

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

If you have questions or comments, please contact us.

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

Starfall Kindergarten

Teacher's Guide

Birds

Unit 7 • Week 18

Starfall Kindergarten Reading and Language Arts Curriculum *incorporating Science, Social Studies and Technology*

- Opportunities for child-directed learning
- Target skills that are introduced, then applied, integrated, and practiced throughout the year
- English language learners and struggling readers learn alongside their peers
- Interactive technology incorporates visual, auditory, and kinesthetic learning
- Appropriate for Kindergarten classrooms and homeschoolers
 - Teacher-tested, research based, and meets state standards
 - Motivation for children to learn and have fun at the same time

Starfall Education P.O. Box 359, Boulder, CO 80306 U.S.A.
Phone: 1-888-857-8990 or 303-417-6414

Authors and Credits

Senior Authors

Joan Elliott: 18 years teaching kindergarten in North Carolina and Texas public schools, 12 years teaching in Department of Education, University of North Carolina at Asheville and University of Texas at Brownsville; recipient of Christa McAuliffe Teaching Award, recipient of Fulbright fellowship to Korea

Pam Ferguson: 34 year veteran kindergarten teacher, Holy Family Catholic School, St. Petersburg, FL; serves on the Florida Catholic Conference Accreditation team for past 10 years

Consultants

Dr. Karen Cole, Associate Professor of Education, K-6 Program Coordinator, University of NC - Asheville

Dr. Greta Freeman, School of Education, University of South Carolina

Educators

Myrna Estes, 35 years, NYC; Chester, MA; Pittsfield, MA Public Schools

Judy Goetze, 35 years, Pittsfield, MA Public Schools

Stephanie Riess 15 years Pinellas County, FL Public Schools; 17 years, Diocese of St. Petersburg, FL

Heidi Suburu, 25 years, Fruitvale Public School District, Bakersfield, CA, and Elk Hills Public School District, Tupman, CA

Additional Contributors to this project:

We gratefully acknowledge the contributions of our project team of over 150 kindergarten teachers. This project would not be possible without their help.

Senior Editor and Designer

Brandi Chase

Layout Design

Marc Buchannan

Senior Artist and Print Designer

Faith Gowan

Contributing Artists and Designers

Matthew Baca, Ric Beemer, Dale Beisel, Kimberly Cooper, Craig Deeley, Catherine George, Stefan Gruber, Heather Hogan, David Lebow, Debby Lee, Frank Lee, Claire Lenth, Gina and Art Morgan of AMGG, Julie Ann Quinsay, Michael Ramirez, Jared Ramos, Scott Stebbins, and Triska Wasser

Musicians/Composers

Randy Graves, Keith Heldman and Richard James

Engineers and Quality Assurance

Kerry Dezell, Adam Griff, Tom Meyer, Larry Moiola, Steve Patschke, Troy Tazbaz, and Roger Wilson

Starfall gratefully acknowledges the following school districts where the Starfall Kindergarten Program was piloted:

Andre Agassi College Preparatory Academy, Las Vegas, NV

Boulder Valley School District, Boulder, CO

Buncombe County School District, Asheville, NC

Catholic Archdiocese of Los Angeles, Thousand Oaks, CA

Currituck County School District, Knotts Island, NC

Fruitvale School District, Bakersfield, CA

Kent City Community Schools, Kent City, MI

Los Fresnos Consolidated Independent School District, Los Fresnos, TX

Matanuska-Susitna Borough School District, Wasilla, AK

Pittsfield School District, Pittsfield, MA

Rainbow Dreams Charter School, Las Vegas, NV

Salina School District, Salina, OK

Screven County School District, Screven, GA

South Sarpy School District 46, Springfield, NE

Wayne County School District, Jesup, GA

Waynesville R-VI School District, Ft. Leonard Wood, MO

Appling County School District, Surrency, GA

Briarcliff Manor School District, Briarcliff Manor, NY

Buckner-Fanning Christian School, San Antonio, TX

Catholic Diocese of St. Petersburg, St. Petersburg, FL

Episcopal Diocese of Northwest Texas, All Saints Episcopal School, Lubbock, TX

Fullerton School District, Fullerton, CA

Livermore Valley Charter School, Livermore, CA

Italy Independent School District, Italy, TX

Ogden City School District, Ogden, UT

Port Jervis City School District, Cuddebackville, NY

Rhea County School District, Spring City, TN

Saugus Union School District, Valencia, CA

Sierra Sands Unified School District, Ridgecrest, CA

Vinita Public Schools, Vinita, OK

Special thanks to the Alliance for Catholic Education's English as a New Language Program (ACE-ENL) at the University of Notre Dame for their help with the ELD component of this program.

Starfall also wishes to thank:

Stephen Schutz, Karen Bidgood, Tad Elliott, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

Birds

Unit 7 • Week 18

Unit 7: Frequently Asked Questions	4
Unit 7: Reading Research	5
Week 18 Overview	6
Preparation	7
Rhyming Words	10
Introduce Medial /e/ and <i>Peg the Hen</i>	11
Add and Change Sounds (-ell, -all, -ed, -et)	11
Introduce <i>Backpack Bear's Bird Book</i>	13
Introduce the <i>ck</i> Digraph	14
Introduce <i>Peg the Hen</i> Decodable Book	14
Sequence <i>Peg the Hen</i>	15
Shared Writing: Newspaper Story	17
Initial and Final Sounds	18
Introduce Starfall's "The Little Red Hen"	18
Write a Response to "The Little Red Hen"	20
Introduce High-Frequency Words: <i>good, could, would, what</i>	21
Short- and Long-E	22
<i>Reading and Writing</i> , Page 13	22
Introduce Paul Galdone's <i>The Little Red Hen</i>	23
Compare and Contrast	24
Rhyming Words	25
<i>Reading and Writing</i> , Page 14	25
Weekly Review	27

Frequently Asked Questions

Most states list few comprehension standards for kindergarten children, yet we notice Starfall includes many comprehension activities. Is this necessary at this age?

Comprehension skills and strategies teach children to remember what they read, communicate to others about what they have read, and monitor and reflect upon their own understanding. These reading habits are worth instilling early, and practicing often, as *understanding* is the desired outcome of all communication, whether written or spoken. Children attuned to understanding recognize that reading, listening, and conversing require their active participation.

When teaching comprehension, it is most effective to explicitly name the skill or strategy, demonstrate how it helps the child's

understanding, and explain how the strategy might be applied in other cases. In so doing, the children receive a "comprehension toolbox." With practice, children learn to pull from their toolboxes to creatively and skillfully build their own understandings.

The benefits of this practice are revealed in the children's writing. When children understand textual features they use those features in their own compositions.

Does vocabulary instruction affect comprehension?

Vocabulary instruction awakens children's interest in word meanings. A child who is curious about the meaning of words monitors his or her understanding and asks for clarification—two key comprehension strategies.

What is the difference between a comprehension skill and a comprehension strategy?

Comprehension skills help us recognize and express features of the text. Comprehension strategies are processes that help us to become interactive readers, and thereby to better reflect upon what we read and deepen our understanding.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education

The Story Element Cards required higher level thinking, but the children were amazing. A first grade teacher walked in while they were interacting with them and she was blown away! — Bakersfield, California

In reviewing the book and asking questions the children have begun to discuss different topics. Instead of simply saying a character was sad or happy, they add topics and build off each other's ideas. —Las Vegas, Nevada

Th children's comprehension skills have increased. Their responses are thoughtful & there is real discussion among the partners. —Tampa, Florida



Reading Research

Extensive research conducted by P. David Pearson (et al.) at the University of California at Berkeley defines comprehension instruction as a complex and fluid process of teacher-student interaction in which the teacher plays a pivotal role in helping students gradually construct meaning. A teacher's instructional practices must explicitly demonstrate how readers make sense of text. (1)

We help children construct meaning when we teach and apply comprehension skills and strategies to the stories we read aloud, to those they read themselves, and to classroom discussion. (2)

A comprehension skill is an activity that children complete for the purpose of learning about the features of text. A comprehension strategy is a specific procedure readers use while they are reading to help them better understand the meaning of text.

The National Reading Panel report recommends when teaching reading strategies that the educator explicitly name the strategy, tell why it was selected for the current situation, and show how it can be applied to other situations. In this way, children will become independent of the teacher. (3) (For a list of skills and strategies below.)

Starfall Kindergarten teachers explicitly introduce and model comprehension skills and strategies, gradually transferring their application and practice to the children. Children demonstrate their growing comprehension abilities through:

- symposium-style discussion based on Bloom's Taxonomy.
- partner sharing, at which time they discuss the text with a classmate.
- identifying unknown vocabulary words in oral reading.
- writing.

A Starfall Kindergarten classroom is a lively environment full of discussion, as conversation between peers enhances comprehension. Discussion is a prime opportunity for children to relate new information and refine their understanding. (4)

(1) Pearson, D, et al. (1992). "Developing Expertise in Reading Comprehension." In S. Jay Samuels & Alan E. Farstrup (Eds.) *What Research Has to Say About Reading Instruction*, (2nd ed. 145-190). Newark, DE: International Reading Association.

(2) Armbruster, B. B., et al. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read* (49-53). Washington, D.C.: Center for the Improvement of Early Reading Achievement.

(3) National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, D.C.: U.S. Government Printing Office.

(4) Stewart, M. (2003). *Building Effective Practice: Using Small Discoveries to Enhance Literacy Learning*. *The Reading Teacher*, Vol. 56, No. 6, 540-547.

Comprehension Skills

- Cause/Effect
- Classify/Categorize
- Compare/Contrast
- Story Details (setting, characters, problem/solution)
- Sequence
- Fact/Opinion
- Identify Genre (fiction, nonfiction, folk tale, poetry)
- Author's Intention
- Draw Conclusions

Comprehension Strategies

- Predict/Verify
- Visualize
- Make connections between self, other texts, and the world
- Ask Questions
- Summarize
- Monitor for Understanding
- Ask for clarification
- Open Discussion



Week 18 Overview

Birds

This week the children learn about the bird animal group. They meet several kinds of birds, and come to understand bird characteristics through *Backpack Bear's Bird Book*. The children will be introduced to a new Starfall character, Peg the Hen, and will meet fictional birds as they reexamine a popular folk tale. This week we will:

- learn the sound of short-e.
- learn the ck digraph.
- write an informational newspaper story about birds.



Recommended Literature

The Little Red Hen — Paul Galdone (circa 1914 - 1986) was an author and an illustrator who loved to write stories, poems, and folk tales in his own words. Some stories he made up himself. Other times, he retold stories from long ago. His favorite stories were about dogs, cats, and other animals. He always used his own artwork. He is so famous that he is often called the “grandfather” of children’s book illustrators.

Mr. Galdone grew up in Budapest, Hungary, and moved to New York when he was a teenager. He wanted to be an artist and went to art schools in New York City. He didn’t know when he started writing children’s books that one day he would finish more than three hundred! He had an odd variety of jobs. Did you know he also worked as a bus boy in a restaurant, an electrician’s helper, a fur dryer, and a soldier in the U.S. Army?

Starfall Books & Other Media

Sing-Along Tracks 2, 13, and 17

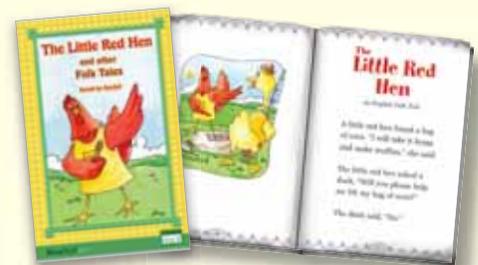
Peg the Hen

ABC Rhyme Book

The Little Red Hen and other Folk Tales retold by Starfall

Backpack Bear's Bird Book by Alice O. Shepard

Animal Kingdom Poster



Preparation

Generate Vocabulary Word Cards for **Week 18**. You will use *birds, beak, feathers, hatchling, migrate, nest, wings, and birds of prey* on **Day 1**, and *stroll, scamper, tend, ground, and hoe* on **Day 4**.

Day One

You will need the following magnetic letters for **Session 2**: *a, b, d, e, f, m, n, r, t, w*, and two *l*'s.

Day Two

Prepare a chart paper with the story starter, *Here is what you need to know about birds*, for **Session 3**.

Generate "Word Blend 2" practice page for each child using short-e CVC words.

Day Three

Photocopy the "Hen" blackline so that each child has one hen, and you have four extra hens. Save the hens for your children to use on **Day 4**. Write one high-frequency word (*good, could, would, or what*) on each of your extra hens for today's **Session 3**.

Day Four

Prepare four index cards to be used as headings: *eg, en, et, and ed*.

You will need a "Hen" blackline for each child.

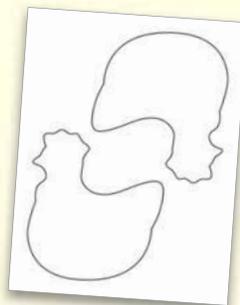
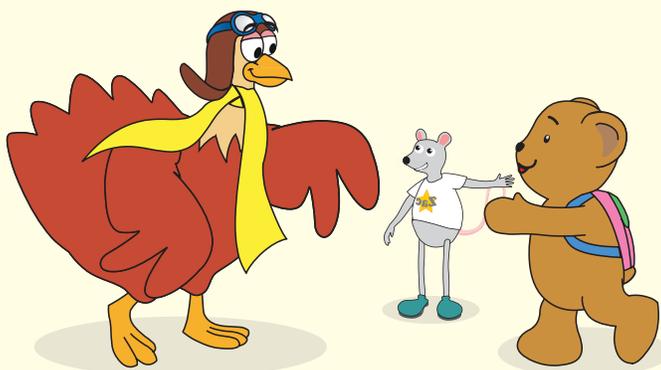
Prepare a sheet of chart paper with Short-E Word Families as pictured to the right.

Children will choose one of these words to write on their "Hen" blacklines. Write children's names next to their selections on the chart paper.

Day Five

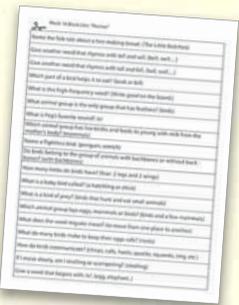
Photocopy the "Review" blackline and cut the questions into strips for **Session 3**.

Generate **Week 18** "Color by Word" practice page using high-frequency words.



Short-E Word Families

en	et	ed
Ben	bet	bed
den	get	fed
hen	jet	led
Ken	met	Ned
men	pet	red
pen	set	Ted
ten	vet	wed



Day 1

Zac and I have a new friend for you to meet! She is very excited to join our class.
Love,
Backpack Bear 🐻

Day 2

It was fun to meet Peg yesterday! Does she have a story of her own?
Love,
Backpack Bear 🐻

Day 3

I know a folk tale that has a character just like Peg! Have you ever read the story *The Little Red Hen*?
Love,
Backpack Bear 🐻

Day 4

I think rhyming words are so much fun. I made up a game for you to play today!
Love,
Backpack Bear 🐻

Day 5

I really like the hens you made yesterday! I think we should have a *Marching Hens Parade*!
Love,
Backpack Bear 🐻

DAY One

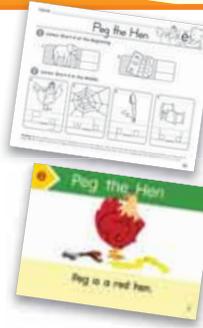
DAY Two

Reading

Phonemic Awareness
Phonics
High-Frequency Words
Comprehension
Print Concepts

R&W p. 11
"Peg the Hen"
Medial /e/
Add and Change
Sounds: -ell, -all,
-ed, -et
Rhymes
Proper Nouns

Comprehension Skill:
Compare/Contrast



Digraph ck
"Peg the Hen"

Comprehension Skills:
Compare/Contrast
Sequence

Comprehension Strategy
Predict/Verify

Computer

Motion Songs: "Jam"
BpB's Books: Concepts, "E-Machine"

Learn to Read: Row 2, "Peg the Hen"
I'm Reading: Folk Tales: "The Turnip"

Activity

"Go Fish" HF Words

"Decodable Words 2" practice page

Listening & Speaking

Literature
Rhymes, Poems & Songs
Vocabulary

Backpack Bear's Bird Book
Backpack Bear's Mammal Book

"Jam"
"Short-E Song"

Beat, rhythm

Vocabulary: Birds, feathers, beak,
hatchling, migrate, nest, wings, birds
of prey

"I Spy"

Writing

Shared Writing: Newspaper story

Participate in a group setting to identify the topic as expressed in informational / expository text, and discuss related details

Social Studies

Science

Introduce the characteristics of birds

Share facts related to birds

DAY Three

R&W p. 12
Initial and Final
Sounds

HF Words:

**good, could,
would, what**

Comprehension Skills:

Identify Genre (folk tale)
Story Details (characters, setting,
problem/solution, lesson)

Comprehension Strategies:

Summarize
Make Connections



DAY Four

R&W p. 13
Short and Long-E
Short-E Word
Families

Comprehension Skills:

Identify Genre (folk tale)
Story Details (characters, setting,
problem/solution, lesson)
Compare/Contrast

Comprehension Strategies:

Summarize
Make Connections



DAY Five

R&W p. 14
"Peg the Hen"
Rhyming

Comprehension Skill:

Identify Genre (folk tale)

Comprehension Strategies:

Ask Questions
Open Discussion



<p><i>I'm Reading:</i> Folk Tales, "The Little Red Hen" <i>Learn to Read:</i> Row 2, "Peg the Hen"</p>	<p><i>It's Fun to Read:</i> Riddles, "Birds" <i>I'm Reading:</i> Folk Tales, "The Little Red Hen"</p>	<p>"Starfall Speedway" HF Words</p>	<p>1 2 3</p>
<p>"Concentration" HF Words</p>	<p>"Hen" blackline Rhyming Words</p>	<p>Sequence "Peg the Hen"</p>	<p>4</p>
<p><i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen"</p>	<p><i>The Little Red Hen</i> by Paul Galdone <i>The Little Red Hen and other Folk Tales:</i> Retold by Starfall, "The Little Red Hen" "Ee Elephant Rhyme" Venn diagram Vocabulary: Stroll, scamper, tend, ground, hoe</p>	<p>Practice page of your choice Short-E Puzzle "Rhyming Hen March"</p>	<p>5 6</p>
<p>Write about "The Little Red Hen"</p>	<p>Participate in creating simple summaries from text using a graph</p>		

Phonemic Awareness Warm-Up

Materials

 Sing-Along Track 17

Reading

Recite short poems, rhymes, and songs

Repeat auditory sequences

Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections

Rhyming Words

Ask: **What happened when Zac sat on the can?** (jam spilled) **Listen to the words in this rhyme and tell me where the jam landed.** Read the rhyme one stanza at a time. After each stanza, ask volunteers to answer the question.

Say: **This time I will say the beginning of every line and you finish the rhyme. Let's practice.**

Jam on my head (your _____). Jam on my toes (your _____), Jam on my _____, Jam on my _____.

Continue for the remainder of the rhyme.

Play *Sing-Along* Track 17. Ask: **Can you hear and feel the beat in this rhyme? This rhyme has four beats. Let's clap four times. Now, let's see if we can clap the beat with the song.** Play Track 17 again and clap the four beats for each line without singing the words.

Repeat the song, clapping the beat and singing the words.

Jam

Jam on my head (Your head?)

Jam on my toes (Your toes?)

Jam on my hands

Jam on my nose

Laughing and a-licking

Having me a time

Jam on my belly

But I like it fine

Jam is my favorite food

When I'm in a jelly mood

I can never get enough

Of that yummy, gummy stuff

Jam on my knees

Jam in my hair

Jam on my tail

Jam everywhere

Laughing and a-licking

Having me a time

Boy I am so sticky

But I like it fine

Jam is my favorite food

When I'm in a jelly mood

I can never get enough

Of that yummy, gummy stuff



1

Introduce Medial /e/ and Peg the Hen

Invite Zac to join your group. Recall his favorite sound (/a/). Ask a volunteer to come to the board and print Zac's name. Remind children that Zac is a name, so it begins with an uppercase letter.

Ask Backpack Bear to introduce his new friend. After he introduces Peg, she whispers to you that she, too, has a favorite sound, /e/. Children think of words that begin with the sound /e/.

Tell the children Peg needs to learn to write her name.

- Write Peg's name on the board.
- Indicate the uppercase *P*.
- Children blend the sounds together.
- Lead them to discover that Peg's favorite sound is in her name.

After the children identify the sound /e/ in Peg's name, play *Sing-Along Track 29* as children sing along.

Distribute and complete *R&W*, p. 11.

Materials

- R&W*, p. 11
- Plush Peg and Zac
- Sing-Along Track 29*

Short-E Song

Ed the elephant likes red eggs,

/e/ /e/, /e/ /e/

Ed the elephant likes red eggs,

/e/ /e/, /e/ /e/

Ed the elephant likes red eggs

He rolls them with his heavy legs

Short-e makes its very own sound,

/e/ /e/, /e/ /e/

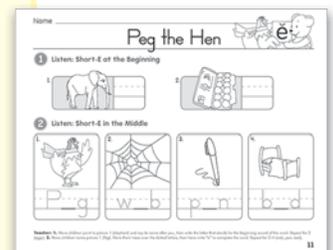
Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Writing

Use capital letters to begin "important words"



2

Add and Change Sounds (-ell, -all, -ed, -et)

Tell children they will make new words by adding different beginning sounds to four different word families. Recall that a word family is a group of words that all have the same pattern of letters and sounds at the end. Explain that by changing the beginning letter/sound, they can make new words that belong to that word family.

- Place all the magnetic letters on the bottom portion of the whiteboard.
- Identify each letter.
- Place the letters *a*, *l*, *l* at the top right side of the board. Children read the word *all*.

Say: **All is a high-frequency word and a member of a word family. If we place a consonant in front of the word all, we make a new word that rhymes with all.** (Place the magnetic letter *b* in front of *all*.) **We made a new word by adding a new beginning sound to the word all. Let's say the new word: /b/, /all/. What is our new word?** (ball) List the words *all* and *ball* on the left side of the whiteboard.

Say: **If we take away the b, what is the word?** (all) **Let's make more words that rhyme with all and ball by placing different letters in front of all.**

Materials

- Classroom whiteboard/marker
- Magnetic letters (one each: *a*, *b*, *d*, *e*, *f*, *m*, *n*, *r*, *s*, *t*, *w* and two *l*'s)

Reading

Blend individual phonemes in simple, one-syllable words

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Manipulate individual phonemes through addition and substitution

- Volunteers choose the next consonants.
- As each new word is made, add it to your list under *all* and *ball*.

Say: **Since each of these words ends with the letters -all, let's call them the -all family.**

Erase the -all words. Repeat as above for -ell, -ed, and -et. Create at least four words for each family. Accept nonsense words.

Place all the letters at the bottom of the whiteboard. Say a word from one of the word families. Choose a volunteer to come to the board and form that word.

Suggested words:

ball	mall	fall	tall	wall
bell	fell	tell	well	sell
bed	fed	wed	red	led
bet	met	net	wet	let

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

Computer

Practice

- *Backpack Bear's Books: Concepts, "E-Machine"*
- *Motion Songs: "Jam"*

Activity

Children play "Go Fish" using High-Frequency Word Cards.

Materials

- Two Word Cards for each high-frequency word: *and, are, can, come, gets, go, I, in, into, like, little, said, that, the, there, they, want, we, with, you*

3

Introduce *Backpack Bear's Bird Book*

Display Plush Peg the Hen. Ask: **What kind of animal is Peg?** (Accept all answers.) **Peg is a hen. A hen is a female chicken! Let's see if Peg is a mammal.** Open the *Mammal Book* to page 7 and display the page.

Ask: **Does Peg have hair, fur, or fat to keep her body warm? Does she feed her babies milk from her body? The answer to these questions is no. That means Peg is not a mammal.**

Explain that Peg belongs to a different group of animals, called birds. Place the Word Card *birds* at the top of the pocket chart. Say: **Backpack Bear has a book that will teach us about birds!**

Display *Backpack Bear's Bird Book*. Say: **This is a nonfiction book about birds. It will tell us true facts about birds. Why do you think the author, Alice O. Shepard, wrote this book?** (to teach about birds)

Read the book. As each vocabulary word is addressed, add its card to the pocket chart under *birds*.

Say: **There is one characteristic that makes birds different from every other animal. What is it?**

- **Is it the pretty colors of a bird?** (No, mammals have beautiful colors.)
- **Is it the beak or the bill?** (No, we know a mammal, the platypus, that has a beak.)
- **Is it the eggs that birds lay?** (No, we know about some mammals that lay eggs.)
- **Is it the wings?** (No, bats are mammals and they have wings.)
- **Is it that a bird breathes air?** (No, we also breathe air and we are mammals.)
- **What is the only thing a bird has that no other animal has?** (feathers)

Partner the children. Say each vocabulary word and allow time for partners to discuss its meaning.

Materials

- Plush Peg the Hen
- Pocket chart
- Backpack Bear's Mammal Book*
- Backpack Bear's Bird Book* by Alice O. Shepard
- Vocabulary Word Cards: *birds, beak, feathers, hatchling, migrate, nest, wings, birds of prey*

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

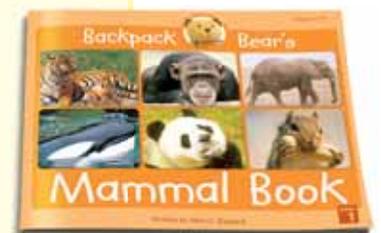
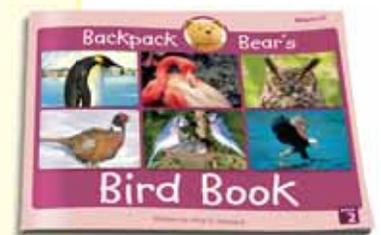
Identify the author's purpose as stated in the text

Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals



Materials

 NoneIntroduce the *ck* Digraph

Say: **I'm going to say a word. It has the sound /k/ in it. Listen carefully and tell me where you heard the sound /k/. Ready? Black! Where did you hear the /k/?** (end)

Write the word *black* on the board and indicate the *ck* at the end. Explain that when the letters *c* and *k* are together, they stand for one sound, /k/.

Continue for *duck*, *truck*, *kick*, *lick*, *sock*, and *back*. When writing these words, write the beginning and choose volunteers to complete them by adding *ck*.

Reading

Distinguish initial and final phonemes in words

1

Introduce *Peg the Hen* Decodable Book

Tell children that Peg does have a story of her own. Display the *Peg the Hen* book. Discuss the title and illustrations on the cover. Ask children to make predictions about Peg's story.

Picture-walk through the book as children respond to the pictures. Read the story and check predictions.

Ask: **How did we know if our predictions were correct? Right, we read the story to find out!**

Navigate to *Learn to Read*, Row 2, "Peg the Hen." View the online story and interact with the illustrations. Compare and contrast the printed and online editions of the story.

Ask: **Did you notice that this story is about Peg's dream? What in the story told us Peg was dreaming about flying in a jet?**

Print *Peg the Hen* near the top of the whiteboard. Say: **This story uses many short-e words and high-frequency words we have learned. I will print *Peg's Words* on the left side of the board, *High-Frequency Words* in the middle, and *Other Words* on the right side. (Do this.) As we read this story together, we will write each word in the correct column.**

Reread the story. Volunteers list the words in the appropriate columns on the board as they are identified.

Materials

- Peg the Hen* teacher edition
- Classroom whiteboard/ marker
- Plush *Peg the Hen*
- Navigate to *Learn to Read*: Row 2, "Peg the Hen"

Technology

Use technology resources to support learning

Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Use pictures and context to make predictions about story content



Peg the Hen

<u>Peg's Words</u>	<u>High-Frequency Words</u>	<u>Other Words</u>
Peg	is	fast
red	a	falls
hen	to	into
set	and	steps
jet	in	ten
web	the	
wet	go	
bed	into	
	gets	

Play "I Spy." Name words from the list. Volunteers come to the list and indicate the words.

2

Sequence *Peg the Hen*

Distribute *Peg the Hen* to each child. Children follow along in their books as you read the story, then partner and read the story to each other.

Distribute the Story Sequence Cards for *Peg the Hen* to eight children. Explain:

- They will use these cards to sequence the story.
- To *sequence* means to put things in the correct order.
- As you read the story aloud, they will stand in the correct order in front of the class.

After reading, play "Switch-A-Roo." The eight children holding Story Sequence Cards hand their cards to new classmates and then return to their places.

Explain to the new group of eight that they will arrange their cards in sequential order without hearing the story read aloud.

- Children place Story Sequence Cards in order down the left side of the pocket chart.
- Ask the class to review the story and the sequence of the cards, suggesting changes as necessary.

Distribute *Peg the Hen* Sentence Strips to eight different children. Each child, in turn, comes to the chart and places the correct sentence in the pocket chart beside its matching Story Sequence Card.

Materials

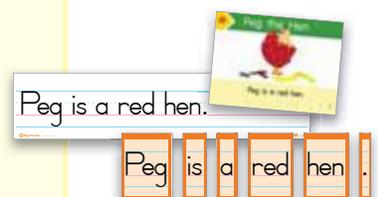
- Peg the Hen* for each child
- Peg the Hen* Sentence Strips and individual Word Cards
- Peg the Hen* Story Sequence Cards
- Pocket chart

Reading

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story



Distribute all of the Sentence Strip Word Cards to the class. Some children will receive more than one card.

- The class reads the first sentence. (*Peg is a red hen.*)
- Ask all children holding the Word Card *Peg* to stand.
- Choose one of these children to place his or her Word Card on top of the same word in the sentence, and read the word aloud.
- The class reads the sentence.

Continue until all the words have been placed. Conclude by reading each sentence together as a group.

Some teachers attach magnets to the back of Sentence Strips and Word Cards. This way, these cards can be used in the pocket chart or on a magnetic surface.

Computer

- *Learn to Read*: Row 2, "Peg the Hen"
- *I'm Reading*: Folk Tales: "The Turnip"

Practice

Activity

Children blend individual sounds to create short-e words.

Materials

- "Word Blend Practice 2"
- Pencils/crayons

Technology

Use technology to support learning

Reading

Match all consonant and short-vowel sounds to appropriate letters

3

Shared Writing: Newspaper Story

Say: **Let's pretend we are writing a story about birds for the newspaper. People read the newspaper to learn important facts. We want to make sure we include only correct information in our story. We can read *Backpack Bear's Bird Book* to get ideas for our story.**

- Read several pages of *Backpack Bear's Bird Book* and pause.
- Children partner-share to discuss what they learned about birds and share their responses.
- Continue until you have completed the book.

Say: **Now we are ready to write our nonfiction story about birds.** Read the story starter, "Here's what you need to know about birds..." from the chart paper.

Volunteers provide informative sentences about birds. Write the responses on the chart paper. Assist children in forming complete sentences.

Read the completed story.

Materials

- Backpack Bear's Bird Book*
- Prepared chart paper

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Writing

Create a group draft, scripted by the teacher

Participate in creating a variety of expository forms

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Identify major structures of common plants and animals

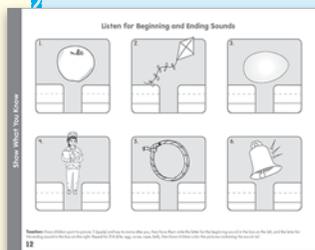
Phonemic Awareness / Phonics Warm-Up

Materials

- R&W, p. 12
- Pencils/crayons

Initial and Final Sounds

Distribute and complete R&W, p. 12.



Reading

Distinguish initial and final phonemes in words

1

Introduce Starfall's "The Little Red Hen"

Place Peg in your lap. Say: **Let's retell Peg's story to her! When we retell a story, it shows that we really understand what the story is about!**

Display Starfall's "The Little Red Hen." Say: **Here's the book Backpack Bear was talking about in his message. It has a character that looks like Peg!**

Explain that "The Little Red Hen" is a folk tale. Remind children that long ago, people didn't have books to read, so they told their favorite stories aloud. After many years, these stories, called folk tales, were written down in books. Ask children to recall other folk tales they have heard this year ("Goldilocks and the Three Bears," and "The Turnip").

Indicate the words *Retold by Starfall* on the title page. Explain that Starfall didn't write the original story. Instead, Starfall is again telling, or retelling, an old folk tale in their own words for children to enjoy.

Picture-walk through the book, then read the story.

Ask children if they know where we get corn. Recall your discussions about plants from Weeks 13 and 14. Explain that corn comes from a plant with seeds, and that, in fact, the corn kernels we eat are seeds! The Little Red Hen in the story used the corn seeds to make corn muffins.

Display the Story Element Cards in a pocket chart. Read each card. Children listen for the answers to the Story Element Cards as you read "The Little Red Hen." After reading, discuss the following questions related to each card.

Materials

- Plush Peg the Hen
- "The Little Red Hen" and other Folk Tales Retold by Starfall
- Story Element Cards (pictured on the facing page)
- Pocket chart

Reading

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a text

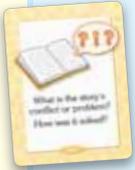
Demonstrate an understanding of story elements



- Who are the characters in the story?
- Who is the main character?
- Make an inference, or think of a reason, why the duck, the turkey, and the goose did not help the little red hen.



- What is the setting for this story, or where did the story take place? Why is it important?
- Did this story have more than one setting?
- Would this story make sense if the setting was at the zoo? Why not?



- What problem did the little red hen have?
- Was she able to solve the problem?



- How did the story end?
- Do you think it was fair for the animals not to be able to eat the muffins made by the little red hen? Why or why not?
- How might this story have been different if the other characters had helped the little red hen?



- Have you ever been asked to help and said “no” before?
- What do you do when your parents or a brother or sister ask you to help at home?
- Is it important to help others? Why or why not?



- How would the world be different if everyone thought about others and always offered to help?

2

- Materials**
- Starfall Writing Journals
 - Pencils/crayons
 - The Little Red Hen and other Folk Tales*
 - Starfall Dictionaries

Write a Response to “The Little Red Hen”

Explain that folk tales often teach lessons about our choices.

Say: **In “The Little Red Hen,” the other characters didn’t help make the muffins, but after the hen baked the muffins, they wanted to eat them. The Little Red Hen would not share her muffins, because they did not help her.** Children briefly discuss the lesson learned from these choices.

Say: **Let’s pretend you are one of the characters in the story, and you wanted to make a different choice, and teach a different lesson. Who would you be? How would you behave differently? What would you learn from your different choice?**

- Children choose characters they would like to be in the story and share how they might have responded differently when asked to help, or in the case of the little red hen, asked to share.
- Discuss how different responses would change the story.
- The children then write about their characters and choices in their writing journals.

Say: **Every story needs a topic or beginning sentence. Today, let’s each start with a sentence telling what character we chose. The next sentences will tell what we would do in the story to teach a lesson.**

Write an example on the board, such as: *I am the turkey. I would be the little red hen’s friend.* Remind children that they may not use your example.

Children use kidwriting to write about the characters they chose and what they would do in the story. Circulate and do adult writing as children finish their sentences.

Reading

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Writing

Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Write by moving from left to right and from top to bottom

Connect thoughts and oral language to generate ideas

Draw, tell, or write about a familiar experience, topic, or text

Technology

Use technology to support learning

Reading

Read simple one-syllable and high-frequency words

Adjust the number of Word Card / Picture Card pairs to accommodate your children.

Computer

Practice

- *I’m Reading:* Folk Tales, “The Little Red Hen”
- *Learn to Read:* Row 2, “Peg the Hen”

Activity

Play “Concentration,” matching the short-e Word Cards with the Picture Cards.

Materials

- Word and Picture Cards: *bed, bell, egg, hen, jet, leg, men, nest, net, pen, pet, red, ten, well, wet, yell*
- Pocket chart



3

Introduce High-Frequency Words: *good, could, would, what*

Materials

- Four prepared hen cut-outs
- Whiteboards/markers

Say: **The little red hen wants to teach us some new high-frequency words!** (Display the hen with *what* written on it.) **This is the word, *what*.** (Children repeat, *what*.) **What is a high-frequency word. You need to remember how this word looks.**

Children write *what* on their whiteboards. Say: **I will say some sentences. If you hear *what* in the sentence, raise your whiteboards. Ready?**

- *What* is the little red hen doing?
- I know *what* you saw.
- Will you let me help you?

Say: **Now you make up a sentence. If I hear the word, I'll hold up the hen!** Choose volunteers to offer sentences using *what*. Hold up the hen each time *what* is used.

Display the hens with *could* and *would* written on them. Say: **Here are two words, *could* and *would*. What do you notice about these words?** (They rhyme and they have the same letters at the end.) **What is the only difference between these two words?** (beginning sound)

Divide the class into 2 groups. Instruct one group to write the word *could* on their whiteboards and the other group to write *would*. Say: **Listen to these sentences. If I use your word, raise your whiteboard.**

- *Would* you help me make some muffins?
- I *could* help you.
- *Could* you help me lift the bag?
- *Would* you like to eat some muffins?
- I *could* help you and I *would* be happy to do it!

Hold up each of the three hens to review *what*, *could*, and *would*. Say: **The little red hen has one more word for you to learn. It's her favorite word!** Display the hen with *good* written on it. Children repeat, *good*. Say: **Repeat the words *good* and *would*. What do you notice about these two words?** (They rhyme.) Explain that even though the words are not spelled the same in the middle, they still rhyme because they *sound* the same in the middle and at the end.

Children write *good* on their whiteboards and raise their boards when they hear *good* in the following sentences:

- It is *good* to help others.
- You are doing such a *good* job today.
- I will watch you do all the work.

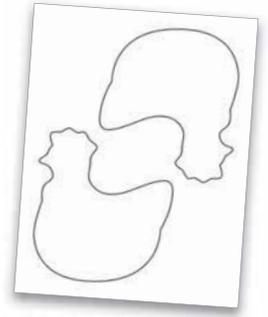
Volunteers select one of the hens, hold it up, and use its word in a sentence.

Write *what*, *would*, *could*, and *good* in your Starfall Dictionary. Children follow your example.

If time permits, children sit in the Author's Chair to share writings done during **Session 2**.

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

- ABC Rhyme Book

Short and Long-E

Review the “Ee Elephant” rhyme on page 13 of the *ABC Rhyme Book*.

Review the words beginning with short-e (*Ed, elephant*). Explain that the letter *e* stands for another sound called *long-e*. The sound of long-e is the letter’s name: *e*.

Say: **Listen for /ē/ in the word eat.** Children say the sound *e*, then say the word (e.g. /ē/, *eat*). Repeat for *eagle* and *eraser*.

Children discriminate between words beginning with /e/ and /ē/. If the word begins with short-e, they place their palms very close together, but not quite touching. If the word begins with long-e, they spread their palms wide apart.

exit	even	elevator	egg	end
elbow	eat	every	east	extra
exercise	enter	eagle		

Remind children that the high-frequency words *he, she,* and *we* all end with long-e.

Reading

Distinguish initial phonemes in words

Save the “Short-E Word Families” chart paper for use in today’s Independent Practice Activity.

Reading

Read simple one-syllable and high-frequency words

1

Reading and Writing, Page 13

Place the word family index cards *-eg, -en, -et,* and *-ed* in the top row of the pocket chart. Review each word family with the children.

Shuffle all the Word Cards and place them in Backpack Bear’s backpack. Say: **Let’s play the new “Backpack Bear Word Family Game” that Backpack Bear mentioned in his message. Peg can play, too!**

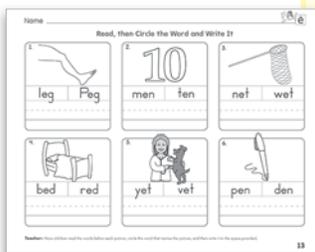
- Partner children.
- Partners choose cards, in turn, from Backpack Bear’s backpack, and work together to decode the words.
- Children read their Word Cards and place them under the correct word family in the pocket chart.
- Peg confirms the placement is correct by whispering in your ear.
- The class repeats the words.

Continue until all the Word Cards have been classified.

Distribute and complete R&W, p. 13.

Materials

- R&W, p. 13
- Pencils/crayons
- Pocket chart
- Backpack Bear and Plush Peg the Hen
- Word Cards: *bed, hen, jet, leg, men, net, Peg, pen, pet, red, ten, wet*
- Word family index cards: *-eg, -en, -et, -ed*
- “Short-E Word Families” chart paper



Before beginning **Session 2**, children choose one of the short-e words from the prepared chart paper to write on their “Hen” blackline during today’s **Independent Practice Activity**. Write each child’s name next to his or her selection. Ensure every word is used at least once. Some words may be used twice.

2

Introduce Paul Galdone’s *The Little Red Hen*

Display Starfall’s “The Little Red Hen.” Say: **I think you are ready to learn to summarize a story.** (Children repeat, *summarize*.) **To summarize a story means to briefly tell the main events, or the things that happened in the story, in the order that they happened.**

Here is a summary of “The Little Red Hen”: This story is about a hen who wanted to make muffins. She asked her friends to help, but they did not want to help her. When the muffins were done, all of her friends wanted some of them even though they did not help the hen prepare them.

Ask: **Did I retell the whole story or did I just tell you the main events of the story? I just summarized this story! Say, summarize.**

Display *The Little Red Hen* by Paul Galdone. Ask children to tell you the story’s genre (folk tale). Explain that this author, Paul Galdone, retold the same folk tale, *The Little Red Hen*, in his own words. Tell the children that the main idea of the two stories is the same, but they may notice that the details, such as words and characters, might be different.

As you read, pause to address the following vocabulary:

Hoe — to dig up the ground

Stroll — to walk slowly

Scamper — to walk quickly

Tend — to take care of

Ground — something that has been crushed into very small pieces (ground is a homonym).

Place the Story Element Cards in the pocket chart. Children discuss the story by answering the question on each card. As children discuss the characters, ask them to categorize the animals into mammal and bird groups.

Materials

- The Little Red Hen* retold by Paul Galdone
- The Little Red Hen* and other Folk Tales: “The Little Red Hen”
- Vocabulary Word Cards: *stroll, scamper, tend, ground, hoe*
- Pocket chart
- Story Element Cards pictured below

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

Connect to life experiences the information and events in texts

Retell familiar stories

Ask and answer questions about essential elements of a text

Science

Observe and describe similarities and differences in the appearance and behavior of plants and animals

Know stories sometimes give plants and animals attributes they do not really have

Identify major structures of common plants and animals



Practice

Computer

- *It's Fun to Read*: Riddles, "Birds"
- *I'm Reading*: Folk Tales, "The Little Red Hen"

Activity

Children make "rhyming hens." They:

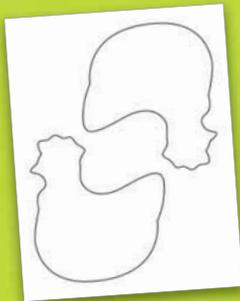
- locate their names and chosen words on the chart.
- use pencils to write their words in large letters in the center of their "hens," then trace over them in black crayon.
- color and cut out the hens.
- write their names on the back.

Materials

- "Hen" blackline for each child
- Pencils/crayons/scissors
- Chart paper from **Session 1**

Short-E Word Families

<u>en</u>	<u>et</u>	<u>ed</u>
Ben	bet	bed
den	get	fed
hen	jet	led
Ken	met	Ned
men	pet	red
pen	set	Ted
ten	vet	wed



Collect the hens. They will be used on Day 5.

3

Compare and Contrast

Read the Starfall version of *The Little Red Hen*. Discuss story details, such as the characters, setting, and what the little red hen made in the story.

Read Paul Galdone's version of the story and repeat the above discussion.

Create a Venn diagram on the board. Recall the lesson in which the children classified letters into two circles, labeled "straight" and "curved," and how you made the circles overlap, to create a space for the letters that were both curved and shaped.

Say: **Let's compare and contrast these two versions of *The Little Red Hen*. As we discuss, I will write the ways the stories are the same in the middle. I will write the differences in either the right or left circle.**

- As children discuss, record their responses accordingly.
- Discuss the completed diagram.

Materials

- Venn diagram on whiteboard
- The Little Red Hen* retold by Starfall (book version)
- The Little Red Hen* retold by Paul Galdone

Technology

Use technology to support learning

Reading

Recognize and produce words that rhyme

Read simple one-syllable and high-frequency words

Reading

Ask and answer questions about essential elements of a text

Demonstrate an understanding of story elements

Writing

Participate in creating a variety of informational/expository forms through drawing or writing

Rhyming Words

Distribute hens from **Day 4**. Children hold their hens and stand in a circle. All the children with hens that belong to the *-en* word family read the words on their hens, and then sit down. Continue for those holding *-et*, and then *-ed* word families.

Say: **Peg wants to lead you in a Marching Hens Parade!**

Explain that you will play a song. During the song, they will march in a circle with their hen words and sing. When they hear the line "words that rhyme with...", they listen for the rhyming word. If their hen word rhymes with that word, they sit down in the middle of the circle until the song is finished.

Play *Sing-Along Track 13*.

Children exchange hens with each other and repeat the song. Play the song again.

Materials

- "Hens" from **Day 4**
- Sing-Along Track 13*

Rhyming Hen March

*The hens are marching round and round,
Hurrah! Hurrah!*

*The hens are marching round and round,
Hurrah! Hurrah!*

*The hens are marching round and round,
Words that rhyme with ___ sit down
And we'll all go marching round and round,
until we all sit down!*

(Words that rhyme with -en, -et, and -ed are contained in the audio verses.)

Reading

Recognize and produce words that rhyme

1

Reading and Writing, Page 14

Review the story *Peg the Hen*.

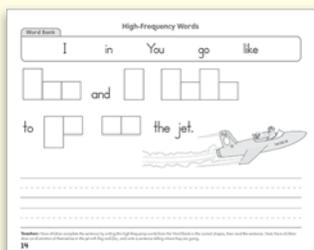
Distribute and complete *R&W* p. 14. The class decides on a sentence together. Write the class sentence on the board for children to copy, or the children may use their dictionaries to write individual sentences.

Materials

- R&W*, p. 14
- Pencils/crayons
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words



Technology

Use technology to support learning

Computer

1

Starfall Free Day — Children may navigate to any activity on more.starfall.com.

Reading

Read simple one-syllable and high-frequency words

"Color by Word"

2

Children color the picture according to the key.

Materials

- Week 18 "Color by Word" practice page for each child
- Pencils/crayons

Reading

Read simple one-syllable and high-frequency words

"Starfall Speedway"

3

Children read the short-e words to advance.

Materials

- "Starfall Speedway"
- Short-e Word Cards

Reading

Follow words from left to right and top to bottom on the printed page

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence Peg the Hen

4

Children retell *Peg the Hen* by using the Sequence Cards, Sentence Strips, and individual Word Cards.



Materials

- Peg the Hen*, teacher edition
- Peg the Hen* Sequence Cards, Sentence Strips, and individual Word Cards
- Pocket chart

Generator Practice Page

5

Choose the skill your children most need to review and create a practice page.

Materials

- Generated Practice Page of your choice

Reading

Match all consonant and short-vowel sounds to appropriate letters

Short-E Puzzle

6

Children assemble the short-e puzzles, then list the short-e words in the puzzles on writing paper.

Materials

- Short-E Puzzle(s)
- Writing paper/pencils

2

Weekly Review

Divide the class into 5 teams, Teams A, B, C, D, and E. Number children on each team. Child #1 will be the spokesperson for the first question, #2 for the second, and so on.

Draw the first question from the basket. All teams discuss the answer. Team A responds. If the answer is incorrect, the next team (alphabetically) answers the question. If the answer is correct, the next question is asked of the next team.

At the end of the game, Peg congratulates all the children.

Materials

- Prepared review questions
- Basket

Reading

Ask and answer questions about essential elements of a text



Name the folk tale about a hen making bread. (The Little Red Hen)

Give another word that rhymes with tell and sell. (bell, well...)

Give another word that rhymes with tall and fall. (ball, wall...)

Which part of a bird helps it to eat? (beak or bill)

What is this high-frequency word? [Write *good* on the board.]

What animal group is the only group that has feathers? (birds)

What is Peg's favorite sound? (/e/)

Which animal group has live births and feeds its young with milk from the mother's body? (mammals)

Name a flightless bird. (penguin, ostrich)

Do birds belong to the group of animals with backbones or without backbones? (with backbones)

How many limbs do birds have? (four: 2 legs and 2 wings)

What is a baby bird called? (a hatchling or chick)

What is a bird of prey? (birds that hunt and eat small animals)

Which animal group lays eggs, mammals or birds? (birds and a few mammals)

What does the word migrate mean? (to move from one place to another)

What do many birds make to keep their eggs safe? (nests)

How do birds communicate? (chirps, calls, hoots, quacks, squawks, sing, etc.)

If I move slowly, am I strolling or scampering? (strolling)

Give a word that begins with /e/. (egg, elephant...)

