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

**Teacher's Guide**

**Fish**

**Unit 9 • Week 26**

**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.

# Fish

## Unit 9 • Week 26

### Week 26

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# Week 26 Overview

## Fish

This week, the children continue their discussion of *perseverance*, and the importance of “sticking to it” (persevering) in order to get things done. They reference *Backpack Bear’s Reptiles, Amphibians, & Fish Book*, and the delightful fictional story, *Swimmy*, as they learn about the fish animal group. They also learn about fishing, celebrate “Beach Day,” and have a “Kindergarten Book Club” meeting. This week we will:

- learn the *wh /hw/* digraph.
- meet the *-ing* and *-ick* word families.
- become “editing detectives.”

## Recommended Literature

**Swimmy** — **Leo Lionni** (1910 - 1999) was an author and artist who loved to draw and write about the small animals he so often found in nature. As a child, he built elaborate terrariums and aquariums in his room. These became little homes for the frogs, mice, turtles, snails, fish, and butterflies he collected. When he went out for a walk, he gathered sand, moss, pebbles, stones, shells, and insects for their homes.

Leo Lionni had three tables. One was for drawing, painting, and paper collages. His stories came to life as art projects. Instead of words, he was always thinking of how to tell a story with pictures. The second table was for a different kind of storytelling, where he made sculptures. The third table was for his favorite collections.

Lionni was born in Holland and started drawing on his ninth birthday. He lived and worked in Italy as well as Philadelphia, Pennsylvania, and New York City.

## Starfall Books & Other Media

*ABC Rhyme Book*

*At the Beach* by Margaret Hillert

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

*Fish and Me*

Short-I Puzzle

*Sing-Along Volume 1*

*Star Writer Melodies*

*The Big Hit*

*Tin Man Sits*

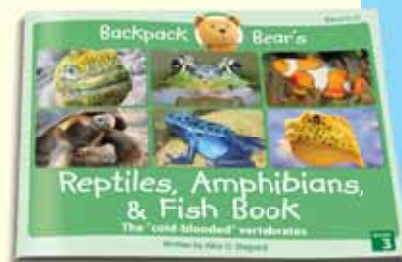
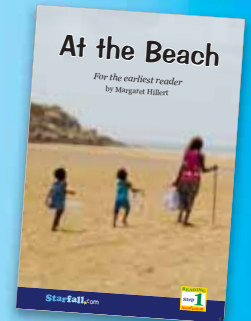
Vertebrates (Animals with Backbones) Poster

*Starfall Writing Journals*

*Starfall Dictionaries*

*Reading & Writing Books*

*What an Adventure!* Chapter Books



# Preparation

Generate Vocabulary Cards for Week 26. You will use *adventure*, *gills*, *cartilage*, and *schools* on Day 1 and *island* on Day 4. Prepare *Fish and Me* and *Tin Man Sits* for use on Days 2 and 3. Consider bringing real fishing gear (especially a bobber, a rod and a net) to show the children for Day 3, Session 2. Other items might include a tackle box and bait!

Day 5 is “Beach Day.” If you haven’t already done so, early in the week send a note home requesting that children bring beach towels, flippers, snorkels, tubes, etc. for Session 1. You may also consider having them bring beach towels and/or beach chairs for Session 2.

## Day One

For today’s Session 2, you will need blank Vocabulary Cards. The children will be asked to choose their own vocabulary to add to the Star Word Wall.

## Day Two

Prepare *Fish and Me* for use in today’s Session 1.

Prior to Session 2, generate fish words: *scales\**, *lungs\**, *tail\**, *school\**, *schools\**, *skin*, *fast*, *wet*, *fins*, *hands*, *flips*, *legs*, *swim*, *swims*, *top*, *gills*, *fish*, *kicks* on heavy stock paper and cut them apart. Note words with asterisks(\*) and manually add them to the Word Cards.

Prior to Activity Time, review *Swimmy*. Remind children the little fish swam in the form of a large fish to trick the tuna. Explain that they will make a poster of a fish similar to the one in the story.

Choose high frequency words you would like your children to review, and duplicate several fish patterns. The children will each cut out a fish and write one high frequency word on each one.

After computer/activity rotations are complete, mount the children’s fish on a large fish-shaped poster paper or bulletin board (as in *Swimmy*). Make a black fish for the eye. You might title the poster *We Work Together to Become Good Readers*, or *We Learn to Read as a Team*.

## Day Three

Use the Graph Generator to prepare a graph for each child for today’s Session 2. The following words will be graphed: *and*, *did*, *dips*, *fish*, *plan*, *that*, *will*, *sits*, *get*, and *has*. Prepare *Tin Man Sits* for use in today’s Session 2.

Generate a Week 26 “Word Search” worksheet for each child for today’s Activity.

### Day Four

Remind children that tomorrow is "Beach Day," and review items they may bring to school, such as beach towels, visors/hats, flip-flops, sand castle toys, flippers, snorkels, fishing poles, and floats. (no swim suits) Have a few additional items available for children who forget to bring their own.

For Session 1 you will need High Frequency Word Cards: *ask, asks, because, could, find, from, gives, many, of, over, puts, saw, should, some, something, than, that, them, then, there, they, this, were, what, works, and would.*

Prior to Session 2 prepare index cards with the following words: *adventure, shed, junk yard, fixes, opened, picked, chat, things, making, and it's.*

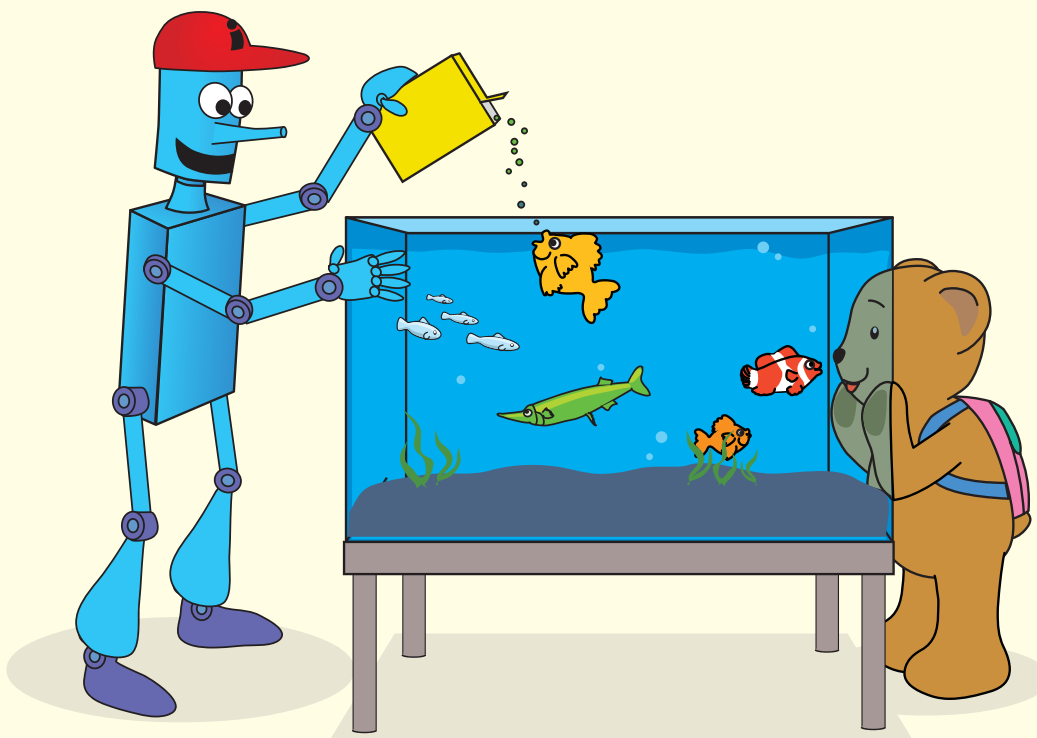
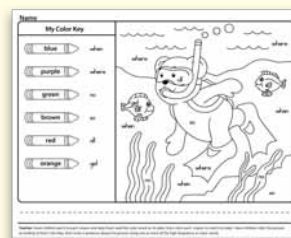
Choose 15-20 high frequency words that most need review, and create two matching sets of High Frequency Word Cards for today's Activity.

For Session 3, you will need a world map and copies of *At the Beach* for each child.

### Day Five

Generate a Week 26 "Color by Word" worksheet for each child, using high frequency words you wish to review.

**Optional:** The children will use their beach towels and chairs in Session 2.



### Day 1

I can't wait to learn about the next animal group. I wonder which one it will be?

Love,

Backpack Bear 

### Day 2

It was so much fun learning about fish! They are very different from my animal group.

Your friend,

Backpack Bear 

### Day 3

I am so excited that I am learning to read! I loved Fish and Me. Did you know that I can swim, too?


Your pal,

Backpack Bear 

### Day 4

I want to go fishing someday. Does anyone have a fishing rod I could borrow?


Love,

Backpack Bear 

### Day 5

I love going to the beach! Mox, Zac, Peg and I heard that Tin Man finally caught that fish!

Your friend,

Backpack Bear 

## DAY One

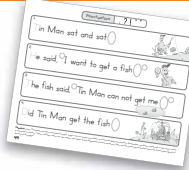

## DAY Two

<b>Magic Writing Moment</b>	Class adventure story	Plan class adventure
<b>Reading</b> Phonemic Awareness Phonics High Frequency Words Print Concepts Comprehension Skills & Strategies	R&W p. 42 Review di-graphs /th/, /sh/, /ch/ Introduce digraph <i>wh</i> /hw/ <b>Comprehension Skills:</b> Compare/Contrast Classify/Categorize Story Details <b>Comprehension Strategy:</b> Ask Questions <b>Vocabulary:</b> adventure	R&W p. 43 Word families <i>-ing, -ick</i> <i>Fish and Me</i> Long-i <b>Comprehension Skills:</b> Compare/Contrast Classify/Categorize Decode words
<b>Computer</b>	<i>ABC Rhymes: Ch, Th, Sh</i> <i>Backpack Bear's Books: Concepts, "I-Machine"</i>	<i>Short Vowel Pals: "Fish and Me"</i> <i>It's Fun to Read: "All About Me"</i> <i>Learn to Read: Row 8, "Sky Ride"</i> Play and Book Columns
<b>Activity</b>	"Starfall Speedway" Short-a Short-e, and Short-i words	Write HF words on fish patterns and decorate
<b>Listening &amp; Speaking</b> Literature Rhymes, Poems, & Songs Concept Development Vocabulary	<i>Backpack Bear's Reptiles, Amphibians, &amp; Fish Book</i> <i>ABC Rhyme Book</i> <i>Swimmy</i> Vertebrates (Animals <u>with</u> Backbones) Poster "Wh Whistle Rhyme" "Letter March Song Wh" <b>Vocabulary:</b> gills, cartilage, schools	<i>Swimmy</i> "Head, Shoulders, Knees, and Toes" <i>Fish and Me</i> Story Words
<b>Writing</b>		
<b>Science</b>	Introduce Fish	Compare and contrast fish and humans

## DAY Three

## DAY Four

## DAY Five

Plan class adventure	Add details to class adventure	Add details to class adventure
<p>R&amp;W p. 44</p> <p>Phoneme substitution of final sound</p>  <p><i>Tin Man Sits</i> Backpack Bear's Writing Rubrics Editing; Quotation Marks Graphing HF Words: <b>no, so, when, where</b></p> <p><b>Comprehension Strategies:</b> Open Discussion Predict/Verify Make Connections</p>	<p>R&amp;W p. 45</p> <p>Phoneme addition and substitution</p>  <p><b>Comprehension Skill:</b> Story Details (problem/solution)</p> <p><b>Comprehension Strategies:</b> Ask Questions Open Discussion</p> <p><i>Tin Man Sits</i> <i>What an Adventure!</i> Chapter Books</p>	<p>R&amp;W p. 46</p> <p>Blending</p> <p><i>Tin Man Sits</i> <i>Fish and Me</i></p> <p><b>Comprehension Strategies:</b> Summarize Open Discussion</p> <p>Starfall Free Day <b>1</b></p> <p>"Color by Word" <b>2</b></p>
<p><i>Learn to Read:</i> Row 10, "Lonely Vowel" Video</p> <p><i>Backpack Bear's Books:</i> Concepts, "I-Machine", "O-Machine"</p>	<p><i>Short Vowel Pals:</i> "Fish and Me," "Tin Man Sits"</p> <p>ABCs: Oo, Uu, Yy, Ww</p>	<p>R&amp;W p. 46 Short-i Puzzle <b>3</b></p>
<p>"Word Search"</p>	<p>"Go Fish" HF Words</p>	<p>Sequence <i>The Big Hit</i> <b>4</b></p>
	<p><i>Backpack Bear's Reptiles, Amphibians, &amp; Fish Book</i> <i>At the Beach</i></p> <p><b>Vocabulary:</b> island <i>Star Writer Melodies</i></p>	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p> <p><i>What an Adventure!</i> Chapter Books "Beach Day" Presentations</p>
<p>Edit for quotation marks</p>		



**Language**

**L.K.1.D** Understand and use question words

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

**Writing**

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

**Reading:  
Foundational Skills**

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

**Magic Writing Moment****Introduce Class Adventure Story**

Explain: **This week we will plan a pretend class adventure.** (Indicate the Vocabulary Card *adventure*.) **Raise your hand if you know what an adventure is.**

Discuss the meaning of *adventure* as an exciting or unusual experience.

Write the question words *What?* and *Where?* in different colors in a column on the left side of the chart paper as you introduce them. The children discuss answers to each question as they will relate to their pretend adventure, in small groups or as partners.

- **What? What kind of adventure should it be?**
- **Where? Where will this adventure take place?**

Discuss the children's ideas and help them agree on a pretend adventure and where it will take place. Write their choices in an answer column to the right of the words *What?* and *Where?* on the chart paper.

**Materials**

- Vocabulary Card *adventure*
- Chart paper
- Markers

Save the chart paper for use on Day 2.

**Phonological Awareness Warm-Up****Review Digraphs: /th/, /sh/, /ch/**

Place the Letter Cards *th*, *sh*, and *ch* across the top row of a pocket chart to create three columns.

Recall the /th/, /sh/, and /ch/ digraph sounds.

Place the Picture Cards for /th/, /sh/, and /ch/ words face down in random order in the pocket chart.

Volunteers take turns to reveal the Picture Cards, identify them, then place them below their corresponding Letter Cards.

**Materials**

- Picture Cards *cheese, chair, chick, chip, sheep, shell, ship, shop, thermometer, thorn, three, thumb*
- Letter Cards *ch, sh, th*
- Pocket chart



1

## Introduce Fish

Indicate the Vertebrates (Animals with Backbones) Poster. Review the mammal, bird and reptile animal groups, and each group's distinguishing characteristics. Say:

**We have learned about mammals, birds and reptiles. Which animal group do you think we will learn about next? (fish) What is a unique characteristic of fish, a characteristic that no other animal group has?**

Volunteers respond. **Where might we look to check our answers?**

**Yes, we can look in *Backpack Bear's Reptiles, Amphibians, & Fish Book*.**

Continue: **Listen for the characteristic that distinguishes fish from other animals as I read some of *Backpack Bear's Reptiles, Amphibians, & Fish Book*.**

Read pages 37- 43.

Ask: **What characteristic distinguishes a fish from other animals?** (They breathe underwater through gills.)

Say: **I heard three words that would make good vocabulary words.**

Indicate and explain:

<b><i>gills</i></b>	Fish live underwater, but they still breathe air. Their bodies have something called <i>gills</i> . <i>Gills</i> help fish breathe underwater. People do not have gills because they are mammals. We have lungs to breathe air. We cannot breathe underwater.
<b><i>cartilage</i></b>	strong but flexible bone-like material found in some parts of the body like your nose and ears
<b><i>schools</i></b>	Groups of the same kind of fish that swim together are called <i>schools</i> . The word <i>schools</i> is also a homonym. What other kinds of <i>schools</i> are there?

Say: **Fish are cold-blooded. Who remembers what it means to be cold-blooded?**

(If the children are unable to answer, ask how they can find this information, and briefly review what it means to be cold-blooded.) **Yes, fish swim close to the water's surface to warm their bodies. When they want to cool down, they dive down deep into the water. Why do you think fish are warmer near the surface of the water?** (They feel the heat from the sun.) **Why is it cold in the deep part of the water?** (It is farther from the warmth of the sun.)



### Formative Assessment

Reread pages 37- 43 and instruct the children to listen for characteristics that fish share with other animal groups.

- Sharks have live births like mammals, but they do not feed their young milk from their bodies.
- Reptiles have scales but they are tough scales. Fish scales are wet.

### Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Cards *gills, cartilage, schools*

### Reading: Informational Text

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

### Language

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

### Vocabulary

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

### Science

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

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

- Mammals, birds, and reptiles have backbones.
- All animal groups must be aware of predators.

Ask: **What makes the fish animal group different from all of the others?**

(They breathe air in the water using gills, and they are the only animals that live their entire lives in water.)

Indicate the pages in the book as you introduce the body parts and vocabulary words. ELL

2

## Introduce *Swimmy*

Say: **Let's review the main ideas of *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.** Discuss the similarities among the stories. (They all share *perseverance* as a theme.) The children decide which two stories have the same characters, setting, and similar events.

Ask: **How is *The Big Hit* different from the other stories? How is it the same? Where does it take place?**

Indicate *Swimmy* and discuss the title, author, illustrator, and Caldecott Medal.

Say: **This story is similar to the other stories even though it is about fish. Listen to hear how *Swimmy* is like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*.**

Read *Swimmy* without stopping to discuss. Partner the children to discuss the following:

- How is this story like *The Big Hit*, *The Tortoise and the Hare*, and *I Can Do It*?
- What tells us *Swimmy* did not give up?
- What might have happened if *Swimmy* hadn't come up with a plan to make a giant fish?

Say: **Listen as I read this story again. If there is a word you do not understand, raise your hand.** After you read the story again, the children ask questions and choose words that would make good vocabulary words for the Star Word Wall.

<b>Materials</b>	
<input type="checkbox"/>	Story Element Cards: <i>What is the setting for this story? Why is it important? Who are the main characters? Name three events from the story. What happened at the end? What is the conflict or problem? How was it solved?</i>
<input type="checkbox"/>	<i>Swimmy</i> by Leo Lionni
<input type="checkbox"/>	Blank Vocabulary Cards

**Vocabulary**

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

**Literary Response & Analysis**

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

**Reading: Literature**

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

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



### Formative Assessment

Briefly discuss the children's favorite parts of *Swimmy*. Divide the children into groups of two or three and distribute a Story Element Card to each group. The children discuss their cards in relation to the text then report their answers to the group.

If possible, have ELL children work with an assistant or volunteer who can remind them of the story elements and guide them to show their understanding of them. Accept shortened answers if English is limited, and encourage the children to attempt what they can. ELL

## Computer

## Practice

- *ABC Rhymes*: Ch, Th, Sh
- *Backpack Bear's Books*: Concepts, "I-Machine"

## Activity

The children read short vowel words to advance on the Starfall Speedway.

### Materials

- Short-I, Short-E, Short-A Word Cards
- "Starfall Speedway"

3

## Introduce *wh* /*hw*/ Digraph

### Step One Read the Rhyme, p. 63

Indicate the *whistle* Picture Card and read the rhyme on page 63 of the *ABC Rhyme Book*.

### Step Two Identify the sound in Initial Position

Say: **The word *whistle* begins with the /hw/ sound. Watch my mouth, /hw/. You say, /hw/. Listen for the /hw/ sound in *whistle*.** Repeat the rhyme, then the children say it with you.

### Step Three Discriminate the Sound in the Initial Position

The children indicate whether they hear /hw/ at the beginning of the following words:

when

lips

whimper

what

where

### Step Four "The Letter March" with ASL *Ww* + *Hh* sign /*Hw*/

The children sing "The Letter March" with the ASL sign for *Ww* + *Hh* and the /hw/ sound.

### Step Five Connect Sound to Spelling

Write *wat* on the board. Say: **I am trying to write the word *what*. Who can help us make the /hw/ sound?** Superhero h swoops in and explains that he will rescue these words by joining *w* to make a brand new sound, /hw/. Give Superhero h to a volunteer.

The volunteer taps the *w* with Superhero h and says, "Move over, please!" You, or the volunteer, add the *h* after the *w* in the word. The class reads the new word, *what*. Repeat for *when* and *whale*.

Explain that /hw/ does not occur at the end of words.

## Formative Assessment

Distribute the *Reading & Writing Books* and the children turn to page 42. Complete the page together with the children as you have similar pages.

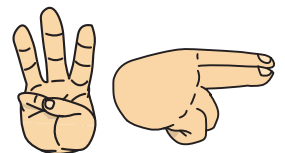
### Materials

- Reading & Writing Books*, p. 42
- Sound-Spelling Wall Card: *whistle*
- Picture Card: *whistle*
- Superhero h puppet
- ABC Rhyme Book*
- Pencils, crayons

### Wh Whistle

When I try to whistle with my lips  
The whistle I blow only  
whimpers and slips.

So I use a whistle, shiny and bright—  
When I blow into it  
the sound comes out right.



### Media Literacy

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

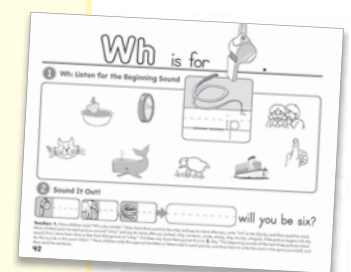
### Reading: Foundational Skills

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

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

### Reading: Foundational Skills

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



**Language**

**L.K.1.D** Understand and use question words

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

**Writing**

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

**Magic Writing Moment****Plan Class Adventure**

Say: **Yesterday we decided on a pretend adventure for our class.** Review the *What?* and *Where?* responses from Day 1.

Continue: **We know what the adventure will be and where it will take place. Now let's decide when the adventure will take place, who will be going and who we might see.** Add *When?* and *Who?* to the chart.

The children meet in small groups or with partners to discuss answers to these questions.

Volunteers offer their ideas. Help the children agree when the pretend adventure will take place, who will go, and who they might see. Write the decisions on the chart paper.

**Materials**

- Chart paper from Day 1
- Markers

Save the chart paper for use on Day 3.

**Phonics Warm-Up****Long Vowel I**

Navigate a classroom computer to *Learn to Read*: Row 8.

The children assist in navigating through the "Make a Word" activity. Ask children what they notice about all of the words created. (They all end with a silent e.)

Navigate to the story "Sky Ride." Ask the children what they notice about the word *sky*. Discuss how *y* stands for the long-i sound in this word.

Remind the children that all words must have a vowel, therefore *y* is a vowel in the word *sky*.

The children read along with the story. Discuss the use of long-i and the contraction, *let's*.

**Materials**

- Classroom computer

1

## Introduce *Fish and Me*

Indicate *Fish and Me*, discussing the title and cover illustration. Explain: **This is a nonfiction story that compares and contrasts fish and humans.** Point to the words fish and humans on the board.

### Materials

- Fish and Me*
- Column headings *fish* and *humans* written on a whiteboard



### Formative Assessment

Say: **You will help organize the information from the story on the board.** As you read each page, the children determine which facts belong under each category.

Page 1: "The fish can swim. She can swim too. She can swim fast."

Ask: **What can fish do?** (swim)

Write *swim* under fish.

Ask: **What can she do?** (swim)

Write *swim* under humans.

Page 2: "The fish has fins. He has hands. He flips his hands."

Ask: **What do fish have?** (fins)

Write *fins* under fish.

Ask: **What does he have?** (hands)

Write *hands* under humans.

Continue as above for the remaining pages, then review and discuss the resulting lists.

Divide the class into two groups. One group will be fish, and one group will be humans. Reread *Fish and Me* and each group dramatizes its respective part.



### Science

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

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

Prior to Session 2 and Activity Time, review **Swimmy**. Recall how the little fish swam in a school, in the form of a large fish, in order to trick the tuna.

**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.5.A** Sort common objects into categories

## Fish and Me Story Words

Distribute *Fish and Me* books and the children follow the text as you read.

Explain: **This story uses three kinds of words, high frequency words you have learned, words that are decodable, and vocabulary words. Let's organize the words into three columns.**

Distribute the High Frequency Word Cards.

- The children read their cards in turn, and place them in the first column of the pocket chart.
- Review the list.

Distribute the Story Word Cards and explain that these words are decodable.

- The children place their cards in turn, in the middle column of the chart.
- They work together to decode the words. Explain that some words have more than one beginning or ending sound. Demonstrate how to blend those sounds together.
- Review the list.

Display Fish Vocabulary Cards and explain that these words have decoding rules the children haven't yet learned.

- Read the Word Cards.
- Discuss the meanings of the words, and place them in the third column.
- Review the list.



### Formative Assessment

Reread *Fish and Me* as a group. Partner the children to read the book again, pairing stronger readers with those who struggle.

Choose partners for ELL children who will offer them time to read in turn. Partners should be patient and encouraging.

**ELL**

### Materials

- High Frequency Word Cards:  
*a, at, can, gets, has, he, her, his, in, on, she, the, this, too, we*
- Story Word Cards: *skin, fast, wet, fins, hands, flips, legs, top, gills, fish, kicks, swim, swims*
- Fish Vocabulary Cards: *scales, lungs, tail, school, schools*
- Fish and Me* for the teacher and each child
- Pocket Chart

## Computer

## Practice

- *Vowel Pals*: "Fish and Me"
- *Learn to Read*: Row 8 "Sky Ride" Play and Book Columns

## Activity

The children choose several high frequency words, write them on fish patterns, then decorate them.

### Materials

- High Frequency Word Cards for words needing review
- Several fish patterns for each child
- Swimmy* by Leo Lionni
- Pencils, crayons

3

## Word Families *-ing* and *-ick*

Ask: **Who remembers what a word family is?** Volunteers respond. **Yes, word families are words that have the same middle and ending sounds.** Recall the *-it*, *-in* and *-ig* families and the children identify words that belong to each family.

Say: **Today let's discuss two new word families.**

- Write the headings *-ing Word Family* and *-ick Word Family* on the board and read each heading.
- The children identify words that belong to the *-ing* family, such as *sing*.
- Write responses in a column under the *-ing Word Family* heading. Accept nonsense words.

Repeat for the *-ick Word Family*, using *pick* as an example.



## Formative Assessment

Distribute *Reading & Writing Books*, and the children turn to page 43. Complete the page together as you have similar pages.

Allow time for ELL children to repeat the word family headings and words offered. Say the words and the children identify them. Orally use the words in sentences and ELL children repeat the sentences.

**ELL**

### 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

**RF.K.4** Read texts with understanding

### Media Literacy

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

### Writing

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

### Reading: Foundational Skills

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

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



**Writing**

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

**Language**

**L.K.1.D** Understand and use question words

**Speaking & Listening**

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

**Reading: Foundational Skills**

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

**Magic Writing Moment****Plan Class Adventure**

Indicate the chart paper from Day 2 and say:

**Let's look at what we already know about our pretend adventure.**

We know what our adventure will be and where it will take place.

Review responses to *What?* and *Where?*

Continue: **We also know when the adventure will take place, who will be going and who we might see.** Review responses to *When?* and *Who?*

Add *How?* and *Why?* and say: **Today we will decide how and why we will go on this adventure.**

The children meet in small groups or with partners to discuss answers. Volunteers share responses and the children agree how they will get to the pretend adventure and why they should go. Add their decisions to the chart.

**Materials**

- Chart paper from Day 2
- Markers

Save the chart paper for use on Day 4.

**Phonological Awareness Warm-Up****Phoneme Substitution of Final Sounds**

Say: **Let's practice making new short-i words by substituting ending sounds.** Emphasize the ending sound as you say pig. The children say, *pig*.

Ask: **What new word will we make if the /g/ at the end is changed to /l/.** (*pill*)  
**Let's try some more.**

Repeat with:

pick /k/	picks /ks/	pit /t/	pin /n/
----------	------------	---------	---------

Change *sit* to:

six /ks/	sick /k/	sip /p/	sis /s/
----------	----------	---------	---------

Change *fin* to:

fig /g/	fib /b/	fill /l/	fix /ks/	fit /t/
---------	---------	----------	----------	---------

Change *him* to:

hid /d/	his /s/	hill /l/	hit /t/	hip /p/
---------	---------	----------	---------	---------

**Materials**

- None

1

## Introduce High Frequency Words: *no, so, when, where*

Say: **Today let's learn some new high frequency words.** Introduce *when* and *where* pointing out that both of these words begin like *what*.

Remind the children that *wh* stands for the /hw/ sound. The children write *what* on their whiteboards and read it. They erase *a* and *t*, and add *e* and *n* to form the new word *when*.

On the board, write:

- *When* did you come to school?
- I do not know *when* to go.
- *When* will it be Monday?
- I can go *when* you tell me to go.

Read the sentences and volunteers circle *when* in each sentence.

Write *there* on the board and read the word. The children copy *there* on their whiteboards. They erase *th*, replace it with *wh*, and read the new word *where*.

On the board, write:

- *Where* are you?
- *Where* do you want to go?
- I can see *where* it is.

Read the sentences and volunteers circle *where* in each sentence.

To introduce the high frequency words *no* and *so*, navigate to *Learn to Read*: Row 10, "Lonely Vowel" and view the video.



### Formative Assessment

Review the high frequency words *be, me, we, he, and she*. The children identify the other lonely vowel (o) from the video, and write the high frequency word *go* on their whiteboards. They change *g* to *s* to form *so*, then read the word. Repeat for *n* and *no*.

Model entering *when, where, so, and no* in your *Starfall Dictionary* and the children enter the new high frequency words in their dictionaries.

### Materials

- Individual whiteboards, markers
- Classroom whiteboard, markers
- Starfall Dictionaries*
- Classroom computer
- Pencils

### Reading: Foundational Skills

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

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

### Media Literacy

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

Allow ELL children to review the "lonely vowel" often. The visual and music are memorable and will help create connections.

ELL

**Literary Response & Analysis**

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

**LIT.RA.7b** Use illustrations and context to make predictions about the text

**Reading: Foundational Skills**

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

**Language**

**L.K.2.B** Recognize and name end punctuation

**Introduce *Tin Man Sits***

Say: **Raise your hand if you have ever gone fishing.** Volunteers share their prior knowledge about fishing.

Ask: **What do you need to take along with you when you go fishing?**

Indicate *Tin Man Sits* and the children predict what the story is about based on the cover. Discuss how Tin Man might need perseverance to catch fish.

Read the book pausing to discuss the illustrations and events.

When you have finished reading, ask if Tin Man was able to catch the fish. The children share their ideas about what Tin Man might try next.

Explain: **We all come across things that are difficult, or even impossible for us to do, no matter how hard we try.**

- Share such an experience.
- The children discuss whether or not they think Tin Man should keep trying to catch the fish, and why they think as they do. Accept all responses.

Distribute the children's copies of *Tin Man Sits*. Review the book, one page at a time. The children identify high frequency words (*and, will, get, it, has, not*) and discuss punctuation marks (period, quotation marks, exclamation mark, and question mark).

**Formative Assessment**

Distribute graphs, and instruct the children to write their names on them.

Say: **This graph has words and numbers. Indicate the numbers. Let's read them together. Now, look in the first column. Here are some words that are used in *Tin Man Sits*. Let's read them together: *and, did, dips, fish, plan, that, will, sits, get, has*.**

Explain: **Each time we find a word from the graph in the story, you will color a square next to that word. Ready?**

If time permits, allow ELL children to express how learning English may have been a difficult task for them.

**ELL****Materials**

- Tin Man Sits* for the teacher and each child
- Graph page for each child
- Pencils, crayons

## Computer

### Practice

- *Learn to Read*: Row 10, “Lonely Vowel” Video
- *Backpack Bear’s Books*: Concepts, “I-Machine” and “O-Machine”

### Activity

The children locate high frequency words and circle them each time they are found in the “Word Search.”

#### Materials

- “Word Search” worksheet for each child
- Pencils

3

## Capitalization and Punctuation

Distribute writing journals and instruct the children to turn to *Backpack Bear’s Writing Rubrics* on the back cover. Review the five rubrics then explain: **I thought of something that is not included in *Backpack Bear’s Writing Rubrics*.**

- On the board write *Zac said, “I like to run and jump.”*
- Indicate the quotation marks and remind the children that words inside quotation marks are the exact words a person or character said.

Say: **Let’s be editing detectives! I will write a sentence on the board. Use *Backpack Bear’s Writing Rubrics* to check the sentence. If you see something that needs to be changed or edited, raise your hand. Then you can do “adult writing” to the sentence.**

Volunteers do “adult writing” on the board to correct errors.

- the fish is wet
- Fish canswim fast
- tin Man said, No, I can not swim.
- i love fish?



### Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 44. Emphasize the proper inflection used when asking questions as the children read the sentences and complete the page.

Once the page is completed, the children identify and circle previously learned high frequency words *and, he, said, I, want, to, get, a, the, can, not, and one*. The children underline the decodable words *Tin, Man, sat, fish, and did*.

Volunteers take turns asking questions to practice the correct intonation.

The children work with partners, or in groups of three to look through classroom books for examples of uppercase (capital) letters, quotation marks, and other punctuation.

### 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

### Media Literacy

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

### Language

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

**L.K.2.B** Recognize and name end punctuation

### Reading: Foundational Skills

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

**Language**

**L.K.5.B** Understand frequently used verbs and adjectives

**L.K.1.D** Understand and use question words

**Speaking & Listening**

**SL.K.4** Provide detail to describe familiar people, places, things, and events

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

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

**Magic Writing Moment****Add Class Adventure Details**

Indicate the chart paper from Day 3 and review the responses to the questions.

Say: **Today we will add details, or more information, about our adventure.**

Provide prompts to assist the children in adding details to *What? Where?* and *When?* For instance, volunteers add descriptive words to explain where the adventure will take place. Add the children's suggestions to the chart paper.

**Materials**

- Chart paper from Day 3
- Markers

**Phonological Awareness Warm-Up****Phoneme Addition and Substitution**

Choose volunteers to change or add beginning sounds in the following words to create new words. Ask: **What word will you make if you...**

- **add /b/ to the beginning of Rick?** (brick)
- **change the /s/ in sick to /l/?** (lick)
- **add /s/ to the beginning of lick?** (slick)
- **change the /l/ in lick to /t/?** (tick)
- **add /s/ to the beginning of tick?** (stick)
- **change the /k/ in king to /r/?** (ring)
- **add /b/ to the beginning of ring?** (bring)
- **change the /k/ in king to /w/?** (wing)
- **add /s/ to the beginning of wing?** (swing)

**Materials**

- None

1

**High Frequency Word Review**

Distribute *Reading & Writing Books* and the children turn to page 45. Complete the page together with the children as you have similar pages.

**Formative Assessment**

Divide the class into two teams and explain that you will flash a high frequency word to Team 1 and the team will say the word. Then you will flash the next word to Team 2 and they will say the word. Play continues in this manner. Keeping score is optional.

**Materials**

- High Frequency Word Cards:  
*ask, asks, because, could, find, from, gives, many, of, over, puts, saw, should, some, something, than, that, them, then, there, they, this, were, what, works, and would*
- Reading & Writing Books*, p. 45
- Pencils, crayons

2

## What An Adventure! Chapter Book

Tin Man whispers that he has written a chapter book about one of his adventures with Zac and he would like to review some of the words that he used in his story.

Display the index cards face down in a pocket chart.

A volunteer reveals a word. The volunteer chooses a child to read the word. Assist in decoding if necessary. Discuss the word's meaning. Repeat for each word.

Display *What An Adventure!* Read the title, author, and illustrator.

Explain: **Tin Man has three chapters in his book. Why do you think he divided the book into three chapters?** (Discuss)

Read the title of chapter 1, "It's Not Junk." Ask: **What do you think chapter one is about? Why?**

Read chapter 1. Discuss the main topic of chapter one. Compare their predictions to their responses.

Distribute *What An Adventure!* books. Say: **You will find the words Tin Man wrote for us in this chapter.**

Partner the children. Say: **Let's play "I Spy." I will read one of the words from the pocket chart and you find the word in your books. Then you tell us the page number on which you found the word.** Do this for each of the words on index cards.

Read chapter one together chorally.



### Formative Assessment

Ask: **Do you think Tin Man has started his adventure yet? What adventure do you think Tin Man and Zac will have? Let's make a list of our ideas.**

Record the children's predictions and responses on chart paper. Save the chart paper for use on Day 5.

### Materials

- What An Adventure!* class set
- Prepared Index cards
- Chart paper, marker
- Plush Tin Man
- Pocket chart

### Literary Response & Analysis

**LIT.RA.7b** Use illustrations and context to make predictions about the text

### Fluency

**FL.6** Demonstrate ability to read with accuracy and expression

### Vocabulary

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

## Computer

- *Short Vowel Pals*: "Fish and Me" and "Tin Man Sits"
- *ABCs*: li, Oo, Uu, Yy, Ww

## Activity

The children play "Go Fish" with two sets of High Frequency Word Cards.

### Practice

### Materials

- 15-20 Sets (2 each)
- High Frequency Word Cards
- (those most needing review)

### Reading: Foundational Skills

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

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

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

### Media Literacy

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



3

**Social Studies**

**SS.ST.4a** Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes.

**Science**

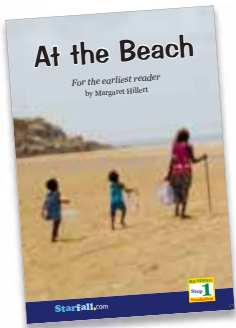
**SC.LS.2a** Observe and describe similarities and differences of plants and animals

**Literary Response & Analysis**

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

**Reading: Informational Text**

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



## Introduce *At the Beach*

Look through pages 23-33 of *Backpack Bear's Reptile, Amphibians & Fish Book* and use the photographs to facilitate a class discussion about the environment in which fish live.

Ask: **How many of you have ever gone to the beach? What kinds of things do you enjoy doing at the beach? Do you think Tin Man enjoys the beach? Why or why not?**

Indicate a world map. Say: **Today we will visit a new place in the world that is the setting of our story. It has beaches, too. The story's setting is a country called *Australia*.** (Indicate Australia on the map.) **What do you notice about this country?** (It is surrounded by water.) **Land that is completely surrounded by water is called an *island*. Say, *island*.** (Indicate the northern part of Australia. See p. 30 for the location.) **The story is about a group of people called *Yolngu* who live in *Arnhem Land*. They spend a lot of time at the beach. Let's read to find out what they do there.**

Read *At the Beach*, and ask the following questions:

Materials	
<input type="checkbox"/>	<i>At the Beach</i> for the teacher and each child
<input type="checkbox"/>	<i>Backpack Bear's Reptile, Amphibians &amp; Fish Book</i>
<input type="checkbox"/>	Vocabulary Card: <i>island</i>
<input type="checkbox"/>	World map

Why do you think the people are excited to find crabs and other sea animals at the beach?	<b><i>They want to eat them.</i></b>
What was the problem on page 26?	<b><i>litter</i></b>
What did they do to help solve the problem?	<b><i>They cleaned it up.</i></b>
What kinds of things did the people in this story do that you also do at the beach?	<b><i>Answers will vary.</i></b>
What tells you that this story is nonfiction?	<b><i>There are photographs of actual people experiencing the beach and the book includes facts or real information.</i></b>
Why do you think the author wrote this story?	<b><i>It helps us learn about another place and a different culture of people.</i></b>

Read the background information on pages 30-31.





## Formative Assessment

Distribute individual copies of *At the Beach*. Partner the children and say: **You and your partner look through the book and talk about your favorite part. When you finish, you can share your favorite part of the story with the class.**

Explain: **Tomorrow is Beach Day! What kinds of things do you take to the beach?**

Discuss items the children can bring to school tomorrow, such as beach towels, beach hats or visors, flip-flops, flippers, snorkels, sand castle toys, fishing poles, floats, beach balls, etc. (no swim suits!)

**Magic Writing Moment**

**Materials**

- Chart paper from Day 4
- Markers

**Add Class Adventure Details**

Indicate the chart paper from Day 4 and review the questions *What? Where? and When?* Say: **Yesterday we added details to help describe our pretend adventure. Today we will add details to the questions, *Who? How? and Why?***

Provide prompts to assist the children in adding details to these questions and add their responses to the chart paper.

*Save the chart paper for use in Week 27. The children will write a shared story about their adventure using the information you have collected this week.*

**Language**

**L.K.1.D** Understand and use question words

**L.K.5.B** Understand frequently used verbs and adjectives

**Speaking & Listening**

**SL.K.4** Provide detail to describe familiar people, places, things, and events

**Phonological Awareness Warm-Up**

**Materials**

- Picture Cards *bib, chip, dig, fish, fin, hip, lips, lick, pig, rib, rip, ship, sick, six*

**Blending**

The children sit in a semi-circle with a deck of Picture Cards placed face down in the center.

- A volunteer chooses the top card, making sure no one else sees it.
- The volunteer says the first sound of the pictured word and the children repeat.
- He or she repeats for the second and third sounds.
- The children blend the sounds together and say the word.
- The volunteer shows the Picture Card.

Continue as time allows.

**Reading:**

**Foundational Skills**

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

1

**Materials**

- Backpack Bear, Zac, Peg, Mox, Tin Man
- Additional beach items as needed (beach towels, visor, beach toys, fishing rod)
- Children's beach items

**Beach Day Presentations**

Say: **Let's invite Backpack Bear, Zac, Peg, Mox, and Tin Man to listen to our "Beach Day" presentations.**

The children use their presentation voices to share their "Beach Day" items. Encourage them to use complete sentences to describe their items, and explain how they would use them at the beach.

**Listening & Speaking**

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

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

## Computer

1

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

## "Color by Word"

The children read high frequency words to complete the "Color by Word" worksheet.

### Materials

2

- Pencils, crayons
- Week 26 "Color by Word" worksheet for each child

## Reading and Writing Books, page 46 and Short-I Puzzles

The children reference the short-i puzzle box top as they complete the labeling activity on page 46 of their *Reading & Writing Books*.

### Materials

3

- Short-I Puzzles
- Pencils, crayons
- Reading & Writing Books*, p. 46

## Sequence *The Big Hit*

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

### Materials

4

- Pocket chart
- The Big Hit*
- 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

### Technology

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

### Reading: Foundational Skills

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

### Reading: Foundational Skills

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

### Listening & Speaking

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

**Listening & Speaking**

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

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

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

## What an Adventure! Chapters 2 and 3

Indicate the chart paper from Day 4, Session 2, and review the responses.

Say: **Today we will learn what kind of adventure Tin Man and Zac had. Tin Man and Zac have a clue for you.**

Invite the children to gather their beach towels and chairs, etc. and sit in a semi-circle around the beach items.

Ask: **Do you have any predictions?** (Volunteers respond.)  
**Let's read to find out what happens.**

Indicate *What An Adventure!* Volunteers retell what happened in Chapter 1.

Read page 6. Say: **The text tells us that Tin Man picked out the pin. What does that mean? Picking out a pin means the same thing as pulling it out.**

Read chapters 2 and 3.

Reread pages 11 and 12. Say: **Tin Man says that "when the wind picks up we will go." What does "when the wind picks up" mean?** (discuss)

Read pages 24-25. Say: **The text says that "They got the picks." Does picks mean the same thing as picking out a pin? What does "picks" mean here?** Remind children that the word pick is a homonym.

Compare and contrast the responses from the chart to check whether anyone predicted what would happen.

Partner the children.

Say: **Talk with your partner about what happened on Tin Man and Zac's adventure.**

The children discuss then share their responses with the class.



### Formative Assessment

Distribute *What An Adventure!* to the partners and they read chapters 1 and 2. They raise their hands for help to read challenging words.

**Note:** *What An Adventure!* will be continued in Week 27.

### Materials

- What An Adventure!* class set
- Chart paper from Day 4, Session 2
- Plush Zac and Tin Man
- Beach towels and other beach items