates called arthropods. Who remembers the name of an animal that belongs to the arthropod group?** (spider) **Partner share, and discuss what you remember about spiders.** When partners finish, they share their responses with the class.

Say: **Let's read Backpack Bear's Invertebrates Book to review what we learned.**

Read pages 4-15.

Explain: **Today we will learn about another group of arthropods called insects.**

Read and discuss pages 16-25.

Explain: **Insects are cold-blooded. Insects, such as bees and dragonflies, must shiver to stay warm when they are in a cold environment. Some insects die when it gets too cold. Some migrate, or move, to warmer climates or underground. Honeybees stay warm by crowding together and moving their wings to generate heat!**

Say: **Let's learn more about an insect's body.**

Compare the human body to the insect body. As you name each body part below, children touch it on their bodies. Model this as needed. Draw and label the corresponding insect body part on the board. Discuss as described:

## Materials

- Vertebrates (Animals with Backbones) Poster
- Invertebrates (Animals without Backbones) Poster
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Whiteboards/markers
- Vocabulary Word Cards: *insects, antennae, thorax, abdomen*

## Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

## Science

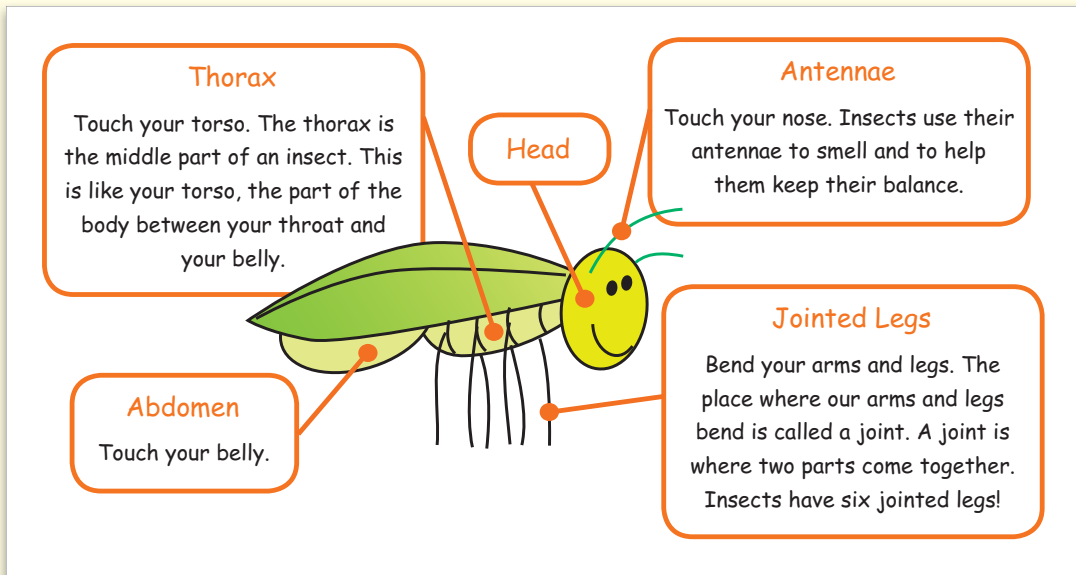
Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals

## Listening &amp; Speaking

Communicate effectively when sharing ideas





Distribute whiteboards and markers. Say: **Let's draw our own insects.** Model as you give directions.

- Draw the thorax of the insect in the middle of your whiteboard.
- Add the head. Don't forget to add two antennae and eyes.
- Add the abdomen.
- Draw three jointed legs on each side of the thorax.

Explain: **Most insects also have wings attached to their thoraxes. They breathe through holes in their bodies which are similar to a whale's blowhole.**

Say: **Turn to your neighbor and share your drawing. Don't forget to use the right names for the parts of your insect!**

**Reading**

Describe common objects and events in both general and specific language

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

## Introduce *The Crow and the Pitcher*

Say: **Aesop's fable, *The Crow and the Pitcher*, is about a crow who was very thirsty. Have you ever been thirsty? What did you do about it?** Discuss briefly. **Fables teach lessons or morals. Let's see what we learn from this fable.**

Children indicate vocabulary words they do not understand as you read the passage below. Discuss and make a vocabulary card for each suggested word.

### Materials

- Blank Vocabulary Word Cards
- Cylinder-shaped see-through container
- Container of water
- Rocks or objects that will sink

### *The Crow and the Pitcher*

*A very thirsty crow spotted a pitcher on the ground. She flew to it excitedly, hoping to find water. The pitcher had water indeed, but only a little. The crow tried to stick her head inside the pitcher, but the opening was too narrow. Next, she tipped the pitcher on its side, but there was not enough water to spill out.*

*Exhausted, the crow stopped her efforts and looked around her. She noticed many small, smooth stones. She had an idea. She lifted the pitcher back upright.*

*The crow collected stones in her beak and dropped them one by one into the pitcher. With each stone, the water rose closer to the top, until at last she was able to quench her thirst.*

*Satisfied, she said, "Necessity is the mother of invention."*

Discuss the moral of the fable. Possible themes might include:

- Little by little you accomplish your goal.
- Where there's a will, there's a way. (If you want something badly enough, you will find a way to get it.)
- If you are having trouble, stop and take a look around you. Maybe you'll find something to help you, or you'll see the problem in a new way.

Explain: **Determination is similar to the word perseverance. To persevere means to never give up. Determination means to *decide* to never give up, and to stick to that decision.**

Discuss story elements such as character, setting, problem and solution.

Recall the story's solution. Explain: **The crow added stones to the pitcher so the water would rise. Why did this work? Have you ever added ice cubes to a glass of water? Did you notice when you did that how the water rose in the glass? This happens because the ice cubes take up space and push the liquid out of the way!**

Ask: **What do you think the crow meant when she said, 'Necessity is the mother of invention'?** Volunteers respond.

Explain: **The crow was very thirsty. She needed water to stay alive. Everything she tried failed. She had to invent, or try, a new way to get the water. If it wasn't absolutely necessary for her to get the water, she may have given up.**

Say: **Let's read this fable again. As we read it, we will demonstrate how the crow was able to raise the water in the pitcher so she could get a drink!**

Fill the cylinder two-thirds full with water. As you re-read *The Crow and the Pitcher*, volunteers place the rocks or objects into the cylinder and observe the water rise.

Children partner share what they learned from the fable.

You may wish to mark the outside of the cylinder so children can observe the water level rise.

**Observe  
& Modify**

## Computer

- "Calendar"
- ABCs: Uu
- *Backpack Bear's Books: Concepts, U-Machine*

**Practice**

## Activity

Children review the sequence of *Gus the Duck* by placing the Sequence Cards in order. They reconstruct sentences using only the individual Word Cards.

### Materials

- Gus the Duck* teacher edition and/or children's copies
- Gus the Duck* Sequence Cards and individual Word Cards
- Pocket chart

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

Identify sequence of events in a story

3

## Introduce High-Frequency Words: *went, put, saw*

Write the word *went* on the board. Tell the children that this word is a high-frequency word which can be decoded. Sound out the word with the children. Children name the medial sound.

Say: **The word *went* explains something a person did in the past.** On the board, write: *I went to the* \_\_\_\_\_. Children copy the stem on their whiteboards, then use kidwriting to complete the sentence using names of their favorite places.

Say: **Please turn to your neighbor and share your favorite place. Listen carefully because I will ask three of you to share your neighbor's favorite place.** Choose children to share as you described.

Say: **Simon says, 'Put your foot in the air.' Simon says, 'If our new high-frequency word, *put*, rhymes with foot, put your hand in the air.'**

### Materials

- Whiteboards/markers
- Starfall Dictionaries

### Reading

Read simple one-syllable and high-frequency words

### Listening & Speaking

Communicate effectively when sharing ideas or relating experiences

Write *put* and *foot* on the board. Explain: **Put and foot rhyme. They end with the same sounds, but they do not have the same middle and ending letters like most rhyming words. Put is not spelled like it sounds. We must memorize this word.** Children write *put* on their whiteboards.

Say: **Who can tell me what Backpack's foot is called? (paw) I'm thinking of a new high-frequency word that rhymes with paw and begins with s. Can anyone tell me what the new word is?** Write the word *saw* on the board.

Say: **Saw is like the word went, because they both tell us something that happened in the past; for instance, you might say, I saw her last night.** Children write *saw* on their whiteboards.

Distribute dictionaries. Children will enter the new high-frequency words by answering the following questions:

<b>saw</b>	I have the same letters in my word as <i>was</i> . I begin with /s/. What word am I?
<b>put</b>	I rhyme with <i>foot</i> . I begin with /p/. What word am I?
<b>went</b>	I am decodable. I begin with /w/ and end with a blend, /nt/. What word am I?

Beginning readers sometimes confuse the words **saw** and **was**. If you notice your children doing this, draw their attention to the initial sound of each word. Remind them that if they see a word with the letters **s**, **a**, and **w** together, they should look at the beginning sound, to know which word they are reading.

Another common mistake concerning the word **saw** is auditory. Children may say /sall/ instead of **saw**. If you hear this among your students as they play auditory discrimination games in which they distinguish words such as **saw**, **tall**, **paw**, and **fall**, exaggerate the ending sounds as you pronounce them.

## Phonemic Awareness Warm-Up

## Reading and Writing, Page 54

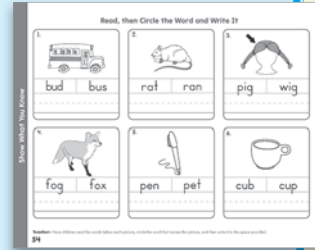
Display the *tub* Picture Card. Write: *tap, tub* on the classroom whiteboard.

Say: **Look at this Picture Card, *tub*. Here are two words. One of them has the letters that spell *tub*. Who can come to the board and circle the correct word?**

Distribute *R&W*, p. 54. Give the directions. Children complete this page independently, then compare answers with their neighbors. Review the answers together.

## Materials

- Picture Cards: *tub, cut*
- R&W*, p. 54
- Pencils/crayons



1

Introduce *Bug in a Jug*

Display the *Bug in a Jug* teacher edition. Read the title, and ask children to discuss the cover illustration.

Say: **As I read this story, think about a story you have heard recently that is similar.**

Read *Bug in a Jug*.

After children identify *The Crow and the Pitcher* as the similar story, explain that *Bug in a Jug* is an adaptation of the same Aesop's fable.

Children explain how the stories are similar:

- Both characters had to figure out how to get the water to rise.
- It was absolutely necessary for both characters to solve their problems.
- Both characters resolved the problem by adding stones/pebbles to the water.
- Both Bug and the crow were happy with their accomplishments.

Children explain how the stories are different:

- They had different characters.
- Bug had a helper.
- The crow's problem was that she was thirsty; Bug was stuck.

Distribute *Bug in a Jug*, and have children write their names in the space provided. Explain: **This book has decodable words, high-frequency words, and decodable high-frequency words!**

- Print the headings *High-Frequency Words* and *Decodable Words* on the whiteboard.
- Read through *Bug in a Jug* as a group. Ask volunteers to write each new word in the appropriate column on the whiteboard.

## Materials

- Bug in a Jug* teacher edition
- Bug in a Jug* for each child

## Reading

Match consonant and short-vowel sounds to appropriate letters

## Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Compare and contrast multiple versions of the same story

Identify familiar literary forms



- Children read the high-frequency words listed: *help, will, can, not, up, in, is, a, I, says, to, the.*
- Children sound out the decodable words listed: *bug, jug, Zac, buzz, adds.*
- Volunteers circle the high-frequency words that are also decodable: *help, will, can, not, up, help, in, is, I.*
- Children circle the short-u words in their books each time they occur: *bug, jug, buzz, up.*

If time allows, divide the class into two groups. Read *Bug in a Jug* chorally with each group reading alternate pages.

2

## Bug in a Jug and Insects

Distribute *Bug in a Jug* books. Children locate the head, thorax, abdomen, antennae, legs, and wings on the bug pictured in the story.

Discuss how the bug in the story is different from a real insect. (A real insect's legs are attached to its thorax.)

Emphasize that cartoon characters often look different from actual animals.

Display the "Insect" diagram and review the body parts, then give each child a copy.

Children label the diagram.

Recall that most insects have wings. Children draw wings on their insects, label them, then color the page.

Read *Backpack Bear's Invertebrates Book*, pages 16-27, to review information about insects.

If time permits, children draw pictures of insects and use kidwriting to label them on the back of their printouts.

### Materials

- Bug in a Jug* for each child
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Insect labeling diagram for each child
- Pencils/crayons

### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

### 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

### Reading

Read simple one-syllable and high-frequency words

## Computer

### Practice

- *Short Vowel Pals*: "Bug in a Jug"
- *Short Vowel Pals*: Any previously introduced stories

## Activity

Children place all the Picture and Word Cards in random order face-down in the pocket chart. They then try to match Picture and Word Card pairs.

### Materials

- Pocket chart
- Matching CVC Picture and Word Cards featuring all five vowel sounds

3

## Backpack Bear's Story

Display *Backpack Bear's Story*. Backpack Bear whispers that he used only high-frequency words and decodable words in his story so everyone could read it.

Say: **Listen carefully to Backpack Bear's Story.** Read the story with expression. You may wish to change your voice for the different characters as they speak.

Ask:

- **Who are the characters in Backpack Bear's Story?** (Zac, Gus, Peg, the bug) Display Plush Zac, Gus, and Peg.
- **Which character is missing?** (bug)
- **What was the story's problem?**
- **What was the solution?**
- **Was this solution to the problem the same or different from *Bug in a Jug*?**
- **Do you think this was a good solution? Why or why not?**

Choose volunteers to come to the chart paper and hold Zac, Gus, and Peg.

Continue: **Listen to the story again. The volunteers will hold up their characters when they speak in the story.** Remind children that the quotation marks will provide clues as to when each character speaks.

Say: **Something is missing in this story. It doesn't have a title!**

Children close their eyes and listen to the story again. As they listen, they think of possible titles.

Children turn to their neighbors and discuss titles for the story, then share their ideas with the rest of their classmates. Decide, as a class, on a title for *Backpack Bear's Story*. Write the title on the chart paper at the top of the story.

### Materials

- Backpack Bear
- Plush Zac, Gus, and Peg
- Backpack Bear's Story* printed on chart paper

### (Title)

Gus said, "Look! That cup has a bug in it."

"How did a bug get in the cup?" asked Zac.

"He fell in the cup. His wings are all wet." said Gus. "A bug can not swim like a duck can."

Peg said, "The bug is sad. He wants to get out of the cup."

"What can we do to help the bug?" asked Zac.

"I could fix a ramp. It will help the bug get out of the cup!" said Gus.

Gus put a stick down in the cup. The bug went up the ramp.

"The bug is out of the cup!" said Peg.

### Reading

*Blend vowel-consonant sounds orally to make words or syllables*

*Match consonant and short-vowel sounds to appropriate letters*

*Read simple one-syllable and high-frequency words*

*Demonstrate an understanding of story elements*



## Phonemic Awareness Warm-Up

## Materials

- 
- ABC Rhyme Book*

## Rhyming

Read "Uu Umbrella" on page 45 of the *ABC Rhyme Book* together.

Children name words in the rhyme that have the short-u vowel sound at the beginning (umbrella, up, under), then replace the /u/ with other short vowel sounds:

umbrella	ambrella	imbrella	ombrella	embrella
up	ap	ip	op	ep
under	ander	inder	onder	ender

## Reading

Distinguish initial, final and/or medial phonemes in words

Manipulate individual phonemes in word through addition, deletion and substitution

1

## Backpack Bear's Story Vocabulary

Display *Backpack Bear's Story*.

Say: **There are some words Backpack Bear used in his story that he wants us to learn.**

Display each of the following words. Discuss the blends used for each word. Remind children to use their strategies to read the words.

wings	swim	duck	ramp	stick
-------	------	------	------	-------

Say: **Let's read Backpack Bear's Story again. When we come to one of these words, raise your hand.** A volunteer comes forward and circles the word with a marker.

Distribute children's copies of *Backpack Bear's Story*. Children write their names at the bottom.

Say: **We need to add the title of the story to the top.** Children copy the title from the chart paper story.

Partner the children to read the story. (Consider partnering a stronger reader with a struggling reader.)

Gather children and read the story in unison. Children illustrate the story in the space provided at the bottom.

## Materials

- 
- Backpack Bear's Story*
- printed on chart paper
- 
- 
- Backpack Bear's Story*
- , copy for each child
- 
- 
- Pocket chart
- 
- 
- Word Cards:
- wings, swim, duck, ramp, stick*
- 
- 
- Pencils/crayons
- 
- 
- Marker

## Reading

Blend individual phonemes in words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Writing

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



2

## Writing: My Favorite Character

Review the characters in the story and their roles. Ask: **Who was your favorite character? Why?**

Explain: **Backpack Bear would like for you to write about your favorite character in his story. He wanted me to remind you to be sure to name the character in your first sentence, and then write another sentence telling him why that character was your favorite.**

Remind children to use their dictionaries and kidwriting, and that you will do adult writing.

If children finish early, they may share their work with others who have finished, or act as mentors to assist other children as they write.

### Materials

- Backpack Bear's Story printed on chart paper
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

### Reading

Connect to life experiences the information and events in texts

Retell familiar stories

### Writing

Draw a picture and use it to explain why an item is their favorite

## Computer

### Practice

- *Learn to Read*: Row 5, "Gus the Duck" and Games
- *Short Vowel Pals*: "Bug in a Jug"
- *Backpack Bear's Books*: Concepts, Any Vowel Machine

## Activity

Children complete the "Color by Word" practice page to review high-frequency words.

### Materials

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

### Technology

Use technology resources to support learning

### Reading

Read simple one-syllable and high-frequency words

3

## Sink or Float?

Say: **In the story *Bug in a Jug*, Zac saved Bug by dropping something in the jug that made the water rise so Bug could climb out. What did he drop? (stones) The other story was about a very thirsty crow. What did the crow do to get a drink of water? (She dropped stones in the pitcher.) Did the stones sink or float?**

Ask:

- **Do you sink or float in the bathtub?**
- **What happens to the water level when you get in?**
- **Why does this happen?**

Ask: **Who weighs more, you or me? I weigh more because I take up more space. I am bigger. But size doesn't always tell us if one thing is heavier than another.**

### Materials

- Objects for the experiment
- Small clear container filled with water
- Class Sink/Float Chart

### Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

### Science

Know objects can be described in terms of the materials they are made of and their physical properties

Communicate observations orally and through drawings

**Think of a beach ball and a little stone. The beach ball is bigger, but it is full of air. Air is not heavy, but stones are heavy.**

Say: **Let's do an experiment to see which things float and which things sink. If an object weighs more than water, it will sink. If an object weighs less than water, it will float. We will make predictions (smart guesses) before we test the objects.**

For each object, ask children to make a prediction. Record the number of children who think the object will sink by writing it in the *sink* prediction blank. Write the number of children who think it will float in the *float* prediction blank. Place the object in the water. Write *sink* if the object sinks and *float* if the object floats.

Review the prediction chart and discuss whether the children's predictions were correct.

Optional additional experiments and examples:

- Test the same objects in soapy or carbonated water. The results will change because soapy water is heavier than regular water, and carbonated water is lighter than regular water.
- Encourage children to find other objects in the room. Children predict, then test, to find the results.
- Weigh the objects before testing them to show which ones weigh more or less.
- Weigh two similar quantities of water to show that water has weight.

Explain that boats are able to float because their weight is distributed evenly on the water. If something happens to disturb the distribution, the boat will sink. Compare this to floating on your back in the water, then to standing or sitting in the water.

- Use a plastic lid to demonstrate.
- Place a plastic lid vertically in the water; it will sink because the weight is not distributed evenly.
- Place the lid horizontally in the water; it will not sink because the weight is distributed evenly.
- Place a heavy object on the edge of the lid; it will tip over because the weight is no longer distributed evenly.

Say: **If you weigh 45 pounds and you get into water, you will move 45 pounds of water to a different place. This happens because you and the water cannot be in the same place at the same time, just like you and your friend cannot stand or sit in the exact same place at the same time.**

## Phonemic Awareness Warm-Up

## Materials

 None

## Phoneme Substitution

Ask: **What is the new word if we change the /n/ in *bun* to /g/?** (bug)

/t/ but	/s/ bus	/d/ bud	/z/ buzz
---------	---------	---------	----------

What is the new word if we change the /t/ in *hut* to /g/? (hug)

/b/ hub	/f/ huff	/m/ hum	/sh/ hush
---------	----------	---------	-----------

What is the new word if we change the /g/ in *rug* to /n/? (run)

/b/ rub	/f/ ruff	rut /t/	rush /sh/
---------	----------	---------	-----------

1

## Honeybees

Review Backpack Bear's message.

Display *Backpack Bear's Plant Book*. Say: **When we talked about plants, we learned the vocabulary word, *pollination*. Let's read about pollination.** (Read p. 18 -19.)Display *Backpack Bear's Invertebrates Book*.

Read pages 24 and 25. Explain:

- **Honeybees are insects. They have three body parts: abdomen, thorax, and head. Honeybees have six legs, two antennae, two eyes, and two sets of wings.**
- **Bees live in a bee colony. A bee colony is called a beehive.**
- **A colony is like a family. Everyone has a job!**
- **There are three jobs in the family or colony. Let's learn about the jobs.**

Call on a volunteer to represent each job as you explain the work done in the colony. For example, one volunteer will be the queen. Several children will pretend to be worker bees, and some can represent the drones.

## Materials

- Backpack Bear's Plant Book* by Alice O. Shepard
- Backpack Bear's Invertebrates Book* by Alice O. Shepard

## Reading

Manipulate individual phonemes in words through substitution

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

## Reading

Read simple one-syllable and high-frequency words

## Science

All plants and animals, including humans, are alike in some ways and different in others.

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

<b>Queen</b>	There is only one queen bee and she is the largest bee in the colony. Her job is to lay eggs for the family. She lays up to 3,000 a day!
<b>Worker Bee</b>	The worker bees are the smallest members of the family. All worker bees are female, or girl, bees! One of their important jobs is to get nectar from flowers. Worker bees' back legs have stiff hairs that form pollen baskets. Their job is to collect pollen from flowers and bring it back to the hive to feed their family. Workers have stingers and poison glands at the tips of their abdomens. Worker bees can only sting once because their stingers are pulled out when they sting, and then they die.
<b>Drones</b>	Drones are the male, or boy, members of the family or colony. They are a little larger than the worker bees. They get their food from the worker bees. They have only one job and that is to mate with the queen to help her make other bees. Drones do not have stingers and cannot defend themselves.

Explain: **The worker bees have lots of little hairs on their bodies. Pollen sticks to the hairs on their legs while they are visiting flowers. A furry little bee wiggling around inside the flower picks up a lot of pollen. When the bee goes to another flower for more food, some of the pollen from the first flower sticks to the second flower. That is how new seeds are made!**

The worker bee volunteers pretend to “fly” from flower to flower collecting pollen and bringing it back to the colony.

Say: **Honeybees not only help their families, they also help us! Honeybees pollinate flowers. This allows fruiting plants, like apples, watermelons, tomatoes, and strawberries, to make fruit. The honeybee also takes nectar from flowers and makes honey that is sweet and good for people and other animals, like Backpack Bear, to eat.**

**Reading**

Match consonant and short-vowel sounds to appropriate letters

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

**2**

**Reading and Writing, Page 55**

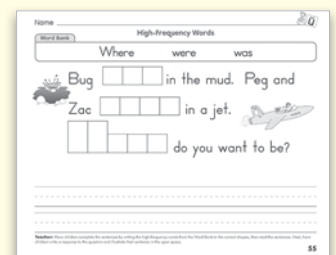
Write *where*, *were*, and *was* on the board. Volunteers read the words and the class repeats.

Children open their *R&W* books to page 55. Work together to insert the correct words from the Word Bank into the sentences.

Pause to allow volunteers to share their responses to the question, “Where do you want to be?”

**Materials**

- R&W*, p. 55
- Pencil/ crayons
- Starfall Dictionaries



Children use kidwriting and Starfall Dictionaries to complete the page and add their drawings. As they finish, children share responses with others who have also finished.

## Computer

### Practice

*Learn to Read: Rows 1 -5*

### Activity

Place the High-Frequency Word Cards face-down in a deck. Children:

- turn over cards and read the words.
- use magnetic letters to form the words on their whiteboards.
- write the words on paper.

#### Materials

- Pocket chart
- High Frequency Word Cards: *put, went, saw, was, one, out*
- Magnetic letter sets for each child
- Whiteboards
- Paper/pencils

#### Technology

Use technology resources to support learning

#### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

3

## Digraphs

Read each of the digraph rhymes from the *ABC Rhyme Book*.

Divide your class into four groups. Assign each group a Letter Card. Say the following words. Groups stand when they hear their digraph.

#### Materials

- ABC Rhyme Book*
- Letter Cards: *sh, ch, wh, th*

#### Reading

Distinguish initial and final phonemes in words

ship	chip	thumb	where	whistle	think
cheese	shell	chimp	what	thin	show
thick	sheet	where	chick	shy	cherries
why	thimble	share	chase	thistle	when

Phonemic Awareness / Phonics Warm-Up

Reading and Writing, Page 56

Distribute and complete *R&W*, p. 56.

Materials

- R&W*, p. 56
- Pencil/crayons



Reading

Distinguish initial, final, and/or medial phonemes in words

1

“Wheel of Reading”

Refer to your Starword Wall for vocabulary words introduced this week to play “Wheel of Reading”. As each word is identified, a volunteer tells the meaning of the word.

Materials

- Starword Wall
- Classroom whiteboard/marker

Reading

Use new vocabulary that is introduced or taught directly

Technology

Use technology resources to support learning

Computer

Starfall Free Day — Children may navigate to any activity on [more.starfall.com](http://more.starfall.com).

1

Create an Invertebrate

Children use play dough to create different types of invertebrates referencing *Backpack Bear's Invertebrates Book*.

Materials

- Backpack Bear's Invertebrates Book*

2

Reading

Read simple one-syllable and high-frequency words

Short-U Puzzles

Children assemble puzzles, then complete the puzzle “Word Search” practice page.

Materials

- Short-U Puzzles
- Puzzle “Word Search” practice page for each child
- Pencils

3

**"Starfall Speedway"**

Children read short-a and short-u words to advance.

**Materials**

- "Starfall Speedway"
- Word Cards: Short-a and Short-u

4

**Reading**

Read simple one-syllable and high-frequency words

**Generator Practice Page**

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

**Materials**

- Generated practice page of your choice

5

**Reading**

Read simple one-syllable and high-frequency words

**"Concentration"**

Children play "Concentration" to review high-frequency words.

**Materials**

- Two of each high-frequency word: teacher's choice

6

2

**Kindergarten Book Club**

If weather permits, conduct the Kindergarten Book Club outside on blankets.

Say: **Today we are going to review what we have learned about invertebrates. Why do you think we are outside? Yes, it's the home to all invertebrates! We might even see some while we are outside!**

Begin reading *Backpack Bear's Invertebrates Book*.

As you read, omit words in the sentences and invite children to supply them. After a few pages, stop and have children partner share what they heard and report back to the class.

Say: **When we are outside, we are visitors to some invertebrates' homes. It's important that we show respect to the environment and to the animals that live here. Do you think it is okay to pick up an invertebrate if we see one outside? Why not?**

Invite the children to go on an "invertebrate hunt" using only their eyes! Be sure to reinforce the importance of not touching animals.

**Materials**

- Backpack Bear's Invertebrates Book*
- Blankets (optional)

**Reading**

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

**Listening & Speaking**

Communicate effectively when sharing ideas