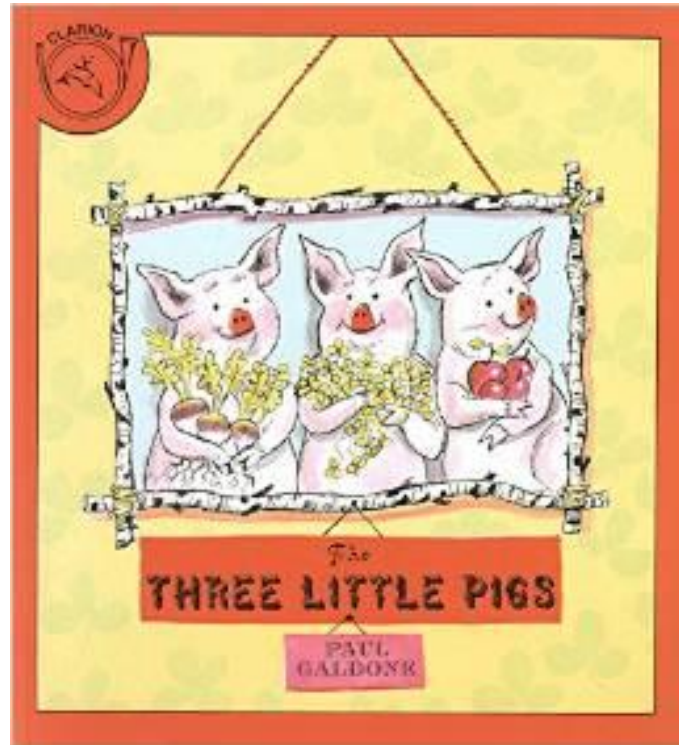


Tell A Story, 1-2-3

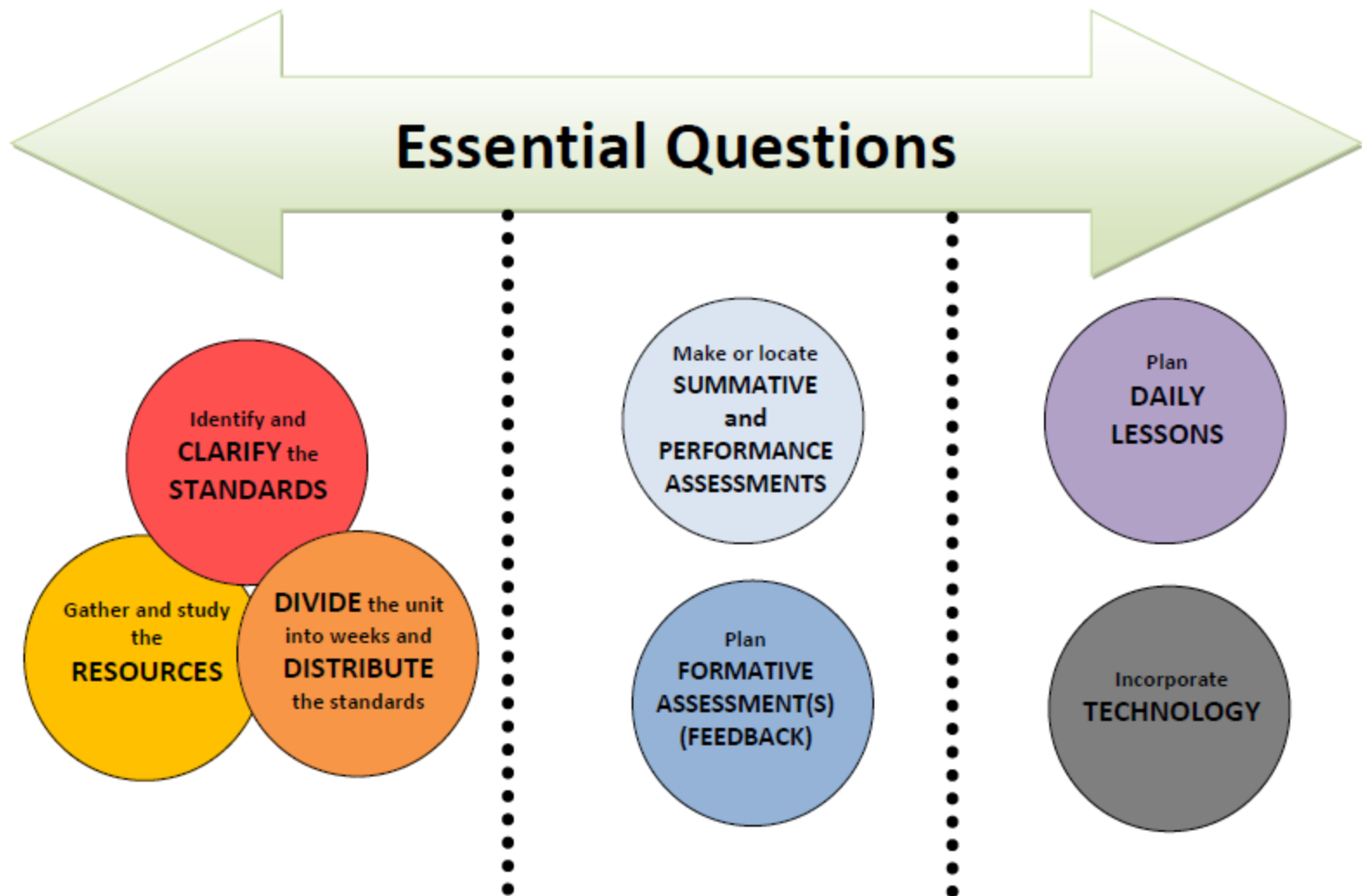
Kindergarten Unit 2

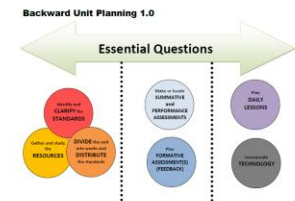


Unit Planning Team-

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Backward Unit Planning 1.0



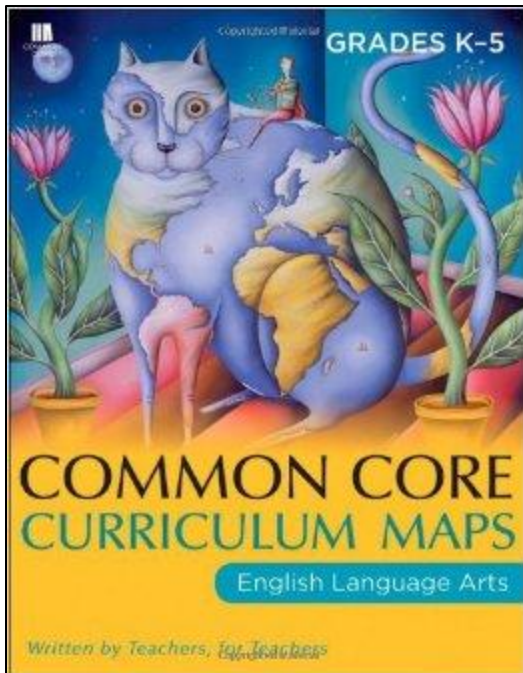


Tell a Story, 123

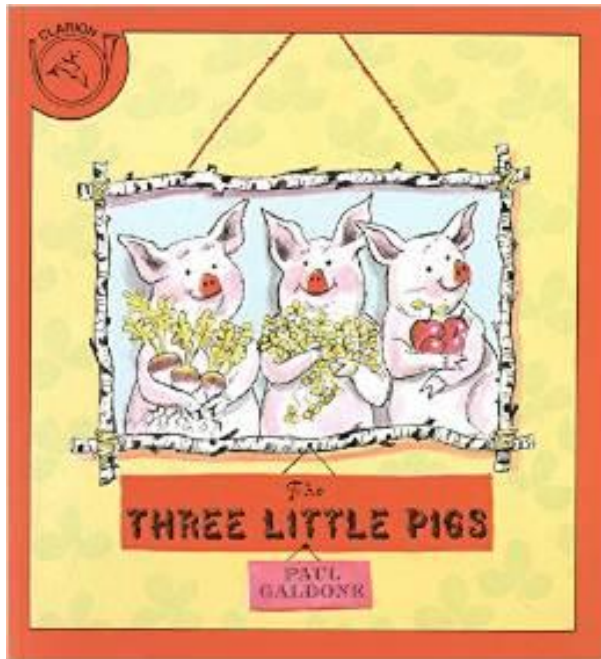


Essential Questions

How does sequence help us understand our world?



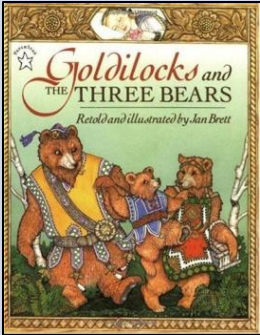

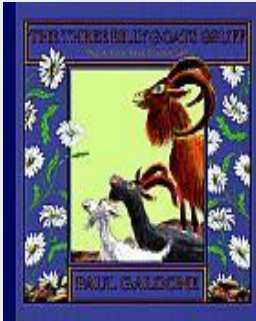
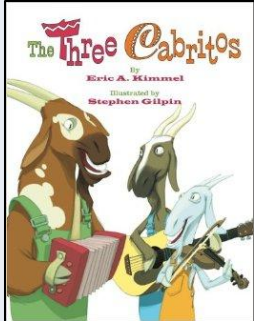
New Texts



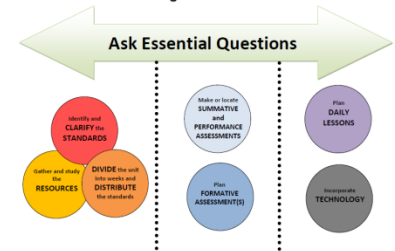
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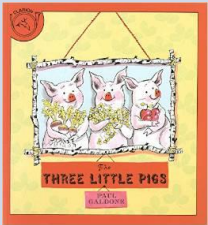
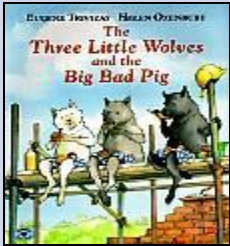
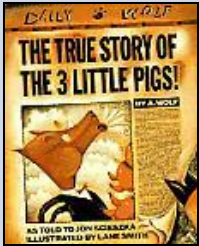
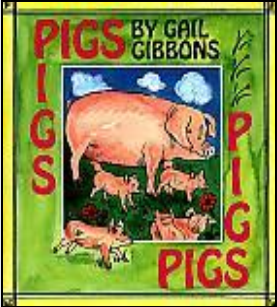
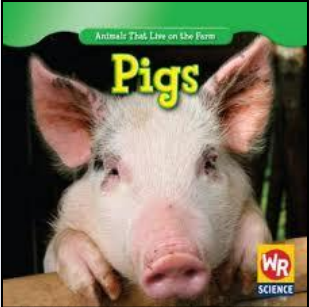
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Week	Standards	Texts
1	<p>R.L.K.1 Ask questions about text</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.5 Recognize common types of texts</p> <p>R.L.K.6 Name author/illustrator & define roles of each</p> <p>R.F.K.1a left to right, top to bottom , page by page (return sweep)</p> <p>R.F.K.3c High Frequency Words (ongoing)</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p>	  <p>Use one or more of the counting books to introduce sequence.</p>
2	<p>R.L.K.1 Ask questions about text</p> <p>L.K.1 d. Understand and use question words</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.5 Recognize common types of texts</p> <p>R.L.K.6 Name author/illustrator & define roles of each</p> <p>R.L.K.9 Compare & contrast familiar stories</p> <p>R.F. K.3a Letter sounds</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p>	 

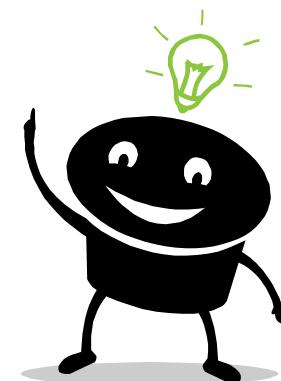
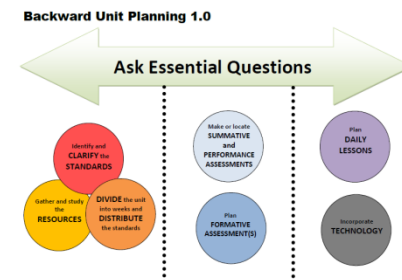
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Week	Standards	Texts
3	<p>R.I.K.1 Ask questions about key details</p> <p>R.I.K.2 Identify main topic & key details</p> <p>R.I.K.4 Ask questions about unknown words</p> <p>R.I.K.5 Identify front cover, back cover & title page of a book</p> <p>R.I.K.6 Name author/illustrator & define roles of each</p> <p>R.F. K.3a Letter sounds</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>L.K.2 b. Recognize and name end punctuation</p> <p>L.K.2 d. Spell simple words phonetically</p>	 <p>The image shows three book covers. The top left is 'Goats' by DK, part of the 'Animals That Live on the Farm' series, featuring a close-up of a brown goat. The top right is 'Beatrice's Goat' by Hilda Kuper, showing a woman with a goat in a rural setting. The bottom center is 'Goats' by Warriner, part of the 'Farm Animals' series, featuring a white goat.</p>
4	<p>R.L.K.1 Ask questions about text</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.5 Recognize common types of texts</p> <p>R.L.K.6 Name author/illustrator & define roles of each</p> <p>R.L.K.9 Compare & contrast familiar stories</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>L.K.1 c. Form plural nouns orally</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.1 b. Spoken words have a specific sequence of letters</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2 c. Isolate & pronounce the initial sound in CVC words</p>	 <p>The image shows two book covers. The left is 'The Three Javelinas' by Sharon Lewis, illustrated by John Fournier, showing three javelinas in a desert. The right is 'The Three Little Pigs' by Paul Galdone, showing three pigs in a frame.</p>

Week	Standards	Texts
5	<p>R.L.K.1 Ask questions about text</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.9 Compare & contrast familiar stories</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.1 b. Spoken words have a specific sequence of letters</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2 c. Isolate & pronounce the initial sound in CVC words</p>	  
6	<p>R.I.K.1 Ask questions about key details</p> <p>R.I.K.2 Identify main topic & key details</p> <p>R.I.K.5 Identify front cover, back cover & title page of a book</p> <p>R.I.K.6 Name author/illustrator & define roles of each</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>RF.K.1 b. Spoken words have a specific sequence of letters</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2 c. Isolate & pronounce the initial sound in CVC words</p> <p>RF.K.4 Read Emergent Texts</p>	 

Week	Standards	Essential Questions
1	<p>R.L.K.1 Ask questions about text</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.5 Recognize common types of texts</p> <p>R.L.K.6 Name author/illustrator & define roles of each</p> <p>R.F.K.1a left to right, top to bottom , page by page (return sweep)</p> <p>R.F.K.3c High Frequency Words (ongoing)</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p>	<p><i>How does sequence help us understand our world?</i></p>
2	<p>R.L.K.1 Ask questions about text</p> <p>L.K.1 d. Understand and use question words</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.5 Recognize common types of texts</p> <p>R.L.K.6 Name author/illustrator & define roles of each</p> <p>R.L.K.9 Compare & contrast familiar stories</p> <p>R.F. K.3a Letter sounds</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p>	

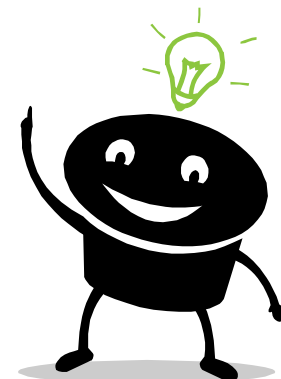
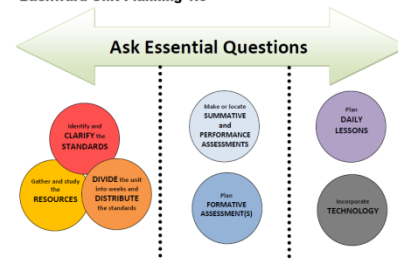


This essential question can be addressed in math!

K.CC.2

Week	Standards	Essential Question
5	<p>R.L.K.1 Ask questions about text</p> <p>R.L.K.2 Retell using key details</p> <p>R.L.K.3 Identify character, setting & major events in a story</p> <p>R.L.K.4 Ask questions about unknown words</p> <p>R.L.K.9 Compare & contrast familiar stories</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.1 b. Spoken words have a specific sequence of letters</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2 c. Isolate & pronounce the initial sound in CVC words</p>	
6	<p>R.I.K.1 Ask questions about key details</p> <p>R.I.K.2 Identify main topic & key details</p> <p>R.I.K.5 Identify front cover, back cover & title page of a book</p> <p>R.I.K.6 Name author/illustrator & define roles of each</p> <p>W.K.3 Narrate a single event</p> <p>W.K.5 Add details to writing</p> <p>RF.K.1 b. Spoken words have a specific sequence of letters</p> <p>L.K.2 d. Spell simple words phonetically</p> <p>RF.K.2 b. Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2 c. Isolate & pronounce the initial sound in CVC words</p> <p>RF.K.4 Read Emergent Texts</p>	<p><i>How does sequence help us understand our world?</i></p>

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This essential question can be addressed in math!

K.CC.2

SAMPLE LESSONS ON TEACHER CREATED RESOURCES PAGE

	Lesson Structure		Classroom Instruction that Works Chapter	Lesson <i>Pancakes for Breakfast</i> 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).
G	Goal Curriculum Standards Benchmarks Objectives	<i>Stated at the beginning of a lesson and unit, clear targets let students know the direction of the learning and they can begin to track their own progress. Feedback toward this goal helps the student to understand learned progress throughout the instruction.</i>	(8) Setting Objectives and Providing Feedback (4) Reinforcing effort and Providing Recognition	Score yourself thumbs up/down... I can talk about the illustrations in a story.
A	Access Prior Knowledge	<i>Accessing prior knowledge allows students the neural courtesy to reach into their own memories for information in order to prepare to connect to new ideas and procedures.</i>	(6) Nonlinguistic Representations (7) Cooperative Learning (10) Cues, Questions and Advance Organizers	Sh... Turn do t Rep thes whic
N	New Information	<i>Presentation of new information (declarative and procedural) through reading, lectures, video, or discussion with strategies that help the learner gather and organize the information such as note taking, graphic organizers, questioning, and practice.</i>	(3) Summarizing and Note Taking (5) Homework and Practice (11) Teaching Specific Types of Knowledge	You s review of auti examp and the who do author t Pancakes about the missing...t story...the the book a
A	Application	<i>Students use thinking skills with declarative knowledge to construct new ideas and practice to automaticity and strategic use for procedural knowledge.</i>	(2) Identifying Similarities and Differences (9) Generating and Testing Hypotheses (10) Cues, Questions and Advance Organizers	Stop half w here. You whatever pi story. (Give last few page discuss their time. Great jo (Finish the sto

Lesson: I can identify characters, setting and events.

Standard:

RL.K.3 With prompting and support, identify characters, setting and major events in a story.

Goal

(8) Setting Objectives and Providing Feedback
(4) Reinforcing effort and Providing Recognition

G

I can identify the characters in a story.
*Score yourself

Access Prior Knowledge

(6) Nonlinguistic Representations
(7) Cooperative Learning
(10) Cues, Questions and Advance Organizers

A

Turn and Talk; Show a picture of The Very Hungry Caterpillar.
Discuss Who, where, what! (character, setting, events)

New Information

(3) Summarizing and Note Taking
(5) Homework and Practice
(11) Teaching Specific Types of Knowledge

N

Read Beatrice's Goat.
Discuss what a character means and what we should be listening for before we begin reading.

Application

(2) Identifying Similarities and Differences
(9) Generating and Testing Hypotheses
(10) Cues, Questions and Advance Organizers

A

Give students time to draw the characters from the story in their notebooks. Whole group discussion. Add to chart!

Generalize

(8) Setting Objectives and Providing Feedback
(4) Reinforcing effort and Providing Recognition

G

I can identify the characters in a story.
*Score yourself



SAMPLE ASSESSMENTS ON TEACHER CREATED RESOURCE PAGE:

Possible Assessment for Focus Standards

RL.K.2 With prompting and support, retell familiar stories including key details.

Have students use picture cards to do an oral retelling of a familiar story. At this point in the year providing picture cards to assist with sequencing is an appropriate support. The end-of-year goal is to retell without picture support.

You may use the rubric below to score students' oral retelling of a familiar story read aloud. In order to have an authentic assessment, use a text that has not previously been used to practice retelling.

	Includes 5 or more key details in sequence when retelling and extends story elements with elaboration and detailed dialogue. Sequences all picture cards in order.
	Includes 3-4 key details in retell—including at least one event from the beginning, one from the middle, and one from the end of the story. May use character and/or setting to support plot descriptions. Sequence 3 picture cards in order.
	Includes two details or only responds with labeling words for characters, setting, and/or events (rather than describing in a narrative fashion) in retell. Sequences 1 or 2 picture cards.
	Identifies or labels 1 (or zero) basic story elements such as character, plot or events. Does not sequence picture cards.

Circle the characters in blue. Circle the settings in red.



R.L.K.3





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Jennifer Kirkland, and Gail Fenix