

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

If you have questions or comments, please contact us.

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Starfall Kindergarten

Teacher's Guide

The Animal Kingdom

Unit 6 • Week 15

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

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The Animal Kingdom

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Frequently Asked Questions

I have a verbal and easily distracted group of students. How can I best meet their needs?

Determining the learning styles of your children will help you address this situation, the three most common being: visual, auditory, and kinesthetic. While most use a combination of learning styles, one usually dominates.

When delivering instruction, it is important to present information such that it communicates to everyone. Often we teach from our own learning styles without realizing it! For example, visual learners tend to use verb phrases such as “look here” and “see this,” thus inadvertently diminishing the attention of auditory and kinesthetic learners.

See the table on the facing page for attributes, recommendations, and key verbs for getting and keeping the children’s attention.

How do I determine the learning style of each child?

A preliminary way of determining learning styles is to observe a child’s eye-movement when answering questions. While this method is not sufficient to confirm a child’s learning style, it is a useful indicator.

Ask a “thinking” question such as, “What did you do on your last birthday?” Watch the child’s eye movement as he or she thinks about the answer.

- *Visual*—Eyes look straight up and the head may tilt back. They are remembering what

they saw or will see, or are visualizing the answer.

- *Auditory*—Eyes move to the right or left. The head may move sideways. They are recalling where they heard something, or listening to themselves think of the answer.
- *Kinesthetic*—Eyes go straight down and the head may tilt down. They are remembering how they did something, or how they would do it.
- *All three*—Eyes stay forward, no movement at all, indicating a balance of all three learning styles.

Children may demonstrate both visual and kinesthetic eye-movements. The eye movement that occurs first indicates their primary learning style.

Reading Research

There are three generally accepted learning styles: *visual*, *auditory*, and *kinesthetic*. These styles represent biological and developmental characteristics affecting how each child learns, and determine how he or she begins to concentrate on, process, and retain new and difficult information. Research indicates that after IQ, a child’s learning style contributes most significantly to his or her academic achievement.(1)

For over 40 years, Rita Dunn, Professor in the Division of Administrative Instructional Leadership, Director of the

Center of the Study of Learning and Teaching Styles at St. John’s University, Jamaica, New York, has advocated that teachers use multiple strategies to meet the learning styles of all learners. Because no one instructional method or resource will work for all children, her research suggests some children do not perform well simply because their learning styles have not been met.(2)

When there is no correlation between a child’s learning style and the way the teacher is teaching, the child often becomes inattentive and restless. What is a teacher to do?

Starfall Kindergarten teachers aim for balance in their instructional approach, and use multi-sensory techniques and strategies to engage children within each learning style. Starfall teachers recognize their own dominant learning style and purposefully develop their capacity to communicate to other learners. Our balanced approach provides:

- *visual learners* vibrantly illustrated books, posters, and computer activities, sign language, graphic organizers, and student-created stories and illustrations.



The Kinesthetic Learner

- Makes feelings known and expresses them physically—gestures when speaking
- Seems distracted and has difficulty paying attention to auditory or visual presentations—loses interest in long discussions
- Fidgets while looking at books

Meeting Kinesthetic Needs

- Involve kinesthetic learners directly in the instruction—they are excellent volunteers and helpers
- Incorporate movement, use ASL.
- Make up a tune and sing directions
- Drop the pitch of your voice

Key Kinesthetic Verbs

act out, draw, give, feel, make, write, do build, get, touch, want, use



The Auditory Learner

- Can be working on something unrelated and still hear directions and instructions
- Enjoys listening to others but can't wait to talk
- Likes hearing himself/herself and others talk during recitation, stories, and discussion

Meeting Auditory Needs

- Encourage auditory learners to verbalize information to themselves and others—partner sharing and discussion is a must
- Stand to the right of the group when delivering directions
- Make up a tune and sing directions

Key Auditory Verbs

ask, discuss, explain, listen, say, answer, hear, sound, talk, whisper



The Visual Learner

- Looks around and examines
- Has great recall of words presented visually
- Recognizes words by sight and relies on configuration of letters for spelling
- Sometimes stops and stares into space

Meeting Visual Needs

- Invite these children to help you create lists during whole group instruction. They learn best when they write things down
- Charts, webs, and images are sure means of keeping their attention
- Show the pictures during read-alouds

Key Visual Verbs

look, show, watch, picture, see, visualize, view, imagine

- *auditory learners* computerized stories read orally, discussions, partner-reading, music, rhymes, and oral vocabulary games.
- *kinesthetic learners* manipulatives such as play dough and magnetic letters, puzzles and sequence cards, frequent movement, and interactive computer activities.

As you achieve balance in your instructional approach, you guarantee all of your children learn, at least part of the time, in the style best suited to them. This contributes to their increased comfort and ability to learn. It even enhances their willingness to

practice learning styles with which they may not be as comfortable!(3)

1. McDermott, P. (1984). "Comparative Functions of Preschool Learning Style and IQ in Predicting Future Academic Performance." *Contemporary Educational Psychology*, Volume 9, (1), 38-47.
2. Dunn, R, Dunn, K, and Perrin, J. (1994). *Teaching Young Children Through Their Individual Learning Styles*, Boston, MA: Allyn & Bacon, Inc.
3. Gilbert, J, Swainer, C. (2008). "Learning Styles: How Do They Fluctuate?" *Institute for Learning Styles Journal*, Volume 1, 29-40.

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35 years experience teaching early childhood education

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What great activities, especially from the kinesthetic aspect. My students need to MOVE! —Wasilla, Alaska

The Starfall kindergarten program has made every attempt to address the varied learning styles and modalities of the early childhood student. —Las Vegas, Nevada

I love how you incorporate ASL in the plans. This is so great for the visual and kinesthetic learner. —St. Petersburg, Florida

Preparation

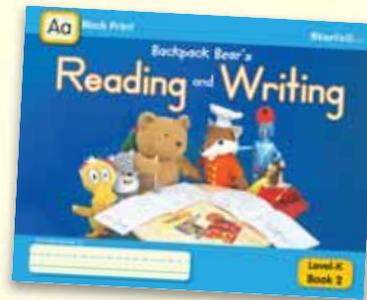
Now that individual letters have been introduced, rearrange your Word and Picture Cards: Remove the **Alphabet Dividers** and replace them with the **Short Vowel Dividers**, then organize the word and Picture Cards according to the medial vowel sounds of the words they represent. Save the **Alphabet Dividers** for use during the first half of the next school year.

Save Word Cards: *mammals, birds, reptiles, fish, and amphibians* for use throughout the second semester.

Generate and prepare:

- Vocabulary Word Cards for **Week 15**. You will use *characteristics, ripe, tromp, disguise, half, mammals, birds, reptiles, fish, and amphibians* on **Day 2**, and *limbs, survive, camouflage, and predator* on **Day 4**.
- an "ABC Rhyme" practice page for short-a. Photocopy one for each child to take home and practice with his or her parents.

This week you will begin using Level-K, Book 2: *Reading and Writing* on **Day 1**. Write each child's name on the front cover or let children write their own names.



Day One

Familiarize yourself with the adapted vowel version of "Bingo" ahead of time.

Prepare chart paper with two columns labeled "High-Frequency Words" and "Short-a Words."

Day Two

None

Day Three

Prepare the *Zac the Rat* Sentence Strips and Word Cards for **Session 2**.

Day Four

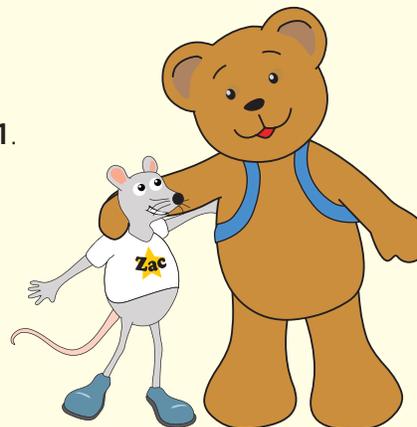
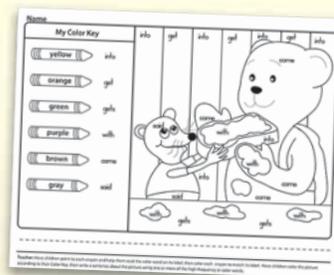
None

Day Five

Generate and photocopy **Week 15** "Color by Word" Practice Page for each child.

Label a sheet of chart paper "Mammals" for **Session 1**. The list created in this lesson will be used again in **Week 16, Day 3**.

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



Day 1

I have a new friend who wants to be part of our class. Would you like to meet him?

Love,

Backpack Bear 

Day 2

I learned that I belong to a group of animals called mammals. Guess what? You do, too!

Love,

Backpack Bear 

Day 3

I loved learning about Zac's favorite sound. The same sound is in my name! Do you hear the /a/ in Backpack?

Your Pal,

Backpack Bear 

Day 4

I have a surprise for you! It will help us learn more about mammals.

Love,

Backpack Bear 

Day 5

I am so glad we belong to the same animal group, the mammals! Can we make a list of other mammals?

Love,

Backpack Bear 

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W p. 1</p> <p>Medial /a/</p> <p>Review vowels</p> <p>Review homonyms</p> <p><i>Zac the Rat</i></p> <p>HF Words:</p> <p>into, get, gets</p> 	<p>Initial short-a words</p> <p>Initial long-a words</p> <p>Comprehension Skills:</p> <p>Inference</p> <p>Classify/Categorize</p> <p>Comprehension Strategy:</p> <p>Open Discussion</p>
<p>Computer</p>	<p><i>BpB's Books: Concepts, "A-Machine"; ABCs: Zz - Aa; Learn to Read: Row 15, "Y Can Be a Vowel"</i></p>	<p><i>Learn to Read: Row 1, "Zac the Rat"; ABCs</i></p>
<p>Activity</p>	<p>"Starfall Speedway" HF Words</p>	<p>Short-a words: play dough or magnetic letters</p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>"Vowel Bingo"</p> <p>"Short-A Song"</p> <p>"Letter March Song Aa"</p>	<p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>"Aa Apple Rhyme"</p> <p>Animal Kingdom Poster</p> <p>Animals <u>with</u> Backbones Poster</p> <p>Animal Kingdom, Mammals</p> <p>Vocabulary: mammals, birds, characteristics, reptiles, tromp, fish, amphibians, ripe, disguise, half</p>
<p>Writing</p>		
<p>Social Studies</p>		
<p>Science</p>		<p>Observe, describe similarities and differences in appearance and behavior of plants and animals; Know stories sometimes give plants and animals attributes they don't really have; Identify major structures of plants and animals</p>

DAY Three

DAY Four

DAY Five

<p>R&W p. 2</p> <p>Substitute initial, final sounds</p> <p>Word Families: -an, -at</p> <p><i>Zac the Rat</i></p> <p>Comprehension Skills: Sequence Compare/Contrast Story Details (problem/solution)</p> 	<p>R&W p. 3</p> <p>Inflectional ending: -s</p> <p>Comprehension Skill: Identify Genre: nonfiction</p> 	<p>Word Families: -am, -ap</p>
<p><i>Learn to Read: Row 1, "Zac the Rat"; ABCs</i></p>	<p><i>BpB's Books: Concepts, "A-Machine"</i> <i>Math Songs: 5 Little Bears; 10 Little Monkeys</i></p>	<p>Starfall Free Day 1</p> <p>"Starfall Speedway" Short-a 2</p> <p>"Color by Word" 3</p>
<p>Short-a puzzles</p>	<p>Short-a puzzle</p>	<p>Sequence <i>Zac the Rat</i> 4</p>
<p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p>	<p><i>Backback Bear's Mammal Book</i></p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Vocabulary: limbs, survive, camouflage, predator</p>	<p>Practice page of your choice 5</p> <p>Draw and label mammals 6</p> <p>Author's Chair</p>
	<p>Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events</p> <p>Write by moving from left to right and from top to bottom</p> <p>Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</p> <p>Develop and demonstrate creative writing</p>	<p>Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing</p>
<p>Observe and describe similarities and differences in the appearance and behavior of animals</p>	<p>Understand animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce</p> <p>Observe and describe similarities and differences in the appearance and behavior of animals</p>	<p>Observe and describe similarities and differences in the appearance and behavior of animals</p>

Phonemic Awareness / Phonics Warm-Up

Materials

- Navigate to *Learn to Read*: Row 15, "Y Can Be a Vowel"

Review Vowels

Say: **Let's look at our Alphabet Chart. Remember, the letters are divided into two categories; consonants and vowels. Who can name the five vowels?**

Play "Jump Up, Sit Down."

- Name any letter of the alphabet except y.
- If the letter is a vowel, children sit down on the floor.
- If it is a consonant, they jump up.

Explain: **There is one letter of the alphabet that is usually a consonant, but in some words it gets to be a vowel. Sometimes y stands for the sound /i/, as in the word my. Sometimes it stands for the sound /e/, as in the word pony.**

Visit *Learn to Read*: Row 15, video "Y Can Be a Vowel."

Review the names of the vowels, *a, e, i, o, u* and sometimes *y*. Children repeat.

Sing "Vowel Bingo."

Vowel Bingo (Melody: "Bingo")

There are some letters,
you need to read,
And I will sing them with you,
a, e, i, o, u
a, e, i, o, u
a, e, i, o, u
and then there's sometimes *y*.



1

Introduce Zac the Rat and Medial /a/

Read Backpack Bear's message. Backpack Bear whispers, "I have a clue that might help you guess who my new friend is." Play *Sing-Along* Track 28.

Backpack Bear whispers to you, "I met Zac on *More.Starfall.com*. I told him how much fun I was having in school and he asked if he could come to school and be part of our class, too." Explain: **Zac has a favorite sound. It's in the middle of his name. Can you guess what it is? (/a/)**

Children say /a/ and name the letter that stands for the sound /a/. Zac leads children in "The Letter March."

Tell Zac you and his fellow classmates will help him learn to write his name.

- Children use their invisible rubber bands to determine the three sounds in Zac's name.
- A volunteer writes the letters on the classroom whiteboard as the children make each sound.

Explain: **Zac is a name so it starts with an uppercase letter, Z. Zac's parents wanted his name to end with c rather than k!** Blend the letter sounds together to read Zac. Children teach Zac the ASL signs that spell Zac.

Materials

- Backpack Bear
 Plush Zac the Rat
 Sing-Along Track 28
 R&W, p. 1
 Pencils/crayons
 Whiteboard / marker

Reading

Match all consonant and short-vowel sounds to appropriate letters

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in CVC words

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

Match consonant and short-vowel sounds to appropriate letters

Blend and/or segment individual phonemes in simple, one-syllable words

Zac whispers, "I have a new book and the first page has my picture on it. It also has pictures of words with my favorite sound, /a/."

Distribute Practice Book 2: *Reading & Writing* and complete page 1.

2

Introduce High-Frequency Words: *into*, *get*, *gets*

Write *into* on the board. Say: **This word is *into*.** (Children repeat.) **Who can find the two words in *into*?** Volunteers circle *in* and *to* on the board.

Explain: **When two words are put together to form a new word, we call it a *compound word*.**

Write *get* on the board. Say: **Let's decode this high-frequency word together, /g/ /e/ /t/, *get*.**

Write *gets* on the board. Ask children what they notice about the word (*get* + *s*). Children name the word.

Divide the class into three seated groups. Assign one of the three high-frequency words to each group. Explain: **I will say a sentence that uses one or more of these new high-frequency words. If you hear your word in the sentence, your group stands. Ready?**

- May I *get* you some food?
- Zac *gets* to be in our class!
- Put this *into* the box.
- Ready, *get* set, go!
- Please *get into* the car.
- Please put the present *into* your bag.
- Backpack Bear *gets* to be the leader today.
- The bird flew *into* the cage.
- Please *get into* bed!
- Cindy *gets* to be first.

Gather children in a semicircle. Place the High-Frequency Word Cards face-down on the floor. Play "High-Frequency Word Search."

- A volunteer chooses any face-down card, turns over the card, shows it to the class, and then reads the word.
- If the word is read correctly, the class give a "thumbs up."
- The child returns the card to the floor face-up and chooses the next volunteer.
- Continue the game until all cards have been revealed.

Write *into*, *get*, and *gets* in your Starfall Dictionary. The children follow your example.

Materials

- High-Frequency Word Cards: *and, are, be, can, for, get, gets, go, has, he, in, is, it, like, likes, not, on, see, she, the, to, you*
- Starfall Dictionaries
- Classroom whiteboard/marker

Reading

Read simple one-syllable and high-frequency words

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



Computer

Practice

Technology

Use technology resources to support learning

- *Backpack Bear's Books: Concepts "A-Machine"*
- *ABCs: Begin with Zz and review letters backwards*
- *Learn to Read: Row 15, Skills "Y Can Be a Vowel"*

Activity

Children review letter sounds, and blend CVC words with medial /a/, to advance on the "Starfall Speedway." If a child has difficulty reading a word, he or she may ask another child for assistance.

Materials

- "Starfall Speedway"
- Word Cards: *am, an, and, at, bag, bat, can, cap, cat, fan, had, ham, has, hat, jam, mad, man, map, pan, rat, sad, van, Zac*

Reading

Blend and/or segment individual phonemes in simple words

3

Introduce *Zac the Rat*

Navigate to *Learn to Read: Row 1, "Zac the Rat."* Sing "The Short-A Song" along with the computer. Read the title, *Zac the Rat*.

Say: **This story was written and illustrated by a team of people who work for Starfall.**

Proceed to the first page and discuss the illustration. Children predict what might happen to Zac in the story. Read the story.

Give each child a copy of *Zac the Rat*. Children print their names on the back cover.

Read the story in unison. Say: **There are two types of words used in this story. One type is high-frequency words we have already learned, and the other is words with the short-a sound.**

Display the chart paper labeled High-Frequency Words/Short-A Words. Say: **Let's categorize the words into these two groups as we read the story together.**

- Read the first sentence together.
- Children identify high-frequency words.
- Write the words in the High-Frequency Word column.
- Read the remaining words. Children segment and blend the sounds to determine if the words use the short-a sound.
- Write the short-a words in the Short-A Words column.
- Children find the high-frequency words with short-a sounds and circle those words with a different colored marker.

Materials

- Navigate to *Learn to Read: Row 1, "Zac the Rat"*
- Zac the Rat* decodable book for each child
- Chart paper with two columns labeled: High-Frequency Words, Short-A Words
- Plush Zac the Rat
- Backpack Bear
- High-Frequency Word Cards: *get, into*

Reading

Blend and/or segment individual phonemes in simple words

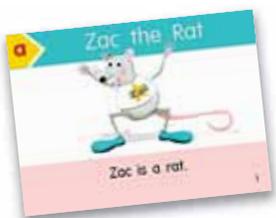
Distinguish initial, final, and/or medial phonemes in words

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content

Technology

Use technology resources to support learning



Ask a volunteer to write the words.

When completed, your list should look like this:

High-Frequency Words	Short-A Words
is	Zac
a	rat
on	sat
can	ants
the	ran
to	jam
had	pan
and	fan
	nap
	can
	had
	and

Recall that homonyms are words that sound the same but have different meanings. Explain: **Can is a homonym. We might say, I can run. Another way we might use can is, What is in the can?**

Review the lists of words.

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

Phonemic Awareness Warm-Up

Materials

 ABC Rhyme Book

Review Initial Short-A Words

Introduce Initial Long-A Words

Review Backpack Bear's Rhyme "Aa Apple." Children repeat the rhyme as you recite it. They name the words that begin with *a*. (apple, as)

Explain: **The letter A stands for another sound. We call it long-a. The sound of long-a is the letter's own name, a. This word begins with the long-a sound, ate.**

- Children make the sound of long-a in *ate*.
- Name other words beginning with the long-a such as *April*, *apron*, and *ape*.
- Children repeat these words.

Say: **Let's play a game with words that begin with long and short-a. If you hear a word that begins with short-a, place your palms very close together, but not quite touching. (Demonstrate) If the word begins with long-a, spread your palms wide apart as if measuring something long. Ready?**

ambulance	ax	acorn	apple
Africa	age	ants	ask
apron	ate	alligator	aim

Reading

Distinguish initial phonemes in words

Listening & Speaking

Recite short rhymes

Reading

Identify and sort common words in basic categories (e.g., colors, shapes, foods)

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects)

Know that stories sometimes give plants and animals attributes they do not really have

Identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)

1

Introduce the Animal Kingdom

Review Backpack Bear's message. Backpack Bear whispers, "I watched a TV show about mammals and other animal groups. What is a mammal? What are the other animal groups?"

Ask: **Do you remember when we sorted letters into groups of curved-line letters, straight-line letters, and letters that have both curved and straight lines? When we did this, we classified the letters based on their characteristics. A characteristic is something that makes a person or thing different from others.** (Children repeat, *characteristic*.) **Letters with the characteristic of curved lines went in the curved-line group. Letters with the characteristic of straight lines went in the straight-line group. Letters that have curved and straight characteristics went in the both group.**

Materials

- Animal Kingdom Poster
- Animals with Backbones Poster
- Pocket chart
- Vocabulary Word Card: *characteristics*
- Word Cards: *mammals, birds, reptiles, amphibians, fish*
- Picture Cards: *cat, duck, frog, shark, snake*

Explain:

- **Scientists classify everything in the world into groups using characteristics, just as we did when we classified the letters.**
- **First, scientists look for characteristics that are the same.**
- **Next, they look for characteristics that make something special or unique.**
- **Scientists decided that every living thing with the characteristic of being able to move from one place to another is an animal and belongs in the Animal Kingdom.**

Display The Animal Kingdom Poster. Read the title. Children repeat.

Indicate and read “Animals with Backbones.” Explain: **Scientists found that some animals have backbones. You have a backbone. Your backbone is made up of 24 bones running down your back. Touch your backbone to see if you can feel it!** Children do this.

Indicate and read “Animals without Backbones.” Tell the children they will learn about animals without backbones later.

Display the Animals with Backbones Poster. Say: **When scientists looked at the characteristics of animals with backbones, they found there were five groups: mammals, birds, reptiles, amphibians, and fish. Do you remember which animal group Backpack Bear said he belonged to? (mammals)**

Place the Picture Cards *cat*, *duck*, *frog*, *shark*, *snake* in the third row of your pocket chart. Children name each animal. Say: **Each of these animals belongs to a different animal group.**

- Place the Word Card *mammals* above the *cat* Picture Card.
- Read the card, and explain that a cat belongs to the *mammal* animal group.
- Children say, *mammal*.

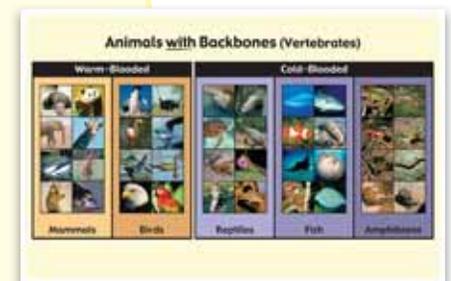
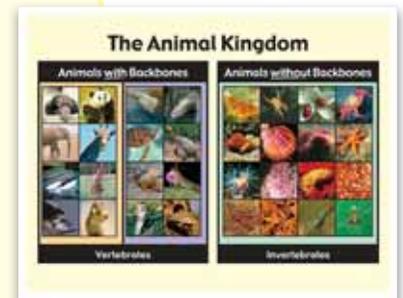
Repeat for *duck* (birds), *snake* (reptiles), *frog* (amphibians), and *shark* (fish).

Move the cat Picture Card and mammal Word Card to the center of the pocket chart. Say: **Let’s talk about mammals! When scientists looked at mammals they found two very important characteristics that made them special or unique.**

- They have hair, fur, or layers of fat to keep their bodies warm.
- Mammal mothers feed their babies milk from their bodies.

Say: **None of the other animal groups share these two characteristics, only mammals. I remember something else important from Backpack Bear’s message. In his message he told us he is a mammal. He also said his classmates are mammals. That means you and me! Look at your classmates. What mammal characteristic do you see on the top of our heads? That’s right. Hair!**

Briefly review the animal groups as you indicate and name them.



Reading

Describe common objects and events in both general and specific language

Identify the front cover, title, author, and illustrator

Use pictures and context to make predictions about story content

Ask and answer questions about essential elements of a text

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

Relate new vocabulary to prior knowledge

Use a variety of strategies to comprehend grade-level text

Answer questions about the text using creative and critical thinking strategies

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g. seed-bearing plants, birds, fish, insects)

Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*

Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. Discuss the cover, title, author, and illustrator of this story. Ask children to predict what this story might be about based on the title and cover illustration.

Ask: **What animal group do you think the little mouse belongs to?** (mammal) **How do you know?** (A mouse has hair or fur and feeds its babies with milk from the mother's body.)

Picture-walk through the book, then read the story. Introduce new vocabulary words as you read.

ripe	fully developed, ready to eat
tromp	to walk heavily and noisily; to stomp
disguise	something you wear that changes the way you look, so others don't recognize you
half	one of two equal parts

Review the meaning of the new vocabulary words in the context of the story.

- **ripe** — Say: **The author used the word ripe to describe the strawberry.** Children say, *ripe*, then define the word. Discuss other fruits or vegetables that can be *ripe*.
- **disguise** — Children recall the meaning of *disguise*. The mouse used a *disguise* for himself, and he also *disguised* the strawberry. Ask: **Why do you think the mouse used a disguise?**
- **tromp** — Display and read the page, "BOOM! BOOM! BOOM! The bear will *tromp* through the forest on his big, hungry feet, and SNIFF! SNIFF! SNIFF! find the strawberry."

Children stand. Say: **One of the vocabulary words on this page is *tromp*.** (Children say, *tromp*.) **Everyone, please *tromp* around the room.** (Children *tromp*.) **Now, walk softly around the room.** (Children walk softly.) **Now *tromp* around the room again!**

Children discuss the difference between *tromping* and walking softly.

- **half** — To demonstrate, divide the class in *half*. (Make two equal groups.) The groups face each other, forming partners.

Say: **Here is *half* of the group and here is the other *half*. When the mouse divided his strawberry in *half*, he had two pieces of one strawberry.**

Read the story. Children listen to determine who is speaking to the mouse.

Materials

- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood
- Vocabulary Word Cards: *ripe, tromp, disguise, half*

If you have an uneven number of children, select one child to be the "counter" to ensure each group has the same number of children.

After reading, ask children to identify the speaker. Accept all answers. Explain that the speaker could have been anyone, since the text and illustrations did not tell us the answer.

Children decide if this story is fiction or nonfiction and give reasons for their decisions.

Partner children. Explain that you will ask questions and they are to discuss the answers, then share their responses.

- Ev** Do you think there really was a big, hungry bear, or do you think the person talking to the little mouse tricked him?
- Kn** Why did the little mouse need a ladder?
- Kn** How did the little mouse use the lock and chain?
- Kn** What did the little mouse use for a disguise?
- Un** Why did the little mouse cut the strawberry in half?
- Ev** If you had to keep the strawberry away from a big, hungry bear, what would you have done?

Say: **Let's use our new high-frequency words in sentences with our new vocabulary words!** Write each sentence on the board. Volunteers circle the high-frequency words in each sentence. The class identifies the vocabulary word used in each sentence.

- I can *get* a *ripe* strawberry from the store.
- I will *get into* a *disguise* to fool my friends.
- Backpack Bear *gets* *half* the strawberry.
- The bear will *tromp* through the forest to *get* some berries to eat.

Ask children if they remember the name of the animal group that Backpack Bear and the mouse belong to. (mammals)

Review the two characteristics of mammals:

- They have hair, fur, or layers of fat to keep their bodies warm.
- Mammal mothers feed their babies milk from their bodies.

Encourage children to find pictures of mammals in magazines at home and bring them in to share with the class.

Add *ripe*, *tromp*, *disguise*, and *half* to your Starword Wall after the second Small Group session.

Computer

Practice

Technology

Use technology resources to support learning

Reading

Match consonant and short vowel sounds to appropriate letters

Blend individual phonemes in words

- *Learn to Read*: Row 1 Book, "Zac the Rat"
- ABCs: A, Z, C, D, G, M, N, P, and T

Activity

Children will choose Short-A Picture Cards and form the letters needed to spell the words, using play dough or magnetic letters.

- Materials**
- Play dough or magnetic letters
 - Picture Cards: *bag, bat, can, cap, cat, man, map, pan, rat, wag, Zac*



3

Comprehension: Questioning

Distribute *Zac the Rat*. Read the story together.

Distribute the "six-box" drawing paper. Children write their names on the back of the paper. You may wish for children to number the boxes from one to six in the upper left corner of each box.

- Materials**
- Each child's copy of *Zac the Rat*
 - Drawing paper divided into 6 boxes
 - Pencils/crayons

Say: **I will ask you some questions. You will sketch your answers using a pencil. You may use your *Zac the Rat* book for illustration suggestions.**

Ask the following questions and pause for children to sketch their answers before moving to the next question. Children can add color and detail to their illustrations at the end of the session.

Zac	Who is the main character in the story?
Jam spilled and ants were crawling around.	What was the problem he had?
He used a pan to get rid of the ants.	What did Zac try first to solve his problem?
He used a fan to blow them away.	What was the second thing he tried to solve his problem?
fan	What finally worked for him?
took a nap	What did he do at the end of the story?

Invite children to share their completed papers with their neighbors, then add color and detail to their illustrations.

Reading

Ask and answer questions about essential elements of a text

Phonemic Awareness / Phonics Warm-Up

Materials

 None

Substitute Initial/Final Sounds in CVC words with Short-A

Ask what new word would be formed if the children changed:

- the /j/ in *jam* to /h/. (ham)
Continue with /b/, /S/, /P/, and /r/. (bam, Sam, Pam, ram)
- the /h/ in *had* to /m/. (mad)
Continue with /s/, /b/, /p/, /d/ and /T/. (sad, bad, pad, dad, Tad)
- the /d/ in *had* to /t/. (hat)
Continue with /m/ and /s/. (ham, has)
- the /n/ in *pan* to /m/. (Pam)
Continue with /t/, /d/, and /l/. (pat, pad, pal)

These words may be written on the board for children who need visual clues.

Reading

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

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

Understand that the sequence of letters in the written word represents the sequence of sounds in the spoken word

1

Word Families –an and –at

Place the Word Cards *at* (on the left) and *an* (on the right) in the top row of the pocket chart. Leave a space between the words. Children read the words together.

Say: **Today we will learn two word families. I will show you pictures. The names of some of the pictures belong to the –at word family, and some belong to the –an word family. Words that belong to a word family rhyme. Ran and tan rhyme. They belong to the –an family. Mat, pat, and sat rhyme. They belong to the –at family.**

Place the Picture Cards randomly near the bottom of the pocket chart.

Indicate *at*. Children say, *at*.

- Invite a volunteer to locate and identify a Picture Card that rhymes with *at*.
- The children repeat the word.
- The volunteer places the Picture Card on the left side of the pocket chart under *at*.

Repeat for *an* with a new volunteer. Continue identifying and classifying the remaining pictures.

Complete *R&W*, p. 2.

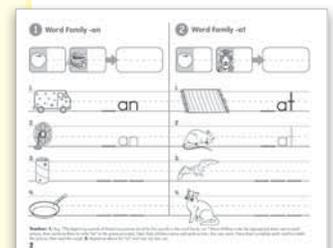
Materials

- Pocket chart
- Word Cards: *at*, *an*
- Picture Cards: *bat*, *can*, *cat*, *fan*, *hat*, *man*, *pan*, *rat*, *van*
- R&W*, p. 2
- Pencils/ crayons

Reading

Blend individual phonemes in simple, one-syllable words

Identify and sort common words in basic categories



Reading

Recognize that sentences in print are made up of separate words

Identify sequence of events in a story

Retell familiar stories

Auditorily segment sentences into correct number of words

Sequence *Zac the Rat*

Distribute *Zac the Rat* to each child. Children follow along in their books as you read the story. Children partner and read to each other.

Gather the children. Place the Sequence Cards, without the sentences, in the pocket chart in random order, one below the other. Say: **Let's look at these pictures from *Zac the Rat* and see if the story makes sense in this order.**

- Children work together to reorder the pictures to match the book.
- Check together for accuracy.

Children match the correct Sentence Strip to each Sequence Card. To check for accuracy, turn the Sequence Card over to reveal the sentence. Remove the Sequence Cards from the chart. Place the Sentence Strip Word Cards, *Zac is a rat*, in random order in the pocket chart.

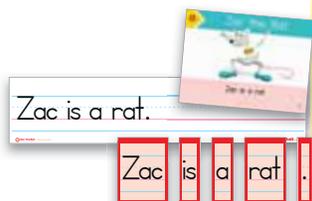
- Children read the words and determine if they make sense in this order.
- Volunteers reorder the words to form the sentence, *Zac is a rat*.

Children read the sentence together and count the number of words. Place the *Zac is a rat* Sentence Strip in the pocket chart next to the Word Cards. Say: **Let's count the number of words on this Sentence Strip.** A volunteer places each individual Word Card on top of the words in the Sentence Strip.

Continue with other sentences from *Zac the Rat*. Consider partnering children to construct sentences. This activity will be used as a learning center in future lessons.

Materials

- Each child's copy of *Zac the Rat*
- Zac the Rat* Sequence Picture Cards, Sentence Strips and Word Cards
- Pocket chart

**Computer****Practice**

- *Learn to Read*: Row 1 Book, "Zac the Rat"
- ABCs: B, F, H, J, K

Activity

Children complete the short-a puzzles, then list the short-a words from the puzzles on writing paper.

Materials

- Two Short-A Puzzles
- Writing paper/pencils

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Conflict and Resolution

Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. Children retell the story as you picture-walk through the pages. Ask if this story reminds them of *Zac the Rat*.

Read *Zac the Rat*. Children compare and contrast the two stories. As part of the discussion, recall the characteristics of mammals and confirm that both a mouse and a rat are members of this group.

In the pocket chart, display and read the Story Element Card: *What is the story's conflict or problem? How was it solved?* Explain: **Every story has a conflict, or problem, and a solution, or a way to solve the problem.**

- Display *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*.
- A volunteer identifies the story's problem.
- Children discuss the story's solution.

Repeat for *Zac the Rat*. Partner children to discuss other possible solutions to Zac's problem, then report back to the class.

Materials

- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
- Zac the Rat* Decodable Book, teacher edition
- Story Element Card: *What is the story's conflict or problem? How was it solved?*
- Pocket chart

Reading

Retell familiar stories

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Science

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



Materials

 None**Reading**

Read simple one-syllable and high-frequency words

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

Identify words that name actions

Listening & Speaking

Communicate effectively when sharing ideas

Introduce Verbs and Inflectional Ending –s

Say: **Words that describe actions, or things we do, are called verbs.**

Write *like* and *likes* on the board. Children identify the difference between the two words. Explain: **We often add -s to verbs depending on who is doing the action. Listen for verbs, or action words, in these sentences:**

- I *like* to read about Zac.
- Zac *likes* to play with Backpack Bear.
- We *help* Backpack Bear write his letters.
- Zac *helps* us learn the short-a sound.

Say: **I will use some other verbs in sentences. Listen carefully, and tell me how to correct the sentence so it makes sense. Ready? We *likes* to use the computer. How should we change the verb in the sentence to correct it? Yes, We *like* to use the computer.**

Continue for:

- Zac *want* to play outside.
- The teacher *need* a pencil.
- We *needs* to walk in the hallways.
- Backpack Bear *find* his book.
- We *hops* to the door.
- Zac *play* with the ants.
- Backpack Bear *bump* his nose.

1

Introduce *Backpack Bear's Mammal Book*

Display and review the Animals with Backbones Poster. Say: **We learned about the animal group we and Backpack Bear belong to. Who remembers the name of our animal group?** (mammals) **We also learned the characteristics of mammals. Partner-discuss what you learned about the characteristics animals have to have to be members of the mammal animal group.** (Mammal mothers feed their babies milk from their bodies, and mammals have hair/fur/fat.) Partners share with the class.

Display *Backpack Bear's Mammal Book*. Say: **We will learn more about mammals in *Backpack Bear's Mammal Book*. I will read a few pages, then you will partner-share what you learned. Ready?** Read the following sets of pages. Pause for children to partner-share something they learned or heard about mammals, then report back to the class. Introduce vocabulary words during this discussion.

- **pages 2-7** — Mammals have backbones, are “warm-blooded,” feed their babies milk from the mothers’ bodies, and have hair, fur, or fat to keep their bodies warm.
- **pages 8-9** — The babies of mammals look like their parents. Mammals look for safe places to have their babies.
- **pages 10-11** — Baby kangaroos and koala bears finish growing inside their mothers’ pouches; platypus and echidnas hatch from eggs; all are fed with milk from their mothers’ bodies.
- **pages 13-19** (limbs) — Introduce *limbs*: the arms or legs of a person or four-legged animal.

Mammals have four limbs. Land animals use them to walk on land. Other mammals use them to swim. A bat uses its limbs to fly.

Mammals breathe air with lungs.

- **pages 20-21** (survive) — Introduce *survive*: to continue to live. Mammal parents teach their babies to hunt, or find, food and water to live.

Ask: **Is this book fiction or nonfiction? How do you know it is nonfiction?**

Explain that you will finish *Backpack Bear's* book later today.

Materials

- Animals with Backbones Poster
- Backpack Bear's Mammal Book* by Alice O. Shepard
- Vocabulary Word Cards: *limbs*, *survive*

Reading

Understand that printed materials provide information

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

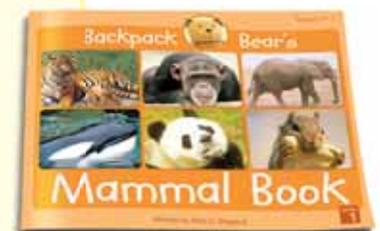
Listen to and discuss both familiar and conceptually challenging text

Science

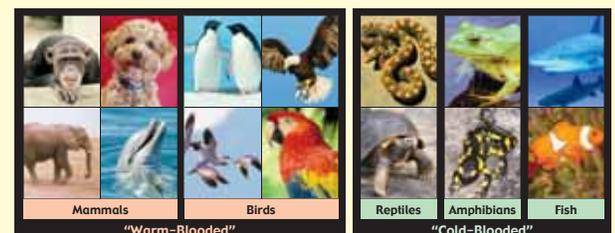
Understand animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce

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

You will address pages 2-21 during this session and complete the book during Session 3.



Vertebrates (Animals with Backbones)



Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Write About Our Mammal Friends**Writing**

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

Write by moving from left to right and from top to bottom

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

Produce, illustrate, and share a finished piece of writing

Science

Understand that all animals, including humans, are alike in some ways and different in others

Technology

Use technology resources to support learning

Reading

Blend individual phonemes in simple, one-syllable words

Say: **I wonder if Zac is a mammal. We know that we and Backpack Bear are mammals. How is Zac like us and Backpack Bear?** (He has hair/fur to keep him warm, and

when he was a baby he drank milk from his mother's body.) **Only mammals have hair or fur and can drink milk from their mothers' bodies, so Zac is also a mammal!**

Invite children to imagine Zac and Backpack Bear have come to their houses to play. Encourage several volunteers to share ideas about what they might do as a warm-up to the writing activity.

Distribute the writing journals, dictionaries, and pencils. Children use their dictionaries and kidwriting to write about Zac and Backpack Bear's visit to their homes. As you circulate to do adult writing, encourage children to add another sentence by asking what happened next.

As children finish, they may add illustrations and share their writing with others who have also finished. Children will share their writings with the class on **Day 5**.

Computer**Practice**

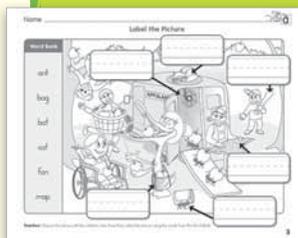
- *Backpack Bear's Books: Concepts, "A-Machine"*
- *Math Songs: 5 Little Bears; 10 Little Monkeys*

Activity

Children reference the Short-A Puzzle boxes to complete *R&W*, p. 3. If time permits, children color the illustrations.

Materials

- Short-A Puzzles
- R&W*, p. 3
- Pencils/crayons



3

Backpack Bear's Mammal Book (Part Two)

Gather children in a circle. Say: **Backpack Bear wants to know what you remember about his mammal book. We'll pass Backpack Bear around. When he comes to you, share one thing you learned from his book, then pass him to the next person. If you can't remember anything, just say "pass."** Children pass Backpack Bear around the circle as they share.

Display *Backpack Bear's Mammal Book*.

Read pages 20-21. Say: **All animals, including mammals, need to eat and drink to survive, or live. Some animals eat only meat.** (carnivores) **Some animals eat only plants.** (herbivores) **And animals like you, Zac, and Backpack Bear can eat both meat and plants!** (omnivores)

Read pages 22-23. Ask: **Are animals bad because they catch smaller animals to eat? No, they are doing what they need to do in order to survive. We call animals that hunt and eat other animals in order to survive predators.** (Children repeat, *predators*.)

Read pages 24-27. Explain: **Animals know they could become food for other animals! They have to be very careful. Some animals hide to protect themselves. Some animals have fur or hair that blends in with their environment. They almost look like the trees or grass! They are camouflaged. That means they look like they are part of the environment so it fools other animals.** (Children repeat, *camouflaged*.) **This helps protect them from predators.**

Read pages: 28-29. Review the characteristics of mammals.

Page 31: Paraphrase the information related to what it means to be "warm-blooded."

Say: **You have learned a lot about mammals in Backpack Bear's Mammal Book! Let's play "Mystery Mammal!" I'll give some clues and you name the mammal.**

bear	I have four limbs and a lot of fur. I use my four limbs to walk. My cousin is Backpack Bear. What am I?
monkey	I have four limbs. I use two of my limbs to swing from branch to branch. What am I?
cow	I am a female mammal. When I get older, I make milk that you can drink at meal times. What am I?
whale	I am one of the biggest animals that lives in the water. I use my limbs to swim. I have lungs, so I have to come to the top of the water to get air to breathe. What am I?

Materials

- Backpack Bear's Mammal Book* by Alice O. Shepard
- Vocabulary Word Cards: *camouflage*, *predator*
- Backpack Bear

The terms **carnivore**, **herbivore**, and **omnivore** are optional during this discussion.

Reading

Understand that printed materials provide information

Listening & Speaking

Listen attentively to nonfiction read-alouds and demonstrate understanding

Communicate effectively when sharing ideas

Science

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

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

kangaroo	I am an unusual mammal. I carry my babies in my pouch while they grow after they are born. I have four limbs and two of them help me hop. What am I?
elephant	I am a very large land animal. I use my big trunk to gather branches and leaves from trees to eat. What am I?
camel	I start with /k/ and end with /l/. I use my four limbs to walk. I can have one hump on my back or two. What am I?
bat	I am the only mammal that uses its limbs to fly! My wings are like your arms. I feed my young with milk from my body and I have fur. What am I?
tiger	I am the largest wild cat in the world! My fur is reddish-orange with large, dark stripes that help camouflage me and hide me from other animals. I am a great hunter and sneak up on other animals to kill for food. What am I?
platypus	I am different from other mammals because I lay eggs! I am still a mammal because I have hair and feed my babies with milk from my body. What am I?

Backpack Bear's Mammal Book will be referenced during the next two weeks.

Phonemic Awareness / Phonics Warm-Up

Word Families *-am* and *-ap*

Place the Letter Cards *a* and *m* from Deck 1 in the pocket chart side by side. Leave space to the left to insert an additional Letter Card. Children blend the letters to identify the word *am*. Explain: **We can make new words that belong to the *-am* family.**

- A volunteer takes the top card from Letter Card Deck 1 and places it to the left of *-am* in the pocket chart.
- The child blends and reads the new word aloud (e.g., *jam*).

Volunteers continue as above, until all the Letter Cards from Deck 1 have been placed.

Repeat with Letter Cards *a* and *p* and Letter Card Deck 2.

Materials

- Pocket chart
- Letter Card Deck 1: *a, b, h, j, m, p, r, S, s, t*
- Letter Card Deck 2: *a, c, g, l, m, p, n, r, s, t*

1

Mammals

Display *Backpack Bear's Mammal Book*. Say: **We will picture-walk through this book and look for different mammals. When we finish, we'll make a list of mammals on chart paper.**

Allow for some discussion as you picture-walk through the book. When you finish, children suggest animals that belong to the mammal group.

- Write the names of the animals in a numbered list on the chart paper as they are given.
- If an animal is named that is not a mammal, review mammal characteristics (has hair/fur/fat to keep its body warm and feeds its babies with milk from the mother's body) to help children make the correct determination.

At the end of this session, explain that as children discover other animals that belong to the mammal group, you will add their names to the list. Review the list.

Save this list, it will be used during today's **Learning Center** rotations and again on **Week 16, Day 3**.

Materials

- Chart paper entitled "Mammals"
- Marker
- Backpack Bear's Mammal Book*

Reading

Blend individual phonemes in simple, one-syllable words

Read simple one-syllable and high-frequency words

Reading

Connect to life experiences the information and events in texts

Listening & Speaking

Communicate effectively when sharing ideas

Writing

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

Science

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

Technology

Use technology resources to support learning

Computer

1

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

Reading

Blend consonant-vowel-consonant sounds orally to identify words

"Starfall Speedway"

2

Children identify short-a CVC words to advance on the game board.

Materials

- "Starfall Speedway"
- Short-A Word Cards: *bag, bat, can, cap, cat, fan, ham, hat, jam, mad, man, map, pan, rat, sad, van, wag, Zac*

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

3

Children reference the Color Word Bank to complete this page.

Materials

- Week 15 "Color by Word" Practice Page
- Pencils/crayons

Reading

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

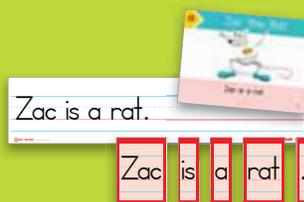
Sequence *Zac the Rat*

4

Children sequence *Zac the Rat* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in story order.

Materials

- Zac the Rat* Decodable Book for each child
- Zac the Rat* Sequence Cards, Sentence Strips, Word Cards
- Pocket chart



Generator Practice Page

5

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

Materials

- Generated practice page of your choice

Reading

Connect to life experiences the information and events in texts

Writing

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

Draw and Label Mammals

6

Children draw pictures of mammals and label them, referencing the chart created during **Session 1**.

Materials

- Chart paper list of mammals from **Session 1**
- Drawing paper
- Pencils/crayons

2

Author's Chair

Allow time for children to complete their writings begun on **Day 4** if needed. Children who are finished look through books about mammals.

Gather around the Author's Chair. As children present their stories, their classmates ask questions or make positive comments. Each child puts away his or her writing journal after sharing.

Materials

- Starfall Writing Journals
- Author's Chair

Reading

Connect to life experiences the information and events in texts

Listening & Speaking

Communicate effectively when sharing ideas