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Kindergarten
ENGLISH LANGUAGE ARTS
with **SCIENCE** and **SOCIAL STUDIES**

Teacher's Guide

Birds

Unit 7 • Week 19

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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Birds

Unit 7 • Week 19

Week 19

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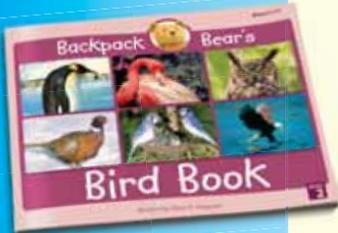
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Week 19 Overview

Birds

This week the children will learn about the bird animal group. They meet several kinds of birds and come to understand bird characteristics through *Backpack Bear's Bird Book*. The children will be introduced to a new Starfall character, Peg the Hen, and will meet fictional birds as they reexamine a popular folk tale. This week we will:

- Learn the sound of short-e and long-e
- Review the *ck* digraph
- Compare two versions of "The Little Red Hen"
- Write responses to "The Little Red Hen"



Recommended Literature

The Little Red Hen — Paul Galdone (circa 1914 - 1986) was an author and an illustrator who loved to write stories, poems, and folk tales in his own words. Some stories he made up himself. Other times, he retold stories from long ago. His favorite stories were about dogs, cats, and other animals. He always used his own artwork. He is so famous that he is often called the "grandfather" of children's book illustrators.

Mr. Galdone grew up in Budapest, Hungary, and moved to New York when he was a teenager. He wanted to be an artist and went to art schools in New York City. He didn't know when he started writing children's books that one day he would finish more than three hundred! He had an odd variety of jobs. Did you know he also worked as a bus boy in a restaurant, an electrician's helper, a fur dryer, and a soldier in the U.S. Army?

Starfall Books & Other Media

ABC Rhyme Book

Animal Kingdom Poster

Backpack Bear's Bird Book by Alice O. Shepard

Backpack Bear's Mammal Book

Peg the Hen

Reading & Writing Books

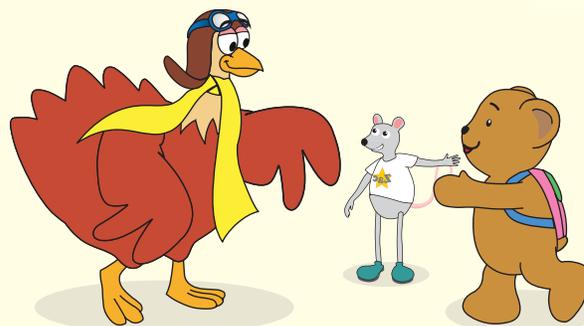
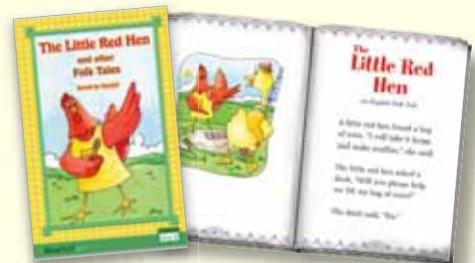
Sing-Along Volume 1

Starfall Dictionaries

Starfall Writing Journals

Story Element Cards

The Little Red Hen and other Folk Tales retold by Starfall



Preparation

Post the Essential Questions Cards for Unit 7. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 19. You will use *birds, beak, feathers, hatchling, migrate, nest, wings*, and *birds of prey* on Day 1, and *stroll, scamper, tend, ground, and hoe* on Day 4.

Day One

You will need the magnetic letters *a, b, d, e, f, m, n, r, t, w*, and two *l*'s for session 2. If magnetic letters aren't available, use Letter Cards instead.

For today's Activity the children will need two of each High Frequency Word Card: *and, are, come, gets, good, goes, into, like, little, off, said, that, this, there, they, want, we, what, why, with*, and *you*.

Day Two

Prepare a chart paper by folding it to create three columns for today's Magic Writing Moment. You will add headings during today's lesson.

You will also need a sticky note for each child.

Generate a "Blending Practice 2" worksheet for each child using short-e CVC words.

Day Three

You will use the chart paper from Day 2 for today's Magic Writing Moment.

Prepare two copies of the hen cut out and write one high frequency word, *because, could, should* and *would* on each.

Day Four

You will use Vocabulary Cards *stroll, scamper, tend, ground* and *hoe* today.

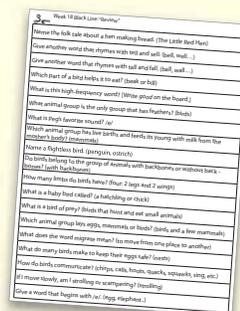
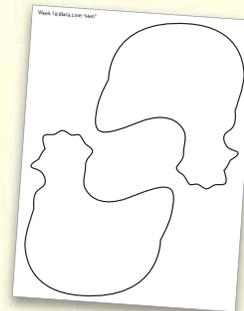
For today's Activity, generate a high frequency word search using the words *would, should, could, what, they, this, there, why* and *off* for each child.

Day Five

The children will share the drawings from Day 4 in today's Magic Writing Moment.

Generate a Week 19 high frequency word "Color by Word" worksheet for each child for use in learning centers.

Duplicate the review questions blackline, cut the questions apart, and place them in a basket for Session 2.



Day 1

Zac and I have a new friend for you to meet! She is very excited to join our class.

Love,

Backpack Bear 

Day 2

It was fun to meet Peg yesterday! Does she have a story of her own?

Love,

Backpack Bear 

Day 3

I know a folk tale that has a character just like Peg! Have you ever read the story "The Little Red Hen"? Love,

Backpack Bear 

Day 4

I love your responses to "The Little Red Hen." You have great ideas! I can't wait to see how you finish your papers. Love,

Backpack Bear 

Day 5

Peg the Hen loves flying in her jet. If you could, where would you like to fly with Peg the Hen?

Love,

Backpack Bear 

DAY One

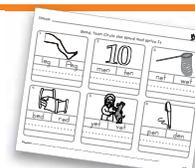
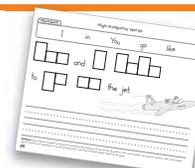
DAY Two

	DAY One	DAY Two
Magic Writing Moment	Introduce Opinions	Chart Opinions
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 11 <i>Peg the Hen</i> Medial /e/ Add and Change Sounds: -ell, -all, -ed, -et Rhymes Proper Nouns Comprehension Skill: Compare/Contrast	Digraph ck <i>Peg the Hen</i> Comprehension Skills: Compare/Contrast Sequence Comprehension Strategy: Predict/Verify Long-e
Computer	<i>Motion Songs: "Jam"</i> <i>BpB's Books: Concepts, "E-Machine"</i>	<i>Learn to Read: Row 2, "Peg the Hen"</i> <i>I'm Reading: Folk Tales, "The Turnip"</i>
Activity	"Concentration" HF Words	Word Blend Practice
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Bird Book</i> <i>Backpack Bear's Mammal Book</i> "Jam" "Short-E Song" Beat, rhythm Vocabulary: Birds, feathers, beak, hatchling, migrate, nest, wings, birds of prey	"I Spy"
Writing		
Science	Introduce the characteristics of birds	

DAY Three

DAY Four

DAY Five

<p>Reasons for Opinions HF Word: because</p>	<p>Illustrate Opinions</p>	<p>Share Opinions</p>
<p>R&W p. 12 Initial and Final Sounds HF Words: could, should, would</p>  <p>Comprehension Skills: Identify Genre (folk tale) Story Details (characters, setting, problem/solution, lesson)</p> <p>Comprehension Strategies: Summarize Make Connections</p>	<p>R&W p. 13 Short and Long-E Short-E Word Families</p>  <p>Comprehension Skills: Identify Genre (folk tale) Story Details (characters, setting, problem/solution, lesson) Compare/Contrast</p> <p>Comprehension Strategies: Summarize Make Connections</p>	<p>R&W p. 14 <i>Peg the Hen</i> Rhyming</p>  <p>Comprehension Skill: Identify Genre (folk tale)</p> <p>Comprehension Strategies: Ask Questions Open Discussion</p> <p>Starfall Free Day 1</p> <p>"Color by Word" 2</p>
<p><i>I'm Reading:</i> Folk Tales, "The Little Red Hen" <i>Learn to Read:</i> Row 7, "Play" and "Pete's Sheep"</p>	<p><i>It's Fun to Read:</i> Riddles, "Birds" <i>I'm Reading:</i> Folk Tales, "The Little Red Hen" <i>Learn to Read:</i> Row 11 Video, "Vowel Teams" <i>Learn to Read:</i> Row 5 Movie, "Silent E"</p>	<p>Short-e Puzzle 3</p>
<p>"Concentration" Short-e Words</p>	<p>"Hen" blackline Rhyming Words High Frequency Word Search</p>	<p>Sequence <i>Peg the Hen</i> 4</p>
<p><i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen"</p>	<p><i>The Little Red Hen</i> by Paul Gal-done <i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen" Vocabulary: Stroll, scamper, tend, ground, hoe</p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p>Weekly Review "Ee Elephant Rhyme" Short-e and Long-e</p>
<p>Write a response to "The Little Red Hen"</p>	<p>Complete responses to "The Little Red Hen"</p>	

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Magic Writing Moment**Materials**

- Plush Zac the Rat
- Backpack Bear

Introduce Opinions

Say: **This week we will share our opinions.**

Say, opinions. An opinion is what you think or feel about something. People don't always have the same opinion about things. For instance, what is your opinion about your favorite thing to do?

Zac whispers that camping is his favorite thing to do. Ask Zac why camping is his favorite. Zac answers that camping is his favorite thing to do because he does it with his dad.

Backpack Bear whispers that his opinion is different from Zac's. His favorite thing to do is go fishing because he thinks it is fun to catch fish.

Say: **I have another opinion. My favorite thing to do is to go to the beach because I like to collect shells.**

Continue: **We have three different opinions. If you had to choose one of these activities as your favorite, what would your opinion be? Think about whether camping, fishing or going to the beach is your favorite. Tomorrow you will share your opinion and explain your choice.**

Phonological Awareness Warm-Up**Materials**

- Sing-Along Volume 1
- Track 17, "Jam"

Rhyming Words

Ask: **What happened when Zac sat on the can?**

(Jam spilled.) **Listen to the words in this rhyme to know where the jam landed.** Read the rhyme one stanza at a time, pausing after each stanza to allow volunteers to identify where the jam landed.

Say: **This time I will read the beginning of each line, and you finish the rhyme. Let's practice.**

Say: **Jam on my head (your ____). Jam on my toes (your ____), Jam on my ____, Jam on my ____.** Continue for the remainder of the rhyme.

Play *Sing-Along Volume 1* Track 17, "Jam." Ask: **Can you hear and feel the beat of this rhyme? It has four beats, so let's clap four times.** (Do this.) **Now, let's see if we can clap the beat with the song.** Play Track 17 again and clap the four beats for each line without singing the words.

Repeat the song, clapping the beat and singing the words.

The children may take turns playing rhythm instruments to keep the beat.

Reading:**Foundational Skills**

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

Phonological Awareness

PA.2 Identify regular beat and similarities of sounds when responding to rhythm and rhyme

While the children are singing, a volunteer or assistant may discuss where the jam landed with ELL children.

ELL

1

Introduce Peg the Hen Character and Medial /e/

Welcome Zac to the group. Recall Zac's favorite sound (/a/) and a volunteer prints Zac's name on the board. Remind the children that since Zac is a name, it begins with a capital letter.

Say: **Backpack Bear has a new friend to introduce.** He introduces Peg, and she whispers to you that she also has a favorite sound, /e/.

Say: **Let's think of words that begin with Peg's favorite sound, /e/.** Volunteers suggest words that start with /e/.

Continue: **Peg would like to learn to write her name.**

Write Peg's name on the board and indicate the capital *P*.

Say: **Let's blend the sounds together.** The children do this. **Peg's favorite sound is in her name.** Lead the children to identify the sound /e/ in Peg's name as her favorite. Play *Sing-Along Volume 1, Track 29, "Short-e Song"* and children sing along.

Materials

- Reading & Writing Books*, p. 11
- Sing-Along Volume 1, Track 29, "Short-e Song"*
- Plush Peg and Zac

Reading: Foundational Skills

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

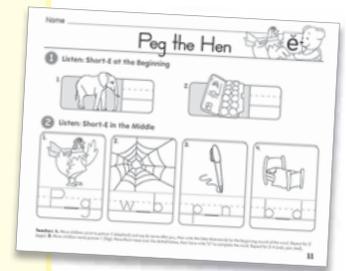
RF.K.3.C Read common high frequency words by sight

Language

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

Formative Assessment

Distribute *Reading and Writing Books* and the children turn to page 11. Complete it together with the children as you have similar pages.



2

Add and Change Sounds (-ell, -all, -ed, -et)

Say: **Let's create new words by changing or adding beginning sounds to words that belong to four different word families.** Recall that a word family is a group of words that all have the same pattern of letters and sounds in the middle and at the end.

Place the magnetic letters on the bottom portion of the whiteboard and identify each letter. Place the letters *a, l, l* on the top right side of the board. The children read the word *all*.

Say: **All is a high frequency word and a member of a word family. If we place a consonant in front of the word all, we create a new word that rhymes with all and belongs to the same word family.** (Place the magnetic letter *b* in front of *all*.) **Let's say the new word /b/, /all/.** (ball) List the words *all* and *ball* on the left side of the whiteboard.

Materials

- Classroom whiteboard, marker
- Magnetic letters (one each: *a, b, d, e, f, m, n, r, s, t, w* and two *l*'s)
- Alternate: If you do not have magnetic letters use a Pocket Chart and Letter Cards

Reading: Foundational Skills

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

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

Say: **If we remove the *b* again, what is the word?** (all) **Let's write more words that belong to the *-all* family and rhyme with *all* and *ball* by placing different letters in front of *all*.** Volunteers choose the next consonants. Add the new words to the list under *all* and *ball*.

Say: **Since each of these words ends with the letters *-all*, let's call them the *-all* family.**

Erase the *-all* words. Repeat as above for *-ell*, *-ed*, and *-et*. Create at least four words for each family. Accept nonsense words.



Formative Assessment

Place all of the magnetic letters at the bottom of the whiteboard. Say a word from one of the word families. Choose a volunteer to come to the board and form that word.

Suggested words:

ball	mall	fall	tall	wall
bell	fell	tell	well	sell
bed	fed	wed	red	led
bet	met	net	wet	let

As new words are created, have ELL children repeat them, and encourage them to volunteer to form the words on the board with assistance from classmates as needed.

ELL

Reading: Foundational Skills

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)

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.3.C Read common high frequency words by sight

Listening & Speaking

LS.9d Understand and follow one and two-step directions

Computer

- *Backpack Bear's Books: Concepts, "E-Machine"*
- *Motion Songs: "Jam"*

Practice

Activity

The children play "Concentration" using High Frequency Word Cards.

Materials

- Two of each High Frequency Word Card: *and, are, come, gets, good, goes, into, like, little, off, said, that, this, there, they, want, we, what, why, with, you*
- Pocket chart

3

Introduce *Backpack Bear's Bird Book*

Indicate Peg. Ask: **What kind of animal is Peg?**
(Accept all answers.)

Continue: **Peg is a hen. A hen is a female chicken. Let's determine whether or not Peg is a mammal.**

Indicate page 7 of *Backpack Bear's Mammal Book*.

Ask: **Does Peg have hair, fur, or fat to keep her body warm? Does she feed her babies milk from her body? The answer to these questions is no. What does that mean? (Volunteers respond.) Yes, it means Peg is not a mammal.**

Explain: **Peg belongs to a different group of animals, called birds.**

Place the Vocabulary Card *birds* at the top of the pocket chart. Say:

Backpack Bear has a book that will teach us about birds.

Indicate *Backpack Bear's Bird Book*. Say: **This is a nonfiction book about birds. Who remembers what nonfiction means? (Volunteers respond.) This book is nonfiction because it includes true facts about birds. Why do you think the author, Alice O. Shepard, wrote this book?**

As you read the book, place the Vocabulary Cards in the pocket chart under *birds* as the words are addressed.

Say: **There is one characteristic that makes birds different from every other animal. What do you think it is?**

- **Is it the pretty colors of a bird?** (No, some mammals have beautiful colors.)
- **Is it the beak or the bill?** (No, we know a mammal, the platypus that has a beak.)
- **Is it the eggs that birds lay?** (No, we know some mammals lay eggs.)
- **Is it the wings?** (No, bats are mammals and they have wings.)
- **Is it that a bird breathes air?** (No, we also breathe air and we are mammals.)
- **What is the only characteristic a bird has that no other animal has?** (feathers)

Discuss how the author organized the ideas in *Backpack Bear's Bird Book* so that the reader would learn important facts about birds.



Formative Assessment

Partner the children. Say each vocabulary word and allow time for partners to discuss its meaning.

Partner ELL children with children who have some knowledge of their native languages if possible.

ELL

Materials

- Backpack Bear's Mammal Book*
- Backpack Bear's Bird Book* by Alice O. Shepard
- Vocabulary Cards: *birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey*
- Plush Peg the Hen
- Pocket chart

Reading: Informational Text

RI.K.6 Name the author and illustrator of a text and define their roles

Writing

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

Vocabulary

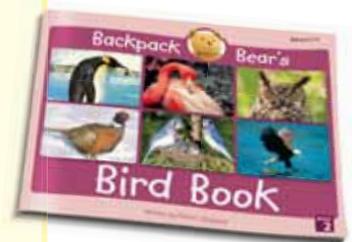
VOC.3 Use multiple strategies to develop vocabulary

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

Science

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

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



Writing

W.K.7 Participate in shared reading and writing projects

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

W.8d Print name

**Reading:
Foundational Skills**

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

Magic Writing Moment**Chart Opinions**

Review the opinions from Day 1. Indicate the chart paper and add the headings, "camping," "fishing," and "beach" to the three columns.

Say: **Yesterday I asked you to think about which of these three activities you would most like to do. Today we will chart your opinions.**

The children print their names on sticky notes and place them under the headings that represent their choices.

Explain: **Tomorrow you will share the reason for your opinion, or why you chose camping, fishing, or going to the beach as your favorite thing to do.**

Materials

- Prepared chart paper
(divided into 3 columns)
- Sticky note for each child
- Pencils

Save the chart paper for use on Day 3.

Provide visual cues next to the chart paper headings and/or learn the words for camping, fishing and beach in the children's native languages.

ELL**Phonics Warm-Up****Review the *ck* Digraph**

Say: **I will say a word that has the sound /k/ in it. Listen carefully and notice where you hear the sound /k/. Ready, black. Where do you hear /k/ in the word black? Right, it's at the end.**

Write the word *black* on the board and indicate the *ck* at the end. Remind the children that when the letters *c* and *k* are together, they stand for one sound, /k/.

Continue for *duck*, *truck*, *snack*, *check*, *speck*, and *back*. When writing these words, write the beginnings and volunteers complete them by adding *ck*.

Say: **Let's try a word that has *ck* in the middle.** Write *rocket* on the board. The children decode the word then a volunteer circles *ck*.

Materials

- None

1

Introduce *Peg the Hen*

Navigate a classroom computer to *Learn to Read*: Row 2, "Peg the Hen."

Explain: **Peg has a story of her own.** Indicate *Peg the Hen*, and discuss the title and illustrations on the cover.

Ask: **What predictions can you make about Peg's story?**

Page through the book and the children make predictions based on the illustrations. Read the story and the children check the accuracy of their predictions.

Ask: **How did we know if our predictions were correct? Right, we read the story.**

Navigate to *Learn to Read*, Row 2, "Peg the Hen." View the online story and the children interact with the illustrations. Compare and contrast the printed and online versions.

Ask:

- **Did you notice this story is about Peg's dream?**
- **What in the story told us Peg was dreaming of flying in a jet?**

Print *Peg the Hen* near the top of the board. Say: **This story uses many short-e and high frequency words we have learned. I will print *Peg's Words* on the left side of the board, *High Frequency Words* in the middle, and *Other Words* on the right side.** (Do this.) **As we read this story together, we will write each word in the correct column.**

Reread the story. Volunteers list the words in the appropriate columns on the board as they are identified.

Peg the Hen

Peg's Words	High Frequency Words	Other Words
Peg	is	fast
red	a	falls
hen	to	into
set	and	steps
jet	in	
web	the	
wet	go	
bed	into	
ten	gets	

Materials

- Classroom whiteboard, marker
- Classroom computer navigated to *Learn to Read*: Row 2, "Peg the Hen"
- Peg the Hen*

Reading: Foundational Skills

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

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

Reading: Literature

RL.K.7 Connect illustrations to story events

Literary Response & Analysis

LIT.RA.7b Make predictions based on illustrations and context



Formative Assessment

Play "I Spy" using words from the list, and volunteers indicate the words.

**Reading:
Foundational Skills**

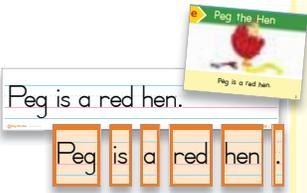
RF.K.3.C Read common high frequency words by sight

Reading: Literature

RL.K.2 Retell familiar stories

Listening & Speaking

LS.9c Relate an experience in sequence



Sequence *Peg the Hen*

Distribute *Peg the Hen* to each child. The children follow along in their books as you read the story, then they partner and read the story to each other.

Distribute *Peg the Hen* Story Sequence Cards to eight children. Explain: **You will use these cards to sequence the story. To sequence means to put events in the order they happened.**

As you read the story aloud, the eight children move to stand in the correct order in the front of the classroom.

After reading, play "Switch-A-Roo." The eight children holding Story Sequence Cards distribute them to classmates and return to their places.

Explain: **This time let's see if you can arrange the cards in order without hearing the story.**

The children place the Story Sequence Cards in order down the left side of the pocket chart. Classmates review the story and the sequence of the cards, suggesting changes as needed.

Distribute *Peg the Hen* Sentence Strips to eight different children. Each child, in turn, places the correct sentence in the pocket chart beside its matching Story Sequence Card.



Formative Assessment

Distribute all of the Sentence Strip Word Cards. Some children may receive more than one.

- The children read the first sentence *Peg is a red hen* together.
- The children with the Word Card *Peg* stand.
- Choose one child to place his or her Word Card on top of the same word in the sentence, and read the word aloud.
- The class reads the sentence.

Continue until all of the words have been placed. Conclude by reading each sentence together as a group.

Materials

- Peg the Hen* Sentence Strips and individual Word Cards
- Peg the Hen* Story Sequence Cards
- Peg the Hen* for each child
- Pocket chart

Consider attaching magnets to the back of Sentence Strips and Word Cards so they can be used in a pocket chart or on a magnetic surface.

Computer

Practice

- *Learn to Read*: Row 2, "Peg the Hen"
- *I'm Reading*: Folk Tales, "The Turnip"

Activity

The children blend individual sounds to create short-e words.

Materials

- Generated "Blend Practice 2" worksheet for each child
- Pencils, crayons

3

Introduce Long-E

Navigate a classroom computer to *Starfall.com*: *Learn to Read*.

Review the difference between a vowel and a consonant at *Learn to Read*: Row 3, Skills: "Vowels."

- Review that sometimes y is a vowel by navigating to *Learn to Read*: Row 3, Skills: "Y as a Vowel."
- Review the silent e rule by navigating to *Learn to Read*: Row 5, Skills: "Silent E."

Explain: **There's another way to tell if a vowel is long besides looking for silent e. Listen to this rhyme. When two vowels go a walking, the first one does the talking.** (Discuss.) **Now say it with me.** The children repeat the rhyme with you.

Play *Learn to Read*: Row 11, Skills: "Vowel Teams" and review the two ways that letters stand for a long vowel: Silent e and Vowel Teams.

Materials

- Picture Cards: *apple, eagle, eat, egg, nest, peach, rain, snake, teeth, tent, three, whale, wheel, yellow*
- Classroom computer navigated to *Learn to Read*
- Pocket chart

Formative Assessment

Display the Picture Cards in random order face down in a pocket chart.

A volunteer reveals a Picture Card and identifies it. Write the word on the board. The volunteer determines if there is a short or long vowel sound in the word and the class confirms or corrects the choice.

Reading: Foundational Skills

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

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

Reading: Literature

RL.K.5 Recognize common types of texts

Language

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

Science

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

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

ML.10 Use technology resources to support learning

Speaking & Listening

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

Writing

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

Magic Writing Moment**Reasons for Opinions**

Say: **Yesterday you shared your opinion about which of the three choices we discussed is your favorite thing to do. When we share opinions we should explain reasons for our choices. We usually begin with words like:**

- I think
- I feel
- I like
- I don't like
- My favorite

Continue: **We always have reasons for our opinions or the way we think or feel. Think about why you chose camping, fishing, or going to the beach.**

Write *I like _____ because _____*. on the board. Read *I like* with the children. Indicate the word, *because*.

Explain: **Because is a new high frequency word.** The children repeat, *because*.

Indicate the High Frequency Word Card *because* and place it in the pocket chart. Distribute *Starfall Dictionaries* and the children add *because*.

Divide the class into groups according to their choices and the children discuss their reasons for choosing them.

Volunteers from each group share their opinions. Encourage them to use the sentence frame *I like _____ because _____*.

Materials

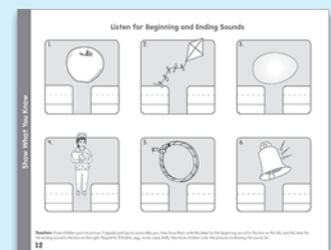
- Chart paper from Day 2
- High Frequency Word Card:
because
- Starfall Dictionaries*
- Pocket chart
- Pencils

Phonics Warm-Up**Initial and Final Sounds**

Distribute *Reading & Writing Books* and the children turn to page 12. Complete the page together with the children as you have previous pages.

Materials

- Reading & Writing Books*, p. 12
- Pencils, crayons

**Reading:****Foundational Skills**

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

1

Introduce Starfall’s “The Little Red Hen”

Place Peg in your lap. Say: **Let’s retell Peg’s story to her. When we retell a story, it shows that we really understand what the story is about.**

Indicate Starfall’s “The Little Red Hen.” Say: **Here’s the book Backpack Bear was talking about in his message. It has a character that looks like Peg.**

Explain: **“The Little Red Hen” is a folk tale. Long ago, people didn’t have books to read, so they told their favorite stories aloud. After many years, these stories, called folk tales, were written in books. What other folk tale have you heard this year?** (“The Turnip”)

Indicate the words *retold by Starfall* on the title page. Explain that Starfall didn’t write the original story. Instead, the writers at Starfall are again telling, or retelling, an old folk tale in their own words for children to enjoy.

Page through the book then read the story.

Ask the children if they know where we get corn. Recall your discussions about plants. Explain that corn comes from a plant with seeds and that the corn kernels we eat are those seeds. The little red hen in the story used the corn seeds to make corn muffins.

Display the Story Element Cards in a pocket chart and read each card. The children listen for the answers to the Story Element Cards as you read “The Little Red Hen.”

Materials	
<input type="checkbox"/>	<i>The Little Red Hen and other Folk Tales</i> retold by Starfall
<input type="checkbox"/>	Story Element Cards (pictured below)
<input type="checkbox"/>	Plush Peg the Hen
<input type="checkbox"/>	Pocket chart

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Reading: Literature

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)



Formative Assessment

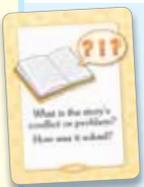
After reading, discuss the following questions related to each card.



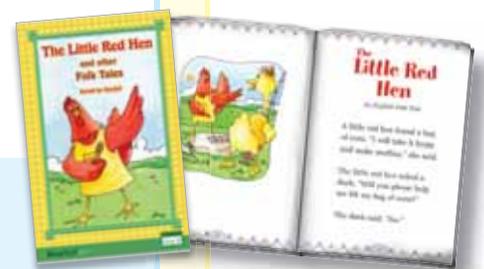
- Who are the characters in the story?
- Who is the main character?
- Make an inference, or think of a reason, why the duck, the turkey, and the goose did not help the little red hen.



- What is the setting for this story, or where did the story take place? Why is it important?
- Did this story have more than one setting?
- Would this story make sense if the setting was at the zoo? Why not?



- What problem did the little red hen have?
- Was she able to solve the problem?





- How did the story end?
- Do you think it was fair for the animals not to be able to eat the muffins made by the little red hen? Why or why not?
- How might this story have been different if the other characters had helped the little red hen?



- Have you ever been asked to help and said “no” before?
- What do you do when your parents or a brother or sister ask you to help at home?
- Is it important to help others? Why or why not?



- How would the world be different if everyone thought about others and always offered to help?

2

Write a Response to “The Little Red Hen”

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

Say: **Folk tales often teach lessons about our choices. In “The Little Red Hen” the other characters didn’t help make the muffins, but after the hen baked the muffins, they wanted to eat them. The little red hen would not share her muffins, because they did not help her.** The children briefly discuss the lesson learned from these choices.

Continue: **Let’s pretend you are one of the characters in the story, and you want to make a different choice and teach a different lesson. Who would you be? How would you behave differently? What would you learn from your different choice?**

- The children choose characters they would like to be and share how they might have responded differently when asked to help, or in the case of the little red hen, asked to share.
- Discuss how different responses would change the story.

Materials

- The Little Red Hen and other Folk Tales*
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons



Formative Assessment

Say: **Let's use your ideas to write our own stories. Every story needs a topic or beginning sentence. Today, let's each start with a sentence telling what character we chose. The next sentences will tell what we would do differently in the story to teach a lesson.**

Write an example on the board such as: *I am the turkey. I would be the little red hen's friend.* Remind the children that they may not use your example.

Distribute *Starfall Writing Journals*. The children use kid writing to write about the characters they chose and what they would do differently. Circulate and provide adult writing as children finish their sentences. They will complete their writings on Day 4.

Allow ELL children to dictate their stories then copy them into their journals if necessary.

ELL

Computer

Practice

- *I'm Reading*: Folk Tales, "The Little Red Hen"
- *Learn to Read*: Row 7, Play activities and "Pete's Sheep"

Activity

The children play "Concentration," matching the short-e Word Cards with the Picture Cards.

Note: Adjust the number of Word Card / Picture Card pairs to accommodate your group of children.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Word and Picture Cards:
<i>bed, bell, egg, hen, jet, leg,</i>
<i>men, nest, net, pen, pet, red,</i>
<i>ten, well, wet, yell</i> |
| <input type="checkbox"/> | Pocket chart |

Reading: Foundational Skills

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

Reading: Literature

RL.K.5 Recognize common types of texts

Materials

- Three prepared hen cut-outs
- Whiteboards, markers
- Starfall Dictionaries*
- Classroom books

Introduce High Frequency Words: *could, should, would*

Reading: Foundational Skills

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

Say: **The little red hen would like to teach us three new high frequency words.** Indicate the hen with *could* on it. **This is the word, *could*.** (The children repeat, *could*.) ***Could* is a high frequency word.**

The children write *could* on their whiteboards. Say: **If you hear *could* in the sentence I say, raise your whiteboards. Ready?**

- *Could* you help the little red hen?
- I *could* help you make the muffins.
- Will you let me help you?

Indicate the hens with *would* and *should* written on them. Say: **Here are two words, *would* and *should*. What do you notice about these words?** (They rhyme and they have the same letters at the end.) **What is the only difference between these two words?** (beginning sound)

Divide the class into 2 groups. Instruct one group to write the word *would* on their whiteboards and the other group to write *should*. Say: **Listen to these sentences. If I use your word, raise your whiteboard.**

- *Would* you help me make some muffins?
- I should help you lift your bag.
- *Would* you bring me some corn?
- You *should* help the little red hen.

Display each of the three hens to review *should*, *could*, and *would*, noting that all three of the words end with the letters *ould*.

Divide the children into groups of 3 and distribute classroom books. The children find the new high frequency words, *could*, *would*, *should* in the classroom books.



Formative Assessment

The children write *would*, *could*, and *should* in their *Starfall Dictionaries* following your example.

Magic Writing Moment

Illustrate Opinions

Say: **Yesterday we shared our opinions by using our words. Today let's share our opinions by illustrating them. What should the question be?**

Backpack Bear whispers, "What is the best activity to do at recess?"

Say: **Backpack Bear would like to know what the best activity to do at recess is. Let's tell him our opinions by illustrating them.**

Distribute paper, pencils, and crayons. The children print their names and illustrate their favorite recess activities. Circulate, allowing children to share their opinions with you. Encourage them to add detail to their illustrations.

Save the illustrations to complete on Day 5.

Materials

- Drawing paper
- Pencils, crayons
- Backpack Bear

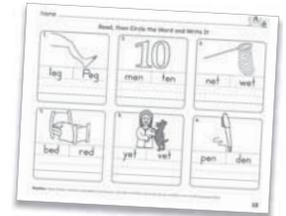
Phonics Warm-Up

Decoding

Distribute *Reading and Writing Books* and the children turn to page 13. Complete the page together with the children as you have similar pages.

Materials

- Reading & Writing Books*, p. 13
- Pencils, crayons



1

Introduce Paul Galdone's *The Little Red Hen*

Indicate Starfall's "The Little Red Hen." Say: **I think you are ready to learn to summarize a story.** (The children repeat, *summarize*.) **What do you think summarize means?** (Volunteers respond.)

Explain: **To summarize a story means to briefly tell the main events, or the important things that happened in the story, in the order that they happened.**

Here is a summary of "The Little Red Hen." This story is about a hen who wanted to make muffins. She asked her friends to help, but they did not want to help her. When the muffins were finished, all of her friends wanted them even though they did not help the hen prepare them.

Ask: **Did I retell the whole story or did I just tell you the main events?** (Volunteers respond.)

Materials

- The Little Red Hen and other Folk Tales: "The Little Red Hen"*
- The Little Red Hen* retold by Paul Galdone
- Vocabulary Cards: *stroll, scamper, tend, ground, hoe*
- Story Element Cards (pictured below)
- Pocket chart



Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Reading: Literature

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

RL.K.9 Compare and contrast experiences of story characters

Science

SC.LS.2d Understand plants and animals have similarities and differences

Say: **I just told the most important events, so I summarized this story. Say, summarize.** (Children repeat, *summarize*.)

Indicate *The Little Red Hen* by Paul Galdone. The children identify the story's genre (folk tale). Explain that this author, Paul Galdone, retold the same folk tale, *The Little Red Hen*, in his own words. Tell the children that the main idea of the two stories is the same, but they may notice that the details, such as words and characters, might be different.

As you read, pause to address the following vocabulary and dramatize each word:

Hoe	to dig up the ground (also the name of the tool used to dig up the ground)
Stroll	to walk slowly
Scamper	to walk quickly
Tend	to take care of
Ground	something that has been crushed into very small pieces (ground is a homonym)



Formative Assessment

Place the Story Element Cards in a pocket chart. The children discuss the story by answering the questions. As the children discuss the characters, have them categorize the animals into mammal and bird groups.

2

Complete Writing

The children continue to write and illustrate their responses to "The Little Red Hen."



Formative Assessment

As the children complete their writings and illustrations they partner to share them with each other.

Materials

- The Little Red Hen* and other Folk Tales
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons

Computer

- *It's Fun to Read: Riddles, "Birds"*
- *Learn To Read: Row 5* Movie, "Silent E"
- *Learn To Read: Row 11* Video, "Vowel Teams"

Practice

Activity

The children find and circle the high frequency words listed in the word bank to complete the word search.

Materials

- High Frequency Week 19 Word Search for each child
- Pencils

3

Compare and Contrast

Read the Starfall version of *The Little Red Hen*. Discuss story details, such as the characters, setting, and what the little red hen made in the story.

Read Paul Galdone's version of the story and repeat the above discussion.

Create a Venn diagram on the board. Recall the lesson in which the children compared and contrasted letters using a Venn diagram.

Say: **Let's compare and contrast these two versions of *The Little Red Hen*. As we discuss them, I will write the ways the stories are alike in the middle. I will write the differences in the right and left sections of the circle.** Above one section write Starfall and above the other section write Paul Galdone.

As the children mention similarities and differences in the two versions, discuss where to place them and record their responses accordingly.



Formative Assessment

Ask and answer questions about the completed Venn diagram.

Materials

- Classroom whiteboard, marker
- The Little Red Hen* retold by Starfall (book version)
- The Little Red Hen* retold by Paul Galdone

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

Reading: Foundational Skills

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

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

Reading: Literature

RL.K.5 Recognize common types of texts

Reading: Literature

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

RL.K.9 Compare and contrast experiences of story characters

Literary Response & Analysis

LIT.RA.7 Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information

Speaking & Listening

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

Reading: Foundational Skills

RF.K.3.B *Associate long and short vowel sounds with common spellings (graphemes)*

Magic Writing Moment**Materials**
 Drawings from Day 4
Share Opinions

Distribute the drawings from Day 4.

Say: **Let's share our opinions about our favorite recess activities using our illustrations.**

Partner the children to share their favorite recess activity illustrations and their reasons for choosing the activities. Encourage partners to comment on each other's illustrations and how they show the reasons for their choices.

Phonological Awareness Warm-Up**Materials**
 ABC Rhyme Book
Short and Long-E

Read the "Ee Elephant" rhyme on page 13 of the *ABC Rhyme Book*.

Review the words beginning with short-e (*Ed, elephant*) and explain that the letter *e* stands for another sound called *long-e*. The sound of long-e is the letter's name, *e*.

Say: **Listen for /ē/ in the word eat.** Children say the sound *e* then say the word (/ē/, *eat*). Repeat for *eagle* and *eraser*.

Continue: **Let's play a game. If the word I say begins with short-e, place your palms very close together, but not quite touching.** (Demonstrate) **If the word I say begins with long-e, spread your palms wide apart.** (Demonstrate)

Say the following words, pausing after each to allow the children to respond and discuss correct responses.

exit	even	elevator	egg	end
elbow	eat	every	east	extra
exercise	enter	eagle	easy	example

Remind children that the high frequency words *me, he, she,* and *we* all end with long-e.

Ee Elephant

Ed the elephant walks so slow.

Where is he going? No one knows.

He hasn't any fingers,

but he has twenty toes —

Look at his ears and his very long nose!

Have ELL children (and others) sing the "Short-e Song" from the ABC section of *Starfall.com*, or recite the team vowel rhyme for appropriate words.

ELL

1

Writing

Review the story *Peg the Hen*.

Distribute *Reading and Writing Books* and the children turn to page 14. Complete the page having the class decide on a sentence together.

Materials

- Reading & Writing Books*, p. 14
- Starfall Dictionaries*
- Peg the Hen*
- Pencils, crayons

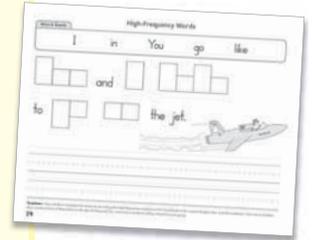
Writing

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



Formative Assessment

Write the class sentence on the board for children to copy, or the children use their dictionaries to write individual sentences. Partner children to read their sentences to each other as they finish.



Computer

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

1

Technology

TECH.11 Develop technology skills for using and understanding conventional processes

"Color by Word"

The children read the words in order to color the picture according to the key.

Materials

- Pencils, crayons
- Week 19 "Color by Word" worksheet for each child

2

Reading: Foundational Skills

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

Short-E Puzzle

The children assemble the short-e puzzles then list the short-e words on writing paper.

Materials

- Short-E Puzzle(s)
- Writing paper, pencils

3

Reading: Foundational Skills

RF.K.3.B Associate long and short vowel sounds with common spellings (graphemes)

Sequence *Peg the Hen*

The children retell *Peg the Hen* using the Sequence Cards, Sentence Strips, and individual Word Cards.

Materials

- Pocket chart
- Peg the Hen*
- Peg the Hen* Sequence Cards, Sentence Strips, and individual Word Cards

4

Reading: Literature

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

Teacher's Choice

5

Choose an appropriate activity for this center.

Teacher's Choice

6

Choose an appropriate activity for this center.

2

Weekly Review

Reading: Literature

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

Divide the children into 5 teams, Teams A, B, C, D, and E. Number the children on each team. Child #1 on each team will be the spokesperson for the first question, #2 for the second, and so on.

Draw the first question from the basket and read it to the children. All teams discuss the answer. Child #1 on Team A responds. If the answer is incorrect, child #1 on the next team answers the question. If the answer is correct, the next question is asked of the next team and child #2 answers.

At the end of the game, Peg congratulates all of the children.

Materials

- Prepared review questions
- Plush Peg the Hen
- Basket



No Formative Assessment