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

**Teacher's Guide**

**What Animals Need**

**Unit 8 • Week 22**

**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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# What Animals Need

## Unit 8 • Week 22

### Week 22

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# Week 22 Overview

## What Animals Need

This week the children review mammal characteristics and learn about two more members of the mammal animal group, the wolf and the fox, as they compare and contrast factual animals with fictional ones they meet in folk tales. They also learn how to find more information about topics that interest them. This week we will:

- meet Mox the Fox.
- identify and discriminate short-a and short-e words.
- learn the sound of short-o and long-o.
- encounter Superhero *h* and the sound /sh/.
- write research papers.
- learn about apostrophes.

## Starfall Books & Other Media

*Sing-Along Volume 1*

*ABC Rhyme Book*

*Mox's Shop*

*Wolves* by Margaret Hillert

*Reading & Writing Books*

Short-o Puzzles

*The Three Little Pigs* retold by Brandi Chase

*Starfall Dictionaries*

*Starfall's Selected Nursery Rhymes*



# Preparation

Post the Essential Questions Cards for Unit 8. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 22. You will use *inexpensive*, *cheap*, *repairs*, and *sturdy* on Day 2.

## Day One

Backpack Bear will introduce Mox the Fox during Session 1. Keep the plush Mox character hidden until then.

In Session 3 you will need copies of *Mox's Shop* for each child and one copy for yourself.

## Day Two

You will need the chart paper list of responses from Day 1 for today's Magic Writing Moment.

In Session 1 Superhero *h* will introduce /sh/.

You will need several blank vocabulary cards to write children-generated vocabulary words in Session 2.

### Day Three

Each child will use an index card in today's Magic Writing Moment.

Read and familiarize yourself with "More Information about Wolves" (in the back of Margaret Hillert's *Wolves*) prior to Session 2.

Choose High Frequency Word Cards for words the children most need to practice for today's Activity.

For Session 3 each child will need a copy of *Wolves*.

### Day Four

You will use the chart paper list of responses and index cards from Day 3 for today's Magic Writing Moment.

Prior to Session 1, determine appropriate websites for the children to explore in order to learn about wolves.

Also, generate a writing journal page for each child with the sentence stem: *I learned that...* using the dotted letters function. The children will complete the sentence, add their own sentences, and illustrate them. You might also generate pages with lines only, for children who choose to write more than one page allows.

Generate a "Color by Word" worksheet for each child for today's Activity.

### Day Five

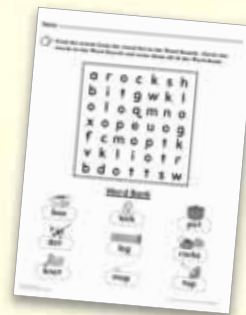
The children will complete their shop illustrations from Day 4 during today's Magic Writing Moment.

Familiarize yourself with the words to "Diddle, Diddle, Dumpling," and have them available for today's Phonics Awareness Warm-Up.

In Session 1 the children will share their wolf writings from Day 4.

Generate a Short-O Puzzle "Word Search" for each child for Learning Center 2.

The children will use High Frequency Word Cards *give, good, him, says, they* and *what* for Learning Center 4.



### Day 1

Our class is growing!  
Zac, Peg, and I have  
another new friend  
for you to meet!

Love,

Backpack Bear 

### Day 2

I am so glad Mox  
will be part of our  
class. Did you know  
that Mox has a  
shop?

Love,

Backpack Bear 

### Day 3

I never heard the story  
of The Three Little  
Pigs before. I wonder  
if wolves are really like  
that. I want to learn  
more about them.

Love,

Backpack Bear 

### Day 4

I really enjoyed  
learning about  
wolves! What was  
the most interesting  
thing you learned?

Love,

Backpack Bear 

### Day 5

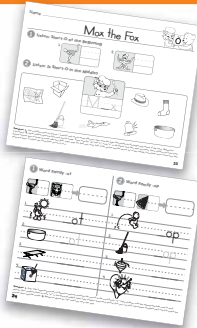
Mox told me he loved  
learning about wolves.  
He learned that  
foxes and wolves are  
members of the dog  
family.

Your pal,

Backpack Bear 

## DAY One

## DAY Two

Magic Writing Moment	Create/design shops	Discuss shops
<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High Frequency Words</p> <p>Print Concepts</p> <p>Comprehension Skills &amp; Strategies</p>	<p>R&amp;W p. 23, 24</p> <p>Short-a words Short-e words</p> <p>Introduce short-o Introduce -ot, -op word families</p> <p><i>Mox's Shop</i></p> <p>Punctuation Anchor Chart</p> <p>Apostrophe-s</p> 	<p>R&amp;W p. 26</p> <p>Initial short-o words</p> <p>Introduce initial long-o words</p> <p><i>Mox's Shop</i></p> <p><i>The Three Little Pigs</i></p> <p><b>Comprehension Skill:</b> Identify Genre (folk tale)</p> <p>Introduce /sh/</p> <p>HF Words: <b>give, gives, put, puts</b></p> 
<b>Computer</b>	<p>ABCs: Vowels, O; BpB's Books: Concepts, "O-Machine"</p>	<p><i>Learn to Read</i>: All of Row 4, "Mox's Shop"</p>
<b>Activity</b>	Short-O Puzzles	"Starfall Speedway" /ch/, /sh/, and /th/ Words
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems, &amp; Songs</p> <p>Concept Development</p> <p>Vocabulary</p>	"Short-O Song"	<p><i>The Three Little Pigs</i></p> <p>"Oo Ostrich Rhyme"</p> <p>"Sh Seashell Rhyme"</p> <p>"Letter March Song Sh"</p> <p><b>Vocabulary:</b> siblings, inexpensive, cheap, repairs, sturdy</p> <p>Mammals: Wolves, pigs</p>
<b>Writing</b>		
<b>Social Studies</b>		
<b>Science</b>		Animals given human characteristics

## DAY Three

## DAY Four

## DAY Five

List shop ideas	Names for shops	Label shop illustrations
<p>Compound Words</p> <p><i>The Three Little Pigs</i></p> <p><b>Comprehension Skills:</b> Identify Genre (folk tale, fiction/nonfiction); Story Details (character, setting, problem/solution); Inference</p> <p><i>Wolves</i> by Margaret Hillert</p> <p><b>Comprehension Strategy:</b> Ask Questions</p>	<p>Discriminate short-o</p> <p>Review word identification strategies</p> <p>Connect illustrations to story events</p>	<p>Rhyming</p> <p><i>Mox's Shop</i></p> <p><b>Comprehension Skills:</b> Sequence Compare/Contrast</p> <p><i>The Three Little Pigs</i></p>
		<p>Starfall Free Day <b>1</b></p>
		<p>Short-O Word Search <b>2</b></p>
<p><i>BpB's Books: Concepts, "O-Machine," "A-Machine"</i></p> <p><i>Talking Library: Fiction, "The Three Little Pigs"</i></p>	<p><i>Learn to Read: Rows, 1, 2, and 4</i></p> <p><i>I'm Reading: Fiction and Nonfiction, "Wolves"</i></p>	<p>Sequence <i>Mox's Shop</i> <b>3</b></p>
"I Spy" High Frequency Words	"Color by Word" worksheet	<p>Play dough or magnetic letters HF Words <b>4</b></p>
<p><i>Wolves</i></p> <p>Wolf facts</p>	<p><i>Wolves</i></p> <p>Author's Chair</p>	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p> <p><i>Wolves</i></p> <p>"Diddle, Diddle, Dumpling"</p> <p>Share Wolf Writings/ Author's Chair</p>
	<p>Research writing about wolves</p> <p>Illustrate research writing</p>	
<p>Review mammals</p> <p>Introduce characteristics of a wolf</p>	<p>Research wolves</p>	

**Listening & Speaking**

LS.9c Relate an experience in sequence

SL.K.1.A Follow agreed-upon rules for discussion

**Magic Writing Moment**

**Materials**

Chart paper, marker

**Create / Design Shops**

Ask: **Who likes to shop?** (Volunteers respond.) **Where do people go to shop? What kinds of things do people shop for? I will write your answers on chart paper.**

Discuss the children's experiences with shops or stores where people might go to buy different items such as toys, clothes, donuts, pets, music, and groceries, and list their responses on chart paper.

Explain: **This week you will design your own shop and illustrate it to show us how it would look. Think about what kind of shop you would like to own and what you would like to sell there.**

Save the chart paper for use on Day 2.

Have photos of stores that are familiar to your ELL children available as visual clues. These might include bodegas, taquerias, or other stores that carry ethnic merchandise.

**ELL**

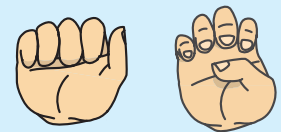
**Phonological Awareness Warm-Up**

**Materials**

None

**Identify and Discriminate Short-A and Short-E Words**

Say: **Listen closely to the middle sound in the words I say, then make the ASL sign for the sound.**



Say the following words pausing after each to allow the children time to respond. Choose a volunteer to identify the correct vowel and pronounce the correct short vowel sound for each word before moving on.

mat	pen	rap	sad	get
van	men	dad	fan	set
leg	Dan	Peg	tap	man
Ed	ten	bag	pat	bet
rag	lap	red	jet	tan

**Reading: Foundational Skills**

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

**Listening & Speaking**

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



1

## Introduce Mox the Fox Character and Short-O

Say: **Backpack Bear would like to introduce his friend Mox. He says Mox is:**

- a mammal, like him.
- not a bear, but a member of the dog family.
- a fox.

Reveal Mox the Fox, and indicate his fox characteristics: bushy tail, pointed muzzle, and pointy ears.

Review the characteristics of mammals to confirm that Mox the Fox is a mammal. Explain that foxes:

- are members of the dog family.
- have a keen sense of smell and excellent hearing which are important because they are predators (hunters).
- eat mice, rats, chickens, fruit, and insects.
- communicate with yelps and barks.

Say: **Let's welcome Mox to our class. He is excited to join us today.** Use Mox to teach the children medial /o/. When Mox is ready, he:

- asks the children to demonstrate the ASL sign for the sound /o/.
- introduces *Sing-Along* Volume 1 Track 31, "Short-o Song."
- leads the children in "The Letter March Song" using the short-o sound.
- leads a rhyming game with short-o words.

### Materials

- Reading & Writing Books*, p. 23
- Sing-Along* Volume 1 Track 31, "Short-o Song"
- Plush Mox the Fox
- Pencils, crayons

### Reading: Foundational Skills

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

### Science

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

### The Letter March: Oo

(Melody: "The Ants Go Marching")

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

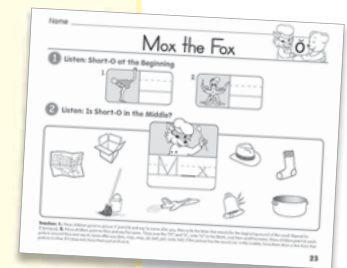
The letters go marching one by one,  
Hurrah! Hurrah!

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



## Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 23. Complete the page together with the children as you have similar pages.



**Materials**

- Reading & Writing Books, p. 24
- Pencils, crayons

**Introduce Word Families: -ot, -op**

Say: **When a sound in a word changes, it changes the whole word.**

Write *hat* on the board. Volunteers erase the *h* and substitute consonants to form new words.

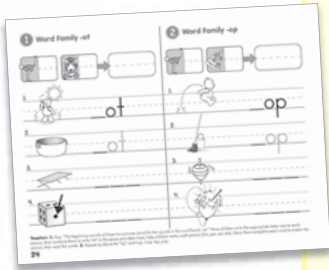
Write *hat*, *pat*, and *cat* in a column and children read each word.

Say: **Now let's use Mox's favorite sound /o/ and change the middle sound in each of these words. I wonder what new words we will make.** Volunteers change the *a* in *hat*, *pat*, and *cat* to *o* to create *hot*, *pot*, and *cot*, then they read the new words.

Ask: **What do you notice about all of these words?** (They rhyme.) **Why do they rhyme? Right, they rhyme because they all end with -ot. That makes them all members of the -ot word family.** Volunteers underline *-ot* in each word.

Continue: **Let's see if we can think of more words that belong to the -ot word family.** The children identify *-ot* words. Nonsense words are acceptable.

Say: **Let's try this with another word family, the -op family.** Repeat the above procedure, changing *a* in *map* and *tap* to *o* to create the *-op* word family.

**Formative Assessment**

Distribute *Reading & Writing Books* and the children turn to page 24. Complete the page together with the children as you have similar pages.

**Reading: Foundational Skills**

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

**Media Literacy**

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

**Computer**

- ABCs: Vowels, O
- Backpack Bear's Books: Concepts, "O-Machine"

**Practice****Activity**

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

**Materials**

- Writing paper for each child
- Short-o Puzzles
- Pencils

3

## Introduce *Mox's Shop*

Say: **Today we will read a new book called *Mox's Shop*.**

Distribute copies of *Mox's Shop* and the children write their names on them.

Write *Mox's Shop* on the board and read it with the children. Ask: **What do you see in the title of this book that is not a letter?** Volunteers respond (by pointing if necessary). **Yes, this mark is called an apostrophe.** The children repeat, *apostrophe*.

Indicate the apostrophe on the Punctuation Anchor Chart, and review that one function of an apostrophe is to show ownership. Ask: **What belongs to Mox? Right, it is Mox's shop, so the shop belongs to him.**

Read *Mox's Shop* together with the children.

Write the headings *Words We Know* and *New Words* on the board. The children work in pairs as "word detectives" to sort words from *Mox's Shop* into these two categories.

Read page 1: *Mox is a fox*. Partners discuss where each word belongs. Use a signal to end discussion time and choose one set of partners to share.

Ask: **In which column does *Mox* belong?** (*New Words*) Write *Mox* in the *New Words* column. Continue with each word in the sentence and then for each page.

Read and discuss the *Words We Know* list. These words are high frequency words the children have learned.

Read and discuss the *New Words* list:

- Blend the letter sounds to read each word.
- Children explain why *Mox* and *Bob* begin with capital letters.
- Volunteers circle words on each list that have the short-o sound.
- Write *mess* and *mix* on the board. Volunteers blend the sounds together to decode the words.

### Materials

- Punctuation Anchor Chart
- Mox's Shop* for the teacher and each child
- Classroom computer navigated to *Learn to Read*: Row 4
- Classroom whiteboard, markers

### Reading: Foundational Skills

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

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

### Language

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



### Formative Assessment

Reread *Mox's Shop* together then gather the children around a classroom computer navigated to *Learn to Read*: Row 4. The children interact with the online version. They compare and contrast the online story with their printed editions.

If possible, have ELL children work with an assistant or volunteer to listen to *Mox's Shop* then read the online version. The assistant or volunteer asks questions to check for understanding.

**ELL**

**Speaking & Listening**

**SL.K.1** Participate in conversations with diverse partners about kindergarten topics and texts

**Reading: Foundational Skills**

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

**Magic Writing Moment**

**Materials**

- Chart paper with responses from Day 1

**Discuss Shops**

Review the children’s responses from Day 1.

Partner the children. Say: **Pretend you could open your own shop or store. Discuss with your partner what you would like to sell in your shop.**

Volunteers share their ideas. Explain: **Tomorrow you will decide what kind of shop you will open.**

**Phonological Awareness Warm-Up**

**Materials**

- ABC Rhyme Book

**Review Initial Short-O Words/Introduce Initial Long-O Words**

Say: **Let’s listen to a rhyme about an ostrich.**  
Read *ABC Rhyme Book* page 33, “Ostrich.”

Ask: **Which words in the rhyme begin with short-o? Right, Olive and ostrich begin with short-o.**  
Repeat the short-o sound.

Explain: **The letter o stands for another sound called long-o. The sound of long-o is the same as the letter’s name, /ō/. The word over begins with the long-o sound.** The children repeat /ō/, *over*.

Say: **Place your palms very close together** (demonstrate) **if you hear a word that begins with short-o. Spread your palms wide apart** (demonstrate) **if you hear a word that begins with long-o.**

Say the following words pausing after each to allow the children to respond. Discuss whether each word begins with long-o or short-o before continuing.

otter	open	ox	on
olive	oak	oxygen	okay
oatmeal	officer	obey	ocean

**Oo Ostrich**

*Olive Ostrich went out one day  
Stuck her head in the sand  
And stayed that way!*

1

## Introduce /sh/ Digraph

Write *th* on the board. Ask: **What sound do these letters stand for?** The children make the sound /th/. Pretend you hear the Superhero *h* puppet calling you then reveal Superhero *h*.

Continue: **The *h* is important, because *h* helps *t* stand for the sound /th/.** Superhero *h* asks the children what other letter he helped. (c)

Print *s* on the board. Superhero *h* adds *h* to the *s*. Explain that /s/ just became /sh/. Children repeat the sound /sh/. Write *shop* on the board and underline *sh*.

Say: **Shop begins with an *s* and an *h* but we don't say /s/ /hop/. When you see *s* and *h* together, they stand for the sound, /sh/.**

Read the "Shell" rhyme on page 59 of the *ABC Rhyme Book*. Say: **Listen to the word I say. If you hear /sh/ at the beginning, touch your nose. Ready?**

Say the following words pausing after each to allow the children to respond. Discuss the correct response after each.

ship	shelf	came	jet	shack
------	-------	------	-----	-------

The children sing "The Letter March" with the ASL sign for *sh* and the sound /sh/.

Say: **This time listen closely to the words I say. If a word begins with /sh/, touch your shoe. If the word ends with /sh/ push your hand forward.**

(Demonstrate) **Ready?**

Say the following words pausing after each to allow the children to respond. Discuss the correct response for each word.

shell	fish	dish	shape
cash	shop	ship	rush

### Materials

- Reading & Writing Books, p. 25
- Superhero *h* puppet
- Wall Card: *shell* /sh/
- Picture Card: *shell*
- ABC Rhyme Book
- Pencils, crayons
- Letter Card: *sh*

### Reading: Foundational Skills

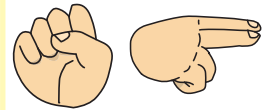
**RF.K.2** Demonstrate understanding of spoken words, syllables and sounds (phonemes)

### Sh Shell

Hold a seashell to your ear.

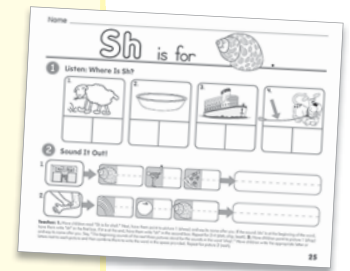
Shh...

Is that the ocean you hear?



### Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 25. Complete the page together with the children as you have similar pages.



2

**Vocabulary**

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

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

**Science**

**SC.LS.2e** Recognize that stories sometimes give plants and animals fictional attributes

**Reading: Literature**

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

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

**Speaking & Listening**

**SL.K.3** Ask and answer questions to seek help or information, or to clarify



## Introduce *The Three Little Pigs*

Indicate *The Three Little Pigs*. Explain: **This story is a folk tale retold by Brandi Chase and illustrated by Triska Wasser.** The children name other folk tales they have heard this year.

Ask: **Who remembers hearing a story about three little pigs? What do you remember from having heard the story of *The Three Little Pigs*?** Volunteers respond.

As you read the book, introduce the vocabulary words *siblings*, *inexpensive*, *cheap*, *repairs*, and *sturdy*.

Discuss how the animals in this story take on human characteristics, and choose volunteers to name some of them. Ask: **To which animal group do pigs and wolves belong?** (mammals)

- As you read the story, instruct the children to raise their hands if they hear a word they do not understand that would make a good vocabulary word.
- As children volunteer additional vocabulary words, pause briefly to discuss their meanings. Later add these words to your Star Word Wall.
- Instruct the children to listen closely to determine whether the ending of this story is the same as other *The Three Little Pigs* versions.

**Materials**

- The Three Little Pigs* retold by Brandi Chase
- Vocabulary Cards: *siblings*, *inexpensive*, *cheap*, *repairs*, *sturdy*
- Blank Vocabulary Cards



### Formative Assessment

Discuss the difference between this version's ending and other versions.

You will revisit this story on Day 3.

## Computer

**Practice**

- *Learn to Read*: Row 4, "Mox's Shop." Explore games and *sh* movie.

## Activity

The children identify the Picture Cards and distinguish if the word begins with /ch/, /sh/, or /th/ to advance on the Starfall Speedway.

**Materials**

- Starfall Speedway
- Picture Cards: *cheese*, *chick*, *chin*, *chip*, *shell*, *shin*, *ship*, *shirt*, *shoe*, *shop*, *thermometer*, *thorn*, *thumb*

**Reading:**

**Foundational Skills**

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

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

**Media Literacy**

**ML.10a** Recognize that authors, illustrators, and composers create informational sources

3

## Introduce High Frequency Words: *give, gives, put, puts*

Distribute *Reading & Writing Books* and the children turn to page 26. Review the high frequency words *what, big, will, it, good, and says*. After children complete the writing portion, collect their books.

Write *give, gives, put, and puts*, on the board and read the words. The children repeat them after you.

Ask: **What do you notice about the words *give* and *gives*? *Put* and *puts*?** Discuss that the only difference is the *s* on the end.

Explain: **These are new high frequency words. Let's play a listening game to help us learn them.**

Divide the classroom whiteboard into four columns, and write one high frequency word (*give, gives, put, puts*) at the top of each section.

Say: **I will read a sentence. Listen for the words, *give, gives, put, and puts*. When you hear one of them, a volunteer will make a tally mark under the word on the board. Listen carefully because there might be more than one high frequency word in a sentence.**

Read the following sentences pausing after each to discuss high frequency words and add tally marks to the board.

- I will *give* the pig some food to eat.
- Mox *puts* the icing on the cupcake.
- We will help *put* the cake in the oven.
- Tyrel *gives* his friend a cookie.
- Zac *puts* on his shoes.
- *Give* him your toy to throw.
- Mox and Bob *give* Peg a job.

### Materials

- Reading & Writing Books*, p. 26
- Classroom whiteboard, markers
- Starfall Dictionaries*
- Pencils, crayons

### Reading: Foundational Skills

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



### Formative Assessment

Demonstrate adding *give, gives, put, and puts* to your *Starfall Dictionary*. The children follow your example to add these words to their dictionaries.

Encourage ELL children to listen and identify the new words. Offer them a chance to repeat the sentences and check for recognition.

**ELL**

**Language**

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

**Magic Writing Moment****List Shop Ideas**

Say: **Backpack Bear has an idea for his shop. He would like to open his own honey shop.**

Indicate blank chart paper and explain: **I will write each of your ideas on the chart paper then you will copy them onto index cards.**

Write: *Backpack Bear's Honey Shop*. Discuss the use of the apostrophe in Backpack Bear's shop name. Remind the children that the apostrophe tells us that the *Honey Shop* belongs to Backpack Bear.

Each child states the name of his or her shop. List responses then distribute index cards and the children copy the names of their shops. (Example: Suzy's Doll Shop)

**Materials**

- Index cards for each child
- Chart paper, markers
- Backpack Bear
- Pencils

Save the chart paper and index cards for use on Day 4.

**Phonological Awareness Warm-Up****Compound Words**

Present the following words one at a time and volunteers use them to create compound words. For example, you say *cup*, and the children form a compound word by adding *cake*, to create *cupcake*.

cow	some	foot	birth
butter	bed	fire	grand

**Materials**

- None

**Phonological Awareness**

**PA.2a** Recognize that compound words are made up of shorter words

Use pictures that can model compound words (school/bus, cup/cake) as visuals for ELL children.

**ELL**



1

## Comprehension: *The Three Little Pigs*

Read *The Three Little Pigs* then partner the children to discuss the following questions:

- Who are the main characters?
- What are the settings of the story? Describe each of the settings in your own words.
- Why did the three pigs leave their mother?
- Why was the wolf able to blow down the first two pigs' homes?
- How do you think the first two little pigs felt when the wolf came knocking on their doors? How would you have felt?
- How do you think the third little pig felt when the wolf came to his house?
- Why couldn't the wolf blow down the third little pig's house?
- Which pig had the best idea when building his house? Why?
- Why don't you think the three pigs invited the wolf into their house?
- What lesson can we learn from the pigs' decision?
- If you had been one of the pigs, would you have let the wolf into your house?

### Materials

- The Three Little Pigs* by  
Brandi Chase

### Reading: Literature

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

**RL.K.7** Connect illustrations to story events

### Speaking & Listening

**SL.K.1** Participate in conversations with diverse partners about kindergarten topics and texts



### Formative Assessment

Say: **Let's retell this story using the illustrations.** Remind the children that illustrations are "visual texts" and that often people can understand what is happening in a story just by looking at the illustrations.

Indicate the first page and choose a volunteer to view the illustration and explain what is happening on that page. A different volunteer continues telling the story on page two. Continue for each page.

After reviewing the story with the class, have an assistant or volunteer meet with ELL children and ask them questions about specific parts of the story using illustrations. Allow them to answer in whatever way they feel most comfortable.

**ELL**

**Reading:  
Informational Text**

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

**Reading: Literature**

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

**Language**

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

**Media Literacy**

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



## Introduce *Wolves* by Margaret Hillert

Recall folk tales the children know with wolves as characters. (*The Three Little Pigs*, *Little Red Riding Hood*)

Ask: **Who can describe the wolf characters in those stories?** Discuss whether the stories are fiction or nonfiction.

Explain: **The author, Margaret Hillert, has written a *factual* story about wolves. Do you know what the word *factual* means?** (Volunteers respond.) **A *factual* book teaches real information about something.** Children say, *factual*.

Ask: **If this story is factual, is it fiction or nonfiction? Right, it is nonfiction.**

Indicate *Wolves* by Margaret Hillert. Say: **Here is a nonfiction book called *Wolves* that Margaret Hillert wrote. We can read *Wolves* on the computer.**

Gather the children around a computer and navigate to *I'm Reading*: Fiction and Nonfiction, "Wolves." Children listen for new information about wolves as you read the story.

Partner the children to discuss the following questions. Volunteers share their responses. Ask children who agree with the given answers to stand for each question.

- **The father wolf left the mother and baby wolf to look for something. What was he looking for?**
- **Where do the baby wolves get their food at first?**
- **When the baby wolf was lost, what did the mother and father wolves do?**
- **What was in the woods that might have hurt the baby wolf?**
- **Who chased the big cat away?**
- **What lesson do you think the baby wolf learned that day?**
- **What was the most interesting part of the story?**

Explain that at the end of the book, the author provided additional information about wolves. The children listen as you read some facts.

Ask: **If we want to know more about wolves, where could we get more information?**

Discuss that one role of the librarian or media specialist is to help children find books about specific topics.

Recall the research paper children wrote on mammals and how they used the Internet to find information.

### Materials

- Classroom computer navigated to *I'm Reading*: Fiction and Nonfiction, "Wolves"
- Wolves* by Margaret Hillert



### Formative Assessment

The children each share one thing they learned about wolves that they did not know before.

## Computer

## Practice

- *Talking Library: Fiction*, "The Three Little Pigs"
- *Backpack Bear's Books: Concepts*, "Short-O Machine," "Short-A Machine"

## Activity

Place the Word Cards face down in a deck to play "I Spy." The children take turns revealing words and saying, "I spy the word \_\_\_\_." The other children find that word in their dictionaries and show the child with the card.

### Materials

- High Frequency Word Cards  
most needing practice
- Starfall Dictionaries

3

## Wolves

Ask: **Who can recall a fact you learned about wolves?** Volunteers respond.

Indicate *Wolves*. Explain: **You will be able to read many of the words in this book, but there are a few words we should review before you begin.**

Print *something*, *pretty*, *mother*, and *father* on the board. Ask: **How many words did I write? Which of these words is the word pretty?** A volunteer indicates the word.

If the child indicates the correct word, ask how he or she knew it was the word *pretty*. If the volunteer indicates an incorrect word, review the strategies for choosing the correct word. Continue this process for *mother* and *father*.

Ask: **Which of these words is the word something?** Explain: **The word something is two words put together, or a compound word.**

Distribute *Wolves*. The children locate the words *something*, *pretty*, *mother*, and *father* in their books.

Read the story and the children track the words.



## Formative Assessment

Group the children in threes to read the book together. They raise their hands if they need assistance to read a word. Circulate among the groups to assist as needed.

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

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

## Reading: Foundational Skills

- Wolves* for each child

## Reading: Foundational Skills

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

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

## Reading: Literature

**RL.K.10** Actively engage in group reading activities with purpose and understanding

**Magic Writing Moment**

**Names for Shops**

The children use their index cards to copy the names of their shops onto the top of their drawing paper. They then use pencils to sketch the contents of their shops. If time allows, the children add color to their designs. Briefly discuss how this design is like a map. It shows people where they can find items in their shops.

**Materials**

- Chart paper responses from Day 3
- Index cards from Day 3
- Pencils, crayons
- Drawing paper

Save the shop illustrations for use on Day 5.

**Writing**

**W.8b** Produce, illustrate and share writing

**Phonological Awareness Warm-Up**

**Identify/Discriminate Short-O Words**

**Materials**

- None

Say: **Listen to the words I say. When you hear a word that has the short-o sound (make the short-o sound) make the ASL sign for o. Otherwise place your hands in your laps.**

Say the following pairs of words one at a time. One has the sound of short-o and the other does not. Pause after each word to allow the children to respond. Discuss the correct responses before going on.

mat/pot	mop/den	fan/dot	beg/jog
hog/Zac	sad/top	sob/web	got/mad
pop/men	log/bat	tap/fog	Bob/pen

**Reading: Foundational Skills**

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

**Listening & Speaking**

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



1

## Begin Research Writing

Explain: **Today you will begin your own research writing about wolves. Let's review what you already know.** Lead the children to discuss what they have already learned about wolves.

Either together as a group or individuals working together at computers, the children use the websites to learn additional information about wolves.

When the children have finished gathering information, volunteers share their findings with the class.

Distribute *Wolves*, *Starfall Dictionaries*, and a writing journal page to each child. Read together: *I learned that*. The children trace the letters and complete the first sentence with facts they learned about wolves.

The children will continue their writings in Session 2.

### Materials

- Generated writing journal page for each child
- Predetermined wolf websites
- Wolves* by Margaret Hillert
- Starfall Dictionaries*
- Pencils

### Media Literacy

**ML.10a** Recognize that authors, illustrators, and composers create informational sources

### Writing

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

**W.K.7** Participate in shared research and writing projects



## No Formative Assessment

Partner ELL children with more advanced students or volunteers who can encourage their writing.

**ELL**

2

## Write about Wolves

Distribute *Wolves* and the children look through their books to recall facts about wolves.

Review the information about wolves from the back of the book and the Internet search.

Distribute the writing journal pages begun in Session 1 and *Starfall Dictionaries*. The children write additional facts about wolves. Provide sample sentences such as:

- *I learned that wolves take care of their babies.*
- *Wolves howl when they talk.*

### Materials

- Writing journal page from Session 1
- Wolves* for each child
- Starfall Dictionaries*
- Pencils

### Writing

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

**W.K.7** Participate in shared research and writing projects



## Formative Assessment

The children may use *Wolves* as a reference, but they should use their own words in their writing and add illustrations related to their sentences. Encourage a minimum of three sentences. The children may “collaborate” with other children and help each other with ideas.

The children will illustrate their writings in Session 3.

**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

**Computer**

**Practice**

- *Learn to Read:* Rows 1, 2, and 4
- *I'm Reading:* Fiction and Nonfiction, "Wolves"

**Activity**

The children color the picture according to the key to complete the Week 22 "Color by Word."

**Materials**

- Week 22 "Color by Word" worksheet for each child
- Pencils, crayons

3

**Illustrate Research Writing**

Indicate *Mox's Shop* and read the story. Ask: **Who can tell us why the illustrator created illustrations for each page?** Discuss the importance of having the illustrations and the text match.

Say: **Today you will add illustrations to your research writing about wolves. What should you do before you begin your illustrations?**

Discuss that the children should plan out their illustrations before they begin based on what they wrote. Consider using scratch paper for them to sketch their plans first.

Distribute writing journal pages, pencils, and crayons.

Say: **As you are adding your illustrations to your writing, invite a friend to check whether the illustrations match your text or writing. You may also ask them if they have any suggestions that might help you.**

**Materials**

- Writing journal pages from Session 2
- Mox's Shop*
- Pencils, crayons
- Optional: scratch paper for sketching

**Reading: Literature**

**RL.K.7** Connect illustrations to story events

**Writing**

**W.K.7** Participate in shared research and writing projects



**Formative Assessment**

Partner the children to check whether each other's illustrations match their text. The children complete their illustrations if necessary.

The children will share their writings on Day 5.

**Magic Writing Moment****Label Shop Illustrations**

The children add details and finishing touches to their shop illustrations, then use kid writing to label items in their shops. When all of the illustrations are complete, display them on a bulletin board. Take time throughout the day for children to share illustrations and information about their shops.

**Materials**

- Shop illustrations from Day 4
- Crayons, pencils

**Writing**

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

**Phonological Awareness Warm-Up****Identify Rhyming Words in a Nursery Rhyme**

Indicate *Nursery Rhymes* page 7 and read "Diddle, Diddle, Dumpling." Say: **I will read the rhyme again and this time you repeat it with me.**

Read the rhyme. Ask: **Which words did you hear that rhyme?** (John, on)  
**Let's repeat the rhyme again.** (Do this.)

Continue: **What are some other words that rhyme with John and on?**

Ask: **What sound do you hear in the middle of all those rhyming words? Right, short-o. What other words did you hear that have the sound of short-o?** (John, on, off)

The children take turns choosing nursery rhymes to read then identify the rhyming words.

**Materials**

- Nursery Rhymes* page 7, "Diddle, Diddle, Dumpling"

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

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

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

1

**Author's Chair**

The children share their writings about wolves using their "presentation" voices while sitting in the Author's Chair. In response, volunteers compliment the authors.

- The writer chooses a classmate to offer a compliment.
- The classmate says, "I would like to compliment (writer's name) for..."
- The writer says, "Thank you for the compliment."
- The child giving the compliment becomes the next writer in the Author's Chair.

**Materials**

- Wolf writings from Day 4
- Author's Chair

**Speaking & Listening**

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

Consider creating a classroom book of the children's stories.

**No Formative Assessment**

**Media Literacy**

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

**Reading: Foundational Skills**

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

**Reading: Literature**

**RL.K.2** Retell familiar stories

**Listening & Speaking**

**LS.9c** Relate an experience in sequence

**Reading: Foundational Skills**

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

## Computer

1

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

## Puzzles

2

The children assemble the short-o puzzles then complete the “Word Search.”

**Materials**

- Short-o Puzzles
- Short-o “Word Search” for each child

## Sequence *Mox’s Shop*

3

The children review the sequence of *Mox’s Shop* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in sequential order in a pocket chart.

**Materials**

- Mox’s Shop*
- Pocket chart
- Mox’s Shop* Sequence Cards, Sentence Strips, Individual Word Cards

## High Frequency Words

4

The children reproduce high frequency words using play dough or magnetic letters.

**Materials**

- High Frequency Word Cards: *give, good, him, says, they, what*
- Play dough or magnetic letters (one set per child)

## Teacher's Choice

5

Choose an appropriate activity for this center.

## Teacher's Choice

6

Choose an appropriate activity for this center.



2

## Compare and Contrast

Place the Vocabulary Cards in the top row of a pocket chart. Review the definition of each new vocabulary word, and volunteers identify the words. If you added additional words to your Star Word Wall, include their definitions.

Indicate *The Three Little Pigs*. Say: **Let's retell this story in our own words. We will use the illustrations to help us.** As you turn the pages of the book volunteers explain what is happening in the story.

Indicate *Wolves*. The children recall their favorite parts of this book.

Discuss how the fictional wolf and factual wolf differ:

- Fictional wolf: talks, wears clothes, blows houses down, climbs down chimney, walks on hind legs.
- Factual wolf: doesn't wear clothes, howls instead of talks, walks on all fours, hunts wild animals.

Say: **Let's discuss how fictional and factual wolves are similar.** (Both have fur, are mammals, have four legs, etc.)

Indicate *Mox's Shop*. Lead the children to describe how *Mox the Fox* is similar to and different from the fictional wolf in *The Three Little Pigs*. (Both wear clothes, talk, and walk on hind legs, but Mox works and owns a shop. In addition, Mox likes pigs and has one for a helper.)

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Vocabulary Cards <i>siblings</i> ,<br><i>inexpensive</i> , <i>cheap</i> , <i>repairs</i> ,<br><i>sturdy</i> |
| <input type="checkbox"/> | Chart paper, marker   |
| <input type="checkbox"/> | Pocket chart  |
| <input type="checkbox"/> | <i>The Three Little Pigs</i>  |
| <input type="checkbox"/> | <i>Mox's Shop</i>   |
| <input type="checkbox"/> | <i>Wolves</i>   |

### Vocabulary

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

### Reading: Literature

**RL.K.7** Describe the relationship between illustrations and text

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



### Formative Assessment

The children vote for their favorite story. As each child votes he or she explains his or her choice.