

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

Reptiles

Unit 9 • Week 25

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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Reptiles

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Frequently Asked Questions

Fluency is not included in most state standards for kindergarten. Do you think kindergarten is too early to be concerned about fluency?

Reading fluently is so much more than rate and speed. Ultimately it is the outcome of a combined mastery of phonemic awareness, phonics, vocabulary, and comprehension skills. To master these skills requires considerable practice and kindergarten is the perfect place to start!

Consider how practice in each of these domains contributes to reading fluency.

Phonemic Awareness/Phonics

Ongoing and applied practice of sounds and spellings develops the child's ability to recognize and apply the alphabetic principle to the words they encounter in print.

Word family instruction teaches children to generalize spelling patterns, and lessens the cognitive load.

Mastery of a controlled set of high-frequency words, comprised of words most frequently found in print, ensures confidence.

Vocabulary

Focused and explicit vocabulary development awakens a child's interest in meaning (and multiple meanings).

Encouraging children to listen for vocabulary they may not

understand establishes their ability to monitor their own understanding and ask for clarification.

Comprehension

Pausing to break open the text and reflect on its meaning reinforces the value of understanding the text.

Direct instruction of punctuation, including quotation marks, alerts children to a text's mechanical features and demonstrates how they contribute to understanding the text.

Fluent reading can be described simply as reading that sounds like natural speech. When what we read sounds like what we hear, our chances of understanding it rise considerably. As teachers, we know that children who have been read to at home have an advantage over those who have not.

This is because they have had years of modeled fluent reading. We develop reading fluency when we:

- model fluent reading from a variety of texts with expression, inflection and intonation.
- repeat the reading of skill level stories.
- provide multiple opportunities for group, paired, or partner reading.
- dramatize texts and perform them for other classes.
- encourage children to use the "ear button" online to listen to examples of fluent readings.

Pam Ferguson, Florida

35 years experience teaching early childhood education

Joan Elliott, Texas

31 years experience teaching early childhood education



My students meet or exceed grade level expectations. I mean, they are reading words like "math" and "plants" and "thick" which is beyond K standards. They fluently read new sentences. I am so proud of them! —Valencia, California

Reading Research

The ability to read fluently is a critically important component of becoming a proficient reader. Most reading authorities agree that fluency refers to the smooth and natural oral production of written text. (1)

Beginning readers alternate their attention between decoding the printed words and comprehension. With practice, the mechanics of decoding becomes automatic and requires less attention. Readers are then able to focus on understanding. The ability to decode and comprehend simultaneously is known as automaticity. Readers with high automaticity have progressed from "learning to read" to "reading to learn," or fluency. (2)

Fluency instruction is an integral part of the Starfall Reading Program. A variety of methods are used to enhance fluency:

- Explicit teacher modeling through read-alouds of a

variety of text types, reading high-quality children's literature (fiction, nonfiction, nursery rhymes) to children in lively, engaging, and thought-provoking ways.

- Participation in repeated readings of decodable texts, predictable texts, and texts based on high-frequency words.
- Partner reading and choral reading.
- Direct instruction and feedback regarding expression, speed at which the text is read, when stops or pauses occur, etc.
- Integrated online activities woven into the kindergarten curriculum that provide authentic and meaningful literacy experiences.

Beginning readers need many opportunities to practice with texts they can read with ease. It is particularly important to create situations in which children can see legitimate purposes, or motivation

for reading texts over and over to increase accuracy and speed, and to read with more expression. (3) It is helpful to have children practice in preparation before reading in front of real audiences such as peers, Backpack Bear, or other Starfall characters, adults in the school, in a dramatization for another class, or for any listeners who motivate them to develop fluency with the text.

(1) Rasinski, T. "Fluency for Everyone: Incorporating Fluency Instruction in the Classroom." (1989) *The Reading Teacher*, Vol. 42. p. 690-693.

(2) Samuels, S., Schermer, N, and Reinking, D. "Reading Fluency: Techniques for Making Decoding Automatic" from *What Research Has to Say About Reading Instruction*, (2nd ed) Samuels, S and Farstrup, A., eds, 1992.

(3) Teale, W. and Yokota, J. "Beginning Reading and Writing: Perspectives on Instruction" from *Beginning Reading and Writing* (Strickland, D. and Morrow, L., eds.), 2000, p 3-21.

Oh my goodness, I almost cried. The children were able to read this book... I had them read the words on the back first and then we read the book. I could not believe it! I was so proud and they were soooooo happy!
—San Antonio, Florida



The children get so excited when they see that they are really reading. I think teaching this way will really help with fluency not only in Kindergarten, but also in first and second grades. —
Vinita, Oklahoma

Week 25 Overview

Reptiles

This week the children continue their study of animals as they learn about a new animal group, the reptiles, through fiction (Aesop's classic fable "The Tortoise and the Hare") and nonfiction (*Backpack Bear's Reptiles, Amphibians, & Fish Book*). The children write, illustrate, and share persuasive writings about their favorite reptiles. They also meet a new plush character, Tin Man. After reading a story about Tin Man playing baseball, the children write and illustrate their own narratives about a game of baseball with their newest friend. This week we will:

- learn about short-a, short-e, short-i and short-o medial sounds.
- practice words from the *-in*, *-ip*, *-ick*, and *-ig* word families.
- write and illustrate narratives and persuasive writings.

Recommended Literature

The Tortoise and the Hare — **Janet Stevens** is a Texas-born writer and illustrator who loves to draw shoes. She especially likes to draw animals with exaggerated personalities doing things people do, such as wearing wobbly high heels or scruffy tennis shoes. Some of her favorite animals are bears, pigs, cats, and rhinoceroses.

Janet Stevens started out painting designs for aloha shirts in Hawaii. She really likes to draw quirky animals, the kind that resemble people. She loves to retell folk tales, fairy tales, and fables. To bring the stories to life, she dresses the characters in comical clothing and furnishes their houses with furniture from her own home.

Janet lives in Boulder, Colorado, with a golden retriever named Violet, three cats, Abo, Merlin, and Domino, husband Ted, son Blake, daughter Linze, and a big collection of thrift store shoes that she uses as models for the animals in her books.

Starfall Books & Other Media

ABC Rhyme Book

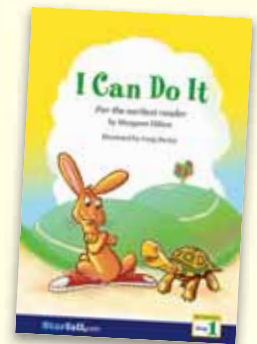
Backpack Bear's Reptiles, Amphibians, & Fish Book by Alice O. Shepard

I Can Do It by Margaret Hillert

Star Writer Melodies

The Big Hit

Vertebrates (Animals with Backbones) Poster



Preparation

Generate Vocabulary Word Cards for **Week 25**. You will use *root*, *shame*, and *strike* on **Day 1**, *scales* on **Day 2**, *perseverance* and any additional vocabulary words chosen by you or your children on **Day 3**, and *adapt*, *evolution*, *naturalist*, *tortoise*, and *trait* on **Day 5**.

Day One

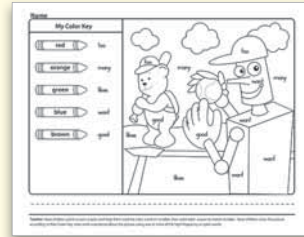
Make word family cards for *-in*, *-ig*, *-ip*, and *-ick* for **Session 2**.

Day Two

None

Day Three

Generate a "Color by Word" practice page for each child using previously introduced high-frequency words: *this*, *than*, *of*, *were*, *give*, *many*, and *your*.



Day Four

Generate Word Cards: *lizard*, *snake*, *alligator*, *crocodile*, and *turtle*.

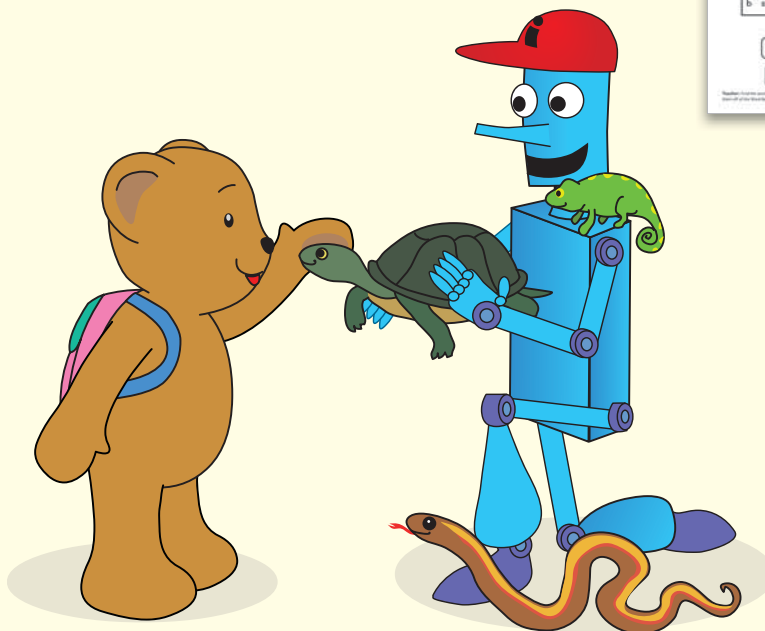
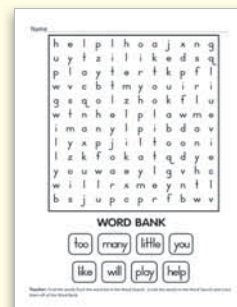
Day Five

Generate Word Cards: *Brachiosaurus*, *Iguanodon*, *Stegosaurus*, *Triceratops*, and *Tyrannosaurus Rex* and locate pictures of each.

Have books about dinosaurs on hand. Suggestions include: *A Dinosaur Named After Me* by Bernard Most, *Mighty Dinosaurs* by Judith Simpson, *How Do Dinosaurs Go To School?* by Jane Yolen, and *How Do Dinosaurs Eat Their Food?* by Jane Yolen

Generate the **Week 25** "Word Search" practice page for each child using high-frequency words.

Choose the skill your children most need to practice and generate a practice page for each child.



Day 1

Mox said we might meet a new friend today. I wonder who it will be.

Love,

Backpack Bear 

Day 2

I've always dreamed of playing baseball. Do you think Tin Man would let me play on his team?

Love,

Backpack Bear 

Day 3

I played my first baseball game last night! I had to try hard, but it was fun.

Love,

Backpack Bear 

Day 4

Can we practice listening for middle sounds in words? It's fun to do that!

Love,

Backpack Bear 

Day 5

I loved learning about reptiles! They are very different from you and me!

Your pal,

Backpack Bear 

DAY One

DAY Two

<p>Reading</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p> <p>Print Concepts</p>	<p>R&W pp. 39, 40</p> <p>Discriminate short-a, short-e, and short-o words</p> <p><i>The Big Hit</i></p> <p>Introduce word families <i>-in, -ip, -ick, -ig</i></p>  <p>Comprehension Skills: Inference, Sequence</p> <p>Comprehension Strategy: Ask Questions</p> <p>Double letters make one sound</p>	<p>Review short-i</p> <p>Introduce long-i</p> <p><i>The Big Hit</i></p> <p>Narrative writing</p> <p>Comprehension Skill: Story Details (setting)</p> <p>Comprehension Strategies: Visualize Open Discussion</p>
<p>Computer</p>	<p>ABCs: Review Aa, Ee, Ii, Oo and vowel bubbles /a/, /e/, /i/, /o/;</p> <p><i>Learn to Read</i>: Row 3 “Vowels Save the Day” (movie)</p>	<p><i>Learn to Read</i>: Row 5 (all), “The Big Hit”; <i>BpB’s Books</i>: Concepts, “I-Machine”</p>
<p>Activity</p>	<p>“Concentration” HF Words</p>	<p>Sequence <i>The Big Hit</i></p>
<p>Listening & Speaking</p> <p>Literature</p> <p>Rhymes, Poems & Songs</p> <p>Vocabulary</p>	<p>“Letter March Song li”</p> <p>“Take Me Out to the Ball Game”</p> <p>True/False</p> <p>Vocabulary: root, shame, strike</p>	<p><i>Backpack Bear’s Reptiles, Amphibians, & Fish Book</i></p> <p>“li Igloo Rhyme”</p> <p>Vertebrates (Animals <u>with</u> Backbones) Poster</p> <p>Riddles</p> <p>Vocabulary: scales</p>
<p>Writing</p>		<p>Write a narrative about baseball with Tin Man, Mox, Jill, and Zac</p>
<p>Social Studies</p>		
<p>Science</p>		<p>Observe, describe similarities and differences in appearance and behavior of plants, animals; Identify major structures of common plants, animals</p>

DAY Three

DAY Four

DAY Five

<p>Phoneme substitution</p> <p>Comprehension Skills: Identify Genre (fable) Story Details (character, setting, problem/solution);</p> <p>Comprehension Strategies: Ask Questions Summarize Make Connections Open Discussion</p>	<p>R&W p. 41</p> <p>Short-vowel words</p> <p>Persuasive writing</p> <p>HF Words: too, many</p> 	<p>Rhyming</p> <p>Comprehension Skills: Identify Genre (nonfiction) Author's Intention Compare/Contrast</p> <p>Comprehension Strategy: Open Discussion</p>
<p>ABCs: Review words beginning with Zz</p>	<p><i>I'm Reading:</i> Fiction/Nonfiction, "I Can Do It"</p>	<p>Starfall Free Day 1</p> <p>"Word Search" 2</p> <p>"Short-I Puzzle" 3</p>
<p>"Color by Word"</p>	<p>"Starfall Speedway" Short-I and Short-E Words</p>	<p>Sequence <i>The Big Hit</i> 4</p>
<p><i>The Tortoise and the Hare</i> <i>I Can Do It</i> Strategies for unknown words</p> <p>Vocabulary: perseverance</p>	<p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book</i></p>	<p>Practice page of your choice 5</p> <p>Draw and label a reptile scene 6</p> <p><i>Backpack Bear's Reptiles, Amphibians, & Fish Book; Vertebrates (Animals <u>with</u> Backbones) Poster</i></p>
	<p>Persuasive writing about reptiles</p>	
<p>Characteristics of a reptile</p>		<p>Dinosaurs</p>

Phonemic Awareness Warm-Up

Materials

None

Identify/Discriminate Short-A, Short-E, and Short-O Words

Children identify short-a, short-e and short-o words by making the ASL signs for a, e or o:

pot	pen	rap	hop	get
van	mop	dad	fan	hog
leg	Dan	dog	tan	met
pop	ten	bag	got	bet
rag	not	red	jet	lot

Reading

Identify and discriminate medial phonemes in words

1

Introduce Tin Man and Short-I

Distribute Zac, Peg, and Mox to volunteers. Display a, e and o Letter Cards. Children identify the character name that matches each Letter Card.

Volunteers carry the characters as the class sings "The Letter March" for /a/, /e/, and /o/.

Recall Backpack Bear's message and introduce Tin Man.

Ask: **What vowel do you hear in the middle of tin?**

Display the lowercase i Letter Card, review its name and ASL sign. Children name words that contain the sound /i/.

Sing "The Letter March" to review the sound /i/.

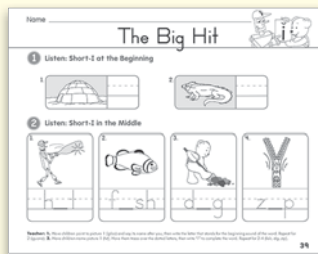
Complete R&W, p. 39.

Materials

- Lowercase Letter Cards: a, e, i, o
- R&W, p. 39
- Pencils/crayons
- Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man

Reading

Match consonant and short-vowel sounds to appropriate letters



2

Introduce Word Families -in, -ip, -ick, -ig

Place *-in, -ig, -ip, -ick* word family cards in the top row of a pocket chart. Ask children to identify the similarity. (They all begin with *i*.)

Place the Picture Cards in a basket. Volunteers draw Picture Cards, identify them, and categorize them in the pocket chart.

Place the Word Cards in the basket. Volunteers choose Word Cards and match them to Picture Cards in the pocket chart.

Play "Tin Man Says..."

- Touch your *chin*.
- Touch your *shin*.
- Do a little *spin*.

Ask: **To what word family do these words belong?**

Play "Tin Man Says..." with the following word families:

Materials

- Picture and Word Cards: *chin, fin, gin, in, pin, shin; dig, pig, wig; chip, hip, rip, ship, zip, chick, kick, lick, sick*
- Prepared word family cards: *-in, -ig, -ip, -ick*
- Basket
- Plush Tin Man
- R&W, p. 40
- Pencils/crayons

Reading

Manipulate individual phonemes through addition, deletion, and substitution

Blend individual phonemes in words

Read simple one-syllable and high-frequency words

Understand that as letters of words change, so do the sounds

Identify and sort common words in basic categories

-ig

-ip

-ick

Pretend to dig.	Move your hip.	Give your ice cream cone a lick.
Oink like a pig.	Pretend to zip.	Pretend you are sick.
Point to where you would wear a wig.	Take a sip.	Close your eyes, quick!

Complete R&W, p. 40.



Computer

Practice

- *ABCs*: Review Aa, Ee, Ii, Oo and the vowel bubbles /a/, /e/, /i/, /o/
- *Learn to Read*: Row 3, "Vowels Save the Day" (movie)

Activity

Children play "Concentration" using selected High-Frequency Word Cards.

Variation: If the selected words do not match, leave them revealed. The next child chooses a card and checks for a match with those already chosen. If there is no match, the child selects one additional card.

Materials

- Pocket chart
- Two each High-Frequency Word Cards: *all, from, give, good, him, look, of, some, that, then, them, there, they, this, want, were*

Reading

Read simple one-syllable and high-frequency words

3

Introduce *The Big Hit*

Engage children in a conversation about the game of baseball. Play *Sing-Along* Track 33.

Discuss the following:

root — to cheer for a team or a person (homonym for root—the part of a plant that grows under the ground)

shame — something to feel bad about, a disappointment

strike — in baseball, to swing at the ball and miss (homonym for strike—to hit something)

Tin Man whispers to you that he has a story about baseball he'd like you to read!

Read *The Big Hit*.

Say: **Tin Man never gave up trying to hit the ball. What lesson can we learn from him?** (We should keep trying and never give up.)

Introduce the game “True or False.” You make statements about the story; the children indicate whether the statements are true or false. Before playing, review the meanings of *true* and *false* and discuss that these words are opposites.

Determine how children will indicate their answers. Practice, as needed, to be sure children understand.

false	Tin Man was the catcher in the story.
false	Jill missed the ball and had to run after it.
true	Zac was a character in the story.
true	Tin Man missed the ball the first time.
false	Tin Man gave up and ran off the field crying.
true	Jill was a good catcher.
false	Zac's ball was so small that Tin Man could barely see it.
true	Tin Man kept trying and never gave up.

Display the Sequence Cards (text-free side) for *The Big Hit* randomly in the pocket chart.

Materials

- Vocabulary Word Cards: *root, shame, strike*
- Sing-Along* Track 33
- The Big Hit* teacher edition
- Plush Tin Man
- Pocket chart
- Sequence Cards: *The Big Hit*
- Whiteboard marker

Take Me Out to the Ball Game

*Take me out to the ball game.
Take me out with the crowd.
Buy me some peanuts and Cracker Jacks.
I don't care if I never get back.
Let me root, root, root for the home team.
If they don't win, it's a shame.
For it's one, two, three strikes, you're out,
At the old ball game.*

Reading

Describe common objects and events in both general and specific language

Retell familiar stories

Ask and answer questions about essential elements of a text

Relate new vocabulary to prior knowledge

Identify sequence of events in a story

Indicate each card and ask a volunteer to describe what is happening. Children determine the Sequence Cards are not in order.

Ask: **What strategy could we use to put these cards in the correct order?** (Reread the story.)

Distribute the Sequence Cards to volunteers. Reread the story. Children place their Sequence Cards in the pocket chart as their sentences are read.

Ask: **Did this strategy work? Remember, if you need to review the order of events in a story, you can always reread the story.**

Indicate the words *mitt*, *Jill*, *will*, and *ball*. Ask: **What do you notice about all of these words?** (They all have double letters.) Explain that when there are two of the same letter together in words, they stand for one sound.

Write *Jill* on the whiteboard. Children read, *Jill*. A volunteer circles *ll*. Children say /l/.

Repeat for *will*, *mitt*, and *ball*.

Phonemic Awareness Warm-Up

Materials

-
- ABC Rhyme Book

Review Initial Short-I Words, Introduce Long-I Words

Point to the Sound Spelling Wall Card for *li*.

Children repeat the rhyme “li Igloo” on page 21 of the *ABC Rhyme Book*, and name words in the rhyme that begin with short-i (inside, igloo, it’s, in).

Explain: **The letter *li* stands for another sound called long-i. The sound is the same as the letter’s name: /ī/.**

Indicate the word *ice* in the “li Igloo” rhyme and say: /ī/.

Children distinguish whether the following words begin with short-i or long-i:

inch	ivy	imitate	ice cream	incredible
itch	iguana	iceberg	it	icon

Reading

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

1

The Big Hit Story Words

Say: **A riddle is like a puzzle; you listen to clues and try to figure out the answer.**

Give each child a Word Card from *The Big Hit* and read each riddle on the facing page. The child holding the answer to the riddle places his or her Word Card in the pocket chart.

Materials

-
- Word Cards:
- tin, man, bat, Jill, a, ball, big, give, has, he, hit, mitt, not, the, up, will, Zac, hits*
-
-
- Pocket chart
-
-
- Each child’s copy of
- The Big Hit*

Reading

Understand that as letters of words change, so do the sounds

Describe common objects and events in both general and specific language



Pair children if you have more children than words. They may confer regarding their answer choices.

Observe & Modify

tin	I rhyme with <i>skin</i> . The Tin Man is made of me.
man	I'm the opposite of a woman.
bat	I'm used to hit a ball in baseball.
Jill	I'm the catcher in the story. My name rhymes with <i>hill</i> .
a	I have only one letter in my word.
ball	I'm round and you throw me.
big	I'm the opposite of <i>little</i> .
give	I begin with /g/ and rhyme with <i>live</i> .
has	I started out as the word <i>as</i> , but now I have the /h/ sound in front.
he	I'm a word like <i>she</i> , but I refer to a boy.
hit	I rhyme with <i>sit</i> and I start with /h/.
mitt	I'm another name for a baseball glove.
not	I rhyme with <i>hot</i> , <i>got</i> and <i>cot</i> .
the	I am used in almost every sentence.
up	I am the opposite of <i>down</i> .
will	I begin with /w/ and end with /ill/.
Zac	I have short-a in my name. My name begins with the last letter of the alphabet.
hits	I am the word <i>hit</i> with /s/ added to the end.

Review the words in the pocket chart. Distribute individual copies of *The Big Hit*.

Children write their names on the books, partner read, then do a class reading of *The Big Hit*.

Children play "I Spy" by locating words from the pocket chart in their books.

Reading

Connect to life experiences the information and events in texts

Writing

Create narratives by drawing, dictating, and/or using emergent writing

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

Write consonant-vowel-consonant words

Write About Baseball

Display *The Big Hit* and read the book together. Discuss the setting.

Say: **Today you will write a narrative. A narrative is a story you tell or write about yourself. You will write a story about playing baseball with Tin Man, Jill, and Zac.**

Children close their eyes and imagine playing ball with Tin Man, Jill, and Zac.

Ask:

- **Did anyone get a hit?**
- **Did Zac strike out?**
- **What position did you play?**
- **Would you like to invite Backpack Bear to play?**
- **Was it a sunny day or a rainy day?**
- **What was the best thing that happened during the game?**

Children share their visualizations.

Explain: **Since you will be writing a narrative, you should begin your first sentence with "I" and then tell what you did during the game.**

Children write about and draw illustrations of themselves playing baseball with Tin Man, Jill, Zac, and Backpack Bear. They may reference their copies of *The Big Hit* for inspiration.

Materials

- The Big Hit* teacher edition
- Each child's copy of *The Big Hit*
- Starfall Writing Journals
- Starfall Dictionaries
- Pencils/crayons

Technology

Use technology resources to support learning

Reading

Identify sequence of events in a story

Read simple one-syllable and high-frequency words

Computer

- *Learn to Read*: Row 5, "The Big Hit" and related games/movie
- *Backpack Bear's Books*: Concepts "I-Machine"

Practice**Activity**

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

Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, individual Word Cards
- Pocket chart

Introduce Reptiles

Display the Vertebrates (Animals with Backbones) Poster and review previously introduced information related to the animal kingdom, mammals, and birds.

Explain that you will name an animal and the children will indicate to which family the animal belongs, and explain their answers:

fox	penguin	bat	bear
ostrich	elephant	eagle	chicken

Ask: **What covers mammals?** (hair or fur) **What covers birds?** (feathers)

Display *Backpack Bear's Reptiles, Amphibians, & Fish Book*. Read the title and explain that today the children will learn about the reptile animal group, and later the fish and amphibian animal groups.

Read pages 4-11. Ask children to partner share what they heard, then ask volunteers to share responses.

Say: **Listen carefully to Backpack Bear's book to learn what covers a reptile. When you hear the answer, raise your hand!**

Read pages 13-21 of the book. As you read the distinguishing characteristic of a reptile (tough, scaly skin), acknowledge those who raise their hands. Continue reading to the end of the reptile portion.

Say: **The only characteristic that reptiles have, that no other animals have, is tough, scaly skin. The scales of reptiles are really just skin that is tough and dry. Scales help protect reptiles from predators and also hold in water so reptiles can live in very dry places.**

Partner the children. Instruct them to discuss what they learned about reptiles. Volunteers share their responses with the class.

Review the characteristics of reptiles by playing "True or False." Instruct children to raise their hands if the statement is true and touch their noses if the statement is false.

- The characteristic that makes reptiles unique is that they are covered in tough, scaly skin. (True)
- Reptiles are "warm-blooded" like mammals. (False)
- All reptiles have backbones like mammals and birds. (True)
- All reptiles breathe air with their lungs like mammals and birds. (True)
- Most reptiles have four legs and clawed feet. Snakes have neither. (True)
- Reptiles drink milk from their mother's body. (False)
- Most reptiles are hatched from eggs that are soft or leathery. (True)
- Most reptiles live on land, but some live in the water. (True)
- All reptiles are predators and are sought after as prey by other animals. (True)
- Reptiles have feathers, fur, or hair. (False)

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book* by Alice O. Shepard
- Vertebrates (Animals with Backbones) Poster
- Vocabulary Word Card: scales

Reading

Identify and sort common words in basic categories

Describe common objects and events in both general and specific language

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 Warm-Up

Materials

 None

Phoneme Substitution

Children substitute beginning sounds to make new short-i words.

Change the /p/ in *pin* to /b/, and you have ____ (bin). Continue for:

win	fin	gin	tin
-----	-----	-----	-----

Change the /s/ in *sit* to /f/, and you have ____ (fit).

bit	hit	kit	lit	mitt	(n)knit	pit
-----	-----	-----	-----	------	---------	-----

Change the /s/ in *sip* to /z/, and you have ____ (zip).

dip	hip	lip	nip	tip
-----	-----	-----	-----	-----

Change the /b/ in *big* to /d/, and you have ____ (dig).

fig	jig	pig	rig	wig
-----	-----	-----	-----	-----

Reading

Manipulate individual phonemes through addition, deletion, and substitution

Understand that as letters of words change, so do the sounds

1

Introduce *The Tortoise and the Hare*

Materials

- Vocabulary Word Card: *perseverance* and words chosen for the story by you or your children
- The Tortoise and the Hare* by Janet Stevens

Reading

Describe common objects and events in both general and specific language

Answer questions about the text using creative and critical thinking strategies

Identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables)

Connect to life experiences the information and events in texts

Make text-to-self connection

Ask: **What lesson did we learn from Tin Man in *The Big Hit*?** (Don't give up.)

Say: **When you don't give up, you show perseverance. Perseverance is when you are working on something, and you want to give up, but instead you keep on trying. When you stick with something, you have perseverance!** Children repeat, *perseverance*.

Display *The Tortoise and the Hare*. Say: **Here is another story that teaches a lesson about perseverance.**

Read the title and explain that a *hare* is an animal very similar to a rabbit, but is usually larger with bigger hind legs and much longer ears.

Ask children to classify rabbits and hares (mammals). Review characteristics of mammals to confirm.

Explain: **A tortoise is a type of turtle that lives on land instead of in the water. A tortoise is a reptile. The scales on tortoises and turtles grow together to form hard shells.**

Refer to *The Tortoise and the Hare* again, this time describing it is an Aesop fable *adapted* and illustrated by Janet Stevens. Recall other familiar folk tales that were retold, such as "Chicken Little," "The Turnip," "Mr. Bunny's Carrot Soup," and "The Little Red Hen."

Explain: **The word *adapted* is similar to the word *retold*, but it's not exactly the same. *Adapted* stories are stories that are changed and retold in different ways. Stories can be changed for many reasons. Janet Stevens adapted the story "The Tortoise and the Hare" to make it easier for children to understand.**

Inform the children that Aesop was a very famous storyteller. Explain: **Aesop's stories are a special kind of folk tale called fables.** (Children repeat, *fables*.) **His fables include hidden messages, lessons, or morals, to be learned. The animals in his fables act like people. People like his fables because they want to find the lesson or moral at the end. Aesop's fables are very old. Authors have adapted them in many languages for different age groups.**

Read *The Tortoise and the Hare*. As you read, encourage the children to identify unfamiliar vocabulary words for your Starword Wall.

After reading, discuss:

- Ap** What told us that the hare was being rude?
- Un** What did the tortoise do to get ready for the race?
- Ap** How did the tortoise show perseverance?
- Sy** How could a "slow motion" reptile like a tortoise win a race against a "fast forward" mammal like a hare?
- Sy** What was the reward for winning the race?
- Ev** What was the lesson that Tin Man and the tortoise learned in these two stories?
- Ap** How can we use what happened in these stories to help us learn?

Add *perseverance*, and other chosen vocabulary words, to your Starword Wall.

2

Story Element Cards

Display *The Tortoise and the Hare*. Children summarize the story. Read the story with the children, pausing to review vocabulary words.

Review each Story Element Card as you place it in the pocket chart.

Explain: **Today we will use these cards in a different way. I will make a statement. You decide which story element was named.**

Say: **Outside. Which Story Element Card does this answer?** (setting)

Materials

- The Tortoise and the Hare*
- Story Element Cards pictured below
- Pocket chart

Starword

Display the new vocabulary on your Starword Wall.

Reading

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

Children discuss their responses to the following statements with their neighbors. A volunteer gives the response and removes that card from the pocket chart. If children have difficulty responding, ask: **What strategy could we use to find the answer?** (Reread that part of the story.)



The tortoise and the hare



The Tortoise and the Hare is similar to *The Big Hit* because the tortoise did not give up.



The tortoise wins the race and the hare loses.



The hare was fast, and the tortoise was slow. The hare was too confident, and kept stopping along the way.



The hare was rude to the tortoise. The hare bolted ahead. The tortoise kept on walking.



Always stick to what you are doing, and you will be a winner.



Tell what happened in the story in your own words.



This story might remind you of when you were learning to ride your bike, and you didn't give up.



It makes you think of Martin Luther King, Jr. and other heroes who never quit trying to make the world a better place.

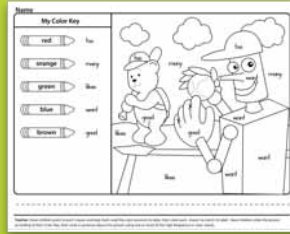
Computer

Practice

- ABCs: review all letter/sounds beginning with Zz

Activity

Children use the color key to complete the “Color by Word” practice page.



Materials

- “Color by Word” practice page for Week 25

3

Introduce *I Can Do It*

Display *I Can Do It* and discuss the cover illustrations. Indicate the author’s name. Explain that Margaret Hillert is another author who also *adapted* the same Aesop fable about perseverance.

Say: **This is a book you can read for yourselves if you ‘stick to it.’ Listen for words you have not yet learned as I read the story.**

After reading, distribute a book to each child.

Discuss strategies children might use for words they do not know, such as:

- Use their invisible rubber bands to sound out words.
- Ask their neighbors for help.
- Look at the illustrations for clues.

Children find places in the classroom to read the book independently. If children need assistance, partner them with advanced readers.

Gather children in groups of 3 or 4. Instruct them to look for new words as you reread the story. After reading each page, ask if there were any new words. As children respond, write the words on chart paper. Continue until all of the words have been listed:

eat	fun	funny	guess	how
jump	make	my	now	work
oh	pretty	yes	run	three
too	two	walk	way	where
something				

Review the list. Remind children that some of the words are decodable.

Technology

Use technology resources to support learning

Reading

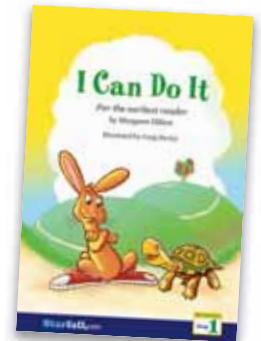
Read simple one-syllable and high-frequency words

Materials

- Each child’s copy of *I Can Do It* by Margaret Hillert
- Chart paper

Reading

Read simple one-syllable and high-frequency words



Phonemic Awareness Warm-Up

Materials

 None

Identify/Discriminate Short-Vowel Words

Children help Backpack Bear practice listening for the middle sounds in words. Use *did*, *mop*, and *rib* as examples, then continue with the following:

bit	let	rip	red	sit
lid	lap	wig	zip	tap
dot	fit	log	lip	job
bib	set	lit	tip	leg

Reading

Identify/discriminate medial phonemes in words

1

Reading and Writing, Page 41

Introduce *too* and *many*

Materials

- R&W, p. 41
- Pencils/crayons
- Classroom whiteboard
- Starfall Dictionaries

Reading

Read simple one-syllable and high-frequency words

Distribute R&W, p. 41. Complete Activity 1 together by reviewing the high-frequency words and coloring the color key. Children work with partners to complete Activity 2, then draw pictures of their favorite sentences in the open space.

Say: **Let's learn two new high-frequency words today.** Write *to* on the board. **In your sentences today, you circled this word. What is it? (to) Watch! I am going to add another 'o' to this word. This word is *too*, also! It still sounds the same, but it has a different meaning. *To* and *too* are homonyms!**

On the board, write: *I want to play, too!* Read the sentence. A volunteer circles the new word, *too*.

Say: **When we see *too* used this way, it means *also*. I want to play *also*!**

On the board, write: *The hat is too big.* Read the sentence. A volunteer circles the word, *too*.

Say: **In this sentence, the word *too* means more than enough. The hat is bigger than it needs to be!**

Write *many* on the board. Say the word. Children repeat it. Write: *I have many cats.* A volunteer comes to the board and circles the word, *many*.



2

Persuasive Writing

Display *Backpack Bear's Reptiles, Amphibians, & Fish Book*. Say: **Listen as we read Backpack Bear's book about reptiles. When you hear the name of a reptile, raise your hand.**

As children identify the reptiles, place the Word Cards in the pocket chart. Review the reptile names. Ask: **Did you notice that each of these reptile names begins with a different beginning sound?**

Explain: **Today you will choose your favorite reptile and write about why it is your favorite. This is called *persuasive writing*. You will try to *persuade* or *convince* us that the reptile you chose is the best reptile by telling us why it is your favorite!**

Remind the children to refer to the Word Cards in the pocket chart each time they need to write the names of their reptiles.

Say: **We will begin our writings today and you will have time later to finish them.**

Children write about their favorite reptiles in their writing journals.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Word Cards: lizard, snake, alligator, crocodile, turtle
- Pocket chart
- Starfall Writing Journals
- Starfall Dictionaries
- Pencil/crayons
- Star Writer Melodies*

Writing

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

Use letters and phonetically spelled words to write about experiences

Computer

I'm Reading: Fiction and Nonfiction, "I Can Do It"

Practice

Activity

Children read the words to advance. Remind them to look carefully at the middle sound of each word!

Materials

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

Technology

Use technology resources to support learning

Reading

Read simple one-syllable and high-frequency words

3

Complete and Share Persuasive Writings

Children will complete their writings and illustrations. As you provide adult writing, encourage children to add factual details.

As children finish, they partner with each other to share their writings. When all are finished, provide time to share the persuasive writings with the class.

Materials

- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Word Cards: lizard, snake, alligator, crocodile, turtle
- Pocket chart
- Starfall Writing Journals
- Starfall Dictionaries
- Pencil/crayons
- Star Writer Melodies*
- Author's Chair (optional)

Listening & Speaking

Communicate effectively when sharing ideas, relating experiences, and retelling stories heard

Writing

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

Produce, illustrate and share a finished piece of writing

Phonemic Awareness Warm-Up

Materials

-
- "The Little Turtle"

Rhyming

Recite the nursery rhyme, "The Little Turtle."

Ask: **Is a turtle a reptile?** Recall characteristics of reptiles if necessary.

- Repeat the rhyme. Children chant one line at a time, in unison.
- Omit the last word in the fourth line of each stanza. Children supply those words.

Ask: **Why was it easy to know which words I left out?** (The words rhyme.)

Repeat the rhyme, adding actions.

The Little Turtle

*There was a little turtle
Who lived in a box.
He swam in the puddle
And climbed on the rocks.

He snapped at the mosquito,
He snapped at the flea.
He snapped at the minnow,
And he snapped at me.

He caught the mosquito,
He caught the flea.
He caught the minnow,
But he didn't catch me!*

Reading

Relate new vocabulary to prior knowledge

Connect to life experiences the information and events in texts Make text-to-self, text-to-text, and/or text-to-world connections 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

1

Introduce Dinosaurs

Say: **Reptiles have lived on Earth for over 300 million years! Some reptiles called dinosaurs lived in prehistoric times, which means before books or pictures or even people! What do you know about dinosaurs?** (Discuss)

Say: **Like reptiles living today, dinosaurs had backbones and scaly skin. They laid eggs, and were cold-blooded.**

Indicate and place the dinosaur pictures in the Pocket chart.

Explain: **There are many different ways to choose dinosaur names. Sometimes the dinosaur is given a name that describes something unusual about its body, head, or feet. Some are named after the locations where they are found. Others are named for their behavior or size and some are named to honor a person.**

Match the cards with the dinosaur pictures. Give a brief explanation of how each dinosaur got its name.

Materials

-
- Word Cards:
- Brachiosaurus, Iguanodon, Stegosaurus, Triceratops, Tyrannosaurus Rex*
-
-
- Pictures:
- Brachiosaurus, Iguanodon, Stegosaurus, Triceratops, Tyrannosaurus Rex*
-
-
- Pocket chart
-
-
- Books about dinosaurs (See Preparation Notes,
- Day 5**
- for suggestions.)

Name	Meaning	Reason
<i>Brachiosaurus</i>	Arm lizard	This dinosaur's front legs were longer than its back legs.
<i>Stegosaurus</i>	Roof lizard	It was first believed that the armored plates lied flat on a stegosaurus' back like the tiles on a roof.
<i>Iguanodon</i>	Iguana tooth	This dinosaur had teeth like an iguana.
<i>Triceratops</i>	Three-horned head	This dinosaur had three horns - one on its snout and one above each eye.
<i>Tyrannosaurus Rex</i>	Tyrant lizard king	This dinosaur was one of the largest.

Say: **Let's pretend someone named a dinosaur after you! What would your dinosaur name be?** (Children share their chosen dinosaur names.)

Indicate your choice of dinosaur book. Introduce the author and illustrator. Picture walk through the book as children describe the illustrations. Read the book, pausing to briefly introduce new vocabulary as it is encountered.

Technology

Use technology resources to support learning

Computer

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

1

Reading

Read simple one-syllable and high-frequency words

Word Search

Children complete the Word Search.



Materials

- Week 25 "Word Search" practice page for each child
- Pencils/crayons

2

Reading

Read simple one-syllable and high-frequency words

Short-I Puzzles

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

Materials

- Short-I Puzzles
- Writing paper
- Pencils

3

Reading

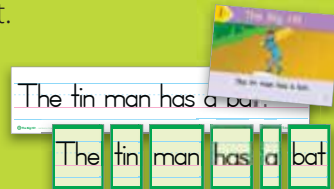
Read simple one-syllable and high-frequency words

Retell familiar stories

Identify sequence of events in a story

Sequence *The Big Hit*

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



Materials

- The Big Hit* teacher edition and/or children's copies
- The Big Hit* Sequence Cards, Sentence Strips, Individual Word Cards
- Pocket chart

4

Generator Practice Page

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

Materials

- Generated practice page of your choice

5

Writing

Draw a picture about ideas from stories read aloud or generated through class discussion

Draw and Label

Children draw reptiles, including the environment in which they live, and label their illustrations. Provide *Backpack Bear's Reptiles, Amphibians, & Fish Book* and your choice of dinosaur book for reference.

Materials

- Your choice of dinosaur book
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- Large sheet of drawing paper for each child
- Pencils/crayons

6

2

End of Week Review

Say: **We have learned about three animal groups with backbones. Who can name them and indicate them on our Vertebrates Poster? This week we have learned the characteristics of reptiles. Let's review them!**

Review the characteristics of reptiles:

- Tough, scaly skin
- Breathe air with lungs
- Cold-blooded
- Most have four legs and clawed feet (except snakes)
- Have backbones
- Most live on land, some live in the water
- Most hatch from eggs with soft shells

Display *Backpack Bear's Reptiles, Amphibians, & Fish Book* and *The Tortoise and the Hare* by Janet Stevens.

Say: **These are two books we have read this week. Which book is your favorite? Let's vote.**

Children who voted for *Backpack Bear's Reptiles, Amphibians, & Fish Book* form Group 1.
Children who voted for *The Tortoise and the Hare* form Group 2.

Give each group its respective book.

Explain: **Your group will discuss why you liked the book you chose. Then you will explain your reasons for choosing this book to the class!**

Each group forms a panel to share its responses with the other group.

Materials

- Vertebrates (Animals with Backbones) Poster
- Backpack Bear's Reptiles, Amphibians, & Fish Book*
- The Tortoise and the Hare* by Janet Stevens

Reading

Describe common objects and events in both general and specific language

Science

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

Identify major structures of common animals

Listening & Speaking

Communicate effectively when sharing ideas