Starfall Kindergarten
Teacher’s Guide
The Five Senses
Unit 8 • Week 23

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
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 Goetz, 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 Petschke, Troy Tazbaz, and Roger Wilson

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# Week 23 Overview

## Preparation

- “See It! Say It! Spell It! Show it!”
- Introduce *How I Know My World: A Book about the Senses*
- Prewriting: Introduce Sensory Words
- Introduce *Pop! Pop! Pop!*
- Identify and Discriminate Initial and Medial /ɔ/
- Reading and Writing, Page 31
- Write about Marshmallows
- Introduce *The Popcorn Book*
- Phoneme Substitution
- Reading and Writing, Page 32
- Graph *Pop! Pop! Pop!*
- Introduce High-Frequency Words: *this, than*
- Digraphs /ʃ/, /θ/, and /χ/ in Initial or Final Sound Position
- Make Popcorn!
- Expository Writing
- Introduce Helen Keller
- Author’s Chair
- Bright-Star Award
Week 23 Overview

The Five Senses
This week the children will learn about the five senses, and discover how the senses help them understand the world around them. They will also learn about popcorn through literature and personal experience, and use sensory words to describe popcorn in a factual writing. This week we will:

- meet Helen Keller.
- discover sensory words.
- review quotation marks.

Recommended Literature
The Popcorn Book — Tomie dePaola (pronounced “Tommy da-POW-la”) is an author and illustrator who loves dogs. Once he had four Welsh terriers named Morgie, Moffie, Madison, and Markus. The dogs followed him all day long, hoping to get something very special, a crunchy carrot treat.

Tomie dePaola likes dogs so much he wrote several books about the Barker Twins. He named them “Barker” because the books are actually based on Morgie, Moffie, Madison, and Markus, who like to bark and bark.

Now he has a new Airedale named Brontë. When he’s not writing and drawing, Tomie likes to garden, cook, and watch movies. His favorite food is popcorn. Did you know his favorite color is white? I wonder why. Do you know?

Starfall Books & Other Media
Pop! Pop! Pop!
Mox’s Shop
ABC Rhyme Book
Star Writer Melodies
How I Know My World: A book about the senses by Brandi Chase
The Little Red Hen and other Folk Tales: “Chicken Little” (Starfall)
Get to Know Helen Keller Poster
Sing-Along Track 12, and Tracks 42 through 47

5 Senses
- sight
- hearing
- smell
- taste
- touch
Preparation

Generate Vocabulary Word Cards for Week 23. You will use *senses* and *kernel* on Day 1, *archaeologist, method, colonist, blizzard* on Day 2, and *examine, hull, and boil* on Day 4.

**Day One**
For Session 2, you will need a large marshmallow for each child, hand sanitizer, a blank piece of chart paper, and a marker.

Prior to Session 3, place unpopped popcorn kernels in a lunch-sized brown paper bag and staple the bag closed. Also, write one of each of the story words (*adds, and, gets, has, helps, hot, it, job, Mox, pop, pot, set, the, to*) on a scrap of white paper.

**Day Two**
You will need the list of sensory words from Day 1.

**Day Three**
Use the Graph Generator to prepare a graph for each child for today’s Session 2. The following words will be graphed: *Mox, Zac, pot, the, adds, hot, to*. You will also need *Pop! Pop! Pop!* and a section of newspaper for each child.

**Day Four**
For today’s Session 1, you will need a bed sheet, an air popcorn popper, and a bag of popcorn kernels. If an air popcorn popper is not available, use a microwave to pop the popcorn in advance.

Prepare a note from Mox that reads as pictured.

Generate a High-Frequency “Word Search” for each child using *there, that, they, them, then, this, and than*.

For Session 3, you will need a banana and a blindfold.

Optional: Consider having popcorn as a snack today.

**Day Five**
Generate a Week 23 “Color by Word” practice page for each child.

Choose the skill your children most need to review and generate a practice page for use during Learning Centers.

Select enough Short-I and Short-O Picture and Word Cards to accommodate the number of children in the Activity Groups for “Go Fish.”

Remove a “This Bright-Star Award” from the middle of the Cut-Up/Take Home Books for each child.
### WEEK 23 — OVERVIEW

#### Reading
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Comprehension
- Print Concepts

- "See It! Say It! Spell It! Show It!"
- *Pop! Pop! Pop!*
- Sensory words
  - **Comprehension Skill:** Author’s Intention
  - **Comprehension Strategies:**
    - Make Connections
    - Predict/Verify

- **R&W** p. 31
- Discriminate initial/medial /o/
- Blending
- Introduce caret editing symbol

- **Comprehension Strategies:**
  - Predict/Verify
  - Ask Questions

#### Computer
- **It’s Fun to Read:** All About Me, “Who Am I?”
- Short Vowel Pals: “Pop! Pop! Pop!” Colors! (All)

#### Activity
- Play dough or magnetic letters:
  - Medial Short-O Words
- “Starfall Speedway” HF Words

#### Listening & Speaking
- **Literature**
- Rhymes, Poems & Songs
- Vocabulary
  - How I Know My World: A book about the senses
  - *The Little Red Hen and other Folk Tales:* “Chicken Little”
  - “Head, Shoulders, Knees, and Toes”
  - **Vocabulary:** senses, kernel

- The Popcorn Book
  - **Vocabulary:** archaeologist, method, colonist, blizzard

#### Writing
- Group write sensory words about marshmallows
- Write a group story about a marshmallow

#### Social Studies
- Understand how people lived in earlier times and how their lives would be different today

#### Science
- Observe common objects by using the five senses
### DAY Three

- **R&W p. 32**
  - Phoneme substitution
  - *Pop! Pop! Pop!*
  - HF Words: **this, than**
  - Review quotation marks

### DAY Four

- **R&W p. 33**
  - Initial and final digraphs /sh/, /th/, /ch/
  - **Comprehension Skill:** Cause/Effect
  - **Comprehension Strategies:** Summarize, Predict/Verify, Open Discussion

### DAY Five

- **R&W p. 34**
  - Use American Sign Language
  - Author’s chair
  - “This Bright-Star Award”

<table>
<thead>
<tr>
<th>1</th>
<th>Starfall Free Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>R&amp;W p. 34</td>
</tr>
<tr>
<td>3</td>
<td>“Color by Word” practice page</td>
</tr>
<tr>
<td>4</td>
<td>Sequence Mox’s Shop</td>
</tr>
<tr>
<td>5</td>
<td>Practice page of your choice</td>
</tr>
<tr>
<td>6</td>
<td>“Go Fish” Medial short-o, short-i</td>
</tr>
</tbody>
</table>

### I’m Reading:
- Learn to Read: Row 4; Short Vowel Pals: “Pop! Pop! Pop!”; *ABCs: Review any letters*

### Circle HF words in newspaper
- “Word Search” HF Words

### Introduce graphing
- *The Popcorn Book*
- Get to Know Helen Keller Poster
- **Vocabulary:** examine, hull, boil

### Write a letter to Mox using sensory words and factual information about popcorn

### Write about and illustrate one of the decodable stories

### Know triumphs in American legends, historical accounts

### Know water can be liquid or solid and can change forms; Communicate observations orally and by drawings

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UNIT 8
“See It! Say It! Spell It! Show it!”

Play “See It! Say It! Spell It! Show It” with short-o word cards.

Introduce How I Know My World:
A book about the senses

Sing, “Head, Shoulders, Knees, and Toes.” Discuss the body parts mentioned in the song.

Draw a stick figure on the board without eyes, ears, mouth, nose, hands, or feet. Backpack Bear whispers, “Something is missing from your picture!” As children identify the missing parts, add them to the stick figure.

Explain: Each of these body parts is a tool for one of our senses. Our senses make us aware of what is around us. We have five senses: seeing, hearing, smelling, tasting, and feeling. Let’s see if we can match our senses with our body parts! (Point to each body part as you name it.)

- We use our eyes to ____ . (see)
- We use our ears to ____ . (hear)
- We use our tongues to ____ . (taste)
- We use our noses to ____ . (smell)
- We use our hands to ____ . (feel)

Explain: Your hands and feet are covered with skin. In fact, your entire body is covered with skin! When you touch something, it is your skin that tells you about what you are feeling. Your skin tells you what is hot, cold, or wet.

Read How I Know My World: A book about the senses. As you read the text, discuss each illustration. Then ask children to name additional examples of how they use each sense.

Ask: Why do you think the author wrote this story? (to teach about the senses) Is this book fiction or nonfiction? Why?

Read Backpack Bear’s message. Ask: Which of the five senses did Backpack Bear use?

Encourage children to be aware of their senses throughout the day.
Prewriting: Introduce Sensory Words

Read “Chicken Little.” Ask: How did Foxy Loxy help the characters use their senses to prove whether or not the sky was falling?

Display the bag of marshmallows. Explain: We use words to describe things around us. What color is a marshmallow? I might say, Look at the white marshmallow. White is a word that describes the marshmallow. We used our sense of sight to describe the marshmallow. Words that describe something by using our senses are called sensory words. Children repeat, sensory words.

Display How I Know My World, page 22. As children identify each sense, write it in columnar fashion on chart paper leaving several lines between each sense. Review each sense. Say: Let’s examine a marshmallow and write sensory words to describe it.

Distribute hand sanitizer so children can clean their hands. Then give each child a marshmallow. Ask: When do you think you can eat the marshmallow? (when we talk about the sense of taste!)

Partner the children.
- Instruct them to examine the marshmallows using their sense of sight.
- Children generate words that describe how a marshmallow looks.
- List the words generated on the chart paper next to “see.”
- Repeat for each sense. Children eat the marshmallow prior to “taste.”

Review the list of generated words.

Say: Sensory words are called adjectives. Children repeat, adjectives. Adjectives are words that describe things.

Save the chart paper. It will be used again in Day 2, Session 2.

If a child is allergic to marshmallows, substitute a safe food.

Computer
It’s Fun to Read: All About Me, “Who Am I?”

Activity
Children use magnetic letters or play dough to form the words associated with the Picture Cards.

Reading
Ask and answer questions about essential elements of a text
Describe common objects and events in both general and specific language
Identify and sort common words into basic categories

Science
Observe common objects by using the five senses

Writing
Connect thoughts and oral language to generate ideas
Introduce *Pop! Pop! Pop!*

Hold up the paper bag filled with popcorn kernels. Ask: **What do you think is inside this bag? Can you tell what is inside by using your sense of sight? Why not? You will need to use your other senses to discover what is in the bag.**

Pass the bag around.

- Instruct the first few children to shake the bag, and use their sense of hearing to predict what is inside.
- Instruct the next few children to feel through the closed bag, then make their predictions based on their sense of touch.
- Instruct the remaining children to smell the bag, then make their predictions based on their sense of smell.

Say: **Here’s a clue. The things in this bag grow on a cob. You have to heat them before they can be eaten.** Accept all guesses, but do not tell the children if their answers are correct.

Open the bag and pass it around to all the children. Children use their sense of sight to confirm their prediction, popcorn.

Explain: **Popcorn is a grain. Each grain of corn is called a kernel.** Children repeat, kernel.

Display *Pop! Pop! Pop!* Children predict what the story will be about from looking at the cover. Read the story, then discuss. Relate your discussion to the senses.

Play “Pop, Pop, Pop”:

- Hold up each scrap of paper.
- Children read each word as it is shown.
- Crumple the papers to make “popcorn words.”
- Select 3 or 4 children to come forward; give each child a “popcorn word.”
- Teach the chant: *Pop, pop, pop—up they go. Where they’ll fall—we don’t know!*
- Children holding “popcorn words” toss them in the air.
- Volunteers pick up “popcorn words,” open them, and identify the words.
- Repeat with remaining words. If needed, recrumple previous papers so all get a turn.

**Materials**

- *Pop! Pop! Pop!*
- Bag of popcorn kernels
- Vocabulary Word Card: kernel
- Story word paper scraps

**Reading**

*Read simple one-syllable and high-frequency words.*

*Use pictures and context to make predictions about story content.*

**Science**

*Observe common objects by using the five senses.*
Identify and Discriminate Initial and Medial /o/

Read the rhyme “Oo Ostrich”, on page 33 of the ABC Rhyme Book.

Children identify and discriminate initial /o/ in the following words:

<table>
<thead>
<tr>
<th>odd</th>
<th>April</th>
<th>ox</th>
<th>Oscar</th>
<th>egg</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>car</td>
<td>on</td>
<td>pumpkin</td>
<td>offer</td>
</tr>
</tbody>
</table>

Children identify and discriminate medial /o/ in the following words:

<table>
<thead>
<tr>
<th>box</th>
<th>three</th>
<th>sock</th>
<th>pan</th>
<th>pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>top</td>
<td>let</td>
<td>log</td>
<td>pet</td>
<td>shop</td>
</tr>
</tbody>
</table>

“Oo Ostrich”

Olive Ostrich went out one day
Stuck her head in the sand
And stayed that way!

Reading and Writing, Page 31

Distribute R&W, p. 31.

Children blend sounds to write words, then complete sentences.
Write about Marshmallows

Review the list of marshmallow sensory words from Day 1.

Say: Let’s use our sensory words to write about a marshmallow. I’ll begin by writing a topic or beginning sentence.

Write on chart paper with a pencil: This is a marshmallow. Read the sentence and children repeat.

Ask: Does this sentence tell us much about a marshmallow? Let’s pretend we are writing about a marshmallow for someone who has never seen one!

- Ask a volunteer to choose a sensory word from the list that could be used to describe the marshmallow.
- Demonstrate and explain a new rubric editing symbol, the “caret.”
- Use the “caret” to insert the sensory word before marshmallow with a marker.
- Read the new sentence together.

Choose a volunteer to supply another sentence describing the marshmallow.

- Write the sentence on chart paper with a pencil.
- Children suggest other words from the list of sensory words that could be used in the sentence.
- Insert additional words using the “caret” rubric symbol.

Review the list of sensory words as necessary. Generate as many sentences as time allows. Complete this session by reading the sentences.

Computer

- Short Vowel Pals: “Pop! Pop! Pop!”
- Colors: (explore all colors)

Activity

Children read the high-frequency word to advance.
Introduce The Popcorn Book

Recall Backpack Bear’s message and retell Pop! Pop! Pop!

Children predict if this new book will be similar to Pop! Pop! Pop!, or if it will be about a popcorn party.

Picture walk through The Popcorn Book. Indicate the speech bubbles throughout.

Explain: As the characters in this story are making the popcorn, one is reading about how popcorn came to be. I wonder if he learns why popcorn pops, or who discovered popcorn. I wonder why some people store unpopped popcorn in the refrigerator.

Before reading, review the vocabulary word kernel, and introduce:

archaeologist — a person who studies things that show how people lived long ago

method — a way of doing something (There can be different methods for doing the same thing. For example, you can pop popcorn in a microwave, on a stove, or over a campfire.)

colonist — a name given to the first settlers who came to America

blizzard — a storm with a lot of snow and wind

After reading, discuss:

- How do archaeologists learn about people who lived long ago?
- How did Native Americans pop popcorn?
- What was another method of popping popcorn mentioned in the story?
- Why did the author call the flying popcorn a blizzard?
- Why was there another popcorn blizzard at the end of the story?
Phoneme Substitution

**Step One**  
**Initial Sound Substitution in Two-Letter Words**
- Children write *in* on their whiteboards, then read the word.
- They erase *i* and replace it with *o*.
- Read the new word, *on*.
- Repeat for *a*, resulting in *an*.

**Step Two**  
**Final Sound Substitution in Two-Letter Words**
- Children write *it*, then read the word.
- Repeat as above, changing the ending sound to make *in*, *if*, and *is*.

**Step Three**  
**Medial Sound Substitution in Three-Letter Words**
- Children write *pat*, then read the word.
- Repeat as above, changing the medial sound to make *pot*, *pit*, and *pet*.

**Step Four**  
**Final Sound Substitution in Three-Letter Words**
- Children write *man*, then read the word.
- Repeat as above, changing the final sound to make *map*, *mat*, and *mad*.

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**Reading and Writing, Page 32**

Distribute *R&W*, p. 32. Children read the first sentence, *Peg says, “Can we help you?”* Indicate the quotation marks and ask:

- **Who is the speaker in this sentence? How do we know?**
- **To whom is the speaker talking in this sentence?**
- **What do we call the marks that show the exact words someone is saying?**

Children use pencils to circle the quotation marks in the sentence. Indicate the picture of Mox cooking. Read, “Yes, you can!” says Mox. Ask: **What tells us that Mox is speaking?** (quotation marks) **What marks are missing in this sentence?**

Children place the quotation marks in the bubbles.

Say: **Look at the words in the Word Bank. Let’s read these words together.** (Children read the words.) **Who can think of a sentence that tells one way we might help Mox? Use some of the words from the Word Bank.**

Write the sentences on the board as the children generate them. The class then chooses one of the sentences. Erase the other sentences and instruct children to copy the chosen sentence, then draw an illustration with themselves as part of the picture.
Graph Pop! Pop! Pop!

Distribute Pop! Pop! Pop! Read the story together.


Partner the children to discuss what Mox needs to know about popcorn before making it. Volunteers share with Mox what they learned about popcorn.

Distribute graphs to the children and instruct them to write their names on them. Say: This graph has words and numbers. Indicate the numbers. Let’s read them together. Now, look in the first column. Here are some words that Mox used in his story. Let’s read them together (Mox, Zac, pot, the, adds, hot, to).

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

Look through the story and count how many times the word Mox is used. (Do not include the words from the back page of the story in the count.) Children respond, “3.” How many boxes or squares on our graph will we color next to the word, Mox? (3) Children color three boxes.

Repeat this procedure for the remaining words on the graph. When the graph is complete, the class determines which word was used most often and which word(s) were used least.

Computer

- I’m Reading: Folk Tales, “Chicken Little”

Activity

Children find and circle high-frequency words found in their newspaper sections.

Materials

- Graph page for each child
- Pencils/crayons
- Each child’s copy of Pop! Pop! Pop!
- Plush Mox the Fox

Reading

Blend individual phonemes in simple words
Match consonant and short-vowel sounds to appropriate letters
Read simple one-syllable and high-frequency words
Participate in creating a variety of informational/expository forms (e.g. labels, lists, graphs, observations, summaries) through drawing or writing

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words
Introduce High-Frequency Words: *this, than*

Play “Mystery Word.” Place all the high-frequency Word Cards face-down in the pocket chart to play “Concentration.”

Say: *We have two new mystery high-frequency words in our game. When we find the mystery words, we’ll let Backpack Bear hold them for us!* Play “Concentration.”

Ask: *What did you observe about all the words? (They all begin with /th/.) Since all these words begin with the same sound, it’s important to look closely at the whole word to read it!*

Write *this* on the board, and say the word. Explain: *The word *this* points something out. Listen. *This* is a pencil. I like *this* picture. Who can think of other sentences that use the word *this?*

• Generate sentences using the word *this.*
• Choose a volunteer to circle /th/ with a red marker.

Write *than* on the board, and say the word. Explain: *When we use the word *than* we are comparing two things. Listen. The pencil is longer *than* a crayon. I have a towel that is bigger *than* yours. Who can compare two things using the word *than* in your sentence?*

• Generate sentences using the word *than.*
• Choose a volunteer to circle /th/ with a red marker.

Distribute whiteboards and markers. Say: *I will say a sentence. I will use either the word *this* or *than* in the sentence. Write the word I use on your whiteboards. Ready?*

<table>
<thead>
<tr>
<th>This is my favorite story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I have <em>this</em> paper?</td>
</tr>
<tr>
<td>You are smaller <em>than</em> I am.</td>
</tr>
<tr>
<td>I want time to finish <em>this</em> paper.</td>
</tr>
<tr>
<td>Backpack Bear is bigger <em>than</em> Zac.</td>
</tr>
</tbody>
</table>

Demonstrate adding *this* and *than* to your Starfall Dictionary.
Phonemic Awareness / Phonics Warm-Up

Digraphs /sh/, /th/, and /ch/ in Initial or Final Sound Position

Divide the class into three groups. Assign each group a digraph sound (/sh/, /th/, or /ch/). Each group thinks of a word that begins or ends with its assigned digraph.

Write the words on the board as children share them. A representative from each group comes to the board to circle the digraph.

Count the number of words in each group. Complete R&W, p. 33 as with similar pages.

Make Popcorn!

Read Mox's note to the children. Tell them to listen carefully, so they can share what happened today with Mox!

Instruct children to close their eyes and listen carefully as you shake the bag of popcorn kernels. Choose a volunteer to tell which sense they used (hearing) and describe what they heard.

Say: I will give each of you a popcorn kernel to examine. To examine something means to look at it closely. After you examine your kernel, please tell me a few adjectives that describe how the kernel looks and feels. Accept responses.

Explain: The outside covering of the kernel is called the hull. The hull protects what is inside the kernel. Two things are inside, a seed and water. Does anyone remember how the seed gets out of the hull?

Return to The Popcorn Book, and review how popcorn is popped.

Ask: If we want to make our own popcorn, what do we need to do with the kernels? Yes, we heat them!

Explain and discuss:
- When a kernel of popcorn gets really hot, the water inside it begins to bubble. When we make water so hot that it bubbles, we boil it. Hot, bubbling water is boiling water.
- As water boils, it changes into steam.
- Steam is made of tiny droplets of hot water moving quickly up and out into the air.
- When the water inside a popcorn kernel boils, it turns into steam.
The steam pushes so hard against the hull that it makes the hull of the kernel explode into fluffy, white popcorn!

Ask: **What causes the popcorn to explode?** (Water inside the kernel turns into steam when it is heated.) **What would happen to the kernels if you forgot to turn on the popcorn popper?** (Popcorn would not pop.)

Place a sheet on the floor under the popcorn popper and pop the corn. Leave the top off the popper and the popcorn will “explode” out of it!

If an air popcorn popper is unavailable, use a microwave to pop the popcorn in advance.

### Expository Writing

Picture walk through *The Popcorn Book* as children retell what is happening.

Ask: **What have we learned, through our senses, about popcorn?** Encourage children to recall the information in *The Popcorn Book*, as well as the discussion related to popcorn on **Day 3**.

Say: **Since Mox could not be here today, let’s write a letter to him explaining what we learned about popcorn!** This will be a nonfiction writing because you will write about facts. Don’t forget to use some sensory words in your writing. For example, you might describe how the kernel looked by saying, *The hard, yellow kernel will get hot.* What sensory words did I use in this sentence?

Choose volunteers to share sentences they might write.

Write: *Dear Mox,* on the board. Children will copy it in their writing journals. Demonstrate how to proceed to the next line to begin their sentences. Remind children that they are explaining what they learned about popcorn to Mox. Children will share their letters to Mox during **Day 5, Session 1**.

### Computer

- **Learn to Read:** Row 4
- **Short Vowel Pals:** “Pop! Pop! Pop!”
- **ABCs:** Review any letters

### Activity

Children locate and circle the high-frequency words in the Word Bank.
Introduce Helen Keller

Explain: Some people cannot use all of their senses. For example, we know some people who cannot hear. These people are deaf. We learned about a composer who could not hear. Who was that composer? (Beethoven) People who are deaf use their sense of sight and can read lips. Let’s try it.

Mouth the word me. Choose a volunteer to tell you what word you said. Children read your lips and say, me.

Continue: Many people who are deaf communicate using American Sign Language. You have learned the ASL alphabet. You can communicate with people who are deaf by spelling words using ASL.

Ask: What would it be like if you could not see? People who do not have sight are blind. People who are blind use their other senses to learn about the world around them. May I have a volunteer for an experiment?

Choose a volunteer, and blindfold him/her. Hold a banana in front of the volunteer, out of reach and smell. Ask the volunteer to name the object you are holding.

Ask: Why can’t (child’s name) identify this object? (He or she can’t see it.) Is there another sense that could be used to identify it?

Children suggest using another sense, such as touch. Hand the banana to the volunteer, and ask him or her to identify it.

Peel the banana. Give the banana to the volunteer to smell, then taste to confirm his or her guess.

Remove the blindfold. Ask the volunteer to share what it was like to be blindfolded and not be able to see.

Display the Get to Know Helen Keller Poster. Say: Let’s meet a woman who was both deaf and blind. Her name was Helen Keller. She had to use her senses of smell, touch, and taste to get to know her world.

Read the narrative on the back of the poster. Display the picture of Anne Sullivan and Helen Keller at the water pump.

Explain: Anne used American Sign Language to teach Helen words. She would hold Helen’s hand and make the shapes of the letters in Helen’s hand since Helen couldn’t see. Helen learned that w-a-t-e-r spelled water, but she really didn’t understand what water is!

One day Helen was pumping water with her teacher. She felt the water and she suddenly understood what the word water meant. From that moment, she began to learn many new words.
Partner children to discuss the many things Helen could not see or hear, and ways she might have used her other senses to help her. For example, for music she could feel the beat of the music under her feet. She could have used a cane or seeing-eye dog to help her get where she needed to go safely.

Say: Helen Keller went on to attend college, write books, and speak to large groups of people, even though she could not see or hear. Choose volunteers to list the difficulties of being both deaf and blind.

You may wish to blindfold volunteers and give them a "play" assignment. They will engage in the activity (such as building with blocks or playing a game) without using their sense of sight and then share what it was like with the class.
Use American Sign Language

Ask: If someone is deaf and cannot hear, what other sense does that person need to use? (sight) How did Anne Sullivan communicate with Helen Keller? (She signed into her hand) Let’s practice our sign language!

Play Sing-Along Tracks 42 through 47. Use sign language to identify letters mentioned in the song. (See Starfall Sing-Along Book for complete lyrics.)

Where is ABCD? (Tune: Where Is Thumbkin?)
1) Where is A?
   Where is A?
   Here I am!
   Here I am!

   How are you today sir?
   Very well I thank you
   Run away, run away

2) Where is B?
   Where is B?
   Here I am!
   Here I am!

3) Where is C?
   Where is C?
   Here I am!
   Here I am!

4) Where is D?
   Where is D?
   Here I am!
   Here I am!

   How are you today sir?
   Very well I thank you
   Run away, run away

Author’s Chair

Invite Mox to join you.

Display How I Know My World: A book about the senses. Say: Let’s picture walk through this book. Choose volunteers to share what is happening on each page.

Say: Let’s share the letters we wrote about popcorn with Mox!

Children take turns in the author’s chair to share their writings.
**Computer**

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

**Reading and Writing, Page 34**

Children assemble the short-o puzzles, then label the pictures to complete R&W, p. 34.

**“Color by Word”**

Children locate high-frequency words in the picture and use the Word Bank to color the picture according to the color code.

**Sequence Mox’s Shop**

Children review the sequence of Mox’s Shop by placing the Sequence Cards, Sentence Strips, and individual Word Cards in a pocket chart.

**Practice Page Generator**

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

**“Go Fish”**

Children match Picture Cards with their corresponding Word Cards to play “Go Fish.” Each child in turn says one of the following sentences to another child:

- “I’m looking for the picture of ______.”
- “I’m looking for the word ______.”

**Technology**

Use technology resources to support learning

**Reading**

Match consonant and short-vowel sounds to appropriate letters

**Reading**

Read simple one-syllable and high-frequency words

**Reading**

Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

**Materials**

- Short-o puzzles
- R&W, p. 34
- Pencils/crayons

**Materials**

- Week 23 “Color by Word” practice page for each child
- Pencils/crayons

**Materials**

- Mox’s Shop teacher edition and/or children’s copies
- Mox’s Shop Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

**Materials**

- Generated practice page of your choice

**Materials**

- Medial Short-O and Short-I Picture and Word Cards
Bright-Star Award

Congratulate the children for reading eleven decodable books!

Distribute *This Bright-Star Award* to each child. Have each child write his or her name at the top.

Say: **I will hold up a book listed on your Bright-Star Award. We will read the title together then find and circle the title on your paper.**

Display the teacher edition of each book. Ask children to turn their papers to the other side. Read: “Write the name of your favorite book here.”

Say: **Look at all the titles of books. Choose the book that was your favorite and copy the title on the handwriting line.**

Instruct children to illustrate the book and write about why it was their favorite on the handwriting lines.

If time allows, call out each title and have the children who chose that book as their favorite to come forward. Determine which book was the class favorite!

Materials
- Classroom whiteboard/marker
- *This Bright-Star Award* for each child
- Pencils/crayons
- Teacher editions: Zac the Rat, Zac and Cat, Zac and the Hat, Peg the Hen, Peg Helps Zac, Peg’s Egg, Hen, Mox’s Shop, Mox Jogs, Hop, Bend Stomp, Pop! Pop! Pop!

Writing

Draw a picture and/or write a sentence and use it to explain why this item is their favorite (persuasive writing)