

Kindergarten Unit 2 Planning Guide

The following texts have been provided by the district for use with the activities in the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Tell A Story, 1-2-3

“How are the beginning, the middle, and the end of a story different from each other?”

6 weeks

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

[Link to Pacing Guide Unit 2](#)

Suggested Activities and Assessments (from pg. 16-17 Common Core Curriculum Map)

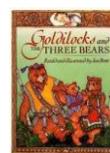
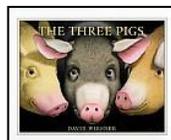
The listed standards appear on the 1st and/or 2nd Quarter Scoring Guides

1. Class Discussion/Literature

- RL.K.2 With prompting and support, retell familiar stories, including key details. 2nd
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story. 1st & 2nd
- SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1st & 2nd
- SL.K.1.b. Continue a conversation through multiple exchanges. 1st & 2nd
- L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 1st & 2nd

2. Literature/Writing

- RL.K.1. With prompting and support, ask and answer questions about key details in a text. 1st
- RL.K.2. With prompting and support, retell familiar stories, including key details. 2nd
- L.K.1.a. Print many upper- and lowercase letters. Handwriting
- L.K.1.b. Use frequently occurring nouns and verbs. 1st
- L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 2nd
- L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 1st & 2nd
- L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 1st & 2nd
- 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.
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 1st & 2nd



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3. Literature

RL.K.5. Recognize common types of texts (e.g., storybooks, poems). 1st

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. 2nd



4. Art/Literature Connection

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 2nd

5. Art/Narrative Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion 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 . . .). 1st

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. 1st & 2nd

6. Art/Writing Connection

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion 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 . . .). 1st

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. 1st & 2nd

First Steps- Millet



First Steps, after Millet
-van Gogh



Mother and Child
-Picasso

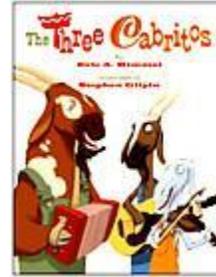
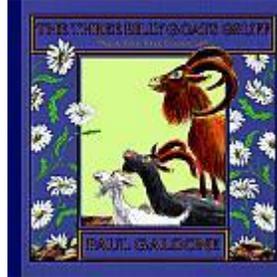


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7. Literature

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 2nd

L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 1st & 2nd



8. Reading Foundations and Informative/Explanatory Writing

RF.K.1 Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page. 1st

b. Recognize that spoken words are represented in written language by specific sequences of letters. 2nd

c. Understand that words are separated by spaces in print. 1st

d. Recognize and name all upper- and lowercase letters of the alphabet. 1st & 2nd

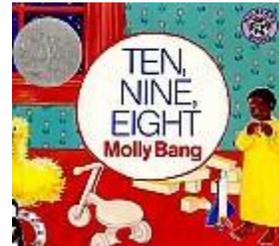
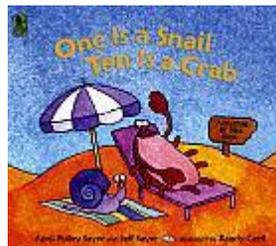
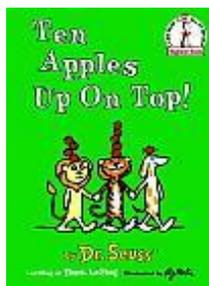
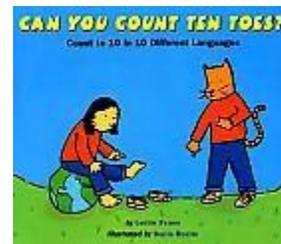
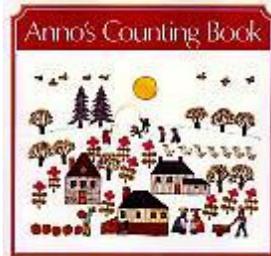
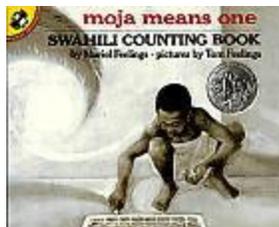
RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 1st & 2nd

9. Informational Text

RI.K.1. With prompting and support, ask and answer questions about key details in a text. 1st

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 2nd

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 2nd



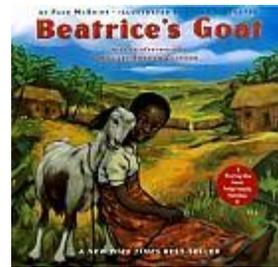
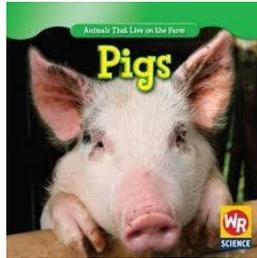
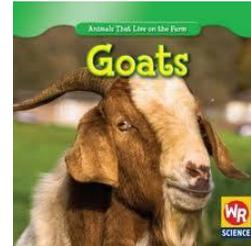
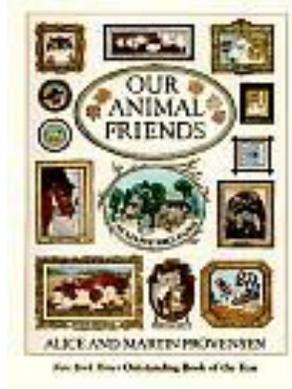
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10. Informational Text

RI.K.1. With prompting and support, ask and answer questions about key details in a text. 1st

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 2nd

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. 2nd



11. Poetry/Illustration

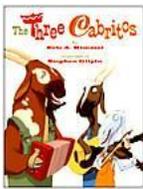
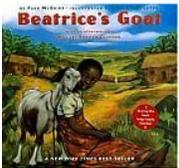
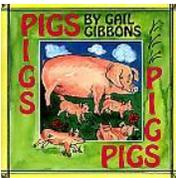
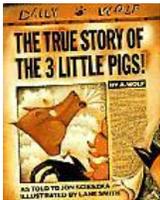
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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.

Poem

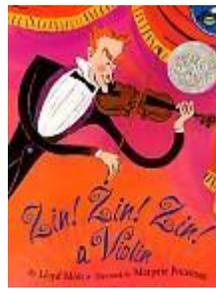
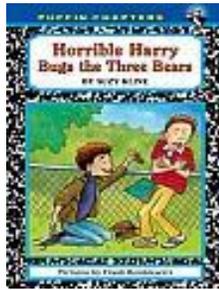
Mix a Pancake (Christina Rossetti)

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Text Talk Texts			
<u>Text Talk Tier II words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>The Three Cabritos</i> (Eric A. Kimmel and Stephen Gilpin)	pleaded	begged
		sneered	raising one side of your mouth to show you don't like something
		gasped	to breathe in quickly from surprise or shock
	<i>Beatrice's Goat</i> (Page McBrier and Lori Lohstoeter)	sturdy	strong; hard to break
		coarse	rough
		yearned	to want something badly
	<i>The Three Little Wolves and the Big Bad Pig</i> (Eugene Trivizas and Helen Oxenbury)	prowling	looking for something secretly and quietly
		determined	deciding to do something and sticking to it until it is done
		scorched	leaving a brown mark after being burned
	<i>Pigs</i> (Gail Gibbons) (EA)	characteristics	the way something or someone looks, sounds, tastes, feels, or smells
		tidy	nice and neat
		distressed	to be scared, worried or in pain
	<i>The Three Little Javelinas/ Los Tres Pequeños Jabalies: Bilingual</i> (Susan Lowell)	wandering	to walk from place to place without a plan
		suspicious	not sure of something or someone
		budge	to move a little
	<i>The True Story of the Three Little Pigs</i> (John Scieszka)	impolite	not being nice
		jazzed	very excited
		framed	to make someone appear to be bad or have done something bad

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Additional Unit Texts



ADDITIONAL RESOURCES:

The Three Little Pigs

<http://www.myteacherpages.com/webpages/JGriffin/readers.cfm>

The Fourth Little Pig (Reader's Theater)

Teacher Resource Page