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

**Teacher's Guide**

**Invertebrates**

**Unit 10 • Week 28**

**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.

# Invertebrates

## Unit 10 • Week 28

### Week 28

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# Week 28 Overview

## Invertebrates

This week, the children meet some interesting members of the animal kingdom as they learn about the invertebrates group, animals without backbones. They are also introduced to a special group of invertebrates called arthropods, and they compare them to humans. This week we will:

- meet Gus the Duck.
- learn the sounds of short-u and long-u.
- read and illustrate *Gus and Tin Man*.
- write our own “Gus” stories.
- dramatize the folk tale *Anansi the Spider*.

## Recommended Literature

**Anansi the Spider** — **Gerald McDermott** is an author and illustrator who loves folk tales and legends. He started taking art lessons when he was four. For the next ten years, he sketched and painted every Saturday at the Detroit Institute of the Arts. As a child, he was an actor in a radio show. While still in college, he worked as a designer in public television before making his own animated films about folk tales.

Before writing a story, Gerald McDermott walks around, saying the story out loud over and over. Eventually, the words begin to take on a poetic rhythm of their own. You might say the story tells itself to him. That is the moment he has been waiting for, when he gets to write down the words.

Next, he studies the traditional folk art that goes with each folk tale. He looks carefully at the colors. Then he starts drawing tiny pictures called “thumbnail sketches.” When he is satisfied that the right pictures tell the story, he draws bigger pictures. Finally, he blends the folk art with his unique contemporary style. He deliberately chooses the colors and words to help readers experience the powerful message in the story.

## Starfall Books & Other Media

*ABC Rhyme Book*

*Backpack Bear's Invertebrates Book* by Alice O. Shepard

*Gus the Duck*

Invertebrates (Animals without Backbones) Poster

*Reading & Writing Books*

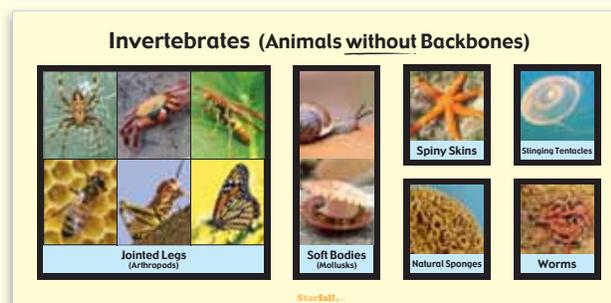
Short-u Puzzles

*Starfall Dictionaries*

“Starfall Speedway”

*Starfall Writing Journals*

The Animal Kingdom Poster



# Preparation

Post the Essential Questions Cards for Unit 10. Refer to them often as you and the children discuss related information throughout the unit.

Generate Vocabulary Cards for Week 28. You will use *invertebrates* and *mollusks* on Day 1, *rust* on Day 2, and *arthropods* and *exoskeleton* on Day 3.

Be sure to have the anchor charts on display where the children can easily see them. The children will each be assigned to groups to prepare presentations about one of the anchor charts you have introduced this year. Decide in advance how many children will be assigned to each anchor chart. Consider assigning more children or two smaller groups for the longer anchor charts such as Capital Letters and Punctuation.

## Day One

You will need an index card for each child, a basket, and tape or reusable adhesive for today's Magic Writing Moment.

Prior to Session 1, hide plush Gus the Duck in the classroom. The children will search for him during this session.

You will need each child's copy of *Gus the Duck* for Session 2.

For today's Activity the children will use two of each High Frequency Word Card: *about, because, give, many, of, one, out, over, saw, so, than, them, then, this, very, were, when, where, and your.*

Cut apart the Invertebrate Overlay Cards (found in your supplements package or downloaded from [teach.Starfall.com](http://teach.Starfall.com)) and laminate them prior to Session 3.

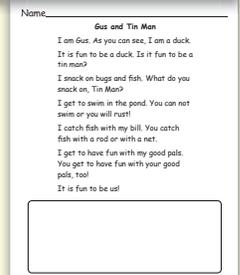
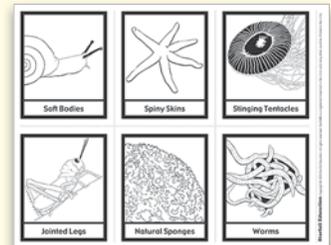
## Day Two

Prepare a chart paper with the *Gus and Tin Man* story printed on it for Session 2. Generate word cards: *snack, swim, pond, rust, catch.*

Duplicate the *Gus and Tin Man* blackline (found in your supplements package or downloaded from [teach.Starfall.com](http://teach.Starfall.com)) for each child for use during Session 3.

## Day Three

Prepare questions for the Starfall characters or yourself to ask the group presenting the Schema Anchor Chart to assist them in covering all of the components of their anchor chart.



### Day Four

Prepare questions for the Starfall characters or yourself to ask the group presenting the Capital Letter Anchor Chart to assist them in covering all of the components of their anchor chart.

Choose several High Frequency Word Cards to use in Session 1.

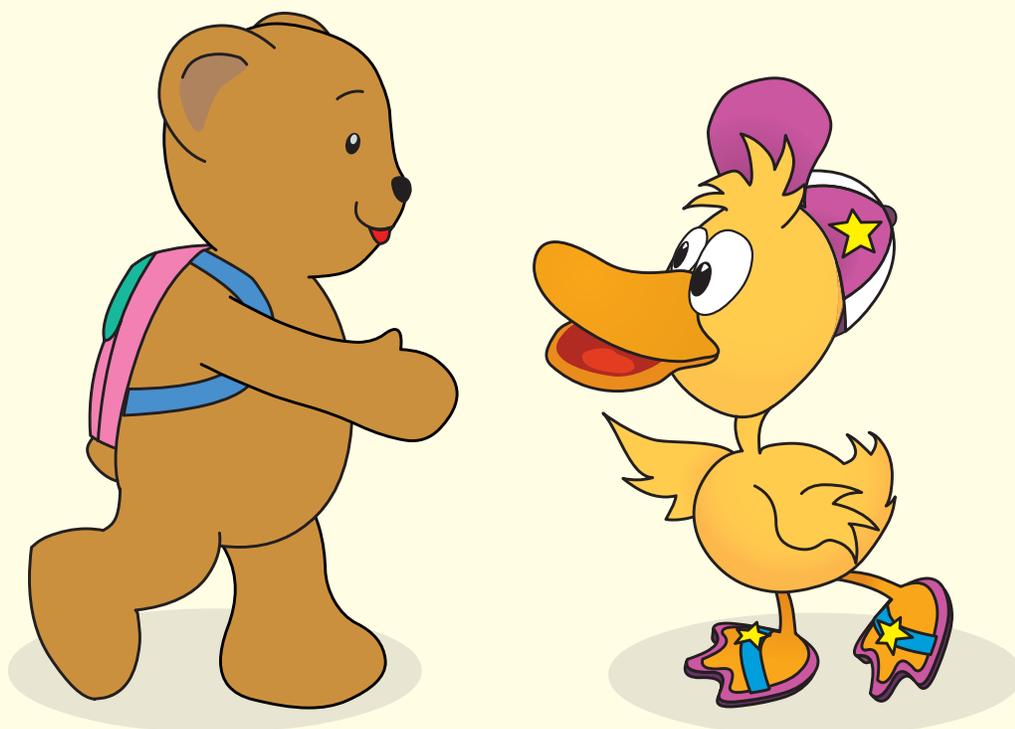
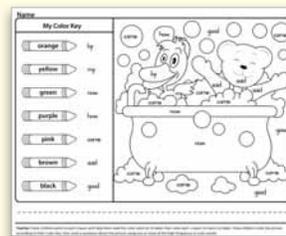
For Session 2, have one-half sheet of drawing paper, and a black, green, red, yellow, and orange crayon for each child.

### Day Five

Prepare questions for the Starfall characters or yourself to ask the group presenting the Spaces Between Words Anchor Chart to assist them in covering all of the components of their anchor chart.

Generate a Week 28 "Color by Word" worksheet for each child.

You will need one of each Lowercase Letter Card (omit q) for Session 2.



### Day 1

Tin Man is bringing a new friend to school today! I wonder who it will be.  
Love,

Backpack Bear 🐻

### Day 2

It is fun to have Gus with us in class. Don't you think ducks are interesting?

Love,

Backpack Bear 🐻

### Day 3

I loved Gus's story. He is a very good writer!

Your friend,

Backpack Bear 🐻

### Day 4

I saw a book about spiders on the teacher's desk this morning. Can we hear the story?

Love,

Backpack Bear 🐻

### Day 5

Anansi the Spider is one of my favorite stories! Can we act it out?

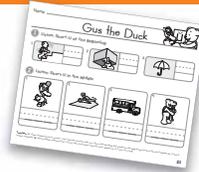
Love,

Backpack Bear 🐻

## DAY One

## DAY Two

<b>Magic Writing Moment</b>	Review Anchor Charts	Prepare Anchor Chart Presentations
<b>Reading</b>  Phonemic Awareness  Phonics  High Frequency Words  Print Concepts  Comprehension Skills & Strategies	R&W, p. 51  Rhyming  <i>Gus the Duck</i>  <b>Comprehension Strategies:</b> Ask Questions Open Discussion  Introduce Short-U	Long-u  <b>Comprehension Skill:</b> Compare/Contrast  HF Words: <b>by, how, now, went</b>  <i>Gus and Tin Man Story</i>  Decodable Words/High Frequency Words
<b>Computer</b>	<i>Learn to Read:</i> Row 3, "Vowels Save the Day"; Row 5, "Gus the Duck"; <i>ABCs:</i> Review Aa, Ee, Ii, Oo, and the vowels /a, e, i, o/	<i>Learn to Read:</i> Row 15; Row 5, "Gus the Duck" and related games; <i>BpB's Books:</i> Concepts, "U-Machine"
<b>Activity</b>	Play HF Word Concentration	Play dough or magnetic letters HF words
<b>Listening &amp; Speaking</b>  Literature  Rhymes, Poems, & Songs  Concept Development  Vocabulary	<i>BpB's Invertebrates Book</i> "Aa Apple, Ee Elephant, Ii Igloo, Oo Ostrich, Uu Umbrella Rhymes" from <i>Backpack Bear's ABC Rhyme Book</i>  Animal Kingdom, Invertebrates (Animals <u>without</u> Backbones) Posters  Fingerspelling  <b>Vocabulary:</b> invertebrates, mollusk	<b>Vocabulary:</b> rust  Illustrate <i>Gus and Tin Man</i>
<b>Writing</b>		
<b>Social Studies</b>		
<b>Science</b>	Introduce Invertebrates	



## DAY Three

## DAY Four

## DAY Five

<p>Schema Anchor Chart Presentation</p>	<p>Capital Letter Anchor Chart Presentation</p>	<p>Spaces Between Words Anchor Chart Presentation</p>
<p>R&amp;W, p. 52</p> <p>Word families -um, -uff, -un</p> <p><i>Gus the Duck</i></p> <p><b>Comprehension Skills:</b> Compare/Contrast Classify/Categorize</p> <p><b>Comprehension Strategy:</b> Make Connections</p> 	<p>R&amp;W, p. 53</p> <p>Rhyming</p> <p><i>Gus the Duck</i></p> <p><b>Comprehension Skills:</b> Identify Genre (folk tale) Story Details (characters, setting, problem/solution)</p> <p><b>Comprehension Strategies:</b> Ask Questions Open Discussion High Frequency Words Review</p> 	<p>Identify/discriminate short-u words</p> <p>Build Words with Letter Cards</p> <p>Starfall Free Day <b>1</b></p> <p>"Color by Word" <b>2</b></p>
<p><i>Learn to Read</i>: Row 5, "Gus the Duck" and related games; Row 10, "Lonely Vowel" (video)</p> <p>Calendar</p>	<p><i>BpB's Books</i>: Concepts, All Vowel Machines</p> <p><i>Learn to Read</i>: Row 5, "Gus the Duck"</p>	<p>Short-u Puzzles <b>3</b></p>
<p>Sequence <i>Gus the Duck</i></p>	<p>"Starfall Speedway" Short-i and short-u words</p>	<p>Sequence <i>Gus the Duck</i> <b>4</b></p>
<p><i>Backpack Bear's Invertebrates Book</i></p> <p>Invertebrates (Animals <u>without</u> Backbones) Poster</p> <p><b>Vocabulary:</b> arthropods, exoskeleton</p>	<p><i>Anansi the Spider</i></p> <p>"Itsy Bitsy Spider"</p>	<p>Teacher's Choice <b>5</b></p> <p>Teacher's Choice <b>6</b></p> <p>Dramatize <i>Anansi the Spider</i></p>
<p>Write about Gus and his friend</p>		
<p>Introduce Arthropods</p>	<p>Know stories sometimes give animals attributes they do not really have</p>	

**Reading:  
Foundational Skills**

**RF.K.1** Understand basic features and organization of print

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

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

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

**Reading:  
Foundational Skills**

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

**Magic Writing Moment****Review Anchor Charts**

Say: **Let's review our anchor charts.** Indicate and identify each of the charts.

Continue: **Today we will form groups and each group will be assigned an anchor chart. Tomorrow you will be the teachers and your groups will begin to teach the class about their charts.**

Distribute an index card to each child. The children print their names with pencils and place the cards in a basket.

Indicate the Schema Anchor Chart. Select several name cards and those children attach their names to the anchor chart with tape or reusable adhesive. Repeat for each anchor chart.

**Materials**

- Anchor Charts:
  - What is Schema?; What gets a Capital Letter?; Punctuation;
  - Meet the Space Detective;
  - I Can be a Star Writer
- Tape or reusable adhesive
- Index cards, pencils
- Basket

Group ELL children with strong readers who will be patient and encourage their participation.

**ELL****Phonological Awareness Warm-Up****ABC Rhymes for /a/, /e/, /i/, and /o/**

Together read "Aa Apple" on page 5 of the *ABC Rhyme Book*.

The children identify the words in the rhyme that have short-a as a beginning or medial sound.

Repeat for "Ee Elephant" (page 13), "Ii Igloo" (page 21), and "Oo Ostrich" (page 33).

**Materials**

- ABC Rhyme Book*

1

## Introduce the Gus Character and Short-U

Recall Backpack Bear's message. Ask: **Who do you think Tin Man's friend is?** Volunteers respond.

Distribute Zac, Peg, Mox, and Tin Man to volunteers. They stand in front of the class and identify their characters' vowel sounds. Each volunteer chooses a child to say a word that includes the vowel sound.

Say: **There are five vowel sounds, but we have only four. One is missing.**

Identify the vowels *a*, *e*, *i*, and *o*. The children say each vowel's sound and determine *u* is missing.

Say: **Since there is a character for each vowel sound, I wonder if there is a character for short-u. Let's look!**

One or more children search the room for Gus the Duck. When he is found, introduce Gus to the children. He whispers to you that he can't wait to teach his classmates his short-u sound, /u/.

- Print the letters *U* and *u* on the board.
- The children say the letter name and make the sound /u/.
- They form the ASL *Uu* sign and make the sound /u/.
- Read "Uu Umbrella" on page 45 of the *ABC Rhyme Book*.
- Discuss words that begin with /u/.  
(up, umbrella, under)

Gus whispers to you that he has his own page in the *Reading and Writing Books*.

### Formative Assessment

Distribute *Reading & Writing Books* and the children turn to page 51. Complete the page together with the children as directed.

Navigate to *Learn to Read*: Row 5, "Gus the Duck." The children read along with you to preview the story.

As the children fingerspell encourage them to make the letter sounds and blend them into words for added practice.

ELL

### Materials

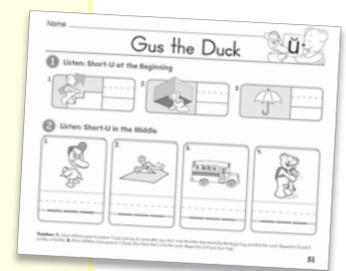
- Reading & Writing Books*, p. 51
- Zac, Peg, Mox, Tin Man, and Gus the Duck
- Classroom computer
- ABC Rhyme Book*
- Pencils, crayons

### Reading: Foundational Skills

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

### Uu Umbrella

*Up, up, up, the umbrella goes.  
When will it rain? I don't know.  
Under the umbrella  
Under I wait—  
Rain or shine, an umbrella's great!*



2

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

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

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

**Fluency**

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



## Introduce *Gus the Duck*

Read *Gus the Duck*. Ask: **What do you notice about many of the words in this story?** (They contain short-u.)

Distribute *Gus the Duck* books. The children write their names on the covers. To strengthen fluency, read one page with expression and the children repeat. Continue for each page, until you complete the story. The children read the story with expression in unison.

Partner the children to find words from the story that have the short-u sound, and list the words on their whiteboards.

Gather the children to share their lists. Create two columns on the classroom whiteboard. Write the headings *Short-U Words* and *High Frequency Words*. As the children read their lists, you or a volunteer writes each word in the *Short-U Words* column.

Gus	runs	mud	tub	suds
hugs	bugs	sub	fun	rubs

Review the resulting list.

Ask: **What do you notice about the remaining words from the story?** (They are high frequency words.)

Volunteers identify the high frequency words and write them in the High Frequency Words column.

in	the	The	is	it	gets	and	has
----	-----	-----	----	----	------	-----	-----



### Formative Assessment

Say: **Let's do some finger spelling with words that have the short-u sound. Finger spelling is when you spell using the ASL signs for each letter.**

State a word and the children repeat it. They fingerspell the words using ASL. You might also fingerspell words for the children to decode.

### Materials

- Individual whiteboards, markers
- Classroom whiteboard, marker
- Gus the Duck* for the teacher and each child
- Pencils

## 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.

### Materials

- Two of each High Frequency Word Cards *about, because, give, many, of, one, out, over, saw, so, than, them, then, this, very, were, when, where, your*
- Pocket chart

3

## Introduce Invertebrates

Indicate the Animal Kingdom Poster. Say: **The animal kingdom is divided into two groups, animals with backbones, called vertebrates, and animals without backbones, called invertebrates. We have learned about animals with backbones. Let's name the five different groups of animals that belong to this group.**

The children identify mammals, birds, reptiles, fish and amphibians.

Continue: **Now Backpack Bear would like us to learn about animals without backbones.**

Indicate *Backpack Bear's Invertebrates Book* and discuss the cover illustrations.

Read pages 5-7 and ask: **How are invertebrates different from vertebrates?** (They don't have backbones.)

Read page 8 and ask: **Into how many different groups are invertebrates divided?** (6)

Discuss the categories of invertebrates listed below by engaging in the following discussion. As each group is mentioned, indicate the corresponding Invertebrates Overlay Card.

*Arthropods* — Say: **There is a large group of invertebrates that belong to a special group called arthropods.** (Children repeat, *arthropods*.) **Arthropod is a Latin word. 'Arthro' means joint, and 'pod' means foot, so arthropod means jointed foot. All arthropods have jointed legs. And guess what, you have jointed legs too!**

The children stand and bend their legs. Explain: **Where your legs bend there are joints. Without these joints you could not bend your legs. What other parts of your bodies have joints?** (arms, feet, hands, hip, neck)

### Materials

- Invertebrates (Animals without Backbones) Poster
- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- The Animal Kingdom Poster
- Invertebrate Overlay Cards
- Vocabulary Cards: *invertebrates, mollusk*
- Pocket chart

### Reading: Foundational Skills

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

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

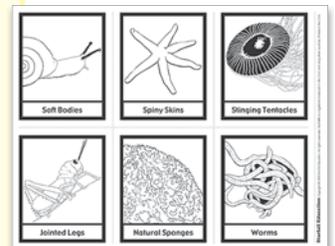
**ML.10** Use technology resources to support learning

### Science

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

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

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



Ask: **Are you arthropods? Why not? Right, you have a backbone.**

*Soft Bodies* — Say: **Soft-bodied invertebrates are called mollusks. Say, mollusks. The word mollusk comes from a Latin word “mollis,” which means soft. Most mollusks have a shell to protect their soft bodies. Some mollusks, like the octopus and squid, do not have shells.**

Ask: **Have you ever seen shells near the shore at the beach? At one time those shells were the skeletons of mollusks.**

*Spiny Skins* — Ask: **Who has seen a starfish? Did you know that a starfish is not really a fish? It is an invertebrate called a “sea star.” Its skin is spiny. We call it an echinoderm. Children repeat, echinoderm. That’s a big vocabulary word. Echino means “spiny” and derm means “skin.” Echinoderm means “spiny skin.”**

*Stinging Tentacles* — Ask: **Do you think jellyfish are made of jelly? No, they are not made of jelly and they aren’t fish. They are invertebrates that can sting. Stinging is how they protect themselves. We call them stinging tentacle invertebrates.** Children repeat, *stinging tentacles*.

*Natural Sponges* — Say: **Natural sponges are one of the oldest animals still alive today. Did you know that some types of sponges we use in our homes used to be animals that lived in the ocean?**

*Worms* — Ask: **What does it mean to recycle? (Volunteers respond.) Are you recyclers? Explain: Worms are recyclers too. They are long, thin animals that live in the soil. They have soft, long, rounded bodies, and no legs or backbones. They do a very important job for our planet. Worms are underground farmers who turn the soil over like a plow. Without the help of worms, plants and animals that die and fall to the ground would stay right where they fell, and keep piling up.**



### **Formative Assessment**

Partner the children. Continue: **We have learned that there are many different types of invertebrates. Discuss with your partner what you learned from Backpack Bear’s Invertebrates Book.**

Indicate the Invertebrates (Animals without Backbones) Poster. Explain: **This poster will help us remember the types of invertebrates we have learned about today. The children identify the invertebrates.**

**Magic Writing Moment****Materials**

- Zac, Peg, Mox, Tin Man, and Gus
- Anchor Charts

**Prepare Anchor Chart Presentations**

Review the name of each anchor chart and place them in various areas around the classroom. The children form groups near their assigned anchor charts.

Say: **Today your group will review your assigned anchor chart and discuss how you will “teach” the information on your anchor chart to the Starfall characters and the other children in the class.**

As children work in small groups circulate to provide suggestions and ideas related to how they might present their anchor charts, such as using the whiteboard to write examples. Presentations will begin on Day 3.

**Reading: Foundational Skills**

**RF.K.1** Understand basic features and organization of print

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

**Language**

**L.K.1** Demonstrate command of English grammar when writing or speaking

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

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

**Phonological Awareness Warm-Up****Materials**

- None

**Long-U**

The children identify the initial sound in *up*, *under*, and *umbrella*.

Explain: **The letter *u* can stand for another sound called long-u. The sound of long-u is the letter’s name, /ū/. Listen to this word, *use*. Say it with me, *use*.**

Continue: **If the word I say begins with short-u place your palms close together.** (Demonstrate) **If you hear long-u spread your palms wide apart.** (Demonstrate) Say the following words and pause after each to allow the children to respond. Discuss the correct response after each word.

uncle	uniform	united	underline	universe
understand	usual	umpire	useful	uphill
ukulele	unlock	unicorn	unhappy	utilize

**Materials**

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

## Introduce High Frequency Words: *by, how, now, went*

### Reading: Foundational Skills

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

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

Distribute individual whiteboards and markers and the children draw a vertical line down the middle.

Write *now* on the board. Read the word, and the children repeat it. They write *now* on the left side of their whiteboards.

Ask: **If we change the /n/ in now to /h/, what is the new word?**

Children say, *how*. They write *how* under *now* on their whiteboards and read both words aloud.

Ask: **What do you notice about these words?** (Volunteers respond.) **Yes, they rhyme because they have the same middle and ending sounds.**

Gather the children around a classroom computer and navigate to *Learn to Read*: Row 15. Remind the children that sometimes y can also be a vowel prior to viewing the video "Y as a Vowel."

Write *my* on the board. The children say *my*, and copy *my* on the right side of their whiteboards.

Ask: **If we change the /m/ to /b/, what is the new word? Right, by.**

The children write *by* under *my* on their whiteboards and read both words aloud.

Ask: **What do you notice about these words?** (They rhyme.)

The children erase their whiteboards.

Say: **There's one more high frequency word.** Write *went* and the children copy it on their whiteboards. They change the first letter of *went* to create *bent*, *sent*, *dent*, *rent*, *tent*, and *vent*.

Ask: **Do these words rhyme? Who can tell us why?** (Volunteers respond.) **That's right! These words rhyme because they have the same middle and ending sounds.**

Write the following sentences on the board:

- My pal is here now.
- Will you sit by me now?
- How are you?
- She went to see my cat.
- The duck went to the pond.

A volunteer reads each sentence while a second volunteer circles the new high frequency word(s).



### Formative Assessment

The children enter *went*, *by*, *now*, and *how* in their *Starfall Dictionaries*.

2

## Gus and Tin Man

Indicate Gus the Duck and Tin Man and lead the children in a discussion to compare and contrast the two characters.

Say: **Gus has written a story for us. He used words we could read because he would like us to read his story.**

Use a pointer as you read Gus's story from the chart paper.

### Materials

- Word Cards *snack, swim, pond, rust, catch*
- Gus and Tin Man* Story written on chart paper
- Vocabulary Card: *rust*
- Plush Gus the Duck and Tin Man
- Pointer

### Gus and Tin Man Story

I am Gus. As you can see, I am a duck.

It is fun to be a duck. Is it fun to be a tin man?

I snack on bugs and fish. What do you snack on, Tin Man?

I get to swim in a pond. You cannot swim or you will rust!

I catch fish with my bill. You catch fish with a rod or with a net.

I get to have fun with my good pals.

You get to have fun with your good pals too!

It is fun to be us!

Discuss answers to the following questions.

- **Who is telling this story?** (Gus)
- **Who is he speaking to?** (Tin Man)
- **What did Gus say he likes to eat as a snack?** (bugs and fish)
- **What do you think Tin Man might like for a snack?**
- **How did Gus say he caught his fish?** (in his bill)
- **How does Tin Man catch his fish?** (with a rod or a net)

Explain: **Gus said that Tin Man would rust if he went swimming. That's because Tin Man is made of tin. Tin is a metal, and when it gets wet, it rusts. Who knows what it means to rust?**

Explain: **To rust means to turn reddish-brown and crack or peel.**

Children say, *rust* and take turns to share their knowledge of rust.

Explain: **This story uses decodable words and high frequency words you already know. Some of the decodable words have blends. When two or more consonants are blended together, each consonant sound can be heard in the blend.**

### Reading: Foundational Skills

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

### Reading: Literature

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

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

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

- Indicate the Vocabulary Card *rust*.
- Children identify the blend.
- They use invisible rubber bands to blend the sounds.
- Volunteers use a pointer to locate the word in the story.

Repeat for *snack, swim, pond, and catch*.



### Formative Assessment

The children join you in reading the story.

#### Reading: Foundational Skills

**RF.K.3.B** Associate long and short vowel sounds 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

## Computer

### Practice

- *Learn to Read*: Row 5, "Gus the Duck" and related activities
- *Backpack Bear's Books*: Concepts, "U-Machine"

## Activity

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

### Materials

- Play dough or magnetic letters
- High Frequency Word Cards:  
*by, went, how, now, out, about, one*
- Individual whiteboards

3

#### Fluency

**FL.6c** Read grade-level text with expression

#### Reading: Literature

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

## Illustrate *Gus and Tin Man*

Distribute *Gus and Tin Man* worksheets and the children point to each word as you read the story together. Partner the children, pairing strong readers with struggling readers, to read the story again.

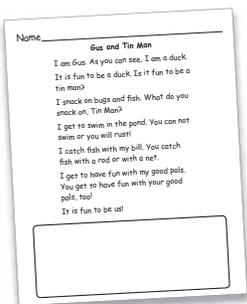


### Formative Assessment

The children illustrate the story in the space provided. Remind them that their illustrations should in some way reflect the story text.

### Materials

- Gus and Tin Man* worksheet for each child
- Gus and Tin Man* chart paper story
- Pencils, crayons



## Magic Writing Moment

## Schema Anchor Chart Presentation

The children assigned to the Schema Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

## Materials

- What is Schema? Anchor Chart
- Starfall plush characters

## Literary Response &amp; Analysis

**LIT.RA.7a** Create or present poetry, drama, art, or personal response to text or theme

## Speaking &amp; Listening

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

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

## Phonological Awareness

**PA.2b** Distinguish rhyming and non rhyming words

## Phonics Warm-Up

## Rhyming Words

Distribute *Reading & Writing Books* and the children turn to page 52. Complete the page together with the children according to the directions.

## Materials

- Reading & Writing Books*, p. 52
- Classroom whiteboard, marker
- Pencils, crayons



1

## Arthropods

Place the Invertebrates Overlay Picture Cards face down in a pocket chart in any order. A volunteer reveals a Picture Card and you review the group of invertebrates represented. Continue until all groups are reviewed.

Ask: **Where else do you see these invertebrate animal groups in our classroom? Right, they are on the Invertebrates Poster.**

Indicate *Backpack Bear's Invertebrates Book*. Read and discuss pages 11-13.

After page 13, say: **Stand up straight and tall. What holds your body up? (Volunteers respond.) You have bones that are connected to each other under your skin. They form a skeleton inside your body. Arthropods have skeletons too, but their skeletons are on the outside. We call them exoskeletons. Say, exoskeleton.**

Read pages 14-16 then lead the children in a discussion comparing and contrasting themselves to arthropods. Use the following chart to assist.

## Materials

- Backpack Bear's Invertebrates Book* by Alice O. Shepard
- Invertebrates (Animals without Backbones) Poster
- Vocabulary Cards: *arthropods*, *exoskeleton*
- Invertebrate Overlay Cards
- Pocket chart

## Reading: Informational Text

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

## Science

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

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

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

Say: **Let's see how we are the same, and how we are different, from the group of invertebrates called arthropods.**

**Note:** Arthropods are divided into three groups, spiders, insects, and crustaceans (lobsters, crabs, shrimp, barnacles).

<b>People</b>	<b>Arthropods</b>
vertebrates with backbones	invertebrates without backbones
big	small
warm-blooded	cold-blooded
skeleton inside	skeleton outside
only one skeleton for life	shed their skeletons and grow or find new ones (molting)
live only on land	some live on land; some in the water
two legs	six or more legs
legs are jointed	legs are jointed
eat plants for food	eat plants for food
eat arthropods	Arthropods do not eat people.



### **Formative Assessment**

Refer to page 14. Say: **Let's read this page again.** (Read the page.) **Did you know spiders are not insects? They look like insects, but there is one characteristic that makes them different. Partner the children to discuss how spiders and insects are different.** Volunteers share that a spider has eight legs, and insects have six.

Ask: **What can most spiders do that insects cannot do?** (They can spin webs.) **Webs help spiders catch insects, which they need for food. Insects get caught in the sticky web and they are trapped. They become breakfast, lunch or dinner for the spider.**

2

## Write Gus Stories

Say: **Let's read *Gus the Duck*.** The children read *Gus the Duck* in unison.

Volunteers share responses to the following questions:

- **Why did Gus get into the tub?**
- **What did Gus find in the tub?**
- **What surprise was in the tub?**
- **Did Gus and the bug end up being friends?**
- **How did you know?**

Say: **What do you think Gus and his new friend might do tomorrow?** (The children share ideas.) **Let's surprise Gus and write stories for him.**

### Materials

- Gus the Duck* for the teacher and each child
- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons
- Plush Gus the Duck

### Reading: Informational Text

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

### 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 use kid writing and their *Starfall Dictionaries* to write stories. They will continue to work on their stories in Session 3.

### Computer

- *Learn to Read*: Row 5, "Gus the Duck" and related activities
- *Learn to Read*: Row 10, "Lonely Vowel"
- "Calendar"

### Practice

### Activity

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

### Materials

- Gus the Duck* Sequence Cards, Sentence Strips, individual Word Cards
- Gus the Duck*
- Pocket chart

### Reading: Foundational Skills

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

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

### Social Studies

**SS.CT.3c** Understand that calendars represent days and months

### Listening & Speaking

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

### Print Concepts

**PC.1a** Recognize that sentences are made up of separate words

### Social Studies

**SS.CT.3b** Put events in temporal order

3

## Gus Story Writing (Continued)

The children complete their writings from Session 2 and illustrate them.



### Formative Assessment

The children share their writings and illustrations with each other as they finish.

### Materials

- Starfall Writing Journals*
- Starfall Dictionaries*
- Pencils, crayons
- Gus the Duck*

### Writing

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

**Literary Response & Analysis**

**LIT.RA.7a** Create or present poetry, drama, art, or personal response to text or theme

**Listening & Speaking**

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

**LS.9a** Recite short poems, rhymes and songs

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

**Language**

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

**Phonological Awareness**

**PA.2b** Distinguish rhyming and non-rhyming words

**Magic Writing Moment**

**Materials**

- "What Gets a Capital Letter?"
- Anchor Chart
- Plush Starfall characters

**Capital Letter Anchor Chart Presentation**

The children assigned to the "What Gets a Capital Letter?" Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

**Phonological Awareness Warm-Up**

**Materials**

- None

**Rhyming Words**

Teach the children the words to "The Eensy Weensy Spider." Repeat them several times and add appropriate actions. For example, the children can use one arm as the waterspout and the other hand to resemble the spider.

Ask: **Did you hear any rhyming words in this song?** (Volunteers respond.) **If the words I say rhyme, pretend your spider is crawling up your arm.** Say the following pairs of words pausing to allow the children time to respond. Discuss the correct response after each.

**The Eensy Weensy Spider**

*The eensy weensy spider  
went up the water spout  
Down came the rain  
and washed the spider out  
Out came the sun  
and dried up all the rain  
And the eensy weensy spider  
went up the spout again!*

spider/waterspout	sun/rain
waterspout/out	rain/again

Continue: **Let's try some more. Remember to make your spider crawl up your arm if the words rhyme.** Repeat as above.

bug/bowl	bug/snug	hum/hunt	Gus/bus	sun/fun
ruff/tough	duck/dog	up/cup	rub/tub	hut/hit

1

## “High Frequency Spider Game”

Ask: **Who remembers the parts of a spider’s body?**

Right, spiders have 2 body parts and 8 legs.

Draw two large spiders, including the two main body sections and eight legs, side-by-side on a classroom whiteboard, making sure they are low enough for children to access them.

Say: **Let’s play the “High Frequency Spider Game.”** Briefly review the high frequency words with the children. Divide the children into two teams. The children on each team sit one behind the other in two rows. Assign one spider to each team and label the spiders Team 1 and Team 2.

### Materials

- Classroom whiteboard, marker
- High Frequency Word Cards  
(teacher’s choice)

### Listening & Speaking

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

### Reading: Foundational Skills

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

### Science

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



### Formative Assessment

- Reveal a High Frequency Word Card.
- The first person on Team 1 identifies the word. If the child needs help, he or she may ask the next child in line.
- If the high frequency word is identified correctly, the child erases one part of the spider and moves to the end of his or her team’s line.
- Team 2 identifies the next word. If the child identifies the word correctly, he or she erases one part of their spider.

The object of the game is to be the first team to erase all parts of the spider.

**Literary Response & Analysis**

**LIT.RA.7a** Create or present poetry, drama, art, or personal response to text or theme

**Reading: Literature**

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

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

**Science**

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

**Introduce *Anansi the Spider***

Indicate *Anansi the Spider* and say: **Here is a book Backpack Bear would like us to read. The title of this book is *Anansi the Spider: A Tale from the Ashanti*. It is a folk tale, retold and illustrated by Gerald McDermott.**

Indicate the Caldecott Award on the cover and remind the children that this award is only given to one children's book each year for its illustrations.

Continue: **This folk tale is from Ghana, West Africa.**

Locate Africa on the map in the book.

Ask: **Is a folk tale a true story?** Remind the children that often storytellers have animals act like humans in their stories. **In this story, the spiders talk. Can spiders really talk?**

Page through the book, and ask: **What do you notice about the illustrations? What shapes do you see? What colors? In this folktale, Anansi the Spider sets out on a journey and gets into all sorts of trouble. Each of his six spider sons does one thing to help save their father. Listen to learn how each son helped.** Read the story.

Discuss the various shapes of the six spider sons. Indicate the shape that stands for his special talent in the center of each son's body.

**Materials**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <i>Anansi the Spider</i> by Gerald McDermott                      |
| <input type="checkbox"/> | One-half sheet of drawing paper for each child                    |
| <input type="checkbox"/> | Black, green, red, yellow, blue and orange crayons for each child |

**Formative Assessment**

Reread the book, and ask the following questions:

- **How do you think Anansi felt when he got lost? How can you tell?**
- **What would have happened if the six sons had fought over who would help their father, instead of using their special talents to save him?**
- **Anansi's sons worked together as a team to save him. What word do we use to describe working together to solve a problem?** (cooperation)
- **What was the mysterious and beautiful globe of light that Anansi found in the forest at night?**
- **Why couldn't Anansi decide which son should receive the bright globe as a reward? How did the ending of the story solve Anansi's problem?**
- **What lesson could we learn from this folk tale about cooperation?**
- **What talent do you have that you can use to help others?**

Ask: **Who is the story's main character?** (Anansi) Review the names of the other characters in the story. Children share their favorite characters and explain why they are their favorites.

Say: **Decide which character is your favorite and illustrate that character.**

The children illustrate their own spiders, using the traditional Ashanti colors black, green, red, yellow, blue and orange. Display the book and the children's completed illustrations in the classroom.

## Computer

- *Backpack Bear's Books*: Concepts, All Vowel Machines
- *Learn to Read*: Row 5, "Gus the Duck"

## Practice

## Activity

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

## Materials

- Short-U and Short-I Word Cards
- "Starfall Speedway"

3

## High Frequency Review

Read *Gus the Duck* then choose volunteers to retell the story in their own words.

Distribute *Reading and Writing Books* and the children turn to page 53. Explain: **You will read another story about Gus on this page. First, look at the high frequency words in the "Words I Know" box and circle each word as I say it.**

## Materials

- Reading & Writing Books*, p. 53
- Gus the Duck*
- Pencils, crayons

## Formative Assessment

Complete the page together with the children as directed.

### Reading: Foundational Skills

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

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

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

### Media Literacy

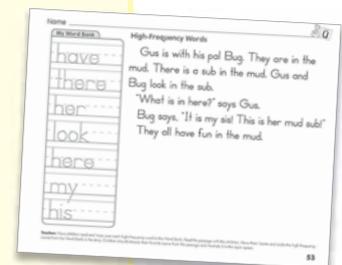
**ML.10** Use technology resources to support learning

### Speaking & Listening

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

### Reading: Foundational Skills

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



**Print Concepts**

**PC.1a** Recognize that sentences are made up of separate words

**Listening & Speaking**

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

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

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

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

**Media Literacy**

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

**Literary Response & Analysis**

**LIT.RA.7a** Create or present poetry, drama, art, or personal response to text or theme

**Magic Writing Moment****Spaces Anchor Chart Presentation**

The children assigned to the Spaces Between Words Anchor Chart group present to the class. Consider staging questions from the Starfall characters to assist the children in covering all of the components of their anchor chart.

**Materials**

- Plush Starfall characters
- Spaces Between Words Anchor Chart

**Phonics Warm-Up****Long-U**

Navigate a classroom computer to *Learn to Read*: Row 10, "Dune Buggy."

Remind the children that *Uu* can stand for the short sound as in *under* or the long sound as in *uniform*.

Explore *Learn to Read*, Row 10 together.

**Materials**

- Classroom computer

1

**Dramatize Anansi the Spider**

Say: **Backpack Bear would like us to dramatize *Anansi the Spider*. Let's do that now. First we need a list of the characters.**

List the story character names on the board as children identify them, referencing the book as necessary. Divide the children into two groups. The first group of actors take turns writing their names beside their chosen characters.

**Materials**

- Classroom whiteboard, marker
- Anansi the Spider*

**Formative Assessment**

The group that chose characters mimes the roles of Anansi, his sons, Fish, Falcon, the villagers, and so on, as you read the story. The other group serves as the audience and uses appropriate audience skills. Repeat, with the second group dramatizing the story, so that all children have an opportunity to participate.

Optional: Invite another class to attend the dramatizations.

**Note:** You may draw names for the actors. The remaining children make up the audience, and give their compliments to the cast.

## Computer

1

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

## "Color by Word"

The children complete the "Color by Word" worksheet.

### Materials

2

- Pencils, crayons
- Week 28 "Color by Word" worksheet for each child

## Short-U Puzzles

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

### Materials

3

- Pencils
- Writing paper
- Short-U Puzzles

## Sequence *Gus the Duck*

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

### Materials

4

- Pocket chart
- Gus the Duck*
- Gus the Duck* 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

### 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

### Print Concepts

**PC.1a** Recognize that sentences are made up of separate words

### Social Studies

**SS.CT.3b** Put events in temporal order

**Materials**

- One of each of the Lowercase  
Letter Cards a-z (omit q)

**Build a Word**

Distribute a Letter Card to each child. The children will use their knowledge of the alphabet and letter sounds to build words as a team.

**Reading:  
Foundational Skills**

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

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

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

**Formative Assessment**

- Choose a word from the list below. Say the three letters that spell the word in random order (e.g., for bug, say g–b–u).
- Children holding the letters come forward and confer to build the word.
- When they've made their decision, they stand side-by-side facing the class in the correct order, without identifying the word.
- The class reads the word aloud.

If the word is spelled correctly, the children return to their seats. If not, class members make corrections. Continue for other words as time allows.

bug	cat	fox	hen	rip	mud
jet	van	yum	sap	lot	wax
zip	yak	rob	cub	fan	wig
fed	hot	jam	kit	lid	sun
vet	zap	cup	hog	wet	box