

Tell a Story, 1-2-3

In this second six-week unit of Kindergarten, students focus on sequence as they enjoy "Counting Books," both fiction and informational, and stories based on "three."

Essential Question

Why do we include beginning, middle, and end when we tell stories?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Small Group Retelling of <i>Goldilocks and the Three Bears</i> Materials – objects to represent parts of story</p> <p>Oral Assess – Students identify what type of literature is being read (poetry, fiction, informational, etc.)</p> <p>Compare and contrast: different versions of <i>The Three Little Pigs</i></p> <p>Compare and contrast: <i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i></p> <p>Sequence illustrations from story</p>

Reading Standards for Informational Text	
<p>Text Types and Purposes</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinions pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Create a counting book using letters covered to date (ex. Book for T – 1 tadpole, 2 turkeys, 3 toads, 4 tigers, etc.) Materials – paper, pictures, crayons</p> <p>Create illustrations from a text read without students seeing illustrations. Illustrations should go along with story. Materials: Book, paper, crayons</p> <p>Tri-fold paper – retell beginning, middle, and end of text using illustrations, dictations, and writing. Materials – paper, pencil, crayons</p> <p>Create story on Smartboard</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="margin-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="margin-left: 20px;">b. topics and texts under discussion).</p>	<p>Small Group Retelling of <i>Goldilocks and the Three Bears</i> Materials – objects to represent parts of story</p> <p>Have students take turns telling story using illustrations in <i>Pancakes for Breakfast</i> by Tomie Depaola – Materials: Book; Speaking stick</p> <p>Share illustrations related to stories with a partner.</p> <p>Retell stories using puppets</p>
Language Standards	
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="margin-left: 20px;">a. Print many upper- and lowercase letters.</p> <p style="margin-left: 20px;">b. Use frequently occurring nouns and verbs.</p> <p style="margin-left: 20px;">c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>Create a counting book using letters covered to date (ex. Book for T – 1 tadpole, 2 turkeys, 3 toads, 4 tigers, etc.) Materials – paper, pictures, crayons</p>

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. *Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird*
- b. *and learning the verb to duck).*

Tri-fold paper – retell beginning, middle, and end of text using illustrations, dictations, and writing. Materials – paper, pencil, crayons