



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

**Teacher's Guide**

**Flight**

**Unit 7 • Week 20**

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

If you have questions or comments, please contact us.

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

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

# Flight

## Unit 7 • Week 20

### Week 20

#### Overview / Preparation

605

##### Day 1

|   |     |
|---|-----|
| Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words . . . . . | 611 |
| Introduce <i>Peg Goes Places</i> , Chapter 1 . . . . .                      | 613 |
| Introduce the Wright Brothers . . . . .                                     | 614 |

##### Day 2

|   |     |
|---|-----|
| Using Maps, Introduce <i>Peg Helps Zac</i> . . . . .                      | 616 |
| Identify/Discriminate Rhyming <i>-ell</i> and <i>-all</i> Words . . . . . | 617 |
| Preview <i>Peg Goes Places</i> , Chapter 2 . . . . .                      | 618 |

##### Day 3




|  |     |
|--|-----|
| Introduce /ch/ . . . . .   | 619 |
| Read a Map . . . . .   | 620 |
| Introduce High Frequency Words: <i>ask, asks, find, from</i> . . . . . | 622 |

##### Day 4

|                                       |     |
|---------------------------------------|-----|
| Introduce Vincent van Gogh . . . . .  | 624 |
| Write About Your Dream . . . . .      | 625 |
| Read and Review Color Words . . . . . | 625 |

##### Day 5

|                             |     |
|-----------------------------|-----|
| Sketch Your Ideas . . . . . | 626 |
| Learning Centers . . . . .  | 627 |
| A Plane Ride . . . . .      | 628 |

-  Begin with free reading and math activities for computers and mobile devices.
-  Discover even more interactive activities with a Starfall membership!
-  Shop at [store.starfall.com](http://store.starfall.com) for curricula and educational products.

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

**Email:** [helpdesk@starfall.com](mailto:helpdesk@starfall.com)

**Phone:** 1-888-857-8990 or 303-417-6414

**Fax:** 1-800-943-6666 or 303-417-6434

# Week 20 Overview

## Flight

The children will learn about airplanes and air travel through both fictional and nonfictional accounts. They will meet the Wright brothers, who gave us the first “heavier than air” flying machine, through their dreams, hard work, and dedication. The children will experiment with a balloon as they discover how airplanes fly. This week we will:

- review homonyms and word families.
- practice short-e and long-e.
- discover the importance of maps and learn how to “read” them.
- learn the sound /ch/.
- meet Vincent van Gogh and learn how he turned his dreams into paintings.

## Recommended Literature

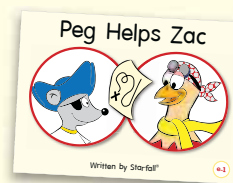
**Amazing Airplanes — Tony Mitton** is a British author who is also a poet. He likes to read folk tales, historical legends, and fairy tales. His favorite snack foods are bananas, chocolate fudge brownie ice cream, and cakes. He is so fond of cake, he loves to bake cakes at home.

Mitton’s father was a soldier. Because of this he lived in many places as a child. He was born in Tripoli, Libya; he moved to North Africa, Hong Kong, and then Germany until at last he and his family settled in England. Mitton lives there now with his own family, and Tiggie the cat.

Before writing books, Tony Mitton was a primary school teacher in England. The first books he wrote were for his own students. He especially likes writing books with words that have rhythm and rhyme, like lyrics to a song. Because he plays the guitar and likes to sing British folk songs, he prefers to write rhyming stories for his books, as if they were for illustrated song or poetry books.

## Starfall Books & Other Media

*ABC Rhyme Book*  
*Peg Goes Places* Chapter Book  
*Peg Helps Zac*  
*Peg the Hen*  
*Reading and Writing Books*  
*Star Writer Melodies*  
*Starfall Dictionaries*  
*Starfall Writing Journals*  
*Sing-Along Volume 1*  
*The Wright Brothers Historical Figures Poster*  
*Vincent van Gogh*



# Preparation

Generate Vocabulary Cards for Week 20. You will use *gem* and *locate* on Day 2 and *self-portrait* and *sketch* on Day 4.

## Day One

For today's Magic Writing Moment, prepare a sheet of chart paper with the sentence stem, *I like \_\_\_\_\_ because \_\_\_\_\_.*

You will also need a different fruit, such as an apple, orange, banana, peach, plum, or grapes for each table or group of children.

Prior to Session 1, write the following vocabulary words on a sheet of chart paper: *terminal, fare, hold, captain, copilot, runway, intercom, journey, control tower, soar, and crew.*

For Session 3 you will need a large balloon (not inflated).

## Day Two

For today's Magic Writing Moment generate a journal writing page with lines at the bottom and a box for an illustration at the top. Add the sentence stem, *I like \_\_\_\_\_ because \_\_\_\_\_* before duplicating one for each child.

Create a label with the name of each different kind of fruit.

For today's Phonological Awareness Warm Up prepare a Short-e and a Long-e sign.

Duplicate the "Park Map" blackline for each child.

Generate a Week 20 Word Search using the high frequency words *could, should, would, what*, and any other words that need practice for each child.

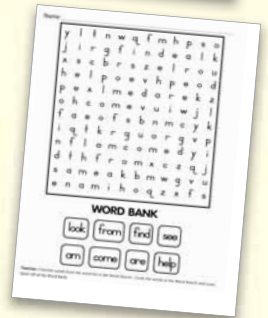
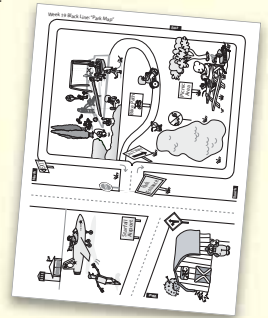
## Day Three

You will use Superhero h in Session 1.

## Day Four

For Session 1, prepare a copy of the *Vincent van Gogh* take-home book for each child.

For today's Activity choose several High Frequency Word Cards that most need to be practiced.



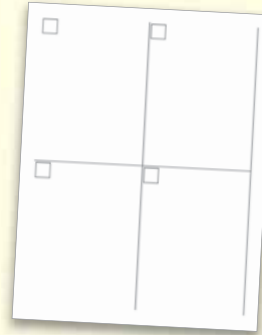
## Day Five

Duplicate the "Story Board" blackline for each child.

For Learning Center 2 you will need several magazines and a poster for each group or a large sheet of drawing paper for each child.

Generate a Week 20 "Color by Word" worksheet for each child.

Copy the lyrics to "A Plane Ride" on two sheets of chart paper for Session 3. Highlight vocabulary words *terminal*, *fare*, *hold*, *captain*, *soar*, *runway*, *control tower*, and *crew*.



### A Plane Ride

(Melody: "The Wheels on the Bus")

The **terminal** is the place we pay our **fare**, pay our **fare**, pay our **fare**.

The **terminal** is the place we pay our **fare**, to fly through the air.

The luggage on the plane goes in the **hold**, in the **hold**, in the **hold**.

The luggage on the plane goes in the **hold**, that's what we're told.

The engine on the plane takes you up so high, up so high, up so high.

The engine on the plane takes you up so high, as we **soar** through the sky.

The **captain** of the plane says, "Buckle up now!" "Buckle up now!" "Buckle up now!"

The **captain** of the plane says, "Buckle up now!" We'll show you how.

The **crew** on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.

The **crew** on the plane brings drinks and a treat, now it's time to eat.

The **control tower** says, "The **runway**'s clear!" "The **runway**'s clear!" "The **runway**'s clear!"

The **control tower** says, "The **runway**'s clear, you can land here."

The journey on the plane is over now, over now, over now.

The journey on the plane is over now, what fun! WOW!



## Day 1

I went on a plane ride and had so much fun. Have you ever been on an airplane?

Love,

Backpack Bear 🐻

## Day 2

I love learning about maps! I used a map once to find the places where my aunts and uncles live.

Your Pal,

Backpack Bear 🐻

## Day 3

Did you like the park map? Maps are helpful. I used one last night!

Love,

Backpack Bear 🐻

## Day 4

Did you know that Vincent van Gogh was an artist who painted his dreams? I saw him on Starfall last night. Love,

Backpack Bear 🐻

## Day 5

It was fun to learn about Orville and Wilbur Wright! What would it be like if they hadn't invented airplanes?

Love,

Backpack Bear 🐻

## DAY One


## DAY Two

|  |   |  |
|--|---|--|
| <b>Magic Writing Moment</b>  | Sharing Opinions and Explaining Choices   | Writing Opinions   |
| <b>Reading</b><br>Phonemic Awareness<br>Phonics<br>High-Frequency Words<br>Comprehension<br>Print Concepts | R&W p. 15<br>Initial, medial, final sounds<br>Homonyms<br><b>Comprehension Strategy:</b><br>Make Connections<br><i>Peg Goes Places</i>            | R&W p. 16<br>Discriminate -ell, -all words<br>Medial vowels /e/, /a/<br>"Peg Helps Zac"<br>Short-e, Long-e<br><b>Comprehension Skill:</b> Classify/Categorize<br>Making Inferences  |
| <b>Computer</b>  | <i>BpB's Books: Concepts, "E-Machine"</i><br><i>Learn to Read: Row 2, "Peg the Hen"</i>   | <i>Short Vowel Pals: "Peg Helps Zac"</i><br><i>Backpack Bear's Books: Concepts, "A-Machine"</i>  |
| <b>Activity</b>  | "I Spy" HF Words  | "Word Search" HF Words   |
| <b>Listening &amp; Speaking</b><br>Literature<br>Rhymes, Poems & Songs<br>Vocabulary                       | <i>Amazing Airplanes</i><br><i>The Wright Brothers Historical Figures Poster</i><br><b>Vocabulary:</b> terminal, copilot, fare, hold, captain, soar, runway, intercom, control tower, crew, journey<br>Words with multiple meanings | <b>Vocabulary:</b> Gem, locate   |
| <b>Writing</b>   |   |  |
| <b>Social Studies</b>  | Introduce the Wright brothers   | Identify traffic symbols and map symbols   |
| <b>Science</b>   | Investigate ways things move (fast, slow), notice push or pull changes the way objects move   |  |

## DAY Three

## DAY Four

## DAY Five

|   |   |   |
|---|---|---|
| <p>Writing Opinions</p>   | <p>Supporting Opinions</p>  | <p>Illustrate Opinions</p>  |
| <p>R&amp;W p. 17</p> <p>Discriminate initial /th/</p> <p>Introduce /ch/</p> <p>HF Words: <b>ask, asks, find, from</b></p>  | <p>R&amp;W p. 18</p> <p>Review Color Words</p> <p>Identify/Discriminate Initial and Final /ch/</p> <p><b>Comprehension Skill:</b><br/>Compare/Contrast</p> <p><b>Comprehension Strategy:</b><br/>Visualize</p>  | <p>Rhyming</p> <p><b>Comprehension Strategy:</b><br/>Make Connections</p> <p><i>Peg Helps Zac</i></p> <p>Story Boards</p>   |
| <p><i>BpB's Books: Concepts, "E-Machine";<br/>Learn to Read: Row 4: "Sh-Movie";<br/>Row 7: Play, "Pete's Sheep," "Th-Movie";<br/>Row 8: "Ch-Movie"</i></p>  | <p><i>It's Fun to Read: Art Gallery,<br/>"Vincent van Gogh"<br/>Colors (Review any color)</i></p>   | <p>"Color by Word"</p>  |
| <p>Illustrate Peg's rocket</p>  | <p>Use play dough or magnetic letters to create high frequency words</p>  | <p>Short-A, Short-E Puzzles</p>   |
| <p>"Ch Cheese Rhyme"</p> <p>"Letter March Song Ch"</p> <p><i>ABC Rhyme Book</i></p>   | <p><i>Vincent van Gogh</i></p> <p>"Ch Cheese Rhyme"</p> <p><b>Vocabulary:</b> self-portrait, sketch</p> <p><i>ABC Rhyme Book</i></p> <p><i>Star Writer Melodies</i></p>   | <p>Teacher's Choice</p> <p>Teacher's Choice</p> <p><i>Amazing Airplanes</i></p> <p>"One, Two, Buckle My Shoe"</p> <p><i>The Wright Brothers Historical Figures Poster</i></p> <p>"A Plane Ride"</p> |
|   | <p>Write about a dream</p>  | <p>Sketch answers to questions</p>  |
| <p>Read a map, identify traffic symbols and map symbols, understand how people lived in earlier times and how their lives would be different today</p>  | <p>Introduce Vincent van Gogh</p>   | <p>Identify traffic symbols and map symbols</p>   |
|   |   |   |

1

2

3

4

5

6

**Vocabulary**

**VOC.3** Use multiple strategies to develop vocabulary

**Listening & Speaking**

**LS.9** Apply listening and speaking skills

**Magic Writing Moment**

**Sharing Opinions and Explaining Choices**

Say: **Let's play a game to share our opinions about our favorite fruit.** Indicate and identify each fruit and place them at different tables.

Explain: **When I give a signal, walk around the classroom and stop at the table that has your favorite fruit. This is a different way to share your opinion.** (The children do this.)

Continue: **Now it's time to explain why you made your choice.**

Indicate the prepared chart paper. Read the sentence stem "I like \_\_\_\_\_ because \_\_\_\_\_" and choose a volunteer from each group to share the reasons for their choices using the sentence stem.

**Optional:** Make a list of the children's choices.

**Materials**

- Chart paper with sentence stem
- A different kind of fruit for each table or group of children

Save the fruit for use throughout the week.

**Phonics Warm-Up**

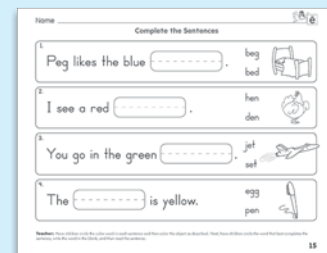
**Find the Missing Word**

Distribute *Reading & Writing Books* and the children turn to page 15.

Complete the page together according to the directions at the bottom of the page.

**Materials**

- Reading & Writing Books* p. 15
- Pencils



**Reading: Foundational Skills**

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



1

## Introduce *Amazing Airplanes* and Multiple Meanings of Words

Ask: **Have you ever gone far away from your home, to another city or state?** (Volunteers respond.) **Imagine you want to take a trip to** (choose a place far away from you). **How might you get there?**

Children's responses might include car, bus, train, boat, or plane. Help them realize that flying is usually the quickest way to travel long distances. Volunteers share what they already know about flying and airplanes. As they share:

- Recall that Peg flew in a jet, a type of airplane.
- Encourage the children to consider where people first got the idea to fly in airplanes. (observing birds)

Indicate *Amazing Airplanes*. Discuss the title, author, and illustrator. Explain: **While this is a fictional story, it also gives actual facts about airplanes.** Turn to the title page. **Look at the illustration. What predictions can you make about what will happen in the story?**

As you read the story, briefly discuss the following vocabulary words as they occur.

|                      |   |
|----------------------|---|
| <b>terminal</b>      | the building at an airport where people get on and off planes                                   |
| <b>fare</b>          | the money it costs to ride a plane  |
| <b>hold</b>          | where your luggage goes on the plane  |
| <b>captain</b>       | person who is in charge of flying the plane   |
| <b>copilot</b>       | person who helps the captain fly the plane  |
| <b>soar</b>          | to fly at a great height  |
| <b>runway</b>        | a paved strip of land where planes can take off and land  |
| <b>intercom</b>      | speakers that let everyone hear a message   |
| <b>control tower</b> | building where air traffic controllers give directions to help the captain fly the plane safely |
| <b>journey</b>       | trip from one place to another  |
| <b>crew</b>          | group of people who work as a team on an airplane   |

After reading, ask the children if they noticed that the story's text rhymed.

Reveal the list of vocabulary words. Say: **Today, this chart is our Star Word Wall.**

### Materials

- Amazing Airplanes* by Tony Mitton
- Chart paper list of vocabulary words

### Language

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

**L.K.4.A** Identify new meanings for familiar words and apply them accurately (Ex. duck)

### Vocabulary

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

### Literary Response & Analysis

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

Review each word on the chart, referring to the book as needed. Say: **Some of these words are homonyms. Remember, homonyms are words that are pronounced the same, but can be spelled differently and have different meanings.** Discuss each homonym. Sample discussions follow:

|             |   |
|-------------|---|
| <b>fare</b> | <ul style="list-style-type: none"> <li>• In this book fare means the money it costs to ride on a plane. Someone might say: We paid our fare to travel on the airplane.</li> <li>• If I said: It's not fair that you get two toys and I only get one. Would that mean the same thing?</li> <li>• Now listen to this sentence: We want to go to the fair. What does the word fair mean here?</li> </ul> |
| <b>soar</b> | <ul style="list-style-type: none"> <li>• In this book, soar means to fly very high.</li> <li>• If I said: My throat is sore. Would that mean that my throat flies very high? What does the word sore mean in this sentence?</li> <li>• Now listen: The bird can soar through the sky like an airplane. What does soar mean in this sentence?</li> </ul>   |
| <b>hold</b> | <ul style="list-style-type: none"> <li>• In this book, hold means where your luggage goes on the plane.</li> <li>• What does hold mean when I say, "I want to hold your pencil?"</li> </ul>   |



### Formative Assessment

Divide the children into several groups. Repeat a definition and ask a group to identify the word that matches. Repeat until all vocabulary words have been reviewed.

Provide visual clues as new vocabulary words are introduced. If possible, offer vocabulary words in the children's native languages.

**ELL**

Depending on the ability of ELL children to converse in English, the formative assessment may need to be completed with the teacher or an assistant.

Save the vocabulary list for use throughout the week.

2

## Introduce *Peg Goes Places*, Chapter 1

Indicate Peg holding her book, *Peg the Hen*. Ask:

**Who remembers the name of Peg's jet?  
Why do you think Peg named her jet The Egg?**

Indicate *Peg Goes Places*.

Say: **Peg has her own chapter book just like Zac. The title of Peg's book is *Peg Goes Places*. The author is Brandi Chase. The illustrator is Michael Ramirez. Do you think the author and illustrator worked together to create this chapter book? How?**

The children make predictions about what will happen in this story based on the cover illustration.

Page through Chapter 1, *Peg and Her Jet*, and the children describe the illustrations. Read the chapter.

Say: **Chapter one ends with the questions, Could they go all the way into space? What would you say? Yes or no? Let's vote!**

Write "yes" and "no" on the whiteboard. The children take turns making tally marks under their personal answers. Tally and discuss the results.

Distribute *Peg Goes Places*, whiteboards, and markers. Partner the children. Say: **Read chapter 1 together with your partner. If you come to a word you do not know, write it on your whiteboard.**

### Materials

- Individual whiteboards, markers
- Peg Goes Places* chapter book
- class set
- Plush Peg the Hen
- Peg the Hen* book

### Literary Response & Analysis

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

### Reading: Literature

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



### Formative Assessment

After partners have read the story, review any words written on the individual whiteboards and discuss their meaning.

### Computer

- *Backpack Bear's Books: Concepts, "E-Machine"*
- *Learn to Read: Row 2, "Peg the Hen"*

### Practice

### Activity

The children play "I Spy" using a game spinner to determine "teacher" order. The lowest number goes first.

The "teacher" locates a word in his or her dictionary and says, "I spy the word \_\_\_\_." The children locate the word in their dictionaries. The "teacher" changes with each word.

### Materials

- Starfall Dictionaries*
- Game spinner

### Reading: Foundational Skills

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

**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

3

**Reading:**  
**Informational Text**

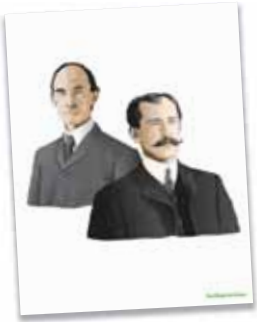
**RI.K.2** Identify the main topic and key details of a text

**Speaking & Listening**

**SL.K.1.A** Follow agreed-upon rules for discussions

**Science**

**SC.FM.3** Understand motion of objects can be changed by force



## Introduce the Wright Brothers

Indicate and read *Amazing Airplanes*. Say: **Before there were airplanes, people could only go north, south, east, or west by traveling on the ground. Travel was slow until two men changed everything. They were the inventors of the first airplane.**

Indicate *The Wright Brothers Historical Figures Poster*. Say: **These two men are the Wright brothers. Their names are Orville and Wilbur. Listen carefully to the story of how the Wright brothers thought of the idea for a different way to travel.**

Read the biographical account on the back of the poster and discuss. The children should understand that these two inventors had a dream, and they worked hard together to make it a reality.

Ask: **What do you think makes an airplane fly?** (Accept all responses.) **Let's do an experiment to help us understand what causes an airplane to move through the air.**

- Blow up a balloon and hold the opening closed tightly. Do not tie a knot.
- Hold the balloon horizontally in mid air, with the mouth of the balloon facing left.
- Let go of the balloon and observe.

As children share their observations, ask:

|  |  |
|--|--|
| What was in the balloon?   | <b>air</b>                                 |
| When I let go of the balloon, what happened to the air?            | <b>It came out the back.</b>               |
| What did letting the air out cause the balloon to do?              | <b>It moved in the opposite direction.</b> |
| What happened when there was no air left in the balloon?           | <b>It fell to the ground.</b>              |
| What do you think would happen if there was no air in the balloon? | <b>It would not move.</b>                  |

Say: **An airplane works like a balloon. When the engines blow the air out in one direction, the airplane moves in the opposite direction. If the engines stop blowing the air out, the airplane will not stay up in the sky.**

Discuss how the Wright brothers' dream of flight has changed the world. Explain: **Before airplanes were invented, it could take days, months, and even years to travel from one place to another. Today, people travel these same long distances in just hours! Now it is easy for people from all over the world to get to know each other and build friendships.**

**Materials**

- The Wright Brothers Historical Figures Poster*
- Large balloon (not inflated)
- Amazing Airplanes*



**Formative Assessment**

Partner the children to discuss one thing they learned about the Wright brothers. Volunteers share with the class.

**Magic Writing Moment****Writing Opinions**

Display the fruit from Day 1 with a label above each.  
Say: **Today you will begin to write about your favorite fruit.**

Distribute generated journal writing paper, *Starfall Dictionaries*, and pencils. The children print their names.

Read the sentence stem. Explain: **Let's add the name of your favorite fruit in the first blank.** (Children do this.) **Tomorrow you will add to your writing to tell why you chose this fruit as your favorite.**

Collect the pages for use on Day 3.

**Materials**

- Generated journal page with sentence stem for each child
- Starfall Dictionaries*
- Fruit from Day 1
- Pencils
- Fruit labels

**Vocabulary**

**VOC.3** Use multiple strategies to develop vocabulary

**Listening & Speaking**

**LS.9** Apply listening and speaking skills

**Writing**

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

**Phonological Awareness Warm-Up****Short and Long E**

Review the difference between the short-e and the long-e sounds.

Say: **Today we'll be vowel detectives. Listen to the words I say to hear the short-e sound or the long-e sound. You might hear the sound at the beginning, the middle, or the end of the words.**

Select two volunteers to hold the signs, and position them on opposite sides of the classroom.

Explain: **I will say a word. If you hear the short-e sound stand next to the short-e sign holder. If you hear the long-e sound, stand next to the long-e sign holder. Ready?** Use the words: *jet, happy, nest, meal, bee, egg, bell, sleep, tent, and green.*

**Note:** If two words in a row have the same *Ee* sound, the children stay in place.

**Materials**

- Prepared Long-e and Short-e signs

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

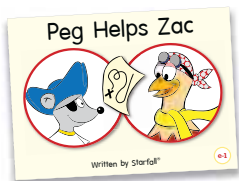
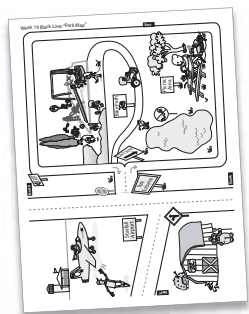
**RF.K.2.D** Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

**Reading: Literature**

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

**Language**

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



## Using Maps, Introduce *Peg Helps Zac*

Ask the children to name some of the different kinds of maps they have seen (world map, theme park map, city map, mall map, GPS). Explain: **A map uses words, pictures, and signs or symbols to show people how to go places.** Remind them a symbol is a picture that stands for something.

Say: **If your mom or dad wanted to take you on a trip to a place they have never been before, they would use a map to show them how to get where they want to go.**

Review the story *Peg the Hen*, and recall Peg's dream about flying a jet. Ask: **What would Peg need if she really flew a jet to come visit us?** (a map) **Pilots use maps to guide them to many different places all around the world. What might happen if a pilot did not have a map?** Reiterate that there are many different kinds of maps.

Say: **Here is a map for you.** Distribute the "Park Map," and the children write their names on them.

Continue: **What does this map show?** Discuss the map's features including its pictures, signs, and symbols. Lead the children to understand that this is a map of a park.

Indicate *Peg Helps Zac*. Page through the book and the children predict what might happen.

Write *gem* on the board. Say: **This word is gem. You will hear this word in the story. A gem is a beautiful stone that you often find in rings or necklaces. The g in gem stands for the /j/ sound.** (Children repeat, *gem*.)

Read the story then ask the children why Zac and Peg were using a map. (to find the gem) Explain: **There is another word that means the same as find, the word is locate.** (Children repeat, *locate*.) **To locate something means to find it. What symbol on the map helped Peg and Zac locate the gem?** (an x)

### Materials

- Vocabulary Cards: *gem*, *locate*
- Peg Helps Zac*
- Prepared "Park Map" blackline for each child



### Formative Assessment

Ask the following questions and discuss the answers with the children.

- **Did Zac and Peg notice any signs on the road that helped them follow the map?**
- **What happened as a result of Zac and Peg following the map?**

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

2

## Identify/Discriminate Rhyming *-ell* and *-all* Words

Indicate the Picture Cards *bell* and *ball*. Identify the pictures and say each word.

Ask: **How are these two words the same?** (They sound the same at the beginning and end.) **How are these two words different?** (They sound different in the middle.) **These words belong to two different word families, *bell* belongs to the *-ell* word family and *ball* belongs to the *-all* word family.**

Say the words listed below. For *-all* family words, the children pretend to bounce a ball. For *-ell* family words, they pretend to ring a bell.

|      |       |      |      |      |      |       |
|------|-------|------|------|------|------|-------|
| cell | small | yell | fell | call | sell | hall  |
| tall | Nell  | fall | tell | mall | well | swell |

### Materials

- Reading & Writing Books, p. 16
- Picture Cards *bell*, *ball*
- Pencils, crayons
- Pocket chart

### Reading: Foundational Skills

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



### Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 16. Complete the page together as described at the bottom.

### Computer

- *Short Vowel Pals*: "Peg Helps Zac"
- *Backpack Bear's Books*: Concepts, "A-Machine"

### Practice

### Activity

The children find and circle words from the Word Bank to complete the Week 20 Word Search.

### Materials

- Week 20 High Frequency Word
- Search for each child
- Pencils, crayons

### 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

### Media Literacy

**ML.10** Use technology resources to support learning

**Materials**

- Peg Goes Places* chapter book
- Chart paper, marker

**Preview *Peg Goes Places*, Chapter 2****Reading: Literature**

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

**Speaking & Listening**

**SL.K.1.A** Follow agreed-upon rules for discussions

Say: **Yesterday we read the first chapter of *Peg Goes Places*. Listen closely as I read it again.** Read chapter 1.

Continue: **Peg is off on an adventure. We voted on whether Peg could go into space. Some of you voted that Peg would and some of you voted she would not. Let's pretend that Peg figures out a way to go into outer space. What would she see on her trip? Let's make a list of things Peg might see.**

Write the children's responses on chart paper. Review the responses when the list is complete.

Ask:

- **Do you think Peg can get to outer space in her jet? Why/Why not?**
- **What would Peg need to do to get to outer space?**
- **What problems do you think Peg would have if she went into outer space?**
- **If you went with Peg into space, what would you like to see?**

Say: **Let's find out if Peg does go to outer space.** Read chapter 2, "Peg Finds a Way."

Review the chart paper responses and compare them to what happened in chapter 2.

Ask:

- **How did Peg get to outer space?**
- **What did Peg see in outer space?**
- **Who did Peg meet?**

**Formative Assessment**

Reread chapter 2, leaving out key words for the children to add as you read.

You will revisit  
chapter 2 in  
Week 21.



## Magic Writing Moment

## Writing Opinions

The children use their *Starfall Dictionaries* and kid writing to complete the sentence *I like \_\_\_\_\_ because \_\_\_\_\_*. Circulate and assist when necessary.

Collect the writings for use on Day 4.

## Materials

- Journal writing paper from Day 2
- Starfall Dictionaries*
- Fruit from Day 1
- Pencils

## Writing

**W.8** Write and draw for a variety of purposes and audiences

## Phonological Awareness Warm-Up

## Identify/Discriminate Initial /th/

Read the "Th Thumb" rhyme on page 61 of the *ABC Rhyme Book*, and the children repeat it after you, line by line. Ask: **Which words begin with /th/?** (thumbs and think)

Say: **Give a "thumbs up" if the word I say begins with /th/.** Read the words below pausing for the children to respond.

|        |        |       |         |          |
|--------|--------|-------|---------|----------|
| thanks | horse  | thin  | thirty  | five     |
| thick  | tent   | think | thirsty | tricycle |
| third  | turkey | thing | thaw    | those    |

## Materials

- ABC Rhyme Book*

## Th Thumb

*Thumbs up! Thumbs down!  
Tell us what you think.*

*Thumbs up! Thumbs down!  
Now give a little wink.*

Reading:  
Foundational Skills

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

1

## Introduce /ch/

## Step One Introduce /ch/ in the initial position

Say: **Backpack Bear has a rhyme about cheese.** Read the rhyme, "Cheese," from the *ABC Rhyme Book*, page 57.



Indicate the cheese Picture Card. Say:  
**This is a picture of cheese. Say, cheese.  
The word cheese begins with the sound /ch/.  
Watch my mouth, /ch/. Now you say /ch/. I will  
say the rhyme again. Listen for the sound /ch/  
in cheese.**

Read the rhyme again then repeat it with the children in unison.

## Materials

- Reading & Writing Books*, p. 17
- Sound Spelling Wall Card:  
*cheese /ch/*
- Superhero h puppet  
(used with *th* and *sh*)
- Picture Card: *cheese*
- Letter Card: *ch*
- ABC Rhyme Book*

## Ch Cheese

*Cheese please, I like it so much.  
All melted on pizza  
and nachos and such.*

*Serve it in slices or  
stacked in a bunch—  
But please, oh yes please,  
Pack cheese in my lunch!*

Reading:  
Foundational Skills

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

**Step Two** Discriminate /ch/ in the initial position

Say: **Give a “thumbs up” if you hear /ch/ at the beginning of the words I say.**

Read the following words pausing for the children to respond.

|      |       |       |       |         |
|------|-------|-------|-------|---------|
| chip | chalk | thumb | chick | cheddar |
|------|-------|-------|-------|---------|

**Step Three** Connect /ch/ to the spelling “Ch”

Print *cat* on the board. Say: **I’m trying to write *chat*, but right now this word says *cat*. Does anyone have an idea to fix it?** (Volunteers respond.) Reveal the Superhero h puppet. **Here comes Superhero h to the rescue!**

Superhero h taps the *a* to move over. Add *h* after the *c* to represent the sound /ch/. Say: **Now the word says *chat* because *ch* stands for the sound /ch/. Say, /ch/.**

Teach the children the ASL sign for *ch*. (To make the sign for /ch/, make a *c* and an *h* together quickly.) Lead children in singing “The Letter March Song.”

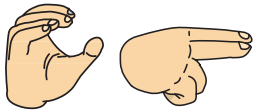
**The Letter March: Ch**

(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,  
“Ch” stands for its sound, /ch/ /ch/ /ch/ /ch/  
And they all go marching,  
In- to a word, to use, their sound

**Step Four** Discriminate /ch/ in the final position

Say: **If you hear /ch/ at the end of a word I say, make the ASL sign for *ch*.**

**If you don’t hear /ch/ at the end, do nothing.** Read the following words, pausing to allow the children to respond.

|       |      |       |      |       |       |
|-------|------|-------|------|-------|-------|
| hatch | bike | punch | path | touch | bench |
|-------|------|-------|------|-------|-------|

**Formative Assessment**

Distribute *Reading & Writing Books* and the children turn to page 17.

Complete the page together with the children as you have similar pages.

2

**Read a Map**

Distribute the “Park Maps” from Day 2. Explain: **This map is similar to the one Zac and Peg used in the story *Peg Helps Zac*.** Discuss:

- common symbols found on Peg and Zac’s map and their own.
- how Peg and Zac used their map.
- how the symbols on the map helped them locate the gem.

Draw attention to the pictures, symbols, and signs on the “Park Map.” Discuss the signs *stop*, *exit*, *one way*, *no swimming*, *bike path*, *picnic area*, and *park entrance*. Consider how these signs help people find their way. The children color items on the map as they answer and discuss the following:

**Materials**

- “Park Maps” from Day 2
- Pencils, crayons

**Social Studies**

**SS.ST.4b** Use positional words to describe relative location of people, places and things

**SS.ST.4c** Identify traffic and map symbols

**SS.ST.4d** Understand maps and globes help locate places on Earth

- What shows the location of the Starfall Airport on this map?
- Find the X on the map. In what part of the park is the X?
- If you were meeting Zac and Backpack Bear in the picnic area at the park, how would you get there?
- If you wanted to ride your bike in the park, where would you find the bike path?

Indicate the "No Swimming" sign. Explain: **The picture on this sign is a clue to help us understand what this sign means. What do you think this sign is telling us?** (no swimming)

The children illustrate themselves on the map, wherever they wish to be. When their illustrations are complete, they share their choices.

Ask: **What are some street signs you have noticed on your way to school?** Lead the children to name stop, yield, walk, railroad crossing, bus stop, and street name signs. Discuss what might happen if all these signs suddenly disappeared.

Say: **Long ago, before so many people traveled in cars, there weren't any paved streets and street signs. People traveled on horses and in wagons. They had to find their own way, without the help of signs.** The children briefly discuss how roads and street signs differ today.



### Formative Assessment

Partner the children. One partner describes a place on the map using descriptive words. The other partner names the place described. The children take turns as time allows.

Collect the maps.  
You will use them  
again on Day 5.

## Computer

### Practice

- *Learn to Read*: Row 4, "Sh Movie" and Row 8: "Ch Movie"
- *Learn to Read*: Row 7, Play Column, "Pete's Sheep," and "Th Movie"
- *Backpack Bear's Books*: Concepts, "E-Machine"

## Activity

Place several copies of *Peg Goes Places* on a table for the children to reference. They draw pictures of Peg's Rocket then print the name of the rocket (referencing book illustrations and text) and add details depicting outer space.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Children's copies of <i>Peg Goes Places</i> |
| <input type="checkbox"/> | Pencils, crayons                            |
| <input type="checkbox"/> | Drawing paper                               |

### Reading: Foundational Skills

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

### Media Literacy

**ML.10** Use technology resources to support learning

### Writing

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

**Materials** *Starfall Dictionaries* Plush Peg the Hen**Introduce High Frequency Words: *ask, asks, find, from*****Reading:  
Foundational Skills****RF.K.3.C** Read common high frequency words by sightSay: **Peg would like us to learn four new high frequency words.**Write: *from, find, ask, asks* on the board. Discuss each word. Peg whispers, I am so proud of how well the children are reading. She would like them to try to find the new high frequency words in sentences.

Write each of the following sentences on the board. A volunteer circles the new high frequency word used in each sentence. Review the circled word in each sentence, and discuss strategies that can be used to read these words.

Sentences:

- Peg *asks*, "Can you see my rocket?"
- Peg goes into space *from* here.
- Can Peg *find* a place to land?
- I will *ask* Peg if I can fly with her.
- We will fly *from* here to there with Peg.
- What things can you *find* in space?

**Formative Assessment**Distribute *Starfall Dictionaries*, and the children enter *ask, asks, find, and from*.

## Magic Writing Moment

## Supporting Opinions

Say: **Yesterday you wrote one reason for your opinion about your favorite fruit. Today let's add to your writing by telling another reason you chose that fruit.**

The children continue their writings using the sentence stem  
I like \_\_\_\_ because \_\_\_\_.

Collect the writings. The children will add illustrations on Day 5.

## Materials

- Journal writing paper from Day 3
- Starfall Dictionaries
- Fruit from Day 1
- Pencils

## Writing

**W.8** Write and draw for a variety of purposes and audiences

## Phonological Awareness Warm-Up

## Identify and Discriminate Initial and Final /ch/

Choose a volunteer to indicate the /ch/ Wall Card.

Read "Ch Cheese," on page 57 of the *ABC Rhyme Book*. The children repeat the rhyme with you. Ask: **Which words in the rhyme begin or end with /ch/?** (cheese, much, such, bunch, lunch)

Say: **If a word I say begins with /ch/, stand. If the word ends with /ch/, sit. Listen carefully, because one of the words begins and ends with /ch/!**

Read the following words pausing to allow the children to respond.

|       |        |           |          |       |
|-------|--------|-----------|----------|-------|
| chalk | branch | church    | cherries | itch  |
| reach | munch  | chocolate | churn    | beach |
| chart | chimp  | teach     | chain    | chili |

## Materials

- ABC Rhyme Book

Reading:  
Foundational Skills

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

**Reading:  
Informational Text**

**RI.K.10** Actively engage in group reading activities

## Introduce Vincent van Gogh

Read *Peg the Hen*, and discuss the events of Peg's dream.

Ask: **Have you ever remembered one of your dreams? Do you like to dream?** Discuss briefly, then say: **Let's learn about the artist Backpack Bear saw on [Starfall.com](http://Starfall.com), Vincent van Gogh.**

Remind the children that an artist is someone who has a special talent, and creates things like drawings, sculptures, or paintings. Recall Georges Seurat and his method of painting with dots of color (pointillism). Say: **Vincent van Gogh painted what he saw in his dreams.**

Gather the children around a classroom computer navigated to *It's Fun to Read: Art Gallery*, "Vincent van Gogh." As you view the online activity, read about the artist and view some of his paintings, including his self-portrait. Explain that a self-portrait is a portrait, or illustration, you create of yourself.

Explain that Vincent van Gogh lived in France. Locate France on a map or globe. Discuss its location in relation to the United States.

Recall how Vincent van Gogh would first dream his painting then paint what he saw in his dream. Discuss how dreaming the painting may have helped van Gogh in his work, because in his dream he could see how the finished painting would look. Recall how the Wright brothers had a dream to create a flying machine. They worked to make that dream a goal, then a reality.

Say: **Often, artists and inventors sketch their ideas on paper before painting or creating them. Sketching means drawing your ideas quickly with a pencil. When the Wright brothers decided to design a plane, they sketched their ideas before trying to build it. This is a great way to work on an idea because it is easy to make changes. It is much easier to erase pencil than it is to change a painting or rebuild a plane.**

Distribute copies of *Vincent van Gogh*, and the children write their names in the space provided on the back. The children follow in their books as you read the story online.

### Materials

- Vincent van Gogh* take-home book for each child
- Vocabulary Cards: *self-portrait*, *sketch*
- Peg the Hen*
- Star Writer Melodies*
- Classroom computer navigated to *It's Fun to Read: Art Gallery*, "Vincent van Gogh"
- Map or globe



### Formative Assessment

Invite children to imagine their own "Dream Paintings."

- Turn off the lights.
- Children close their eyes and listen to *Star Writer Melodies* for a few minutes, quietly "dreaming" their paintings.
- Volunteers share what they "dreamed."

2

## Write About Your Dream

Distribute *Starfall Dictionaries* and *Writing Journals*. The children illustrate their dreams, then write about them using kid writing and their dictionaries. Provide adult writing as needed.

### Materials

- Starfall Writing Journals*
- Star Writer Melodies*
- Starfall Dictionaries*
- Pencil, crayons

### Writing

**W.8** Write and draw for a variety of purposes and audiences



### No Formative Assessment

## Computer

- *It's Fun to Read: Art Gallery*, "Vincent van Gogh"
- *Colors* (review any color)

### Practice

## Activity

The children illustrate and label portraits of Orville and Wilbur Wright, referencing *The Wright Brothers Historical Figures Poster*.

### Materials

- The Wright Brothers Historical Figures Poster*
- Drawing paper
- Pencil/crayons

### Media Literacy

**ML.10** Use technology resources to support learning

### Reading: Foundational Skills

**RF.K.1.A** Follow words from left to right, top to bottom, and page-by-page

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

3

## Read and Review Color Words

Distribute *Reading & Writing Books* and the children turn to page 18. Complete the page together with the children as directed at the bottom.

### Materials

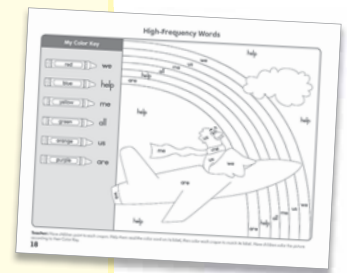
- Reading & Writing Books*, p. 18
- Red, blue, yellow, green, orange, and purple crayons
- Pencils

### Reading: Foundational Skills

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



### No Formative Assessment



**Writing**

**W.8** Write and draw for a variety of purposes and audiences

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

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

**Phonological Awareness**

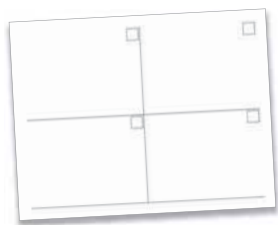
**PA.2** Identify regular beat and similarities of sounds when responding to rhythm and rhyme

**Writing**

**W.8** Write and draw for a variety of purposes and audiences

**Reading:****Informational Text**

**RI.K.10** Actively engage in group reading activities

**Magic Writing Moment****Illustrate Opinions**

Recall how people can use words or illustrations to share their opinions (illustrations of recess, words about their favorite activities).

Say: **Today you will read what you wrote and illustrate it to support your opinion sentences. When you finish, you can share your opinion writing with a neighbor.**

**Materials**

- Journal writing papers from Day 4
- Pencils, crayons

**Phonological Awareness Warm-Up****Rhyming Words**

Play *Sing-Along* Volume 1 Track 24, "One, Two, Buckle My Shoe." As the song plays, keep the rhythm by lightly patting your hands on your thighs. Encourage the children to sing along with you and keep the beat, mimicking your hand movements.

Say: **Listen again, and raise your hand if you can identify the rhyming words in each line.** Repeat the rhyme pausing after each line for the children to respond. (two/shoe, four/door, six/sticks, eight/straight, ten/hen)

Repeat the song. The children sing and pat their thighs to internalize the rhythm and rhyme.

**Materials**

- Sing-Along* Volume 1 Track 24, "One, Two, Buckle My Shoe"

1

**Sketch Your Ideas**

Say: **Let's read *Peg Helps Zac* again.** Read the book to the children then distribute the "Story Board" worksheets. The children write their names on the back, then number the boxes 1 through 4, following your example.

Explain: **I will ask you a question. You sketch your answer. To sketch means to quickly illustrate an idea using a pencil. Later, you will be able to add color to your sketches. Use your copy of *Peg Helps Zac* to help you decide what to draw.**

Say: **Put your finger on box number 1. You will sketch the answer to the first question here. Listen carefully. Who were the main characters in the story?**

**Materials**

- "Story Board" worksheet for each child
- Each child's copy of *Peg Helps Zac*
- Pencils, crayons



Allow the children time to complete their sketches of Zac and Peg before continuing to the next question. Repeat for the remaining questions.

- Box 2—What did Zac have that helped them find the gem? (a map)
- Box 3—What marked the spot where the gem was located? (x)
- Box 4—What was the gem inside of when they found it? (treasure chest)

The children add color and detail to their sketches.



## Formative Assessment

Circulate to assess correctness of the children's responses. Assist when necessary.

### Computer

1

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

#### Technology

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

### Map Signs and Symbols

The children work together to locate pictures of signs in magazines. They cut out the signs, then glue them onto a large sheet of poster board or individual drawing papers. Children may also reference their "Park Map" worksheets and draw the signs and symbols found there. Encourage them to label their signs and symbols.

#### Materials

2

- Paper
- Magazines
- Scissors, glue
- Pencils, crayons
- "Park Map" worksheets
- Poster paper for each group or a large drawing paper for each child

#### Social Studies

**SS.ST.4c** Identify traffic and map symbols

### "Color by Word"

The children read high frequency words to color the picture according to the key.

#### Materials

3

- Pencils, crayons
- Week 20 "Color by Word" worksheet for each child

#### Reading: Foundational Skills

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

### Short-A and Short-E Puzzles

The children take turns to assemble Short-A and Short-E Puzzles. After completing one of the puzzles, they write some of their favorite words from each puzzle in two columns on their writing or drawing paper.

#### Materials

4

- Pencils
- Short-A, Short-E Puzzles
- Drawing paper folded in half vertically for each child

#### Reading: Foundational Skills

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

#### Language

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

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.

2

## A Plane Ride

Indicate *The Wright Brothers Historical Figures Poster*. The children identify the two men pictured on the poster (Orville and Wilbur Wright) then discuss why airplanes are important. Ask: **How many of you have ever ridden in an airplane? Who would like to take a ride in an airplane?**

Read *Amazing Airplanes*.

Indicate the lyrics to "A Plane Ride." Say: **Here is a song called "A Plane Ride." What do you notice about some of the words in the song?** (Vocabulary words are highlighted.) Read the vocabulary words together and review their meanings.

Read the lyrics and encourage the children to chime in. Say: **There is something about this song that helps us remember the words. What is it?** (It contains rhymes and the words repeat.)

## Materials

- Aviation vocabulary on chart paper from Day 1
- "A Plane Ride" lyrics on chart paper
- The Wright Brothers Historical Figures Poster*
- Amazing Airplanes*

## Vocabulary

**VOC.3** Use multiple strategies to develop vocabulary

## Literary Response &amp; Analysis

**LIT.RA.7d** Make text to self connections



## Formative Assessment

Make up actions and sing the words of this song to the tune of "The Wheels on the Bus."

Pretend you are in an airplane. The children sit in rows of four, with an aisle between pairs. Assign a captain and copilot to sit at the front of the plane, two cabin crew members to stand in the aisle, and two control tower workers to sit off to the side. While seated in the plane, the children sing "A Plane Ride."

Have ELL children repeat the vocabulary words as they fly. For example, as they pay their *fare* they act it out and say the word.

ELL

**A Plane Ride**

(Melody: "The Wheels on the Bus")

*The terminal is the place we pay our fare, pay our fare, pay our fare.*

*The terminal is the place we pay our fare, to fly through the air.*

*The luggage on the plane goes in the hold, in the hold, in the hold.*

*The luggage on the plane goes in the hold, that's what we're told.*

*The engine on the plane takes you up so high, up so high, up so high.*

*The engine on the plane takes you up so high, as we soar through the sky.*

*The captain of the plane says, "Buckle up now!" "Buckle up now!" "Buckle up now!"*

*The captain of the plane says, "Buckle up now!" We'll show you how.*

*The crew on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.*

*The crew on the plane brings drinks and a treat, now it's time to eat.*

*The control tower says, "The runway's clear!" "The runway's clear!" "The runway's clear!"*

*The control tower says, "The runway's clear, you can land here."*

*The journey on the plane is over now, over now, over now.*

*The journey on the plane is over now, what fun! WOW!*