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Teacher's Guide

Reptiles

Unit 9 • Week 25

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

If you have questions or comments, please contact us.

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

Reptiles

Unit 9 • Week 25

Week 25

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Week 25 Overview

Reptiles

This week the children continue their study of animals as they learn about a new animal group, the reptiles, through fiction (Aesop's classic fable "The Tortoise and the Hare") and nonfiction (*Backpack Bear's Reptiles, Amphibians, & Fish Book*). The children write, illustrate, and share persuasive writings about their favorite reptiles. They also meet a new plush character, Tin Man. After reading a story about Tin Man playing baseball, the children write and illustrate their own narratives about a game of baseball with their newest friend. This week we will:

- learn short-a, short-e, short-i and short-o medial sounds.
- practice words from the *-in*, *-ip*, *-ick*, and *-ig* word families.
- write and illustrate narratives and persuasive writings.

Recommended Literature

The Tortoise and the Hare — **Janet Stevens** is a Texas-born writer and illustrator who loves to draw shoes. She especially likes to draw animals with exaggerated personalities doing things people do, such as wearing wobbly high heels or scruffy tennis shoes. Some of her favorite animals are bears, pigs, cats, and rhinoceroses.

Janet Stevens started out painting designs for aloha shirts in Hawaii. She really likes to draw quirky animals, the kind that resemble people. She loves to retell folk tales, fairy tales, and fables. To bring the stories to life, she dresses the characters in comical clothing and furnishes their houses with furniture from her own home.

Janet lives in Boulder, Colorado, with a golden retriever named Violet, three cats, Abo, Merlin, and Domino, husband Ted, son Blake, daughter Linze, and a big collection of thrift store shoes that she uses as models for the animals in her books.

Starfall Books & Other Media

ABC Rhyme Book

Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

Dinosaurs by Brandi Chase

I Can Do It by Margaret Hillert

Reading & Writing Books

Short-I Puzzle

Sing-Along Volumes 1 and 2

Star Writer Melodies

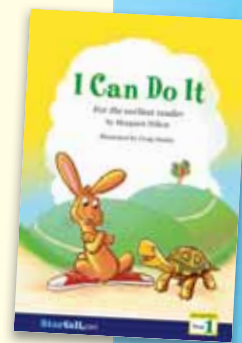
Starfall Dictionaries

"Starfall Speedway"

Starfall Writing Journals

The Big Hit

Vertebrates (Animals with Backbones) Poster



Preparation

Post the Essential Questions Cards for Unit 9. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 25. You will use *root*, *shame*, and *strike* on Day 1, *scales* on Day 2, and *perseverance* and any additional vocabulary words chosen by you or your children on Day 3.

Day One

For today's Magic Writing Moment, use the Graph Generator to generate an "Our Favorite Zac, Peg, and Mox Books" graph for each child.

You will also need one copy of *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, *Peg the Hen*, *Peg Helps Zac*, *Peg's Egg*, *Hen*, *Mox's Shop*, *Mox Jogs*, *Hop*, *Bend*, *Stomp*, and *Pop! Pop! Pop!*

Make word family cards for *-in*, *-ig*, *-ip*, and *-ick* for Session 2.

Day Two

You will use the completed graph from Day 1 for today's Magic Writing Moment.

Day Three

For today's Magic Writing Moment you will use the chart paper from Day 2. You will also need a *This Bright Star Award* for each child. These awards should be removed from the children's Take-Home Books.

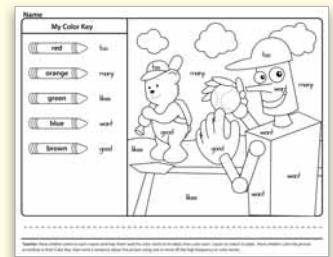
Generate a "Color by Word" worksheet for each child using previously introduced high frequency words: *this*, *than*, *of*, *were*, *give*, *many*, and *your*.

The children will each need a copy of *I Can Do It* by Margaret Hillert for Session 3.

Day Four

You will use the chart paper from Day 3 and each child's *This Bright Star Award* for today's Magic Writing Moment.

Generate Word Cards: *lizard*, *snake*, *alligator*, *crocodile*, and *turtle* for Session 3.



Day Five

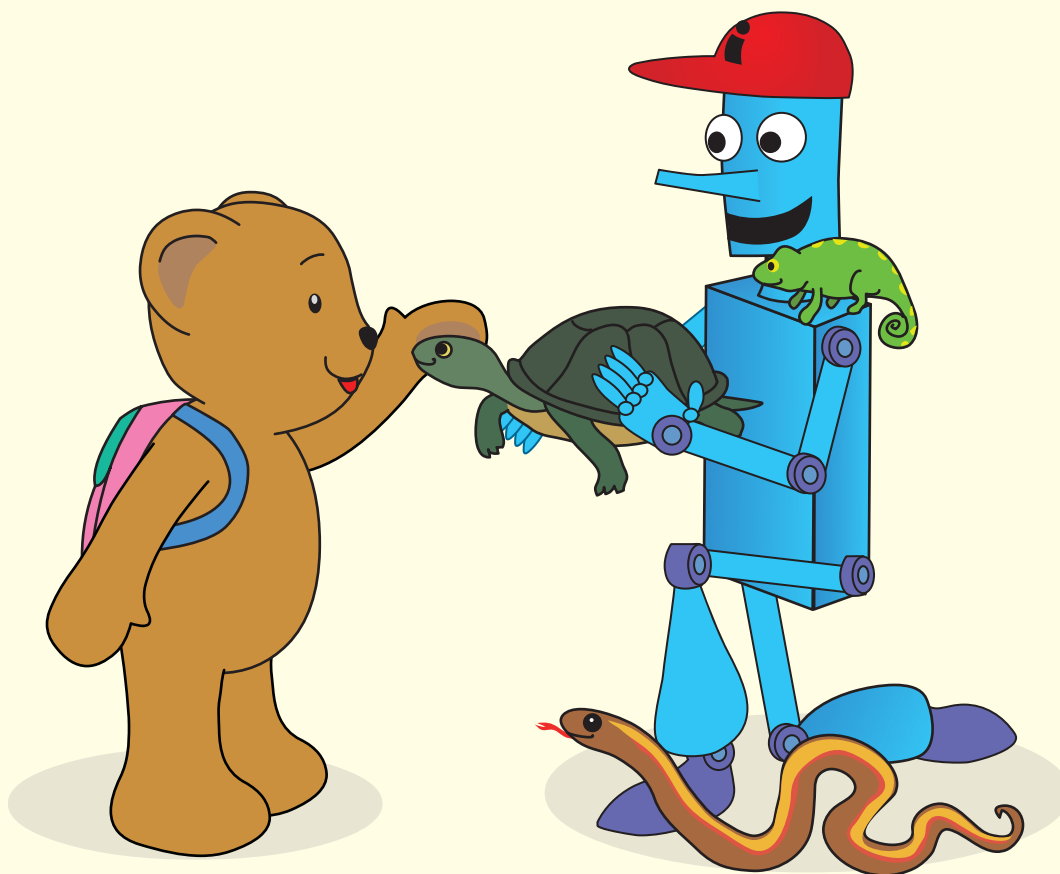
For today's Magic Writing Moment you will need the graphed favorite classroom book for each child and each child's *This Bright Star Award*.

For Session 1 you will use 40 feet of rope or yarn.

In Learning Center 2 the children will use your favorite choice of dinosaur book, and they will each need a large sheet of drawing paper.

Looking Ahead

Day 5 of Week 26 will be *Beach Day*. Prior to that day, inform parents and encourage the children to bring in appropriate beach items such as beach towels, visors, sunglasses, beach toys, pails, fishing rods, etc. They will present their items to the class. Be sure to have extra beach items available for children who forget.



Day 1

Mox said we might meet a new friend today. I wonder who it will be.

Love,

Backpack Bear 🐾

Day 2

I've always dreamed of playing baseball. Do you think Tin Man would let me play on his team?

Love,

Backpack Bear 🐾

Day 3

I played my first baseball game last night! I had to try hard, but it was fun.

Love,

Backpack Bear 🐾

Day 4

Can we practice listening for middle sounds in words? It's fun to do that!

Love,

Backpack Bear 🐾

Day 5

I loved learning about reptiles! They are very different from you and me!

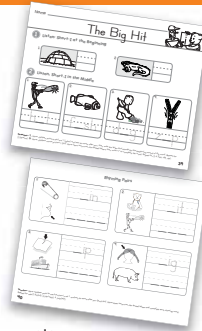
Your pal,

Backpack Bear 🐾

DAY One

DAY Two

Magic Writing Moment	Graph books	Favorite class book
Reading Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	<i>R&W</i> p. 39, 40 Discriminate short-a, short-e, and short-o words <i>The Big Hit</i> Introduce word families -in, -ip, -ick, -ig Introduce Tin Man and Short-I Comprehension Skills: Inference, Sequence Comprehension Strategy: Ask Questions Double letters make one sound	Review short-i Introduce long-i <i>The Big Hit</i> Narrative writing Comprehension Skill: Story Details (setting) Comprehension Strategies: Visualize Open Discussion
Computer	<i>ABCs</i> : Review Aa, Ee, Ii, Oo and vowel bubbles /a/, /e/, /i/, /o/; <i>Learn to Read</i> : Row 3 “Vowels Save the Day” (movie)	<i>Learn to Read</i> : Row 5, All Activities <i>BpB’s Books</i> : Concepts, “I-Ma-chine”
Activity	“Concentration” HF Words	Sequence <i>The Big Hit</i>
Listening & Speaking Literature Rhymes, Poems, & Songs Concept Development Vocabulary	“Letter March Song li” “Take Me Out to the Ball Game” True/False Vocabulary: root, shame, strike	<i>Backpack Bear’s Reptiles, Amphibians, & Fish Book</i> <i>ABC Rhyme Book</i> “li Igloo Rhyme” Vertebrates (Animals with Backbones) Poster Riddles Vocabulary: scales
Writing		Write a narrative about baseball with Tin Man, Mox, Jill, and Zac
Science		Introduce reptiles and their characteristics



DAY Three

DAY Four

DAY Five

<p><i>Bright Star Awards</i></p>	<p>Illustrate class favorite book</p>	<p>Share <i>Bright Star Award</i> illustrations</p>
<p>Phoneme substitution</p> <p>Comprehension Skills: Identify Genre (fable) Story Details (character, setting, problem/solution)</p> <p>Comprehension Strategies: Ask Questions Summarize Make Connections Open Discussion</p> <p>HF Words: something, too</p>	<p>R&W p. 41</p> <p>Short-vowel words</p> <p>Persuasive writing</p> <p>HF Words: many, over, saw, under</p> 	<p>Rhyming</p> <p>Comprehension Skills: Identify Genre (nonfiction) Author's Intention Compare/Contrast</p> <p>Comprehension Strategy: Open Discussion</p>
<p><i>Learn to Read: Row 8, All Activities</i></p>	<p><i>I'm Reading: Fiction/Nonfiction, "I Can Do It"</i></p>	<p>Starfall Free Day 1</p> <p>Draw and label reptiles 2</p>
<p>"Color by Word"</p>	<p>"Starfall Speedway" Short-I and Short-E Words</p>	<p>"Short-I Puzzle" 3</p> <p>Sequence <i>The Big Hit</i> 4</p>
<p><i>The Tortoise and the Hare</i> <i>I Can Do It</i></p> <p>Strategies for unknown words</p> <p>Vocabulary: perseverance</p>	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p> <p><i>Star Writer Melodies</i></p>	<p>Teacher's Choice 5</p> <p>Teacher's Choice 6</p> <p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book; Vertebrates (Animals with Backbones) Poster; The Tortoise and the Hare by Janet Stevens; Dinosaurs by Brandi Chase; "The Little Turtle"</i></p>
	<p>Persuasive writing about reptiles</p>	
<p>Characteristics of a reptile</p>		<p>Dinosaurs</p>

Reading: Literature

RL.K.10 Engage in group reading activities

Magic Writing Moment

Graph Books

Say: **Congratulations! You have read eleven Take-Home Books this year.**

Distribute a graph to each child and the children write their names at the top.

Indicate each book.

- Volunteers help to identify each book by its title.
- Project the graph on the classroom whiteboard.
- Children take turns identifying their favorite books.
- Mark the projected graph as the children complete their individual graphs. Review the results together noting the class favorite, ties, and so on.

Materials

- One copy of *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*, *Peg the Hen*, *Peg Helps Zac*, *Peg's Egg*, *Hen*, *Mox's Shop*, *Mox Jogs*, *Hop*, *Bend Stomp*, and *Pop! Pop! Pop!*
- Classroom whiteboard, marker
- Generated graph "Our Favorite Zac, Peg, and Mox Books" for each child

Save the graph for use on Day 2.

Phonological Awareness Warm-Up

Identify/Discriminate Short-A, Short-E, and Short-O Words

Say: **Let's review the short vowel sounds we have learned.** Review the sounds of short-a, short-e and short-o. **Listen carefully to the short vowel sounds in these words and make the ASL signs for a, e or o. Ready?**

Say each word pausing for the children to respond. Discuss the correct short vowel sound for each word.

pot	pen	rap	hop	get
van	mop	dad	fan	hog
leg	Dan	dog	tan	met
pop	ten	bag	got	bet
rag	not	red	jet	lot

Materials

- None

Reading: Foundational Skills

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



As the children sign the short vowel sounds, have them repeat the sounds orally to increase fluency.

ELL

1

Introduce the Tin Man Character and Short-i

Distribute Zac, Peg, and Mox to volunteers. Indicate the *a*, *e*, and *o* Letter Cards and say: **Look at these Letter Cards. Let's see if we can match the Letter Cards with the sounds in the characters' names.** Say the short vowel sound of each letter and the children identify the character name that matches it.

Volunteers carry the characters as the class sings "The Letter March" for /a/, /e/, and /o/.

Recall Backpack Bear's message and introduce Tin Man. Ask: **What vowel do you hear in the middle of tin?**

Indicate the lowercase *i* Letter Card, review its name and ASL sign. The children identify words that contain the sound of short-i. Sing "The Letter March" to review the sound /i/.



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 39. Complete the page together with the children as you have similar pages.

2

Introduce Word Families: *-ick*, *-ig*, *-in*, *-ip*,

Place the *-in*, *-ip*, *-ick*, and *-ig* word family cards in the top row of a pocket chart. Say: **These cards name four different word families. What do you see that is similar, or the same in all of them?** (They all begin with *i*.)

Place the Picture Cards in a basket. Volunteers take turns to draw Picture Cards, identify them, and categorize them.

Place the Word Cards in the basket. Volunteers choose Word Cards and match them to Picture Cards in the pocket chart.

Continue: **Let's play "Tin Man Says..."** Play as you would "Simon Says."

- Touch your *chin*.
- Touch your *shin*.
- Do a little *spin*.

Ask: **To what word family do the words *chin*, *shin* and *spin* belong? Right, they belong to the *-in* word family. Let's play again with other word families.**

Materials

- Lowercase Letter Cards: *a*, *e*, *i*, *o*
- Reading & Writing Books*, p. 39
- Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man
- Pencils, crayons

The Letter March: *i*

(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,
"i" stands for its sound, /i/ /i/ /i/ /i/*

And they all go marching,

In- to a word, to use, their sound



Materials

- Picture and Word Cards *chin*, *fin*, *in*, *pin*, *shin*; *dig*, *pig*, *wig*; *chip*, *hip*, *rip*, *ship*, *zip*; *chick*, *kick*, *lick*, *sick*
- Prepared word family cards: *-in*, *-ig*, *-ip*, *-ick*
- Reading & Writing Books*, p. 40
- Pencils, crayons
- Plush Tin Man
- Pocket chart
- Basket

Reading: Foundational Skills

RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant

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

Play "Tin Man Says..." with the following word families:

-ig	-ip	-ick
Pretend to dig.	Move your hip.	Give your ice cream cone a lick.
Oink like a pig.	Pretend to zip.	Pretend you are sick.
Point to where you would wear a wig.	Take a sip.	Close your eyes, quick!



Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 40. Complete the page together with the children as you have similar pages.

As the children identify and place the Picture Cards have them say the word family sounds. Then, mix the word family cards and have ELL and struggling children practice listening and locating the cards.

ELL

Media Literacy

ML.10 Use technology resources to support learning

Reading:

Foundational Skills

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

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

Language

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

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

Reading: Literature

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

Listening & Speaking

LS.9c Relate an experience in sequence

Computer

Practice

- *ABCs*: Review Aa, Ee, Ii, Oo and the vowel bubbles /a/, /e/, /i/, /o/
- *Learn to Read*: Row 3, "Vowels Save the Day" (movie)

Activity

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

Variation: If the selected words do not match, leave them revealed. The next child chooses a card and checks for a match with those already chosen. If there is no match, the child selects one additional card.

Materials

- Two each High Frequency Word Cards: *all, from, give, good, him, look, of, some, that, then, them, there, they, this, want, were* (or others in most need of review)
- Pocket chart

3

Introduce *The Big Hit*

Engage the children in a conversation about the game of baseball.

Play *Sing-Along* Volume 1, Track 33, "Take Me Out to the Ball Game" and the children sing along.

Indicate the Vocabulary Cards and discuss the following vocabulary:

Materials

- Vocabulary Cards: *root, shame, strike*
- Sing-Along* Volume 1, Track 33, "Take Me Out to the Ball Game"
- Sequence Cards: *The Big Hit*
- The Big Hit*
- Pocket chart
- Tin Man



root	to cheer for a team or a person (homonym for root—the part of a plant that grows under the ground)
shame	something to feel bad about, a disappointment
strike	in baseball, to swing at the ball and miss (homonym for strike—to hit something)

Tin Man whispers to you that he has a story about baseball he'd like you to read.

Read *The Big Hit*.

Say: **Tin Man never gave up trying to hit the ball. What lesson can we learn from him?** (We should keep trying and never give up.)

Introduce the game “True or False.” You make statements about the story and the children indicate whether the statements are true or false. Before playing, review the meanings of *true* and *false* and discuss that these words are opposites.

Determine how children will indicate their answers. Practice as needed to be sure they understand.

Tin Man was the catcher in the story.	false
Jill missed the ball and had to run after it.	false
Zac was a character in the story.	true
Tin Man missed the ball the first time.	true
Tin Man gave up and ran off the field crying.	false
Jill was a good catcher.	true
Zac's ball was so small that Tin Man could barely see it.	false
Tin Man kept trying and never gave up.	true

Display *The Big Hit* Sequence Cards text-free side up, placed randomly in a pocket chart.

Indicate each card and a volunteer describes the scene. The children determine the Sequence Cards are not in order.

Ask: **What strategy could we use to put these cards in the correct order?**
(Reread the story.)



Formative Assessment

Distribute the Sequence Cards to volunteers and reread the story. The children place their Sequence Cards in the pocket chart as their sentences are read.

Ask: **Did this strategy work? Remember, if you need to review the order of events in a story, you can always reread the story.**

Speaking & Listening

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

Reading: Foundational Skills

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

Magic Writing Moment

Favorite Class Book

Review the graph from Day 1 then write the title of the favorite classroom book on chart paper.

Ask: **Which book was our class favorite?** Volunteers respond. **Let's write about it.** Choose one response and write it in a complete sentence on the chart paper.

Materials

- Completed graph from Day 1
- Favorite classroom book
- Chart paper, marker

The children will copy the sentence on Day 3.

Phonological Awareness Warm-Up

Review Initial Short-I Words, Introduce Long-I Words

Indicate the Sound-Spelling Wall Card for *li*.

Read the "li Igloo" rhyme on page 21 of the *ABC Rhyme Book* and the children repeat it with you. Volunteers identify words in the rhyme that begin with short-i. (*inside, igloo, it's, in*)

Explain: **The letter *li* stands for another sound called long-i. The sound is the same as the letter's name, /ī/.**

The word *ice* in the "li Igloo" rhyme says /ī/.

The children distinguish short-i and long-i in the following words by getting long (standing on their toes) and short (crouching) in response. Discuss the correct response for each word.

inch	ivy	imitate	ice cream	incredible
itch	iguana	iceberg	it	icon

Materials

- ABC Rhyme Book*



li Igloo

*Sit inside an igloo
Made of ice and snow.
It's cold outside,
But in this home,
The wind can never blow*

1

The Big Hit Story Words

Ask: **Who knows what a riddle is?** Volunteers respond.

Say: **A riddle is like a puzzle. You listen to clues and try to figure out the answer.**

Distribute a Word Card from *The Big Hit* to each child and read each riddle below. The child holding the answer to the riddle places his or her Word Card in the pocket chart.

Materials

- Word Cards *tin, man, bat, Jill, a, ball, big, give, has, he, hit, mitt, not, the, up, will, Zac, hits*
- The Big Hit* for each child
- Pocket chart

Pair children if you have more children than words. They may confer regarding their answer choices.

Observe & Modify

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Language

L.K.6 Use acquired words and phrases

I rhyme with <i>skin</i> . The Tin Man is made of me.	tin
I'm the opposite of a woman.	man
I'm used to hit a ball in baseball.	bat
I'm the catcher in the story. My name rhymes with <i>hill</i> .	Jill
I am a word made up of only one letter.	a
I'm round and you throw me.	ball
I'm the opposite of <i>little</i> .	big
I begin with /g/ and rhyme with <i>live</i> .	give
I started out as the word <i>as</i> , but now I have the /h/ sound in front.	has
I'm a word like <i>she</i> , but I refer to a boy.	he
I rhyme with <i>sit</i> and I start with /h/.	hit
I'm another name for a baseball glove.	mitt
I rhyme with <i>hot, got</i> and <i>cot</i> .	not
I am used in almost every sentence.	the
I am the opposite of <i>down</i> .	up
I begin with /w/ and end with /ill/.	will
I have short-a in my name. My name begins with the last letter of the alphabet.	Zac
I am the word <i>hit</i> with /s/ added to the end.	hits

Review the words in the pocket chart.

Indicate the words *mitt*, *Jill*, *will*, and *ball*. Ask: **What do you notice about all of these words?** (They all have double letters.) Explain that when there are two of the same letter together in words, they stand for one sound.

Write *Jill* on the whiteboard. The children read *Jill*. A volunteer circles // and the children say /l/.

Repeat with *will*, *mitt*, and *ball*.

Distribute individual copies of *The Big Hit* and the children write their names on them. Partner the children to read *The Big Hit*, then do a class reading.



Formative Assessment

The children play “I Spy” by locating words from the pocket chart in their books.

If possible partner ELL children with those who have knowledge of their native languages.

ELL

2

Write About Baseball

Distribute *The Big Hit* and read it together. Discuss the story’s setting.

Say: **Today you will write a narrative. A narrative is a story you tell or write about yourself. You will write a story about playing baseball with Tin Man, Jill, and Zac.**

The children close their eyes and imagine playing baseball with Tin Man, Jill, and Zac.

Ask:

- **Did anyone get a hit?**
- **Did Zac strike out?**
- **What position did you play?**
- **Would you like to invite Backpack Bear to play?**
- **Was it a sunny day or a rainy day?**
- **What was the best thing that happened during the game?**

The children share their visualizations.

Explain: **Since you will be writing a narrative, you should begin your first sentence with “I” and then tell what you did during the game.**

Materials

- The Big Hit* for the teacher and each child
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons

Reading: Literature

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

Writing

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



Formative Assessment

The children write about playing baseball with Tin Man, Jill, Zac, and Backpack Bear then illustrate their writings. They may reference their copies of *The Big Hit* for inspiration.

For some children it may be better to work in reverse and have them illustrate themselves playing baseball with one of the characters first, then work with a partner or assistant to use the illustration to form their sentences.

ELL

Computer

- *Learn to Read*: Row 5, All Activities
- *Backpack Bear's Books*: Concepts, "I-Machine"

Practice

Activity

The children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and individual Word Cards in a pocket chart.

Materials

- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards
- The Big Hit*
- Pocket chart

Media Literacy

ML.10 Use technology resources to support learning

Listening & Speaking

LS.9c Relate an experience in sequence

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

3

Introduce Reptiles

Indicate the Vertebrates (Animals with Backbones) Poster and review previously introduced information related to the animal kingdom, mammals, and birds.

Explain that you will name an animal and the children will indicate to which family the animal belongs, and explain their answers:

fox	penguin	bat	bear
ostrich	elephant	eagle	chicken

Ask: **What covers the outside of mammals?** (hair or fur) **What covers the outside of birds?** (feathers)

Indicate *Backpack Bear's Reptiles, Amphibians, & Fish Book*. Read the title and explain that today the children will learn about the reptile animal group, and later the fish and amphibian animal groups.

Read pages 4-11. The children partner to discuss what they heard, then volunteers share responses.

Say: **Listen carefully to Backpack Bear's book to learn what covers the outside of a reptile. When you hear the answer, raise your hand.**

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Card: scales

Science

SC.LS.2 Understand different types of plants and animals

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

Reading: Informational Text

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

RI.K.9 Identify similarities and differences between texts on the same topic

RI.K.10 Actively engage in group reading activities

Read pages 13-21. As you read the distinguishing characteristic of reptiles (tough, scaly skin), acknowledge those who raise their hands. Continue reading to the end of the reptile portion.

Say: **The only unique characteristic of reptiles is their tough, scaly skin. The scales of reptiles are really just skin that is tough and dry. Scales help protect reptiles from predators and also hold in water so reptiles can live in very dry places.**

The children partner to discuss what they learned about reptiles. Volunteers share their responses with the class.



Formative Assessment

Review the characteristics of reptiles by playing “True or False.” The children raise their hands if the statement is true and touch their noses if the statement is false.

- **The characteristic that makes reptiles unique is that they are covered in tough, scaly skin.** (True)
- **Reptiles are “warm-blooded” like mammals.** (False)
- **All reptiles have backbones like mammals and birds.** (True)
- **All reptiles breathe air with their lungs like mammals and birds.** (True)
- **Most reptiles have four legs and clawed feet. Snakes have neither.** (True)
- **Reptiles drink milk from their mother’s body.** (False)
- **Most reptiles are hatched from eggs that are soft or leathery.** (True)
- **Most reptiles live on land, but some live in the water.** (True)
- **All reptiles are predators and are sought after as prey by other animals.** (True)
- **Reptiles have feathers, fur, or hair.** (False)

Magic Writing Moment

This Bright Star Awards

Say: **Congratulations! You have read eleven Take-Home Books!** Distribute *This Bright Star Award* to each child and the children write their names at the top.

Indicate and review the sentence written yesterday on the chart paper.

Instruct the children to turn their awards to the other side. Read: **"Write the name of your favorite book here."**

The children copy the title of the class' favorite book at the top, then copy the sentence from the chart paper onto their awards.

Collect *This Bright Star Awards* and save them and the chart paper for use on Day 4.

Materials

- This Bright Star Award* for each child
- Chart paper from Day 2
- Pencils, crayons

Writing

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

Phonological Awareness Warm-Up

Phoneme Substitution

The children substitute beginning sounds to form new short-i words.

Change the /p/ in *pin* to /b/, and you have ____ (bin). Continue for:

win	fin	gin	tin
-----	-----	-----	-----

Change the /s/ in *sit* to /f/, and you have ____ (fit).

bit	hit	kit	lit	mitt	(n)knit	pit
-----	-----	-----	-----	------	---------	-----

Change the /s/ in *sip* to /z/, and you have ____ (zip).

dip	hip	lip	nip	tip
-----	-----	-----	-----	-----

Change the /b/ in *big* to /d/, and you have ____ (dig).

fig	jig	pig	rig	wig
-----	-----	-----	-----	-----

Materials

- None

Reading: Foundational Skills

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

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

Reading: Literature

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

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

Introduce *The Tortoise and the Hare*

Ask: **What lesson did we learn from Tin Man in *The Big Hit*?** (We learned not to give up.)

Say: **When you don't give up, you show perseverance. Perseverance is when you are working on something, and you want to give up, but instead you keep trying. When you stick with something, you have perseverance!**

Children repeat, *perseverance*.

Indicate *The Tortoise and the Hare*. Say: **Here is another story that teaches a lesson about perseverance.**

Read the title and explain that a *hare* is an animal very similar to a rabbit, but it's usually larger, with bigger hind legs and much longer ears.

Ask the children to which animal group rabbits and hares belong. (mammals)
Review characteristics of mammals to confirm.

Explain: **A tortoise is a type of turtle that lives on land instead of in the water. A tortoise is a reptile. The scales on tortoises and turtles grow together to form hard shells.**

Refer to *The Tortoise and the Hare* explaining that it is an Aesop fable *adapted* and illustrated by Janet Stevens. Recall other familiar folk tales that were retold, such as "Chicken Little," "The Turnip," "Mr. Bunny's Carrot Soup," and "The Little Red Hen."

Explain: **The word *adapted* is similar to the word *retold*, but it's not exactly the same. Adapted stories are stories that are changed and retold in different ways. Stories can be changed for many reasons. Janet Stevens adapted the story "The Tortoise and the Hare" to make it easier for children to understand.**

Inform the children that Aesop was a very famous storyteller who lived a long time ago. Explain: **Aesop's stories are a special kind of folk tale called fables.** (Children repeat, *fables*.) **His fables include hidden messages, lessons, or morals, to be learned. The animals in his fables act like people. People like his fables because they want to find the lesson or moral at the end. Aesop's fables are very old. Authors have adapted them in many languages for different age groups.**

Read *The Tortoise and the Hare*. As you read, encourage the children to ask questions and to identify unfamiliar vocabulary words for your Star Word Wall.

Materials

- Vocabulary Card *perseverance* and other vocabulary words identified by you and the children
- The Tortoise and the Hare* by Janet Stevens



Formative Assessment

After reading, discuss:

- **What told us that the hare was being rude?**
- **What did the tortoise do to get ready for the race?**
- **How did the tortoise show perseverance?**

- How could a “slow motion” reptile like a tortoise win a race against a “fast forward” mammal like a hare?
- What was the reward for winning the race?
- What was the lesson Tin Man and the tortoise learned in these two stories?
- What can we learn from what happened in these stories?

Add *perseverance*, and other identified vocabulary words, to your Star Word Wall.

2

Story Element Cards

Indicate *The Tortoise and the Hare* and lead the children to summarize the story. Read the story with the children, pausing to review vocabulary words.

Review each Story Element Card as you place it in the pocket chart.

Explain: **Today we will use these cards in a different way. I will make a statement and you decide which story element was named.**

Say: **Outside. Which Story Element Card does this answer?** (setting)

Materials

- Story Element Cards (pictured)
- The Tortoise and the Hare*
- Pocket chart

Reading: Literature

RL.K.2 Retell familiar stories

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

Speaking & Listening

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



Formative Assessment

The children discuss their responses to the following statements with their neighbors. A volunteer gives the response and removes the Story Element Card from the pocket chart. If the children have difficulty responding, ask: **What strategy could we use to find the answer?** (We can reread specific parts of the story.)



Who are the main characters?

The tortoise and the hare



Make a text-to-text connection.

The Tortoise and the Hare is similar to *The Big Hit* because the tortoise did not give up.



What happened at the end?

The tortoise won the race and the hare lost.



What is the story's conflict or problem? How was it solved?

The hare was fast, and the tortoise was slow. The hare was too confident, and kept stopping along the way.



Name 3 events from the story.



What is the main idea of this story?



Summarize the story.



Make a text-to-self connection.



Make a text-to-world connection.

The hare was rude to the tortoise. The hare bolted ahead. The tortoise kept walking.

Always stick to what you are doing, and you will be a winner.

Tell what happened in the story in your own words.

This story might remind you of when you were learning to ride your bike, and you didn't give up.

It makes you think of Martin Luther King, Jr. and other heroes who never quit trying to make the world a better place.

If necessary, have an assistant or volunteer explain terms to ELL children and allow them to point to the correct Story Element Cards to demonstrate understanding.

ELL

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

Computer

Practice

- *Learn to Read*: Row 8, All Activities

Activity

The children use the color key to complete the "Color by Word" worksheet.

Materials

- Week 25 "Color by Word" worksheet for each child

3

Introduce *I Can Do It* and High Frequency Words: *something* and *too*

Indicate *I Can Do It* and discuss the cover illustrations. Indicate the author's name and explain that Margaret Hillert is another author who also *adapted* the same Aesop fable about perseverance.

Say: **This is a book you can read for yourselves if you 'stick to it.' First listen for words you have not yet learned as I read the story.**

Read *I Can Do It* then distribute a copy to each child.

Discuss strategies children might use for words they do not know, such as:

- Use their invisible rubber bands to sound out words.
- Ask their neighbors for help.
- Look at the illustrations for clues.

The children find areas in the classroom in which to read independently. If children need assistance, partner them with advanced readers.

Gather the children in groups of 3 or 4 and instruct them to look for new words as you reread the story. After reading each page, ask if there were any new words. As children respond, write the words on chart paper. Continue until all of the words have been listed:

eat	fun	funny	guess	how
jump	make	my	now	work
oh	pretty	yes	run	three
too	two	walk	way	where
something				

Materials

- I Can Do It* by Margaret Hillert
for each child
- Starfall Dictionaries*
- Chart paper
- Pencils

Vocabulary

VOC.3 Use multiple strategies to develop vocabulary

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

Fluency

FL.6c Read grade-level text with expression

Reading: Foundational Skills

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



Formative Assessment

Distribute *Starfall Dictionaries*. The children locate the word, *something* and add it to their *Starfall Dictionaries*. Repeat for *too*.

Writing

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

Magic Writing Moment**Illustrate Class Favorite Book**

Say: **Today we will illustrate our class favorite book on the back of your *This Bright Star Awards*.**

The children do this, while others finish copying the sentence from Day 3, if necessary, before they illustrate.

As children are working, write your name and date on the back of each child's award, or use Backpack Bear's Paw print stamp.

Materials

- Each child's *This Bright Star Award*
- Chart paper Day 3
- Pencils, crayons

Phonological Awareness Warm-Up**Identify/Discriminate Short Vowel Words**

Say: **Let's help Backpack Bear practice listening for the middle sounds in words. Raise your hand if you can tell us the middle sound of the word I say.** Use *did*, *mop*, and *rib* as examples. Continue with the following pausing after each for the children to respond.

bit	let	rip	red	sit
lid	lap	wig	zip	tap
dot	fit	log	lip	job
bib	set	lit	tip	leg

Materials

- None

Reading:**Foundational Skills**

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

1

Introduce High Frequency Words:
many, over, saw, under

Distribute *Reading & Writing Books* and the children turn to page 41. The children complete Activity #1 together using the color key as you review the high frequency words. They partner to complete Activity 2, then illustrate their favorite sentences in the space provided.

Distribute *Starfall Dictionaries*.

Write the following sentences on the board. The children identify the new high frequency words in the sentences and volunteers circle them. After the high frequency words have been identified, the children write them in their dictionaries. Continue until *under*, *many*, *over*, and *saw* have been entered.

Materials

- Reading & Writing Books*, p. 41
- Starfall Dictionaries*
- Pencils, crayons

Reading:**Foundational Skills**

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

- The bat is *under* the box.
- I see *many* pets.
- The ball went *over* the log.
- I *saw* something run by me!



Formative Assessment

Partner the children to play “I Spy” to find the new high frequency words, *under*, *many*, *over*, and *saw* in their dictionaries.

2

Persuasive Writing

Indicate *Backpack Bear’s Reptiles, Amphibians, & Fish Book*. Say: **Listen as we read Backpack Bear’s book about reptiles. When you hear the name of a reptile, raise your hand.**

As children identify reptiles, place the Word Cards in the pocket chart. Review the reptile names and ask: **Did you notice that each of these reptile names begins with a different beginning sound?**

Materials	
<input type="checkbox"/>	<i>Backpack Bear’s Reptiles, Amphibians, & Fish Book</i>
<input type="checkbox"/>	Word Cards <i>lizard, snake, alligator, crocodile, turtle</i>
<input type="checkbox"/>	<i>Starfall Writing Journals</i>
<input type="checkbox"/>	<i>Starfall Dictionaries</i>
<input type="checkbox"/>	<i>Star Writer Melodies</i>
<input type="checkbox"/>	Pencil, crayons
<input type="checkbox"/>	Pocket chart

Vocabulary

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

Reading: Foundational Skills

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

Science

SC.LS.2 Understand different types of plants and animals

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

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book



Formative Assessment

Explain: **Today you will choose your favorite reptile and write about why it is your favorite. This is called persuasive writing. You will try to persuade or convince us that the reptile you chose is the best reptile by telling us why it is your favorite.**

Remind the children to refer to the Word Cards in the pocket chart each time they need to write the names of their reptiles.

Say: **We will begin our writings today and you will have time later to finish them.**

The children write about their favorite reptiles in their writing journals.

Computer

Practice

- *I’m Reading*: Fiction and Nonfiction, “I Can Do It”

Activity

The children read medial short-e and short-i words to advance on the “Starfall Speedway.” Remind them to look carefully at the middle sound of each word.

Materials	
<input type="checkbox"/>	Short-i and Short-e Word Cards
<input type="checkbox"/>	“Starfall Speedway”

Media Literacy

ML.10 Use technology resources to support learning

Reading: Foundational Skills

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

RF.K.4 Read texts with understanding

3

Complete and Share Persuasive Writings

The children complete their favorite reptile writings and illustrations. As you provide adult writing, encourage them to add factual details.

Writing

W.K.1 Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book



Formative Assessment

The children partner as they finish to share their writings. When all are finished, provide time to share the persuasive writings with the class.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book
- Word Cards lizard, snake, alligator, crocodile, turtle
- Starfall Writing Journals
- Star Writer Melodies
- Starfall Dictionaries
- Pencil, crayons
- Pocket chart
- Optional:** Author's Chair

Magic Writing Moment**Share *This Bright Star Award* Illustrations**

The children share their *This Bright Star Award* illustrations and writings with each other.

If time allows, they partner to read their books.

Materials

- Each child's *This Bright Star Award*
- Graphed favorite classroom book for each child

Writing

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

Speaking & Listening

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

Science

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

Reading: Foundational Skills

RF.K.2A Recognize and produce rhyming words

Phonological Awareness Warm-Up**Rhyming**

Play *Sing-Along Volume 2*, Track 43, "The Little Turtle" and the children recite the poem.

Ask: **Is a turtle a reptile?** Recall the characteristics of reptiles.

- Repeat the poem and the children chant one line at a time after you, in unison.
- Omit the last word in the fourth line of each stanza and the children supply the words.

Ask: **Why was it easy to know which words I left out?** (The words rhyme.)

Repeat the poem with the children, adding actions.

Materials

- Sing-Along Volume 2*
Track 43, "The Little Turtle"

"The Little Turtle"

There was a little turtle.

He lived in a box.

He swam in a puddle.

He climbed on the rocks.

He snapped at a mosquito.

He snapped at a flea.

He snapped at a minnow.

And he snapped at me.

He caught the mosquito.

He caught the flea.

He caught the minnow.

But he didn't catch me.

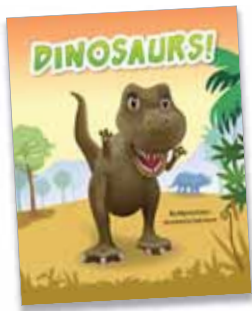
**Reading:
Informational Text**

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

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

Vocabulary

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

**Introduce *Dinosaurs***

Say: **Reptiles have lived on Earth for over 300 million years! Some reptiles called dinosaurs lived in prehistoric times, which means before books or pictures or even people existed. What do you know about dinosaurs?** (Discuss)

Say: **Like reptiles living today, dinosaurs had backbones and scaly skin. They laid eggs and were cold-blooded. Do you think a dinosaur would fit in our classroom? Why/Why not?**

Continue: **Let's do an experiment to find out.**

Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other side or run out of space. Discuss potential problems that could arise from having a dinosaur visit the classroom.

Indicate the book *Dinosaurs*. Explain: **This is a nonfiction book about dinosaurs. The author is Brandi Chase and the illustrator is Dale Beisel.**

Continue: **We learned dinosaurs are very long. Let's listen to learn more about dinosaurs.** Read *Dinosaurs*, stopping at appropriate pages to discuss.

**Formative Assessment**

Partner the children to play "True or Not True." Say: **Let's discuss what we have learned about dinosaurs.**

Read the following statements. The partners discuss then raise their hands to share answers.

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists have found fossils of dinosaur bones.** (true)
- **A carnivore dinosaur eats meat.** (true)
- **An asteroid is a big rock that circles the sun.** (true)
- **Some scientists think the moose is a dinosaur's cousin.** (not true)

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase |
| <input type="checkbox"/> | Forty feet of rope or yarn |
| <input type="checkbox"/> | Optional: <i>Dinosaurs</i> Read |
| | Aloud CD |

Computer

1

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

Draw and Label

The children illustrate reptiles including the environment in which they live, and label their illustrations. Provide *Backpack Bear's Reptiles, Amphibians, & Fish Book* and your choice of dinosaur book for reference.

Materials

2

- Pencils, crayons
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Your choice of book about dinosaurs
- Large sheet of drawing paper for each child

Short-I Puzzles

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

Materials

3

- Pencils
- Writing paper
- Short-I Puzzles

Sequence *The Big Hit*

The children review the sequence of *The Big Hit* by placing the Sequence Cards, Sentence Strips, and Individual Word Cards in a pocket chart.

Materials

4

- The Big Hit*
- Pocket chart
- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards

Teacher's Choice

Choose an appropriate activity for this center.

5

Teacher's Choice

Choose an appropriate activity for this center.

6

Media Literacy

ML.10 Use technology resources to support learning

Writing

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

W.8c Draw and label

Reading:

Foundational Skills

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

Listening & Speaking

LS.9c Relate an experience in sequence

Speaking & Listening

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

Science

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

End of Week Review

Say: **We have learned about three animal groups with backbones. Who can name them and indicate them on our Vertebrates Poster?** (Volunteers do this.)

Continue: **This week we have learned the characteristics of reptiles. Let's review them.**

Review the characteristics of reptiles:

- Tough, scaly skin
- Breathe air with lungs
- Cold-blooded
- Most have four legs and clawed feet (except snakes)
- Have backbones
- Most live on land, some live in the water
- Most hatch from eggs with soft shells

Indicate *Backpack Bear's Reptiles, Amphibians, & Fish Book*, *The Tortoise and the Hare* by Janet Stevens and *Dinosaurs* by Brandi Chase.

Say: **Here are three books we have read this week. Which book is your favorite?** The children vote for their favorite book of the week. Divide them into three groups based on their votes.

Give each group its respective book and explain: **Your group will discuss why you liked the book you chose best. Then you will explain your reasons for choosing this book to the class.**

**Formative Assessment**

The groups discuss the reasons for their choices and form panels to share responses with the other groups.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase |
| <input type="checkbox"/> | <i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i> |
| <input type="checkbox"/> | Vertebrates (Animals with Backbones) Poster |
| <input type="checkbox"/> | <i>The Tortoise and the Hare</i> by Janet Stevens |