

**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 Kindergarten

## Teacher's Guide

## Flight

## Unit 7 • Week 19

### **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

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# Flight

## Unit 7 • Week 19

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# Week 19 Overview

## Flight

The children will learn about airplanes and air travel through both fictional and nonfictional accounts. They will meet the Wright Brothers, who gave us the first “heavier than air” flying machine, through their dream, hard work, and dedication. The children will experiment with a balloon as they discover how airplanes fly. This week we will:

- review homonyms and word families.
- discover the importance of maps and learn how to “read” them.
- learn the sound /ch/.
- meet Vincent van Gogh and learn how he turned his dreams into paintings.

## Recommended Literature

**Amazing Airplanes — Tony Mitton** is a British author who is also a poet. He likes to read folk tales, historical legends, and fairy tales. His favorite snack foods are bananas, chocolate fudge brownie ice cream, and cakes. He is so fond of cake, he loves to bake cakes at home.

Mitton’s father was a soldier. Because of this he lived in many places as a child. He was born in Tripoli, Libya; he moved to North Africa, Hong Kong, and then Germany until at last he and his family settled in England. Mitton lives there now with his own family, and Tiggy the cat.

Before writing books, Tony Mitton was a primary school teacher in England. The first books he wrote were for his own students. He especially likes writing books with words that have rhythm and rhyme, like lyrics to a song. Because he plays the guitar and likes to sing British folk songs, he prefers to write rhyming stories for his books as if they were for illustrated song or poetry books.

## Starfall Books & Other Media

*Get to Know the Wright Brothers Poster*

*Peg Helps Zac*

*ABC Rhyme Book*

*Peg the Hen teacher edition*

*Vincent van Gogh*

*Star Writer Melodies*

*Sing-Along Track 24*



# Preparation

Generate Vocabulary Word Cards for **Week 19**. You will use *gem* and *locate* on **Day 2** and *self-portrait* and *sketch* on **Day 4**.

## Day One

Write the following vocabulary words on the whiteboard: *terminal*, *fare*, *luggage*, *hold*, *captain*, *copilot*, *runway*, *intercom*, *journey*, *control tower*, *soar*, and *crew*.

## Day Two

Duplicate the "Park Map" blackline for each child.

Write "Peg Helps Zac" on your whiteboard. Beneath the title, create three columns entitled: "High Frequency Words," "Short-A Words," and "Short-E Words." You will conduct today's **Session 3** around the whiteboard. Children will generate lists of words in these categories. Erase the list between the first and second rotations.

Generate a "Word Search" using the high-frequency words *could*, *would*, *good*, *what*, and any other words that need practice.

If you have not already done so, prepare each child's copy of *Peg Helps Zac* for use in today's **Session 2**.

## Day Three

Write Peg's story on chart paper. Write the word *look* in blue, and the word *from* in red, each time they occur.

## Day Four

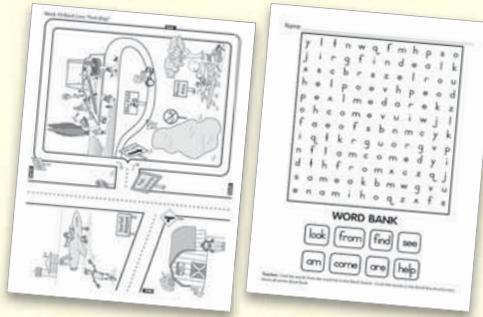
None

## Day Five

Duplicate the "Story Board" blackline for each child.

Generate a Week 19 "Color by Word" practice page.

Prepare a sheet of chart paper with the lyrics to "Plane Ride." For lyrics, see **Day 5, Session 3**. Highlight vocabulary words *terminal*, *fare*, *luggage*, *hold*, *captain*, *soar*, *runway*, *control tower*, and *crew*.



## Day 1

I went on a plane ride  
and had so much fun.  
Have you ever been on  
an airplane?  
Love,

Backpack Bear 

## Day 2

I love learning about  
maps! I used a map  
once to find the places  
where my aunts and  
uncles live.  
Your Pal,

Backpack Bear 

## Day 3

Did you like the park  
map? Maps are  
helpful. I used one last  
night!  
Love,

Backpack Bear 

## Day 4

Did you know that  
Vincent van Gogh was  
an artist who painted  
his dreams? I saw him  
on Starfall last night.  
Love,

Backpack Bear 

## Day 5

It was fun to learn  
about Orville and  
Wilbur Wright! What  
would it be like if  
they hadn't invented  
airplanes?  
Love,

Backpack Bear 

## DAY One

## DAY Two

<p><b>Reading</b></p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&amp;W p. 15</p> <p>Initial, medial, final sounds</p> <p>Homonyms</p> <p><b>Comprehension Strategy:</b> Make Connections</p> 	<p>R&amp;W p. 16</p> <p>Discriminate -ell, -all words</p> <p>Medial vowels /e/, /a/</p> <p>"Peg Helps Zac"</p>  <p><b>Comprehension Skill:</b> Classify/Categorize</p>
<p><b>Computer</b></p>	<p><i>BpB's Books:</i> Concepts, "E-Machine"</p> <p><i>Learn to Read:</i> Row 2, "Peg the Hen"</p>	<p><i>Short Vowel Pals:</i> "Peg Helps Zac"</p> <p><i>Backpack Bear's Books:</i> Concepts, "A-Machine"</p>
<p><b>Activity</b></p>	<p>"I Spy" HF Words</p>	<p>"Word Search" HF Words</p>
<p><b>Listening &amp; Speaking</b></p> <p>Literature</p> <p>Rhymes, Poems &amp; Songs</p> <p>Vocabulary</p>	<p><i>Amazing Airplanes</i></p> <p><i>Get to Know the Wright Brothers</i> Poster</p> <p><b>Vocabulary:</b> terminal, copilot, fare, hold, captain, soar, runway, intercom, control tower, crew, journey</p>	<p><b>Vocabulary:</b> Gem, locate</p>
<p><b>Writing</b></p>		
<p><b>Social Studies</b></p>	<p>Introduce the Wright Brothers</p>	<p>Identify traffic symbols and map symbols</p>
<p><b>Science</b></p>	<p>Investigate ways things move (fast, slow), notice push or pull changes the way objects move</p>	

## DAY Three

R&W p. 17

Discriminate initial /th/

Introduce /ch/

HF Words:

**look, from, find**



## DAY Four

R&W p. 18

**Comprehension Skill:**

Compare/Contrast

**Comprehension Strategy:**

Visualize



## DAY Five

Rhyming

**Comprehension Strategy:**

Make Connections

Starfall Free Day

Map signs and symbols

"Color by Word"

"Concentration" HF Words

Practice page of your choice

Short-A, Short-E Puzzles

*Amazing Airplanes*

"One, Two, Buckle My Shoe"

Wright Brothers Poster

"A Plane Ride"

*It's Fun to Read: Art Gallery, "Vincent van Gogh"*  
*BpB's Books: Concepts, "Colors"*

R&W, p. 18

*Vincent van Gogh*

"Ch Cheese Rhyme"

**Vocabulary:** self-portrait, sketch

Write about a dream

Introduce Vincent van Gogh

*Short Vowel Pals: "Peg Helps Zac"; BpB's Books: Concepts, "E-Machine," Learn to Read: Row 4: "Sh-Movie"; Row 7: "Th-Movie"; 8: "Ch-Movie"*

Write, draw: Wright Brothers

"Ch Cheese Rhyme"

"Letter March Song Ch"

Identify traffic symbols and map symbols, understand how people lived in earlier times and how their lives would be different today

Sketch answers to questions

Identify traffic symbols and map symbols

1

2

3

4

5

6

## Phonemic Awareness Warm-Up

## Materials

- Whiteboards/markers
- One manipulative per child

## Identify Sounds in Initial, Medial, and Final Position

Play “Where’s the Sound?” Distribute whiteboards and one manipulative to each child. Children:

- use their markers to divide their whiteboards into three sections. (demonstrate)
- label the first section *b* for beginning, the middle section *m* for middle, and the last section *e* for end.



Tell children you will say a word followed by one of the sounds in that word. They are to place their manipulative in the section that shows where that sound is heard.

Peg /g/	big /b/	pet /e/	lap /l/	bet /e/
Zac /z/	get /t/	rat /r/	hen /h/	wet /w/
ask /a/	pet /p/	man /a/	red /d/	cat /k/

## Reading

Distinguish initial, final, and/or medial phonemes in CVC words

1

Introduce *Amazing Airplanes*

## Materials

- Amazing Airplanes* by Tony Mitton
- Chart paper with vocabulary words

Ask: **Have you ever gone anywhere far away from your home, to another city or state? Imagine you want to take a trip to** (choose a place far away from you). **How might you get there?**

Children’s responses might include car, bus, train, boat, or plane. Help them realize a plane is usually the quickest way to travel long distances. Children share what they already know about airplanes. As they share:

- Recall that Peg flew in a jet, a type of airplane.
- Encourage them to consider where people first got the idea to fly in airplanes. (observing birds)

Display *Amazing Airplanes*. Discuss the title, author, and illustrator. Explain that while this is a fictional story, it gives actual facts about airplanes. Turn to the title page. Children look at the illustration there, and make predictions about what will happen in the story.

As you read the story, briefly discuss the following vocabulary words as they occur.

- terminal** — the building at an airport where people get on and off planes
- fare** — the money it costs to ride a plane
- hold** — where your luggage goes on the plane

## Reading

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

Connect to life experiences the information and events in texts

Ask and answer questions about essential elements of a text

Relate new vocabulary to prior knowledge

**captain** — person who is in charge of flying the plane

**copilot** — person who helps the captain fly the plane

**soar** — to fly at a great height

**runway** — a paved strip of land where planes can take off and land

**intercom** — speakers that let everyone hear a message

**control tower** — building where air traffic controllers give directions to help the captain fly the plane safely

**journey** — trip from one place to another

**crew** — group of people who work as a team on an airplane

After reading, ask the children if they noticed that the story's text rhymed.

Reveal the prepared chart paper. Say: **Today, this chart is our Starword Wall.**

Review each word on the chart. Refer to the book as needed. Say: **Some of these words are homonyms. Remember, homonyms are words that are pronounced the same, but can be spelled differently and have different meanings.** Discuss each homonym. Sample discussions follow:

**Fare** —

- In this book *fare* means the money it costs to ride a plane. Someone might say: *We paid our fare to get on the airplane.*
- If I said: *It's not fair that you get two toys and I only get one.* Would that mean the same thing?
- Now listen to this sentence: *We want to go to the fair.* What does the word *fair* mean here?

**Soar** —

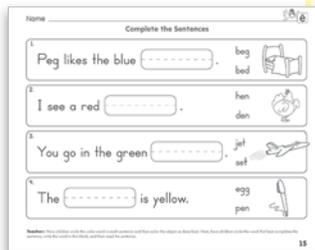
- In this book, *soar* means to fly very high.
- If I said: *My throat is sore.* Would that mean that my throat flies very high? What does the word *sore* mean in this sentence?
- Now listen: *The bird can soar through the sky like an airplane.* What does *soar* mean in this sentence?

**Hold** —

- In this book, *hold* means where your luggage goes on the plane.
- What does *hold* mean when I say: *I want to hold your pencil?*

**Reading**

Read simple one-syllable and high-frequency words

**Reading and Writing, Page 15**

Review the High-Frequency Word Cards. Indicate each crayon as children identify the color. Write a color word on the whiteboard. Children discuss strategies they can use to read this word (e.g., look at the beginning and ending sound).

Distribute *R&W*, p. 15, pencils, and crayons.

- Read the sentence, saying “blank” for the missing word.
- Read the two word choices, look at the picture, circle the correct word, and write the word to complete the sentence.
- Reread the completed sentence.
- Identify and circle the high-frequency words used in the sentence.
- Circle the color word using the corresponding color crayon.

Children reread the sentences in unison, then color each picture as described by the sentence.

If time allows, use the High-Frequency Word Cards to play “Concentration.” Children use the word in a sentence after each match is made.

**Materials**

- R&W*, p.15
- Pencils/crayons
- Two each High-Frequency Word Cards: *a, go, I, in, is, likes, see, the, to, you*
- Blue, green, red, and yellow crayons
- Teacher whiteboard/black marker

**Technology**

Use technology to support learning

**Reading**

Read simple one-syllable and high-frequency words

**Computer****Practice**

- *Backpack Bear's Books: Concepts, “E-Machine”*
- *Learn to Read: Row 2, “Peg the Hen”*

**Activity**

Children play “I Spy” using the game spinner to determine “teacher” order. The lowest number goes first.

The “teacher” locates a word in his or her dictionary and says, “I spy the word \_\_\_\_\_.” Children locate the word in their dictionaries. The “teacher” changes with each word.

**Materials**

- Starfall Dictionaries
- Game spinner

## 3

## Introduce the Wright Brothers

Read *Amazing Airplanes*. Say: **Before airplanes, people could only go north, south, east, or west by traveling on the ground. Travel was slow until two men changed everything! They were the inventors of the first airplane.**

Display the *Get to Know the Wright Brothers* Poster. Say: **These two men are the Wright brothers. Their names are Orville and Wilbur. Listen carefully to the story of how the Wright brothers thought of the idea for a different way to travel.** Read the biographical account on the back of the poster and discuss. Children should understand that these two inventors had a dream, and worked together to make it a reality.

Ask: **What do you think makes an airplane fly through the air?** (Accept all responses.) **Let's do an experiment to help us understand what causes an airplane to move through the air.**

- Blow up a balloon and hold the opening closed tightly. Do not tie a knot.
- Hold the balloon in midair, parallel to the floor, with the mouth of the balloon facing left.
- Let go of the balloon and observe.

As children share their observations, ask:

<b>air</b>	What was in the balloon?
<b>It came out the back.</b>	When I let go of the balloon, what happened to the air?
<b>It moved in the opposite direction.</b>	What did letting the air out cause the balloon to do?
<b>It fell to the ground.</b>	What happened when there was no air left in the balloon?
<b>It would not move.</b>	What do you think would happen if there was no air in the balloon?

Say: **An airplane works somewhat like a balloon. When the engines blow the air out one way, the airplane moves the opposite way. If the engines stop blowing the air out, the airplane will not stay up in the sky.**

Discuss how the Wright brothers' dream of flight has changed the world. Explain: **Before airplanes were invented, it could take days, months, and even years to travel from one place to another. Today, people travel these same long distances in just hours! Now it is easy for people from all over the world to get to know each other and build friendships.**

### Materials

- Amazing Airplanes*
- Get to Know the Wright Brothers* Poster
- Large balloon

### Reading

Use language correctly to express spatial and temporal relationships (e.g. up/down, before/after)

Connect to life experiences the information and events in texts

Make text-to-self and world connections

### Social Studies

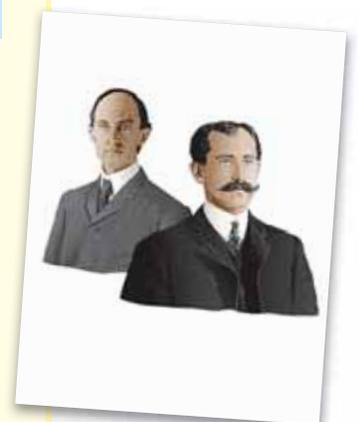
Know the triumphs in American legends and historical accounts through stories and text

Understand how people lived in earlier times and how their lives would be different today

### Science

Investigate that things move in different ways, such as fast, slow, etc.

Observe that a push or a pull can change the way an object moves



## Phonemic Awareness / Phonics Warm-Up

## Materials

- Picture Cards *bell, ball*
- Pocket chart

Identify/Discriminate Rhyming *-ell* and *-all* Words

Display Picture Cards *bell* and *ball*. Identify the pictures and say each word.

Say: **How are these two words the same?** (They sound the same at the beginning and end.) **How are these two words different?** (They sound different in the middle.) **These words belong to two different word families, *bell* belongs to the *-ell* word family and *ball* belongs to the *-all* word family.**

Say the words listed below. For *-all* family words, children pretend to bounce a ball. For *-ell* family words, they pretend to ring a bell.

cell	small	yell	fell	call	sell	hall
tall	Nell	fall	tell	mall	well	swell

## Reading

Distinguish initial and final phonemes in words

Recognize words that rhyme



1

## Reading

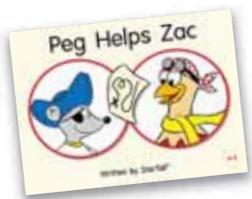
Read simple one-syllable and high-frequency words

Describe common objects and events in both general and specific language

Use pictures and context to make predictions about story content

## Social Studies

Identify traffic symbols and map symbols

Using Maps, Introduce *Peg Helps Zac*

Children name some of the different kinds of maps they have seen (e.g., world map, theme park map, city map, mall map). Explain that a map uses words, pictures, and signs or symbols to show people how to get to places. Remind them a symbol is a picture that stands for something.

Say: **if your mom or dad want to take you on a trip to a place they have never been before, they would use a map to show them how to get where they want to go.**

Review the story *Peg the Hen*, and recall Peg's dream about flying a jet. Ask: **What would Peg need if she really flew a jet to come visit us?** (a map) **Pilots use maps to guide them to many different places all around the world. What might happen if a pilot did not have a map?** Reiterate that there are many different kinds of maps.

Distribute the "Park Map." Children write their names on them.

Say: **Here is a map for you. What does this map show?** Discuss the map's features including its pictures, signs, and symbols. Children understand that this is a map of a park.

Display *Peg Helps Zac*. Picture-walk through the book. Children predict what will happen.

Write *gem* on the board. Say: **The *g* in *gem* stands for the /j/ sound.** (Children repeat, *gem*.) **A *gem* is a beautiful stone that you often find in rings or necklaces.**

Read the story.

## Materials

- "Park Map" blackline for each child
- Peg Helps Zac* teacher edition
- Vocabulary Word Cards: *gem, locate*

After reading, ask the children why Zac and Peg were using the map. (to find the gem) Explain: **There is another word meaning the same as *find*; the word is *locate*.** (Children repeat, *locate*.) **To *locate* something means to find it. What symbol on the map helped Peg and Zac locate the gem?**  
(an x)

Discuss:

- Did Zac and Peg notice any signs on the road that helped them follow the map?
- What happened as a result of Zac and Peg following the map?

Collect the maps.  
You will use them on  
Day 3, Lesson 2.

### Starword

Display the new vocabulary on your Starword Wall.

## 2

### Medial Vowels /e/ and /a/

Distribute *Peg Helps Zac*. Children write their names in their books. Say: **Let's read this story together and see what new words we will learn today.** Read the book as a group.

Gather children around the whiteboard titled "Peg Helps Zac." Read the title and the headings of all three columns.

Explain: **We will classify the words from *Peg Helps Zac* into three categories: high-frequency words, words that use the sound of short-a, and words that use the sound of short-e.**

Say: **Let's begin by looking for high-frequency words. Start on page 1. When you locate one, raise your hand.**

Volunteers come to the board and print the high-frequency words under the correct column, using a blue marker. Continue until all high-frequency words have been located.

Say: **Some of the high-frequency words use the sound /a/ and some use the sound /e/. That means some high-frequency words will get to be on more than one list!**

Continue: **Now let's find the words that contain the sound /a/. We will write them using a black marker. Say, /a/, *black*. What vowel sound do you hear in *black*? Yes, /a/.**

As children discover these words, they blend the sounds together, name the words, then list them on the board.

Once all short-a words have been located, look for short-e words. Write short-e words with a red marker, and ask children to identify the vowel sound they hear in each word.

#### Materials

- Peg Helps Zac* for each child
- Peg Helps Zac* teacher edition
- Red, black, and blue whiteboard markers
- Whiteboard prepared with titles and labels

#### Reading

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Identify and sort common words into basic categories

Children may reference their copies of *Peg Helps Zac* when writing their words.

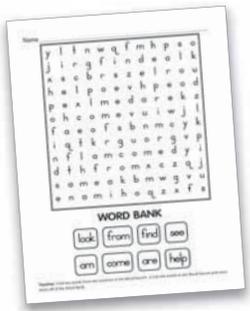
When completed, your board should look like this:

Peg Helps Zac		
<u>High-Frequency Words</u>	<u>Short-A Words</u>	<u>Short-E Words</u>
a	and	gem
and	at	get
at	can	Peg
can	last	steps
get	map	ten
go	Zac	
has		
helps		

Indicate words in the short-e and short-a columns. Children stand or raise their hands if the word is also a high-frequency word. Choose a child to read and then circle the word in the High-Frequency Words column, using black for short-a words and red for short-e words.

Children partner-read *Peg Helps Zac*.

Erase the resulting lists between rotations.



**Reading**

Match all consonant and short-vowel sounds to appropriate letters

**Reading**

Match consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Recognize and produce words that rhyme

**Computer**

**Practice**

- *Short Vowel Pals: "Peg Helps Zac"*
- *Backpack Bear's Books: Concepts, "A-Machine"*

**Activity**

Children find and circle words from the Word Bank in the "Word Search."

**Materials**

- "High-Frequency Word Search" practice page for each child
- Pencils/crayons

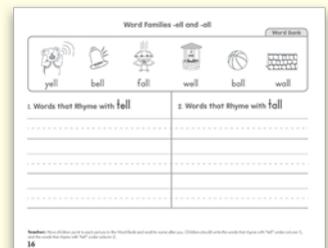
3

**Reading and Writing, Page 16**

Distribute and complete *R&W*, p. 16 as described at the bottom of the page.

**Materials**

- R&W*, p. 16
- Pencils/crayons



## Phonemic Awareness Warm-Up

## Materials

- 
- ABC Rhyme Book

## Identify/Discriminate Initial /th/

Read the "Th Thumb" rhyme, p. 61. Children repeat the rhyme after you, line by line. Ask: **Which words begin with /th/?** (thumbs and think)

Read the words listed below. Children give you a "thumbs up" if the word begins with /th/.

thanks	horse	thin	thirty	five	thick	tent
think	thirsty	tricycle	third	turkey	thing	thaw

## Reading

Distinguish initial phonemes in words

Match consonant and short-vowel sounds to appropriate letters

1

## Introduce /ch/

## Step One Introduce /ch/ in the initial position

Say: **Backpack Bear has a rhyme about cheese.** Read the rhyme, "Cheese," from the *ABC Rhyme Book*, page 57.



Display the Picture Card, *cheese*. Say: **This is a picture of cheese. Say, cheese. The word cheese begins with the sound /ch/. Watch my mouth: /ch/. Now you say /ch/. I will say the rhyme again. Listen for the sound /ch/ in cheese.**

Read the rhyme again, then repeat it in unison.

## Step Two Discriminate /ch/ in the initial position

Children give a "thumbs up" if they hear /ch/ at the beginning of these words:

chip	chalk	thumb	chick	cheddar
------	-------	-------	-------	---------

## Step Three Connect /ch/ to the spelling "Ch"

Print *cat* on the board. Say: **I'm trying to write *chat*, but right now this word reads /cat/. Reveal the Superhero h puppet. Here comes Superhero h to the rescue!**

Add *h* after the *c* to represent the sound /ch/. Say: **Ch stands for the sound /ch/. Say, /ch/.**

Teach children the ASL sign for *ch*. (To make the sign for /ch/, make a *c* and an *h* together quickly.) Lead children in singing "The Letter March Song."

## Materials

- 
- Picture Card:
- cheese*
- 
- 
- Letter Card:
- ch*
- 
- 
- Sound Spelling Wall Card:
- cheese /ch/*
- 
- 
- ABC Rhyme Book
- 
- 
- Superhero h puppet (used with
- th*
- and
- sh*
- )
- 
- 
- R&W, p. 17
- 
- 
- Pencils

## Reading

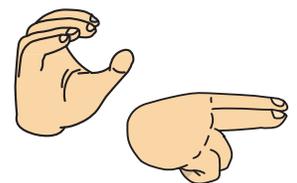
Blend phonemes in words

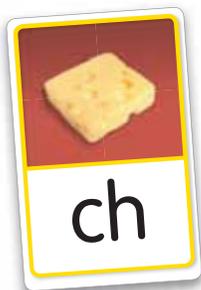
Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

## Ch Cheese

*Cheese please, I like it so much!  
All melted on pizza  
and nachos and such.  
Serve it in slices or  
stacked in a bunch—  
But please, oh yes please,  
Pack cheese in my lunch!*





Display the Wall Card at the end of the lesson.

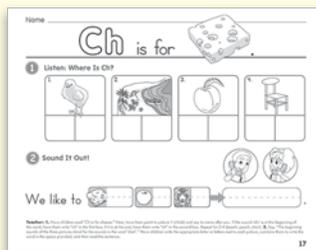
#### Step Four **Discriminate /ch/ in the final position**

Say: **Listen for the sound /ch/ at the end of these words. If you hear /ch/ at the end, make the ASL sign for ch. If you don't hear /ch/ at the end, do nothing.**

hatch	bike	punch	path	touch	bench
-------	------	-------	------	-------	-------

#### Step Five **Complete R&W, p. 17**

Tell children they will practice using their new sound, /ch/.



2

## Read a Map

Give each child his or her "Park Map" from **Day 2, Session 1**. Explain that this map is similar to the one Zac and Peg used in the story *Peg Helps Zac*. Discuss:

- common symbols found on Peg and Zac's map and their own.
- how Peg and Zac used their map.
- how the symbols on the map helped them locate the gem.

Draw attention to the pictures, symbols, and signs on the "Park Map." Discuss the signs: *stop*, *exit*, *one way*, *no swimming*, *bike path*, *picnic area*, and *park entrance*. Consider how these signs help people find their way. Children color items on the map as they answer and discuss the following:

- What shows where the Starfall Airport is on this map?
- Find the X on the map. In what part of the park is the X?
- If you were meeting Zac and Backpack Bear in the picnic area at the park, how would you get there?
- If you wanted to ride your bike in the park, where would you find the bike path?

Indicate the "No Swimming" sign. Explain: **The picture on this sign is a clue to help us understand what this sign means. What do you think this sign is telling us?** (no swimming)

Children add an image of themselves to the map, wherever they wish to be. After they complete their drawings, they share their choices.

Ask children to name street signs they may have noticed on their way to school (e.g., stop, yield, walk, railroad crossing, bus stop, street name signs). Discuss what might happen if all these signs suddenly disappeared.

#### Materials

- "Park Map" blacklines from **Day 2**
- Pencils/crayons

#### Reading

Describe common objects and events in both general and specific language

#### Social Studies

Identify traffic symbols and map symbols

Understand how people lived in earlier times and how their lives would be different today

Collect the maps. You will use them with the Day 5 Learning Centers.

Say: **Long ago, before so many people traveled in cars, they didn't have paved streets and street signs. People traveled on horses and in wagons. They had to find their own way, without the help of signs.** Children briefly discuss how roads and street signs differ today.

Partner children. One partner describes a place on the map using descriptive words. The other partner names the place described. Children take turns as time allows.

## Computer

## Practice

- *Learn to Read: Row 4: "Sh-Movie"; Row 7: "Th-Movie"; Row 8: "Ch-Movie"*
- *Peg Helps Zac*
- *Backpack Bear's Books: Concepts, "E-Machine"*

## Activity

Display the *Get to Know the Wright Brothers* Poster. Write *Orville Wright, Wilbur Wright* on the board. Children draw portraits of Orville and Wilbur Wright and label them with their names, then add illustrations showing the Wright brothers' invention, the airplane.

### Materials

- Get to Know the Wright Brothers* Poster
- Drawing paper
- Pencils/crayons

### Technology

Use technology to support learning

### Writing

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

**Materials**

- Chart paper with Peg's story
- Plush Peg the Hen
- Starfall Dictionaries

**Reading**

Read simple one-syllable and high-frequency words

## Introduce High-Frequency Words: *look, from, find*

Peg whispers that she has written a story about herself!  
Reveal Peg's story.

Children find two new high-frequency words in Peg's story. Say: **Look at the word that is blue. That word is *look*! Do you see two eyes "looking" at you in that word? Say, *look*. There is another new word in red. It is the word *from*. Say, *from*.**

Track each word as you read Peg's story. Children look and listen for the new high-frequency words.

- When they hear *look*, children make two O's in front of their eyes, like eyeglasses.
- When they hear *from*, they cross their arms.

Read the story again. This time, the children read along with you.

Explain that this story is made of high-frequency words and decodable words. Volunteers identify the high-frequency words.

Indicate the word *chick*. Ask children to recall the sound the letters *ch* stand for when they are together. (/ch/) Ask children to recall the sound the letters *ck* stand for when they are together. (/k/) Children decode *chick*. Ask volunteers to identify other decodable words.

Reread the story in unison. Ask: **Who remembers the two new high-frequency words in this story? Who can locate *look* and *from* in this story?**

Choose volunteers to read sentences from the story. Volunteers hold Peg as they read their sentences.

Write *I can find Peg* on the board. Say: **There is a high-frequency word in this sentence. Who can find the new word? *Find* is another high-frequency word. Say, *find*. Listen to these sentences. If you hear the word *find*, raise your hand.**

- Will the little chick *find* her mom?
- *Find* the hen in the barn.
- I can *find* Peg in the jet!

**Look** at the hen. It is Peg!  
She is red. She has an egg.  
**Look** at the egg.

Will a little chick come **from** the egg?

Yes! It is a little chick.

The little chick ran **from** here to there.

Peg likes her little chick. I like the little chick. Do you?

Children enter new high-frequency words into their Starfall Dictionaries.



## Materials

- 
- ABC Rhyme Book

## Identify and Discriminate Initial and Final /ch/

Ask a child to indicate the /ch/ Wall Card.

Read "Ch Cheese," p. 57. Children repeat the rhyme with you. Ask: **Which words in the rhyme begin or end with /ch/?** (cheese, much, such, bunch, lunch)

Say the words listed below. If the word begins with /ch/, children stand. If the word ends with /ch/, they sit. Children must listen carefully, as one of the words begins and ends with /ch/!

chalk	branch	church	cherries	itch
reach	munch	chocolate	churn	beach
chart	chimp	teach	chain	chili

## Day Four

## Reading

*Distinguish initial and final phonemes in words*

*Match consonant and short-vowel sounds to appropriate letters*

1

## Introduce Vincent van Gogh

Read *Peg the Hen*. Discuss the events of Peg's dream. Ask: **Have you ever remembered one of your dreams? Do you like to dream?** Discuss briefly, then say: **Let's learn about the artist Backpack Bear saw on Starfall, Vincent van Gogh.**

Remind children that an artist is someone who has a special talent, and creates things like drawings, sculptures, or paintings. Recall Georges Seurat and his method of painting with dots of color (pointillism). Say: **Vincent van Gogh painted what he saw in his dreams.**

Gather children around a classroom computer navigated to *It's Fun to Read: Art Gallery, "Vincent van Gogh."* As you view the online activity, you will read about the artist and view some of his paintings, including his self-portrait. Explain that a self-portrait is a picture you create of yourself.

Explain that Vincent van Gogh lived in France. Locate France on the map or globe. Discuss its location in relation to the United States.

Recall how Vincent van Gogh would first dream his painting, then paint what he saw in his dream. Discuss how dreaming the painting may have helped van Gogh in his work, because in his dream he could see how the finished painting would look. Recall how the Wright brothers had a dream to make a flying machine. They worked to make that dream a goal, then a reality.

Say: **Often, artists and inventors sketch their ideas on paper before painting or creating them. Sketching means drawing your ideas quickly with a pencil. When the Wright brothers decided to design a plane, they sketched their ideas before trying to build them. This is a great way to work on an idea because it**

## Materials

- 
- Peg the Hen*
- teacher edition
- 
- 
- Vincent van Gogh*
- for each child
- 
- 
- Vocabulary Word Cards:
- self-portrait, sketch*
- 
- 
- Map or globe
- 
- 
- Star Writer Melodies*

## Reading

*Describe common objects and events in both general and specific language*

*Connect to life experiences the information and events in texts*

## Social Studies

*Understand that history relates to events, people, and places of other times*

## Writing

*Draw pictures about ideas generated from stories read aloud or through class discussion*

## Technology

*Use technology to support learning*



is easy to make changes. It is much easier to erase pencil than it is to change a painting or rebuild a plane!

Give children copies of *Vincent van Gogh*, and have them write their names in the space provided on the back. Children follow in their books as you read the story online.

Invite children to imagine their own "Dream Paintings."

- Turn off the lights.
- Children close their eyes and listen to *Star Writer Melodies* for a few minutes, quietly "dreaming" their paintings.
- Volunteers share what they "dreamed."

2

**Writing**

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

Connect to life experiences the information and events in texts

**Write About Your Dream**

Children illustrate their dreams, then write about them using kidwriting and their dictionaries. Contribute adult writing as needed.

- Materials**
- Starfall Writing Journals
  - Starfall Dictionaries
  - Pencil/crayons
  - Star Writer Melodies*

**Technology**

Use technology to support learning

## Computer

**Practice**

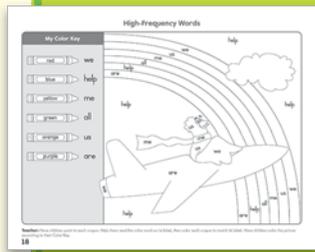
- It's Fun to Read: Art Gallery, "Vincent van Gogh"*
- Backpack Bear's Books: Concepts, Colors* (review any color)

### Activity

Children complete *R&W*, p. 18, as directed at the bottom of the page.

**Materials**

- R&W*, p. 18
- Pencils
- Red, blue, yellow, green, orange, and purple crayons



3

**Listening & Speaking**

Produce, illustrate, and share a finished piece of writing

Demonstrate an understanding of story elements

**Author's Chair**

Children share their dream drawings and writings.

Encourage them to give compliments and to offer observations to each other about their presentations.

- Materials**
- Starfall Writing Journals
  - Author's Chair

## Phonemic Awareness Warm-Up

## Materials

- 
- Sing-Along Track 24

## Rhyming Words

Play “One, Two, Buckle My Shoe.” As the song plays, keep the rhythm by lightly patting your hands on your thighs. Invite the children to sing along with you and keep the beat, mimicking your hand movements.

Ask children to identify the rhyming words in each line. (two/shoe, four/door, six/sticks, eight/straight, ten/hen)

Repeat the song. Children sing and pat their thighs to internalize the rhythm and rhyme.

## Reading

Recognize words that rhyme

Repeat auditory sequences (e.g. letters, words, numbers, rhythmic patterns)

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

1

## Sketch Your Ideas

Read *Peg Helps Zac*.

Distribute the “Story Board” blackline. Children write their names on the back, and then number the boxes 1 through 4, following your example.

Explain: **I will ask you a question. You will sketch your answer. Sketch means to quickly draw an idea in pencil. Later, you will be able to add color to your sketches. Use your copy of *Peg Helps Zac* to help you decide what to draw.**

Say: **Put your finger on box number 1. You will sketch the answer to the first question here. Listen carefully: Who were the main characters in the story?**

Allow children time to complete their sketches of Zac and Peg before continuing to the next question. Repeat for the remaining questions.

- Box 2—What did Zac have that helped them find the gem? (a map)
- Box 3—What marked the spot where the gem was located? (x)
- Box 4—What was the gem inside when they found it? (treasure chest)

Children add color and detail to their sketches.

## Materials

- 
- “Story Board” blackline for each child
- 
- 
- Pencils/crayons
- 
- 
- Each child’s copy of
- Peg Helps Zac*

## Reading

Demonstrate an understanding of story elements

## Listening &amp; Speaking

Listen carefully and understand directions for performing tasks

**Technology**

Use technology to support learning

**Computer**

1

Starfall Free Day — Children may navigate to any activity on [more.starfall.com](http://more.starfall.com).

**Social Studies**

Identify traffic symbols and map symbols

**Writing**

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

**Map Signs and Symbols**

2

Children work together to locate pictures of signs in magazines. They cut out the signs, and then glue them onto a large piece of poster board or individual drawing papers. Children may also reference their "Park Map" blacklines, and draw the signs and symbols found there. Encourage them to label their signs and symbols.

**Materials**

- "Park Map" blacklines
- Poster paper for each group or a large drawing paper for each child
- Magazines
- Paper
- Scissors/glue
- Pencils/crayons

**Reading**

Read simple one-syllable and high-frequency words

**"Color by Word"**

3

Children color the picture according to the key.

**Materials**

- Week 19 "Color by Word" practice page for each child
- Pencils/crayons

**Reading**

Read simple one-syllable and high-frequency words

**"Concentration"**

4

Children mix up the Picture and Word Cards and display them face-down in the pocket chart. They match the Picture Cards to the Word Cards to form pairs.

**Materials**

- Pocket chart
- Picture and Word Cards: *bell, cheese, chick, egg, hen, jet, leg, men, net, pen, shell, ship, shop, ten, three, thumb, well*

**Generator Practice Page**

5

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

**Materials**

- Generated practice page of your choice

**Reading**

Match consonant and short-vowel sounds to appropriate letters

**Short-A and Short-E Puzzles**

6

Children take turns assembling Short-A and Short-E Puzzles. After completing one of the puzzles, children write some of their favorite words from that puzzle in one column on their writing or drawing paper.

**Materials**

- Pencils
- Drawing paper folded in half vertically for each child
- Short-A, Short-E Puzzles

After completing the second puzzle, children write some of their favorite words from that puzzle in the second column.

2

## A Plane Ride

Display the *Get to Know the Wright Brothers* Poster. Children identify the two men pictured on the poster (Orville and Wilbur Wright), then discuss why airplanes are important.

Ask: **How many of you have ever ridden in an airplane? Who would like to take a ride in an airplane?**

Read *Amazing Airplanes*.

Display the lyrics to “A Plane Ride.” Say: **Here is a song called “A Plane Ride.” What do you notice about some of the words in the song?** (Vocabulary words are highlighted.) Read the vocabulary words together and review their meanings.

Read the lyrics and encourage children to chime in. Say: **There is something about this song that help us remember the words. What is it?** (It contains rhymes and the words repeat.)

Make up actions and sing the words of this song, to the tune of “The Wheels on the Bus.”

Pretend you are on an airplane. Children sit in rows of four, with an aisle between pairs. Assign a captain and copilot to sit at the front of the plane, two cabin crew members to stand in the aisle, and two control tower workers to sit off to the side. While seated in the plane, children sing “A Plane Ride.”

### Materials

- Get to Know the Wright Brothers* Poster
- Amazing Airplanes*
- “A Plane Ride” lyrics on chart paper
- Aviation vocabulary from **Lesson 1** on chart paper

### Reading

Connect to life experiences the information and events in texts

Recognize words that rhyme

Use new vocabulary that is introduced and taught directly

### A Plane Ride

(Melody: “The Wheels on the Bus”)

*The terminal is the place we pay our fare, pay our fare, pay our fare.*

*The terminal is the place we pay our fare, to fly through the air.*

*The luggage on the plane goes in the hold, in the hold, in the hold.*

*The luggage on the plane goes in the hold, that’s what we’re told.*

*The wheels on the plane go round and round, round and round, round and round.*

*The wheels on the plane go round and round, all along the ground.*

*The engine on the plane takes you up so high, up so high, up so high.*

*The engine on the plane takes you up so high as we soar through the sky.*

*The captain of the plane says, “Buckle up now!” “Buckle up now!” “Buckle up now!”*

*The captain of the plane says, “Buckle up now!” We’ll show you how.*

*The crew on the plane brings drinks and a treat, drinks and a treat, drinks and a treat.*

*The crew on the plane brings drinks and a treat, now it’s time to eat.*

*The control tower says, “The runway’s clear!” “The runway’s clear!” “The runway’s clear!”*

*The control tower says, “The runway’s clear, you can land here.”*

*The journey on the plane is over now, over now, over now.*

*The journey on the plane is over now, what fun! WOW!*