



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with SCIENCE and SOCIAL STUDIES

Teacher's Guide
The Animal Kingdom
Unit 6 • Week 16

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 Education Foundation
P.O. Box 359, Boulder, CO 80306 U.S.A.

The Animal Kingdom

Unit 6 • Week 16

Week 16

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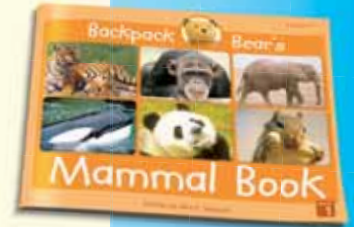
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Week 16 Overview

The Animal Kingdom

This week the children encounter the Animal Kingdom and discover they all belong to the same animal group as Backpack Bear: mammals! They learn the characteristics that set mammals apart from the other animal groups as they listen to and discuss *Backpack Bear's Mammal Book*. This week we will:

- learn medial /a/.
- review initial short-a and preview initial long-a.
- understand that words in “word families” rhyme.



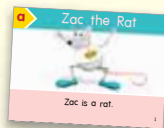
Recommended Literature

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear — Don and Audrey Wood are husband and wife. They work together as an author-illustrator team. When she writes a book, he illustrates it. Sometimes it is the other way around. One time Audrey wrote a story and also drew all the pictures. Don said he wanted to paint them, so he did. He likes oil paints. Don also likes to illustrate books using a computer to “paint” the pictures.

When Don and Audrey think of an idea for a story, they write it on a scrap of paper and throw it into a cardboard box. One time they finished a book, but it didn't seem right so they put it back in the box. Later, they pulled it out and changed the story and pictures to make it better. The name of that book was King Bidgood's in the Bathtub. Some of the people and animals in their illustrations look and behave just like their own family and pets.

Starfall Books & Other Media

- ABC Rhyme Book*
- Backpack Bear's Mammal Book* by Alice O. Shepard
- Reading and Writing Books*
- Short-A Puzzle (2)
- Sing-Along Volume 1
- Starfall Dictionaries*
- “Starfall Speedway”
- Starfall Writing Journals*
- Story Element Cards
- The Animal Kingdom Poster
- Vertebrates (Animals with Backbones) Poster
- Zac the Rat*



The Animal Kingdom

Vertebrates	Invertebrates
Animals <u>with</u> Backbones	Animals <u>without</u> Backbones

Starfall...

Vertebrates (Animals with Backbones)

“Warm-Blooded”				“Cold-Blooded”		
Mammals	Birds	Reptiles	Amphibians	Fish	Fish	Fish

Starfall...



Preparation

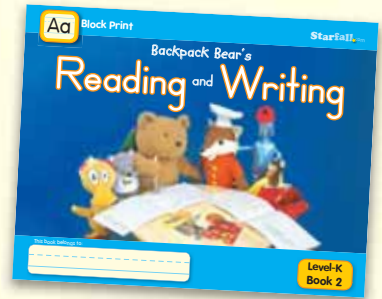
Post the Essential Questions Cards for Unit 6. Refer to them often as you and the children discuss related information throughout the unit.

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 next school year.

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

Generate Vocabulary Cards for Week 16. You will use *characteristics, ripe, tromp, disguise, and half* on Day 2, *want, look, help, jump* and *walk* on Day 3, and *limbs, survive, camouflage, and predator* on Day 4.

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 the children write their own names.



Day One

Place prepared index cards with the words *like, likes, liked, want, wants, wanted, look, looks, looked, get* and *gets* in a basket for today's Magic Writing Moment.

Save the chart paper used today for use throughout Week 16.

Hide the plush Zac character from the children in preparation for Session 1.

For Session 2 you will need non-menthol shaving cream.

For Session 3 prepare a sheet of chart paper with the headings "High Frequency Words" and "Short-A Words." You will also need a *Zac the Rat* Take-Home Book for each child.

Day Two

You will use the prepared index cards, minus those selected on Day 1, in a basket for today's Magic Writing Moment.

Prepare a sheet of drawing paper for each child by folding them to create six "boxes" for Session 3.

Day Three

You will use the prepared index cards, minus those selected on Days 1 and 2, in a basket for today's Magic Writing Moment.

For Session 2 create three "inflectional endings necklaces" by using 8 inch sentence strips and yarn to fit over the children's heads. Label them *s, ed, and ing*.

Also prepare large word cards *want, look, help, jump* and *walk* on sentence strips.



Day Four

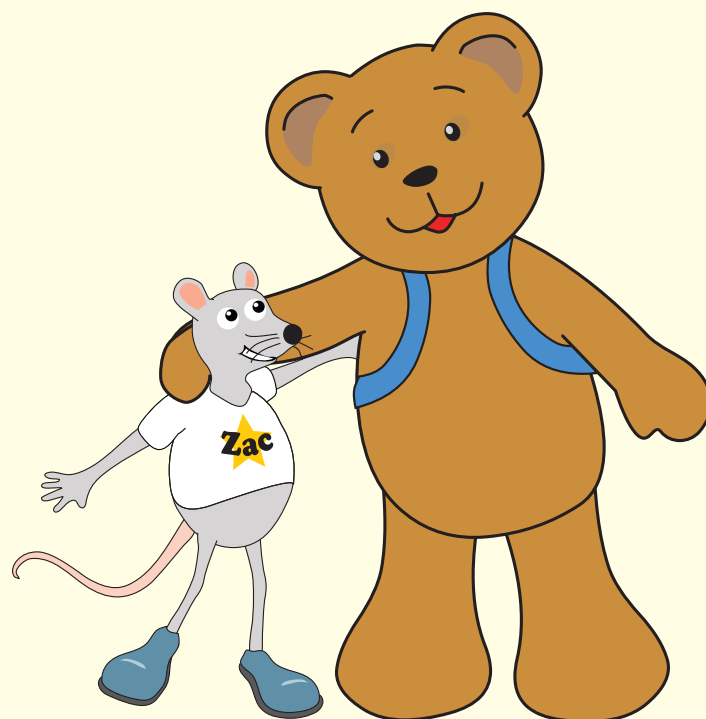
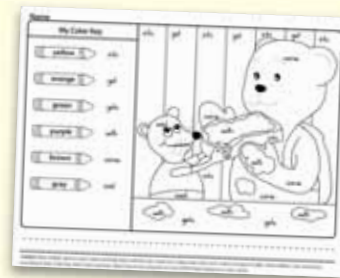
You will use the prepared index cards, minus those selected on Days 1 through 3, in a basket for today's Magic Writing Moment.

Day Five

Label a sheet of chart paper "Mammals" for Session 1. The list created in this lesson will be used again in Week 17, Day 3.

Generate a Week 16 "Color by Word" worksheet for each child for today's learning centers.

For Center 4 the children will use the list of mammals created in Session 1.



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

Magic Writing Moment	Inflectional Endings (using words in sentences)	Inflectional Endings (using words in sentences)
Reading Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	R&W p. 1 Medial /a/ Review vowels Review homonyms <i>Zac the Rat</i> HF Words: goes, into, off, why	Initial short-a words Initial long-a words Comprehension Skills: Inference Classify/Categorize Questioning Comprehension Strategy: Open Discussion
Computer	<i>BpB's Books: Concepts, "A-Machine"</i> <i>ABCs: Zz - Aa; Learn to Read:</i> Row 15, "Y Can Be a Vowel"	<i>Learn to Read: Row 1, "Zac the Rat"</i> ABCs
Activity	"Starfall Speedway" CVC Medial /a/ words	Sequence <i>Zac the Rat</i>
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	"Vowel Bingo" "Short-A Song"	<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> "Aa Apple" Rhyme Animal Kingdom Poster Vertebrates (Animals <u>with</u> Back- bones) Poster Animal Kingdom, Mammals Vocabulary: characteristics, tromp, ripe, disguise, half
Writing		
Social Studies		
Science		Observe, describe similarities and differences in appearance and behavior of plants and animals Animal Kingdom: classification

DAY Three

DAY Four

DAY Five

<p>Inflectional Endings (using words in sentences)</p>	<p>Inflectional Endings (copy sentences)</p>	<p>Share and illustrate sentences</p>
<p>R&W p. 2</p>  <p>Substitute initial, final sounds</p> <p>Word Families: <i>-an, -at</i></p> <p>Introduce <i>-ing</i></p> <p>Comprehension: Story Conflict and Resolution</p> <p>Comprehension Skills: Sequence Compare/Contrast Story Details (problem/solution)</p>	<p>R&W p. 3</p>  <p>Inflectional ending: <i>-s</i></p> <p>Comprehension Skill: Identify Genre: nonfiction</p>	<p>Word Families: <i>-am, -ap</i></p>
		<p>Starfall Free Day 1</p>
		<p>"Color by Word" for Week 16 2</p>
<p><i>BpB's Books: Concepts, "A-Machine" ABCs</i></p>	<p><i>BpB's Books: Concepts, "A-Machine" Math Songs: "5 Little Bears" and "10 Little Kittens"</i></p>	<p>Sequence <i>Zac the Rat</i> 3</p>
<p>Short-a puzzles</p>	<p>Short-a puzzles</p>	<p>Draw and Label Mammals 4</p>
<p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p>	<p><i>Backpack Bear's Mammal Book</i></p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Vocabulary: limbs, survive, camouflage, predator</p>	<p>Teacher's Choice 5</p>
		<p>Teacher's Choice 6</p>
		<p>Author's Chair</p>
	<p>Write sentences about Zac and Backpack Bear's visit</p>	<p>Complete writings from Day 4.</p>
<p>Animal differences</p>	<p>Animal Classification and Behavior (carnivore, herbivore, omnivore)</p> <p>Mammals</p>	<p>Create list of Mammals</p>

Language

L.K.1.F Produce and expand sentences

L.K.4.B Use inflections and affixes (-ed,-s) as clues to meaning of unknown words

**Reading:
Foundational Skills**

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Media Literacy

ML.10 Use technology resources to support learning

Magic Writing Moment**Materials**

- Prepared index cards in a basket
- Chart paper, markers

Inflectional Endings

Say: **Raise your hand if you remember when we talked about root words, and the inflectional endings -s and -ed.**

Review the meanings of root words and inflectional endings.

Indicate the chart paper.

Say: **Today let's think of sentences that use root words and words with inflectional endings. Here is a basket of words. A volunteer will choose a word, show it to the class, and read it. The volunteer will choose someone to think of a sentence using that word. Let's try one.**

The class confirms or assists the child to correct the sentence, and you write it on the chart paper. The volunteer then finds and circles the word in the sentence. Continue to choose volunteers and repeat with three additional words and sentences.

Save the chart paper. You will repeat this activity on Days 2 and 3.

If possible, have an assistant or older student review the chart paper with ELL children to check for comprehension.

ELL**Phonics Warm-Up****Materials**

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

Review Vowels

Say: **Let's look at the Alphabet Chart. Remember, letters are divided into two categories, consonants and vowels. Who can name the five vowels?** Children take turns to do this.

Continue: **Let's play "Jump Up, Sit Down."** Name any letter of the alphabet except y. If the letter is a vowel, the children sit 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 /ī/, as in the word *my*, and sometimes it stands for the sound /ē/, as in the word *pony*.**

Gather the children around a classroom computer and visit *Learn to Read*: Row 15, "Y Can Be a Vowel" video.

Review the vowels (*a, e, i, o, u*, and sometimes *y*). The children repeat them after you.

1

Introduce Medial /a/ and the Zac the Rat Character

Read Backpack Bear's message.

Backpack Bear whispers, "I have a clue that might help you guess who my new friend is."

Say: **Listen and you will hear the sound that comes in the middle of Backpack Bear's friend's name.**

Play *Sing-Along* Volume 1 Track 28, "Short-a Song."

Backpack Bear whispers to you. Explain: **Backpack Bear met Zac on *Starfall.com*. Backpack told him how much fun he was having and his friend asked if he could come to school and be part of our class, too.**

Ask: **Where is he? He must be hiding like you did Backpack Bear!** The children search the classroom for Zac.

When Zac is found, explain: **Zac has a favorite sound. It's the sound in the middle of his name. Can you guess what it is? (/a/) What letter stands for the /a/ sound? Right, Aa. Let's have Zac lead us in "The Letter March."**

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

Continue: **Let's use our invisible rubber bands to teach Zac the three sounds in his name.**

A volunteer writes the letters on a classroom whiteboard as the children voice each sound.

Explain: **Zac is a name so it starts with an uppercase, or capital, letter Z.**

Blend the letter sounds together to read *Zac*. The children teach Zac to spell his name with ASL signs.

Continue: **Zac has a new book and the first page has his picture on it. It also has pictures of words with his favorite sound, /a/.**

Materials

- Reading & Writing Books*, p. 1
- Plush Zac the Rat (hidden)
- Sing-Along* Volume 1 Track 28, "Short-a Song"
- Whiteboard, marker
- Pencils, crayons
- Backpack Bear

The Letter March: Aa

(Melody: "The Ants Go Marching")

The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
"A" stands for the sound, /a/ /a/ /a/ /a/
And they all go marching,
In- to a word, to use, their sound

Reading: Foundational Skills

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

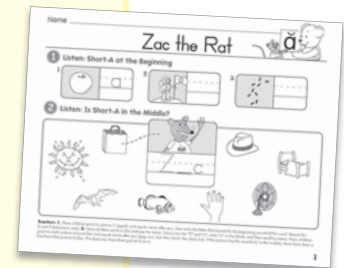
RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words.

RF.K.3.A Demonstrate one-to-one letter-sound correspondence



Formative Assessment

Distribute *Reading & Writing Books* and complete page 1 together with the children.



Introduce High Frequency Words: *goes, into, off, why*

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Language

L.K.1.A Print upper- and lowercase letters

Place the High Frequency Word Cards face down in a pocket chart.

Say: **Let's play "Find the Mystery Words." There are four new high frequency words hidden. Let's see if we can find them.**

A volunteer reveals a card. If the word has already been introduced, the volunteer reads the word, puts the Word Card in a stack and selects the next volunteer. If a card reveals a new high frequency word (*goes, off, why, into*) read the word and the child writes it on the whiteboard.

Continue until all of the words have been revealed. Review the four new high frequency words.

Divide the children into four groups. Assign one of the four new high frequency words to each group. Explain: **I will read a sentence that uses one or more of the new high frequency words. If you hear your word in the sentence, stand. Ready?** Read the following sentences, pausing to allow time for groups to respond.

- Zac jumps *off* the wall.
- *Why* is the girl up in the tree?
- Put this *into* the box.
- Put the ice cream *into* the bowl.
- He *goes* first and then you can go.
- Please put the present *into* your bag.
- I don't know *why* it is raining.
- The bird flew *off* the wall and *into* the cage.

Distribute *Starfall Dictionaries*. Write *goes, into, off,* and *why* in your dictionary and the children follow your example.



Formative Assessment

Distribute shaving cream to each child. Indicate and identify one of the new high frequency words. The children say and write the word in the shaving cream. As they write they make up sentences using the word.

Repeat for the other new high frequency words.

Materials

- Classroom whiteboard, marker
- High Frequency Word Cards:
and, are, be, go, goes, he, into,
like, likes, not, off, on, see, she,
why, you
- Starfall Dictionaries*
- Non-menthol shaving cream
- Pocket chart

Add new high frequency words to a memory wall to make them easy to locate. It is helpful for some students to have the words visually present when they write them in their journals.

Computer

Practice

- *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

The 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

- 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*
- "Starfall Speedway"

3

Read *Zac the Rat*

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

Indicate *Zac the Rat* and read the title. Say: **This story was written and illustrated by a team who works for Starfall.**

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

Distribute *Zac the Rat* and the children print their names on the back cover.

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

Indicate the chart paper and read the headings, High Frequency Words and Short-A Words. Say: **Let's sort the words into these two categories as we read the story together.**

Read the first sentence together, and the children identify high frequency words. Write them in the high frequency words column on the chart paper.

Read the remaining words and the children segment and blend the sounds to determine if the words use the *short-a* sound. Write them in the *Short-A* Words column. Repeat for the remainder of the book. You may choose volunteers to write the words.

Materials

- Zac the Rat* Take-Home Book for each child
- Classroom computer navigated to *Learn to Read: Row 1, "Zac the Rat"*
- Prepared chart paper
- Plush *Zac the Rat*
- Backpack Bear*

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words.

Reading: Literature

RL.K.7 Connect illustrations to story events

Language

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases



Formative Assessment

The children find the high frequency words that have *short-a* sounds and circle them. Review the lists of words. Collect the books for use on Day 3.

Language

L.K.4.B Use inflections and affixes (-ed,-s) as clues to meaning of unknown words

L.K.1.F Produce and expand sentences

Reading:**Foundational Skills**

RF.K.2.D Isolate and produce initial, medial vowel and final sounds (phonemes) in three phoneme words

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Magic Writing Moment**Materials**

- Prepared index cards in a basket (minus those selected on Day 1)
- Chart paper, markers

Inflectional Endings

Indicate the basket of index cards. Choose a volunteer to select a word, read it, and show it to the class. The volunteer chooses another volunteer to use the word in a sentence.

The class confirms or assists the child to correct the sentence, and you add it to the chart paper.

The first volunteer finds and circles the word in the sentence that was selected from the basket. Repeat with new volunteers for three additional words and sentences.

Phonological Awareness Warm-Up**Materials**

- ABC Rhyme Book

Review Initial Short-A Words and Introduce Initial Long-A Words

Indicate page 5 of the *ABC Rhyme Book* and read "Aa Apple." The children repeat the rhyme as you read it again. They identify the words that begin with *short-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. The word able begins with the long-a sound. Say a, able.** The children repeat, *a, able*.

Continue: **Let's try to think of other words that begin with long-a such as April, apron, and ape.** Volunteers suggest long-a words.

Say: **Let's play a game with words that begin with long-a 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 like you are measuring something long. Ready?**

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

Explain that vowels are special because they stand for two sounds. Play "Get Long, Get Short." As words beginning with *short-a* are offered, the children get "short" (crouch down) and get long (stand on their tip toes and reach for the sky) for words beginning with *long-a*.

ELL

1

Introduce the Animal Kingdom

Read Backpack Bear's message to the children. Backpack Bear whispers to you. Say: **Backpack Bear watched a TV show about mammals and other animal groups. He would like to know what mammals and the other animal groups are.**

Ask: **Do you remember when we sorted letters into groups of tall letters, small letters, and tail letters? 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 characteristics of a small letter went in the small letter group. Letters with the characteristics of tall letters went in the tall letter group. Letters with the characteristics of a tail letter went in the tail letter group.**

Continue: **Just like we classified letters, scientists classify everything into groups using characteristics. First, they look for characteristics that are the same. Next, they look for characteristics that make something special, or unique.**

Indicate The Animal Kingdom Poster and read the title.

Indicate and read "Animals with Backbones." Explain: **Scientists found that some animals have backbones. You have a backbone. Your backbone consists of 24 bones running down your back. Touch your backbone to see if you can feel it.** The children do this.

Indicate and read "Animals without Backbones." **We will learn about animals without backbones later.**

Display the Vertebrates (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 belongs to? Yes, he is a mammal.**

Place the Picture Cards *cat*, *duck*, *frog*, *shark*, and *snake* in the third row of a pocket chart. The children identify 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.
- The children repeat, *mammal*.

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

Materials

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

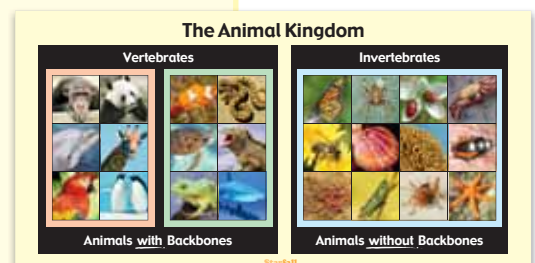
ELA

L.K.5a Sort common objects into categories

Science

SS.SC.LS.2a Observe and describe similarities and differences of plants and animals

SS.SC.LS.2b Identify major structures of plants and animals



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. Would you like to know what they are?**

- **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 do. In Backpack Bear's 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, we have hair.**



Formative Assessment

Briefly review the animal groups. As you indicate each group, ask children to identify them.

When reminding the children of characteristics for sorting letters, give a quick display of how the grouping would look. For example, use a color or shape word to demonstrate.

ELL

2

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

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

Ask: **Which animal group do you think the little mouse belongs to?** (mammal) **How do you know?** (A mouse has hair or fur and mothers feed their babies with milk from their bodies.)

Look through the pages of the book. The children describe what they think is happening based on the illustrations. Read the story, pausing to introduce new vocabulary words and their meanings in the context of the story.

Materials

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

ELA

RL.K.1 Ask and answer questions about key details in a text

RL.K.7 Connect illustrations to story events

Language

L.K.5.D Distinguish shades of meaning among verbs by acting them out

L.K.6 Use acquired words and phrases

Science

SS.SC.LS.2a Students observe and describe similarities and differences of plants and animals

ripe

Fully developed, ready to eat

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.

<p>tromp</p>	<p>To walk heavily and noisily; to stomp</p> <p>Indicate 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."</p> <p>The children stand. Say: The vocabulary word on this page is tromp. (The children say, <i>tromp</i>.) Everyone, please tromp around the room. (The children tromp.) Now, walk softly around the room. Now tromp around the room again.</p> <p>Discuss the difference between tromping and walking softly around the classroom.</p>
<p>disguise</p>	<p>Something you wear that changes the way you look, so others don't recognize you</p> <p>Say: The mouse used a disguise for himself, and he also disguised the strawberry. Why do you think the mouse used a disguise?</p>
<p>half</p>	<p>One of two equal parts</p> <p>To demonstrate, divide the class in <i>half</i>. The groups face each other, forming partners.</p> <p>Say: Here is half of the group and here is the other half. When the mouse divided his strawberry in half, he had two same size pieces of one strawberry just like we have two same size parts of one class.</p>

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

The children decide if this story is fiction or nonfiction and provide reasons for their decisions.

Partner the children and explain that you will ask questions. They will discuss the answers then share their responses.

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



Formative Assessment

Say: **Let's use our new high frequency and vocabulary words in sentences.**

Write each sentence on a whiteboard. Volunteers circle the high frequency words in each sentence, and the class identifies the vocabulary word used.

- 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: **Who remembers the name of the animal group Backpack Bear, the little mouse, and all of us belong to? Right, we are all mammals!**

Review the two unique 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 the children to find pictures of mammals in magazines at home and bring them to school to share with the class.

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

For ELL children, it is helpful to demonstrate new vocabulary words when possible. For example, model tromping when the word *tromp* is presented. For *half*, cut a circle or a strawberry into two equal pieces. For *ripe*, display a green strawberry and a red strawberry.

ELL

Partner ELL children with children who have some knowledge of their first languages, if possible, to assist with comprehension.

Reading: Foundational Skills

RF.K.1.C Understand that words are separated by spaces

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.3.C Read common high frequency words by sight

RF.K.4 Read texts with understanding

Listening & Speaking

LS.9c Relate an experience in sequence

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

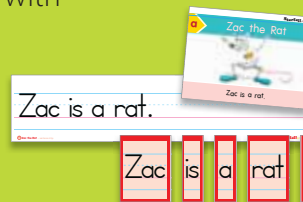
Computer

Practice

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

Activity

The children work together to sequence the Cover Cards (side without the sentences) and Sentence Strips. They form sentences with individual words.



Materials

- Zac the Rat* Sequence Picture Cards, Sentence Strips and Word Cards
- Zac the Rat* (one copy)
- Pocket chart

3

Comprehension: Questioning

Distribute *Zac the Rat*, and the children read the story together.

Distribute the “six-box” drawing paper. The children write their names on the back. They number the boxes from one to six in the upper left corner of each box.

Say: **I will ask questions and you use a pencil to sketch your answers. You may use your *Zac the Rat* book for illustration ideas.**

Ask the following questions pausing for the children to sketch their answers. Explain that they will add color and detail to their illustrations at the end of the session.

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

Materials

- Prepared drawing paper for each child
- Zac the Rat* for each child
- Pencils, crayons

Reading: Literature

RL.K.3 Identify characters, settings, and major events

Speaking & Listening

SL.K.2 Ask and answer questions about key details of a text requesting clarification if necessary

SL.K.5 Add drawing or other visual displays to provide additional detail



Formative Assessment

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

Magic Writing Moment

Language

L.K.4.B Use inflections and affixes (-ed,-s) as clues to meaning of unknown words

L.K.1.F Produce and expand complete sentences

Inflectional Endings

Indicate the basket of index cards. Choose a volunteer to select a word, read it, and show it to the class. The volunteer chooses another volunteer to use the word in a sentence.

The class confirms or assists the child to correct the sentence, and you add it to the chart paper.

The first volunteer finds and circles the word in the sentence that was selected from the basket. Repeat with new volunteers for two additional words and sentences.

Materials

- Prepared index cards (minus those selected on Day 1 & 2)
- Basket for index cards
- Chart paper, markers

Phonological Awareness Warm-Up

Reading:

Foundational Skills

RF.K.1.B Recognize that spoken words are represented by specific sequences of letters

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

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

Ask what new word could we form if we change:

- 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*)

Note: Write the words on a whiteboard for children who need visual clues.

Materials

- None

1

Word Families –an and –at

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

Say: **Today we will learn two word families.** Remind the children that word families are words with the same letter patterns in the middle and end.

Continue: **I will show you pictures. The names of some of the pictures belong to the –at family, and some belong to the –an family. Words that belong to the same 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*. The children say, *at*. A volunteer locates and identifies a Picture Card that rhymes with *at*. The children repeat the word.

The volunteer places the Picture Card in the pocket chart, below *at*.

Repeat for *an* with a different volunteer. Continue for the remaining Picture Cards.

Materials

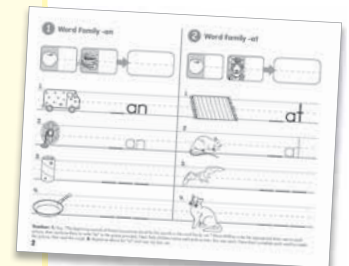
- Picture Cards: *bat, can, cat, fan, hat, man, pan, rat, van*
- Reading & Writing Books*, p. 2
- Word Cards: *at, an*
- Pencils, crayons
- Pocket chart

Reading: Foundational Skills

RF.K.2.A Recognize and produce rhyming words

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 2. Complete the page together with the children.

2

Introduce Inflectional Ending -ing

Indicate the inflectional endings necklaces.

Say: **We learned that we can add -s to words.** (Select a volunteer to wear the *s* necklace.) **We also learned that we can add -ed to words.** (Select a volunteer to wear the *ed* necklace.) **Another ending we can add to words is -ing.** (Select a volunteer to wear the *ing* necklace.)

Continue: **Here are some root words.** Indicate and identify each word, and distribute each word to a volunteer.

The first volunteer indicates the word card *want* and identifies the word. The class repeats, *want*. The child wearing the *-s* necklace stands next to the volunteer and the children say, *wants*. Repeat for the *-ed* and *-ing* endings.

Continue for each word. The children take turns to wear the necklaces and hold the words.

Materials

- Inflectional Endings chart paper from the Magic Writing Moment
- Inflectional ending necklaces
- Prepared word cards: *want, look, help, jump, walk*

Reading: Foundational Skills

RF.K.3 Apply phonics/word analysis skills in decoding words

Language

L.K.4.B Use inflections and affixes (*-s, -ed, -ing*) as clues to meaning of unknown words



Formative Assessment

Write the words *want, wants, wanted, wanting; look, looks, looked, looking; help, helps, helped, helping; jump, jumps, jumped, jumping; walk, walks, walked, walking* in random order on a whiteboard.

The children take turns to choose and identify words, then circle them.

For some ELL children the new endings may be difficult to grasp. Be patient and “act out” new endings where possible. **ELL**

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

RF.K.3.C Read common high frequency words by sight

RF.K.4 Read texts with understanding

Language

L.K.2.C Represent most consonant and short vowel sounds (phonemes)

Computer

Practice

- Learn to Read: Row 1, “Zac the Rat”
- ABCs: B, F, H, J, K

Activity

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

Materials

- Writing paper, pencils
- Two Short-A Puzzles

3

Conflict and Resolution

Indicate *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*. The children retell the story as you page through the book. Ask: **Does this story remind you of Zac the Rat? Let’s read it to find out.**

Read *Zac the Rat*. The 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 a 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.**

Indicate *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* and a volunteer identifies the story’s problem. The children discuss its solution.

Materials
<input type="checkbox"/> <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>
<input type="checkbox"/> <i>Zac the Rat</i> Take-Home Book
<input type="checkbox"/> Story Element Card: <i>What is the story’s conflict or problem? How was it solved?</i>
<input type="checkbox"/> Pocket chart

Reading: Literature

RL.K.9 Compare and contrast experiences of characters

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Speaking & Listening

SL.K.1.B Continue a conversation through multiple exchanges

Science

SS.SC.LS.2a Students observe and describe similarities and differences of plants and animals



Formative Assessment

Discuss the conflict and solution for *Zac the Rat*. Partner the children to discuss possible alternate solutions to Zac’s problem. Volunteers report back to the class.

For ELL children and others struggling with language comprehension, it may be wise to demonstrate a problem and a resolution. For example, if a classmate has no blocks or crayons, you would solve the problem by sharing.

ELL

Reading:**Foundational Skills**

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

RF.K.3.C Read common high frequency words by sight

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

L.K.1.B Use frequently occurring nouns and verbs

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

L.K.4.B Use inflections and affixes (-ed,-s, -ing) as clues to meaning of unknown words

Magic Writing Moment**Inflectional Endings**

Distribute *Starfall Writing Journals* and indicate the inflectional endings chart paper with sentences.

Read and review the sentences.

Each child chooses a sentence from the chart paper and copies it into his or her writing journal. Circulate to assist the children as needed.

Materials

- Inflectional endings chart paper from Days 1-3
- Starfall Writing Journals*
- Pencils

Phonics Warm-Up**Introduce Verbs with Inflectional Ending –s**

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

Write *like* and *likes* on a whiteboard. The children identify the differences in 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: **Listen carefully, and tell me how to correct these sentences so they make sense. Ready? We *likes* to use the computer. How should we correct the verb *likes* in the sentence? 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.

Materials

- None

1

Introduce *Backpack Bear's Mammal Book*

Indicate and review the Vertebrates (Animals with Backbones) Poster. Say: **We learned about the animal group that people and Backpack Bear belong to. Who remembers the name of our animal group?** (mammals)

Continue: **We also learned the characteristics of mammals.** Partner the children. **Discuss with your partner what you learned about the two unique characteristics animals must have to be members of the mammal animal group.** (Mammal mothers feed their babies milk from their bodies, and mammals have hair, fur, or layers of fat to keep them warm.) Volunteers share with the class.

Indicate *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 share with your partner what you learned. Ready?** Read:

- pages 2-7 — Mammals have backbones, are “warm-blooded,” feed their babies milk from 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 survive.

Materials

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

Reading: Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

RI.K.10 Actively engage in group reading activities

Reading: Literature

RL.K.5 Recognize common types of texts

Vocabulary

VOC.3a Listen to and discuss familiar and conceptually challenging text

Science

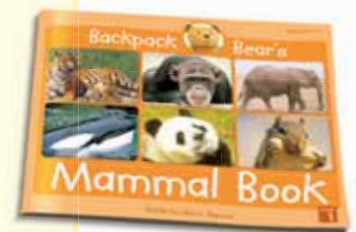
SS.SC.LS.2c Understand plants and animals have internal parts and external structures that keep them alive

SS.SC.LS.2a Observe and describe similarities and differences in plants and animals

Formative Assessment

Ask: **Is this book fiction or nonfiction? How do you know it is nonfiction? Right, it is a nonfiction book because it tells us real facts about mammals.**

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



Vertebrates (Animals with Backbones)



2

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Language

L.K.2 Demonstrate command of English conventions in capitalization, punctuation, and spelling

L.K.2.D Spell simple words phonetically

**Reading:
Foundational Skills**

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in words

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Write About Our Mammal Friends

Say: **I wonder if Zac is a mammal. We know that people 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.

Continue: **Imagine Zac and Backpack Bear come to your house to play. What might the three of you do?** Several volunteers share ideas as a warm-up to the writing activity.

**Formative Assessment**

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

As children finish, they illustrate and share their writings with others who have finished. The children will share their writings on Day 5.

Materials

- Starfall Writing Journals
- Starfall Dictionaries
- Pencils, crayons

Computer

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

Activity

The children reference the Short-A Puzzle boxes to complete *Reading & Writing Books*, page 3. If time permits, they color the illustrations.

Practice**Materials**

- Reading & Writing Books*, p. 3
- Short-A Puzzles
- Pencils, crayons

3

Backpack Bear's Mammal Book (Part Two)

Gather the children in a circle. Say: **Backpack Bear would like 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 say, "pass."**

Indicate *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, so 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 look almost 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 because the predators don't see them.**

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

Read page 31. Paraphrase the information related to what it means to be "warm-blooded."

Materials

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

Use and explanations of the terms "carnivore," "herbivore," and "omnivore" is optional during this discussion.

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Vocabulary

VOC.3a Listen to and discuss familiar and conceptually challenging text

Science

SS.SC.LS.2c Understand plants and animals have internal and external structures that keep them alive.

SS.SC.LS.2a Observe and describe similarities and differences of plants and animals



Formative Assessment

Say: **You have learned so much about mammals in *Backpack Bear's Mammal Book*. Let's play "Mystery Mammal." Listen to the clues and try to identify the mammal.**

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

bear	I have four limbs and a lot of fur. I use my four limbs to walk. My cousin is Backpack Bear. Which mammal am I?
monkey	I have four limbs. I use two of my limbs to swing from branch to branch. Which mammal am I?
cow	I am a female mammal. When I get older, I make milk that you can drink at meal times. Which mammal 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. Which mammal am I?
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. Which mammal am I?
elephant	I am a very large land animal. I use my big trunk to gather branches and leaves from trees to eat. Which mammal am I?
camel	My name starts with /k/ and end with /l/. I use my four limbs to walk. I can have one hump on my back or two. Which mammal 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. Which mammal 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. Which mammal 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. Which mammal am I?

Magic Writing Moment**Share and Illustrate Sentences**

The children take turns to read the sentences they wrote in their *Starfall Writing Journals* on Day 4. They then illustrate their sentences.

Materials

- Starfall Writing Journals*
- Pencils, crayons

ELA

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

RF.K.2.E Add or substitute individual sounds (phonemes) in one-syllable words to make new words

RF.K.3.C Read common high frequency words by sight

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Phonics Warm-Up**Word Families –am and –ap**

Place the Letter Cards *a* and *m* from Deck 1 in a pocket chart side-by-side, leaving space to the left to insert an additional Letter Card. The children blend the letters to identify the word *am*. Explain:

We can form 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 until all of the Letter Cards from Deck 1 have been placed. Repeat with Letter Cards *a* and *p* (*-ap* family) and Letter Card Deck 2.

Materials

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

1

Mammals

Indicate *Backpack Bear's Mammal Book*. Say: **We will page through this book looking for different mammals. Then we'll make a list.**

Materials

- Backpack Bear's Mammal Book*
- Prepared chart paper
- Marker

Reading:**Informational Text**

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Language

L.K.5 Explore word relationships and nuances in word meanings

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Science

SS.SC.1.S.2a Observe and describe similarities and differences of plants and animals

Formative Assessment

Allow for discussion as you page through the book. When you finish, volunteers suggest animals that belong to the mammal group. Indicate the chart paper and read the title, "Mammals."

- Write the names of the animals in a numbered list on the chart paper as they are identified.
- If an animal named is not a mammal, review unique mammal characteristics (has hair/fur/fat to keep its body warm and feeds its babies with milk from the mother's body) to help the 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 17, Day 3.



Media Literacy

ML.10 Use technology resources to support learning

Reading:

Foundational Skills

RF.K.3.C Read common high frequency words by sight

Reading:

Foundational Skills

RF.K.1 Understand basic features and organization of print

RF.K.3.C Read common high frequency words by sight

LS.9c Relate an experience in sequence

Reading:

Informational Text

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Writing

W.K.2 Use drawing, dictating and writing to compose informative/explanatory texts that name a topic

W.8c Draw and label

Computer

1

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

"Color by Word"

2

The children reference the Color Word Bank to complete the Week 16 "Color by Word" worksheet.

Materials

- Pencils, crayons
- Week 16 "Color by Word" worksheets

Sequence *Zac the Rat*

3

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

Materials

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

Draw and Label Mammals

4

The children illustrate and label mammals, referencing the chart created in Session 1.

Materials

- Pencils, crayons
- Drawing paper
- Mammals chart from Session 1

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Author's Chair

Allow time for the children to complete the writings begun on Day 4 if needed. The children who have finished look through books about mammals.



Formative Assessment

Gather the children 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

Speaking & Listening

SL.K.6 *Speak audibly and express thoughts, feelings, and ideas freely*

Language

L.K.1 *Demonstrate command of English grammar when writing or speaking*

Writing

W.K.3 *Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction*