

This is a one-week excerpt from our 2-volume Teacher's Guide.

If you have questions or comments,
please contact us at:

magic@starfall.com or call **303.417.6414**

Starfall 
Kindergarten

Teacher's Guide

Mammals

Unit 6 – Week 17

Starfall Kindergarten Reading and Language Arts Curriculum 2009-10
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

Senior Authors

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

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

Consultant

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

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.

Unit 6: Mammals

Week 17 Overview	394
“See It! Say It! Spell It!”	398
Compare and Contrast Plants and Animals	398
Reading	400
Introduce High-Frequency Words: <i>all, some</i>	400
Introduce <i>Zac and the Hat</i>	401
Short-A Rhyming Words	402
Shared Writing	402
<i>Reading and Writing</i> , Page 8	402
Backpack Bear Puppet	403
<i>Reading and Writing</i> , Page 9	404
Cause and Effect	404
<i>Reading and Writing</i> , Page 10	405
Introduce <i>The Little Red Hen and other Folk Tales</i> , “The Turnip”	406
Syllables	407
Cooperation	407
Write a Shared Story	408
Force — Push and Pull	409
Rhyming Words	411
Presentation of Stories	411
Mammals	413

Week 17 Overview

More about Mammals

This week, the children will continue their study of mammals as they review how to tell the difference between living and nonliving things, and how to compare and contrast plants and animals. This week we will:

- write our own group stories.
- make Backpack Bear puppets.
- review cause and effect and folk tales.
- learn about the forces of push and pull.

Starfall Books & Other Media

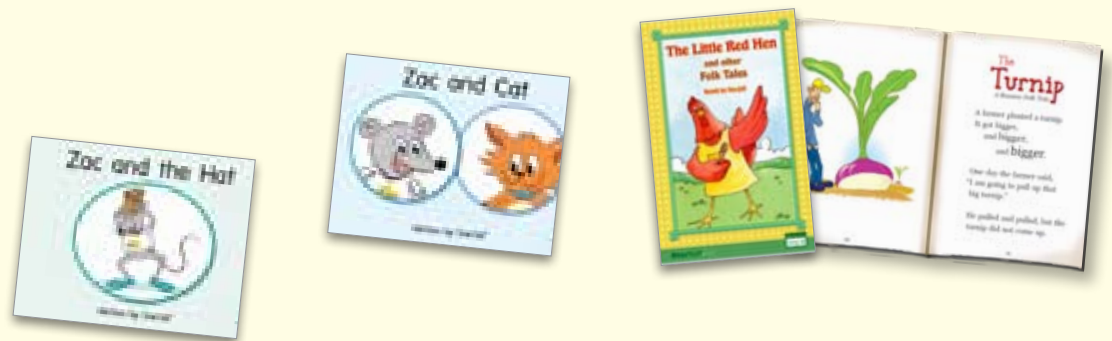
Zac and the Hat

Zac and Cat

The Little Red Hen and other Folk Tales: "The Turnip, a Russian Folk Tale" retold by Starfall

Backpack Bear's Mammal Book by Alice O. Shepard

Animal Kingdom Poster



Preparation

Day One

Generate Vocabulary Word Cards for Week 17. You will use *cooperation* and *enormous* on **Day 4**.

Provide one classroom book for each child.

You will need a lunch-sized brown paper bag.

Day Two

Select several different-colored markers for today's shared writing lesson.

Generate a "Color By Word" practice page and photocopy one for each child. Recommended high-frequency words: *all, some, there, that, they, get, gets, into*

Children will create Backpack Bear puppets today. Each child will need a lunch-sized brown paper bag. Photocopy the "Puppet: Head" (1 per 3 children) and "Puppet: Body" (1 per child) blacklines.

Day Three

Children will use their Backpack Bear puppets from **Day 2**.

Have a real turnip on hand when you introduce the folk tale "The Turnip."

Day Four

If available, have other versions of the folk tale "The Turnip" handy, so the children can compare and contrast to the Starfall version.

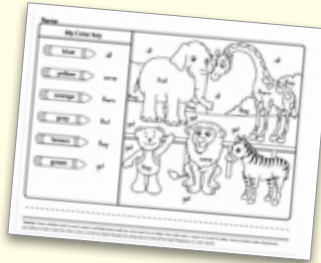
Prepare a sheet of chart paper with three headings; *Push, Pull, and Push and Pull*.

Day Five

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

For each child, generate a Unit 6 "Decodable Words: Blend Practice 2" practice page, featuring short-a CVC words.

Modify the "Starfall Speedway" board game by writing short-a CVC nonsense words in the blank spaces using a permanent marker. (Nail polish remover will erase permanent marker from this surface.) Suggested words: *das, tas, ras, nas, zan, san, gad, yad, bab, hab, gat, quat, lat, jat, zam, fam*.



Day 1

It's fun to spell words!
I wish we could write
some of the new words
we have learned.

Love,

Backpack Bear 

Day 2

I love how Zac used
his bag for a hat! I
have a great idea for
how to use a bag. I'll
share it with you later!

Your pal,

Backpack Bear 

Day 3

What great puppets
you made! I noticed
how well you followed
directions!

Love,

Backpack Bear 

Day 4

I loved the story about
the turnip! Have you
ever eaten a turnip?

Your friend,

Backpack Bear 

Day 5

I enjoyed listening to
the stories you wrote.
Can you read them to
the class today?

Love,

Backpack Bear 

DAY One

DAY TWO

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

"See It! Say It! Spell It!"

Zac and the Hat

HF Words:

all, some

Comprehension Skills:

Compare/Contrast
Classify/Categorize

Comprehension Strategy

Predict/Verify



R&W p. 8

Rhyming

Zac and the Hat

Shared writing

Comprehension Skills:

Story Details (setting, plot, characters)



Computer

Short Vowel Pals: "Zac and Cat"
BpB's Books: Concepts, "A-Machine"

Short Vowel Pals: "Zac and the Hat"
Motion Songs: Jam

Activity

Blend CVC Words

"Color by Word" Week 17

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Living and nonliving things

Writing

Write consonant-vowel-consonant words

Write about Zac and Dad

Social Studies


Science

Compare and contrast plants and animals

DAY Three

DAY Four

DAY Five

<p>R&W pp. 9, 10</p> <p>Decodable words</p> <p>Comprehension Skills: Cause/Effect Identify Genre (folk tale) Story Details (setting, main idea, characters, lesson)</p> <p>Comprehension Strategies: Predict/Verify Make Connections</p> 	<p>Syllables</p> <p>Comprehension Skills: Compare/Contrast Cause/Effect</p> <p>Comprehension Strategy: Make Connections</p>	<p>Rhyming</p> <p>Comprehension Strategy: Predict/Verify</p> <p>Story presentations</p>
<p><i>More Holidays:</i> "Garden Shop" ABCs: Any letter</p>	<p><i>I'm Reading:</i> Folk Tales, "The Turnip" ABCs: Jj, Ll, Yy, Ww, Kk, Hh</p>	<p>Starfall Free Day</p>
<p>"Concentration" HF Words</p>	<p>Draw, label "Enormous Things"</p>	<p>"Starfall Speedway" HF Words</p> <p>"Concentration" HF Words</p>
<p><i>The Little Red Hen and other Folk Tales:</i> "The Turnip"</p> <p>Dramatization</p>	<p><i>The Little Red Hen and other Folk Tales:</i> "The Turnip"</p> <p>Force, push, pull</p> <p>Vocabulary: cooperation, enormous</p>	<p>Practice page of your choice</p> <p>Draw and Label</p> <p>Animal Kingdom Poster</p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Mammals</p>
<p>Write about going on a picnic with Backpack Bear and Zac</p> <p>Write a new folk tale, as a shared story, based on "The Turnip"</p>	<p>Write a shared story scripted by the teacher</p>	<p>Produce, illustrate, and share a finished piece of writing</p>
<p>Characteristics of plants and animals</p>	<p>Know there is a relationship between force and motion</p>	<p>Characteristics of mammals</p>

1

2

3

4

5

6

Phonemic Awareness / Phonics Warm-Up

Materials

- Whiteboards/markers
- Word Cards: *can, fan, had, jam, rat, Zac*

"See It! Say It! Spell It!"

Play the game to practice spelling short-a CVC words:

- Hold up the Word Card, *Zac*. Children say, *Zac*.
- Children look carefully at how the word is spelled.
- Place the Word Card behind your back.
- Children sound out each letter to write the word on their whiteboards.
- When the children finish writing, hold up the Word Card.
- Children check their spelling.

Continue as above for *can, fan, had, jam, rat*.

When children are ready, omit the "See It" step. Children listen to the word, then write it on their whiteboards before checking.

Observe & Modify

1

Compare and Contrast Plants and Animals

Display the Picture Cards, *plant* and *rock*. Say: **A few weeks ago, we talked about living and nonliving things.** (Name the pictures displayed.) **Is a plant living or nonliving? Is a rock living or nonliving? Let's review how we can tell if something is living or nonliving. If the answer to these questions is yes, the object is living!**

- Does it need food and water?
- Does it grow and change?
- Does it move?
- Does it breathe?

Distribute one Picture Card to each child. Say: **Let's classify these pictures into two groups: living and nonliving. We'll use the *plant* column for living things and the *rock* column for nonliving.**

- A volunteer brings his or her Picture Card forward and names the picture.
- The volunteer places the Picture Card in the correct column.
- If a card is placed incorrectly, review the four questions to help children determine correct placement.

Remove the nonliving column of Picture Cards. Exchange the *rock* Picture Card with

Materials

- Pocket chart
- One Picture Card for each child in your class: *apple, bus, dog, drum, hat, kangaroo, lamp, leaf, lion, mouse, peach, rat, rug, sheep, sock, tree, truck, umbrella, vegetables, whale*
- Picture Cards: *plant, rock, zebra*

Reading

Blend vowel-consonant sounds to make words

Writing

Write consonant-vowel-consonant words

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Science

Compare and sort common objects by physical attributes

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

the zebra Picture Card. Say: **Look at the pictures of the living things. What two different kinds of things do you notice in this group?** (plants and animals) **We will classify these living things into plants and animals.**

Volunteers place the animal Picture Cards under the zebra card forming two groups, plants and animals.

Once the cards are classified, say: **Plants and animals are both living things.**

Compare the similarities between plants and animals, then contrast them. Do this orally, or if you prefer, write the children’s observations on a chart on the board. Responses might include:

<i>Plants</i>	<i>Both Plants & Animals</i>	<i>Animals</i>
Most plants are rooted and stay in one place.	move	Most animals move around from place to place.
Plants make their own food from sunlight.	need food, water, and sunlight	Animals depend on plants and other animals for food.
Plants do not make sounds.		Most animals make sounds to communicate with each other.
Most plants begin growing in the ground.	grow and change	Animals begin growing inside their mothers.
Plants need help pollinating and spreading their seeds.	reproduce themselves	Animals do not need help reproducing.
Plants breathe in carbon dioxide.	breathe	Animals breathe in oxygen.



Reading

Read simple one-syllable and high-frequency words

Match print to speech

Science

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

Materials

- Whiteboards/markers
- Starfall Dictionaries
- One classroom book for each child

Introduce High-Frequency Words: *all, some*

Distribute whiteboards and markers. Say: **Let's learn two high-frequency words! Draw a line down the middle of your whiteboard, from the top to the bottom, to divide it in half.**

Write *all* on the board. Say: **This word is *all*.** (Children repeat, *all*.) **Write *all* on the left side of your whiteboards.**

Write *some* on the board. Say: **This word is *some*.** (Children repeat, *some*.) **Write *some* on the right side of your whiteboards.**

Tell the children you will read a sentence. They listen for the words *all* or *some* in the sentence. When they hear either word, the children point to it on their whiteboards.

- *All* children are living.
- *Some* animals live in water, but break the surface to breathe oxygen from the air.
- *All* living things need air.
- I want *some* water for my plants.
- *Some* plants are tall and *some* are short.
- *All* people belong to the Animal Kingdom.

Continue, inviting children to construct additional sentences using *all* or *some*.

Distribute the classroom books. Say: **Look through your book for the words *all* and *some*. When you locate one of the words in your book, place a tally mark under the word on your whiteboards.**

Enter *all* and *some* in your dictionary. Children follow your example.

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

**Technology**

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Computer Practice**Practice**

- *Short Vowel Pals*: "Zac and Cat"
- *Backpack Bear's Books*: Concepts: "A-Machine"

Activity

Children choose a Picture Card and then use magnetic letters or play dough to form the word. Encourage them to check their work with their classmates.

Materials

- Magnetic letters (one set per child) or play dough
- Picture Cards: *bag, bat, pan, rat, van, jam, map*



3

Introduce *Zac and the Hat*

Display the paper bag. Say: **Let's think of the many different ways we could use this bag.** Accept responses such as lunch bag, to hold things, cut apart to use the paper, a puppet. **You'll never guess how Zac used his paper bag!**

Display *Zac and the Hat*. Read the title. Children look at the illustration on the front cover of the book and predict how Zac used his paper bag (as a hat). Read the story. After reading, discuss:

What happened to Zac's hat?

p. 3 — Look at Zac's face. How do you think he feels? How do you know he is sad? What made Zac feel better?

p. 4 — Look at Zac's face now. Does he feel better? Why do you think he feels better?

p. 5 — What do Zac and his dad decide to do with the hat?

p. 6 — How does the story end? What do you think Zac and Dad will do when they wake up?

Distribute children's copies of *Zac and the Hat*. Read the story together.

Explain that there are many high-frequency words in this story. Make two columns on the classroom whiteboard: High-Frequency Words; Short-A Words.

Read the title and column headings.

Say: **We will read each page and list the high-frequency words on the board.** Children identify the high-frequency words (*and, the, has, a, on, for*). You or a child writes them on the board.

Say: **Listen to this story again. As I read, listen carefully to all the words in the story that are not high-frequency words.**

Reread the story. Say: **What did you notice about the other words in the story?** List these words under the column titled Short-A Words (*Zac, hat, bag, sat, dad, claps, nap*).

Ask: **Which high-frequency words have the sound /a/?** (*and, has*)

Materials

- Zac and the Hat*, teacher edition
- Zac and the Hat* for each child
- Lunch-sized brown paper bag
- Classroom whiteboard/marker

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Identify and sort common words into basic categories



Collect the books.
You will use them
again on Day 2,
Session 3.

Phonemic Awareness Warm-Up

Materials

 None

Short-A Rhyming Words

Children listen carefully as you read each sentence to identify the three rhyming words within, then name other rhyming words.

Pam loves strawberry *jam* with *ham*. (ram, bam, lamb, Sam, am, clam, ma'am)

Zac has a *sack* in his *backpack*. (Jack, rack, lack, tack, crack, quack, yak)

Tad had a letter from *Dad*. (fad, sad, lad, mad, pad, add, glad)

Did the *fat rat* wear a red *hat*? (bat, that, gnat, scat, sat, mat, cat, pat)

Can *Dan* turn on the *fan*? (an, man, plan, tan, than, ran, van)

The *cat sat* on a yellow *mat*. (bat, hat, pat, that, rat, gnat, fat, scat, chat, flat)

Mag put the *rag* in a little *bag*. (tag, sag, drag, flag, lag, zigzag, wag)

Reading

Recognize and produce words that rhyme

1

Shared Writing

Children read *Zac and the Hat* together. Children identify the characters, setting, and main events of the story.

Say: **Pretend you are napping with Zac and Dad. What will you, Zac, and Dad do when everyone wakes up?**

Children share their responses in complete sentences. Write each response in a numbered list on chart paper, using different-colored markers for each sentence. After a sufficient number of sentences are volunteered, read the sentences.

Materials

- Zac and the Hat*
- Chart paper/markers in several different colors

Save this list of sentences. You will use it today in **Session 2**.

Reading

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Writing

Create narratives by drawing, dictating, and/or using emergent writing

2

Reading and Writing, Page 8

Review the high-frequency words in the Word Bank. Children complete the sentence by writing the high-frequency words from the Word Bank in the correct shapes, then read the story.

Refer to the responses listed on the chart paper from **Session 1**. Children choose one of the sentences, or write their own, in the space provided at the bottom of the page and then illustrate their choices.

Materials

- Zac and the Hat* decodable book
- R&W*, p. 8
- Pencils/crayons
- Chart-paper list from **Session 1**
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words

Writing

Create narratives by drawing, dictating, and/or using emergent writing

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

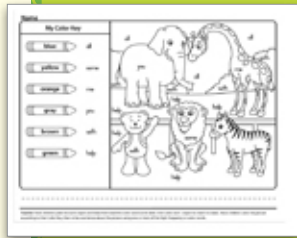
Computer

- *Short Vowel Pals*: “Zac and the Hat,” “Zac and Cat”
- *Motion Songs*: Jam

Practice

Activity

Children color the picture according to the key.



Materials

- Week 17** “Color by Word” for each child
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Backpack Bear Puppet

Recall Backpack Bear’s message. Backpack Bear whispers, “I’ll show them my idea in a few minutes!”

- Distribute *Zac and the Hat*.
- Recall the earlier lesson in which the children discussed the many different ways a brown paper bag could be used.
- Ask Zac how he used the bag in this story (as a hat).
- Volunteers retell the story of *Zac and the Hat* in their own words.
- Read *Zac and the Hat* together.

Backpack Bear whispers, “It’s time to show everyone my idea!” Display the lunch bags and the “Puppet” blackline. Show a completed puppet as an example.

Say: **Backpack Bear made this pattern so we can each make a puppet using a paper bag!** Demonstrate how to glue Backpack Bear’s head on the flap and his body on the bag. Distribute a bag and pattern page to each child.

Children write their names on the completed puppets.

Materials

- Lunch-sized paper bag for each child
- “Puppet” blackline for each child
- Crayons/scissors/glue sticks
- Each child’s copy of *Zac and the Hat*
- Backpack Bear
- Plush Zac the Rat

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Listening & Speaking

Listen carefully and understand directions for performing tasks

Collect the puppets. You will use them again on Day 3, Session 2.



Materials

- R&W, p. 9
- Pencils/crayons

Reading and Writing, Page 9

Complete as directed at the bottom of the page.



Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple and high-frequency words

1

Materials

- Plush Zac the Rat

Cause and Effect

Gather children in a circle. Explain: **Zac taught you a game called “what if” and he’d like for you to play it with him.**

Say: **Think about plants and animals! I will ask some “what if” questions. You will take turns giving the answers. The “what if” is the cause and your answer is the effect.**

Partner children. Hand Zac to the first pair of children. They answer the “what if” question together, then pass Zac to the next pair on their left.

What if:

- you watered a plant?
- there were no more plants on earth?
- animals stopped eating plants?
- plants could eat animals?
- the sun stopped shining?
- plants didn’t get water for a long time?
- plants could talk?
- plants didn’t breathe out oxygen (air)?
- animals stood still and plants could walk?
- it never rained?
- people were plants instead of animals?
- plants were born in hospitals?
- people grew in soil?
- animals grew on trees?

Reading

Connect to life experiences the information and events in texts

Make text-to-self and world connections

Answer questions using creative and critical thinking strategies

2

Reading and Writing, Page 10

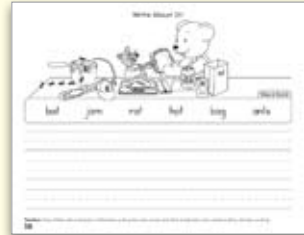
Distribute *R&W*, p.10 and the puppets. Children discuss the picture, read the words in the Word Bank, and locate those items in the picture.

Explain that the children will add illustrations of themselves to the picture, and then write sentences to tell what they are doing at the picnic! Remind children they may use the words in the Word Bank, kidwriting, and dictionaries to write their sentences. Quickly review the Star Writers Writing Rubrics.

Say: **If you aren't able to think of an idea, ask your Backpack Bear puppet to whisper some ideas to you!**

Materials

- R&W*, p. 10
- Paper bag puppets from **Day 2**
- Pencils/crayons
- Starfall Dictionaries



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

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

Draw pictures about ideas generated from class discussions

Computer

- *More Holidays*: "Garden Shop"
- *ABCs*: Any letter

Practice

Activity

Children shuffle the High-Frequency Word Cards, then place them face-down in a pocket chart. They play "Concentration" to match the cards.

Materials

- Pocket chart
- Two each High-Frequency Word Cards of your choice (for review)

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Materials

- The Little Red Hen and other Folk Tales*: “The Turnip, a Russian Folk Tale”, retold by Starfall
- A turnip

Introduce *The Little Red Hen and other Folk Tales*, “The Turnip”

Open *The Little Red Hen and other Folk Tales* to page 85, “The Turnip.” Read the title and tell the children this story is a Russian folk tale. Recall that folk tales are very old stories that have been passed down orally from grandparents to grandchildren, and often teach a moral or a lesson.

- Ask children to make predictions based on the title picture.
- Indicate the turnip and display an actual turnip. Explain that a turnip is a vegetable people can eat. It grows under the ground like carrots, onions, radishes, beets, and potatoes. It must be pulled out of the ground before it can be cooked and eaten.
- Read the story and check predictions.

Partner children to discuss the following:

farmer, his wife, little girl, black dog, yellow cat, brown mouse	Who are the characters in this story?
on a farm; outside	Where does the story take place or what is the setting?
The characters kept trying to pull up the turnip.	What happened over and over again?
They helped each other in order to get the job done.	How did the characters in the story treat each other?
Working together, we can get things done that we couldn't do alone.	What did we learn from the story that we can use in the classroom?

Dramatize the folk tale:

- Assign several children the parts of each character, or repeat the story several times to give all the children an opportunity to participate.
- Arrange the children playing the characters in story order (farmer, farmer’s wife, little girl, black dog, yellow cat, brown mouse).
- Children dramatize the story as you read.



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

Answer questions about essential elements of a text

Identify familiar literary forms

Phonemic Awareness Warm-Up

Materials

-
- Starword Wall

Syllables

Use vocabulary words of varying lengths from your Starword Wall to blend and segment syllables.

- Choose a word, divide it into syllables, and ask children to blend the syllables together to form the word.
- Choose a word, segment the word in syllables, children clap for each syllable, and determine how many syllables are in the word.

Reading

Identify, blend, and segment syllables in words

1

Cooperation

Read "The Turnip." Children chime in during predictable phrases.

Explain: **This Russian folk tale has been told to children and grandchildren for years and years. There are many different versions. What remains the same is there is a turnip, which is too big for one person to pull from the ground. Several characters, from largest to smallest, work together to pull it up.**

If you have other versions of this folk tale, show them to the children and briefly discuss similarities and differences.

Say: **The turnip was too big for one person to pull up out of the ground. In our story and other stories like it, the characters always have the same problem. Who knows what the problem was?**

Explain: **It took cooperation, or all of the characters working together, to pull the turnip from the ground.** Children repeat, *cooperation*. Ask them to think of times when it took cooperation to get things done in their classroom. Discuss.

He asked for help.

How did the farmer get the job done?

Say: **The funny part about the story "The Turnip" is that the first person trying to pull up the turnip is the largest, and the last one is the smallest. The story reminds us that when we cooperate, everyone helps get the job done, from largest to smallest. Just think, the big farmer and his family couldn't have pulled up the turnip without the help of the little mouse!**

Say: **The farmer in this story is big, but the turnip is enormous. What do you think enormous means?** (Children respond.) **Enormous means very, very big.** Children repeat, *enormous*. Ask them to name other words meaning very big, or enormous.

Materials

-
- The Little Red Hen and other Folk Tales*
- , "The Turnip"
-
-
- Chart paper
-
-
- Vocabulary words:
- cooperation, enormous*
-
-
- Optional: other versions of "The Turnip"

Reading

Connect to life experiences the information and events in texts

Answer questions about essential elements of a text

Identify characters and important events

Use new vocabulary that is introduced and taught directly

Participate actively when predictable and patterned selections are read aloud

Save this list for use in today's Independent Practice Activity.

Say: **Let's see how many things we can think of that are enormous. We'll make a list.**

- Children name enormous things (elephants, whales, buildings, fields, stadiums, the world, ships, planets, stars, hippos, rhinos, trucks, etc.).
- List enormous items on chart paper as they are named.
- Read the list aloud when it is complete.

Say: **We would have to cooperate if we wanted to move one of these enormous things!**

2

Write a Shared Story

Display "The Turnip." Say: **Think about the characters in the story. What did you notice about their sizes?**

(The farmer is the largest, and each character helping the farmer gets smaller.) **Let's see if we can remember all of the characters in the story. It will help us remember all of them if we start with the farmer, who is the largest, and name the rest of the characters in order.**

- Children name the characters in order of appearance.
- List the characters on the whiteboard as they are named.
- Use the book, if needed, to remind the children of the characters and their order.

Say: **We should write our own folk tale! Instead of moving an enormous turnip, the characters in our story could move something else. What could it be?**

Children:

- volunteer ideas, then choose one.
- discuss where the object will be moved and why.

Write the children's object on the board.

Next, children decide who the six characters in their story will be. Encourage them to use adjectives for each character, such as those in the story (black dog, little girl, etc.), and to choose characters of various sizes.

- List the children's characters on the whiteboard in random order, apart from the original story characters.
- Recall the size order of the original list of story characters written on the board.
- Children order their new characters from largest to smallest.
- Write the names of their new characters next to the original characters they replace.

Say: **Now we are ready to write our story!**

- Children bend the story line in "The Turnip" to write their own similar, yet unique, story.
- Write the story on chart paper as children dictate their ideas.
- Remind them to use the object and characters decided upon in this lesson, and to introduce their characters in order from largest to smallest.
- Read the story.

Materials

- The Little Red Hen and other Folk Tales*, "The Turnip"
- Whiteboard/chart paper/marker

Reading

Retell familiar stories

Answer questions about essential elements of a text

Connect to life experiences the information and events in text

Participate in writing simple stories, poems, rhymes, or song lyrics

Writing

Connect thoughts and oral language to generate ideas

Create a group draft, scripted by the teacher

Save the stories generated in each session. You will use them again during Day 5, Session 1.

Computer Practice

Practice

- *I'm Reading:* Folk Tales, "The Turnip"
- *ABCs:* J, L, Y, W, K, H

Draw and Label

Children illustrate and label one or more items from the "enormous things" list generated during **Session 1**.

Materials

- Chart paper list from **Session 1**
- Drawing paper
- Pencil/crayons

3

Force — Push and Pull

Materials

- A child's chair or desk
- Prepared chart paper

Place a child's desk or chair in the front of the room and look at it with a puzzled expression on your face. Backpack Bear whispers "What you are doing?" Say: **I am watching the chair to see if it moves.**

Backpack Bear whispers again. Say: **Backpack Bear says I should ask you, can this chair move?** Children explain that the chair cannot move by itself.

Push the chair a few feet across the classroom. Ask: **What made the chair move?** (Children respond.) **Yes, the chair moved because I pushed it.**

Now, *pull* the chair back to its original position. Again ask: **What made the chair move? Yes, the chair moved this time because I pulled it.**

Explain: **The chair cannot move by itself. It needs a force to act upon it in order for it to move.** (Children repeat, *force*.) **A force is the push or pull that makes objects move. What story did we read in which a farmer and his friends used force to get something out of the ground? ("The Turnip") What force did they use to get the turnip out of the ground, push or pull?** (pull)

Let's play a game to see how well we understand. We can be "force detectives." We will look for objects in our classroom that we can move if we use the forces of pushing, pulling, or both pushing and pulling. Display the prepared chart paper. **I will make a list of the objects and the forces you use.**

- Choose a volunteer and whisper the direction to either *push* or *pull* a specific classroom object (e.g., pull the door open, or push a book across a table).
- The volunteer performs the action.
- The class decides which force, *push*, *pull*, or *push and pull*, the volunteer used to cause the movement of the object.
- Write the name of the object in the appropriate column on the chart paper.

Repeat with several volunteers and directions. Use suggestions on the following page for additional practice. Children may mime situations if items are not available.

Technology

Use technology resources to support learning

Writing

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

Science

Know that there is a relationship between force and motion

Writing

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

<i>Push</i>	<i>Pull</i>	<i>Push and Pull</i>
golf club, tennis racket, baseball and bat	projector screen	open a door
toy car	fishing pole	erase the whiteboard
wind blowing grass or leaves	a wagon	mop the floor
light switch	open a drawer	wash a table or window
ride a bike	drink from a straw	brush your teeth
fan blowing papers	tug of war	mow the lawn
writing and coloring	open a closet door	vacuum the carpet
use a remote or dial a phone	jump rope	open or close a window
drinking fountain and water faucet	open a curtain or blinds	use a bow and arrow
push a gas pedal, grocery cart, or stroller	get a marker or crayon	
type on a keyboard		
use a pencil sharpener		

Phonemic Awareness Warm-Up

Rhyming Words

Write the words: *yes* and *no* on the board. Children copy the word *yes* on one side of their whiteboards and *no* on the other side.

Explain: **I will say a set of words. If the words rhyme, hold up the side of your whiteboard that says yes! If they do not rhyme, hold up no! Ready?**

flag/drag	tail/tag/tab
snake/rake	plate/gate
clam/ham/jam	make/take/brake
van/tag/rat	snap/pan/rain
sat/hat/mat	mall/tall/small

Materials

- Individual whiteboards/markers

Reading

Distinguish rhyming and non-rhyming words

1

Presentation of Stories

Invite the authors of the first story to come forward. Volunteers from that group:

- Name the item they chose for their story.
- Name the characters chosen for their story.

Read the story. Encourage the class to give compliments and/or ask the group questions about their story. Repeat for the other group.

Materials

- Small group stories from **Day 4, Session 2**

Listening and Speaking

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

Writing

Produce, illustrate, and share a finished piece of writing

Technology

Use technology resources to support learning

Computer

1

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

Reading

Blend individual phonemes in simple, one-syllable words

Blending Short-A CVC Words

2

Children identify individual letters and blend them to form words.

Materials

- "Blend Practice 2" featuring short-a CVC words

Reading

Read simple one-syllable and high-frequency words

"Starfall Speedway"

3

Children read short-a CVC nonsense words to advance.

Materials

- "Starfall Speedway"

Reading

Read simple one-syllable and high-frequency words

"Concentration"

4

Children match High-Frequency Word Cards, read the word, then give matches to Backpack Bear to hold.

Materials

- Pocket chart
- High-Frequency Word Cards (two each of words needing additional practice)
- Backpack Bear

Generator Practice Page

5

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

Materials

- Generated Practice Page of your choice

Reading

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

Draw and Label

6

Children draw pictures of the story "The Turnip" and label pictures using kidwriting, or by copying words from the text.

Materials

- The Little Red Hen and other Folk Tales: "The Turnip"*

2

Mammals

Review the Animal Kingdom and Animals with Backbones Posters. Emphasize the five animal groups with backbones.

Ask: **Which animal group have we been learning about?**

Display and read the title: *Backpack Bear's Mammal Book*. Ask:

Is this story fiction or nonfiction? How do you know?

Why do you think the author, Alice O. Shepard, wrote this story?

Read the story. Leave out key words or phrases, inviting the class to complete the word or sentence.

Say: **What did you learn about mammals from *Backpack Bear's Mammal Book*?**

Explain: **Next week we will learn about another animal group. Which animal group do you think we might learn about?** Ask children to give reasons for their choices. (Accept all guesses without disclosing which animal group it will be.)

Materials

- Backpack Bear's Mammal Book
- Backpack Bear
- Animal Kingdom Poster
- Animals with Backbones Poster

Reading

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

Identify the author's purpose as stated in the text

Science

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

