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| **KINDERGARTEN - UNIT 2**  **READ ALOUD - Literary**  **The Three Cabritos** Text Talk  **Tier II**: 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  **Other**: twirled, pranced, bulged, shriveled, brittle |  | **KINDERGARTEN - UNIT 2**  **Informational**  **Beatrice’s Goat** Text Talk  **Tier II:** sturdy – strong; hard to break  Course – the way you go; the path you take  Yearned – to want something badly  **Other:** narrow, sleek, disbelief |
| **KINDERGARTEN - UNIT 2**  **READ ALOUD – Literary**  **The Three Little Wolves and the Big Bad Pig** – Text Talk  **Tier II:** 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  **Other:** slurry, fetched, reinforced, generous, fragile |  | **KINDERGARTEN - UNIT 2**  **Informational**  **Pigs** – Text Talk  **Tier II:** characteristics – the way something or someone  looks, sounds, tastes, feels or  smells  tidy – nice and neat  distressed – to be scared, worried, or in pain  **Other:** tamed, retrieve, moisten, woeful, depend, groomed |
| **KINDERGARTEN - UNIT 2**  **READ ALOUD – Literary**  **The Three Little Javelinas/Los Tres Peguqnos Jabalies: Bilingual** – Text Talk  **Tier II:** wandering – to walk from place to place without a  plan  suspicious – not sure of something or someone  budge – to move a little |  | **KINDERGARTEN - UNIT 1**  **READ ALOUD – Literary**  **The True Story of the Three Little Pigs** – Text Talk  **Tier II:** impolite – not being nice  Jazzed – very excited  Framed – to make someone appear to be bad or  have done something bad |

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| **KINDERGARTEN - UNIT 2**  **Literary**  **The Three Cabritos**  **Activity/Assessment: RL.K.9**  Read The Three Billy Goats Gruff by Paul Galdone (or any other traditional version), and discuss the beginning, middle, and end of the story. Then read The Three Cabritos discussing how the beginning, middle, and end are similar, but the setting and characters make it a different story. |  | **KINDERGARTEN - UNIT 2**  **Literary**  **Pancakes for Breakfast**  **Activity/Assessment: RL.K6, RL.K.5, RL.K.7**  Using the book of illustrations Pancakes for Breakfast have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless picture book, it is interesting to point out how the illustrator is telling a story without words. Even picture books with words tell a story through the illustrations. Write the students’ dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing the process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless picture book. Compare students’ illustrations to the illustrations in the book. |
| **KINDERGARTEN - UNIT 2**  **Literary**  **The Three Cabritos**  **Activity/Assessment: RL.K.9**  Read The Three Billy Goats Gruff by Paul Galdone (or any other traditional version), and discuss the beginning, middle, and end of the story. Then read The Three Cabritos discussing how the beginning, middle, and end are similar, but the setting and characters make it a different story. |  | **KINDERGARTEN - UNIT 2**  **Literary**  **Pancakes for Breakfast**  **Activity/Assessment: RL.K6, RL.K.5, RL.K.7**  Using the book of illustrations Pancakes for Breakfast have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless picture book, it is interesting to point out how the illustrator is telling a story without words. Even picture books with words tell a story through the illustrations. Write the students’ dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing the process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless picture book. Compare students’ illustrations to the illustrations in the book. |
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