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| **Objectives**  **Farm Fun**  **Tell A Story: 1 – 2 – 3**  **K**  Unit 2:  **==** | **Key Vocabulary** | **Additional Required Components**  **Essential Question:**   1. How are the beginning, the middle, and the end of a story different from each other? 2. Why is it important to share stories? | **Required Assessments** | **Resources** |
| 1. Orally retell familiar stories including details from the beginning, middle, and end. 2. Draw pictures to represent main events of a story from the beginning, middle, and end. 3. Use a combination of writing, drawing, and dictating to tell a story. 4. Use a combination of writing, drawing, and dictating to write about what is observed. 5. Orally state an opinion and give one reason why. 6. Use a combination of writing, drawing, to write an opinion and give one reason why. 7. Recognize the importance of sequencing in storytelling, counting books, and nursery rhymes. 8. Compare multiple versions of the same story. | **Author**  **Fiction**  **Illustration**  **Illustrator**  **Informational Texts**  **Key Word**  **Non-Fiction**  **Opinion**  **Paraphrase**  **Research**  **Retell**  **Search Engine**  **Sequence**  **Beginning/Middle/End**  **First/Second/Third**  **Versions** | **Retell Foldable**  RL.K.2, RL.K.3, & RL.K.10  **Read Aloud Procedure - Literature**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Read-Aloud Procedure-**  **Informational Texts**  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Sequential Retell**  RL.K.1, RL.K.2, RL.K.3, RL.K.10, SL.K.1a, SL.K.2, SL.K.4, SL.K.5, SL.K.6  **Illustrations Tell A Story**  RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10  **Farm Animals Informational Chart**  RI.K.1, RI.K.2, RI.K.2  **Farm Animal Group Research**  RI.K.1, RI.K.2, RI.K.3, RI.K.10, W.K.2, W.K.6, W.K.7, W.K.8., SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.5  **Vocabulary / Word Wall**  L.K.4, L.K.4a, L.K.4b | **“First Steps”**  **Narrative Writing**  W.K.3, W.K.5, L.K.1, L.K.2, L.K.2a, L.K.2b, L.K.2c, & L.K.2d  **“First Steps”**  **Opinion Writing**  W.K.1, W.K.5, L.K.1, L.K.2, L.K.2a, L.K.2b, L.K.2c, & L.K.2d  **My “I See” Book**  **Informational Writing**  W.K.2, W.K.5, L.K.1, L.K.2, L.K.2a, L.K.2b, L.K.2c, & L.K.2d | **Exemplar Texts:**   * *The Year At Maple Hill Farm* by: Alice & Martin Provensen * *Pancakes for Breakfast* by: Tomie dePaola * *Zin! Zin! Zin! A Violin*  by: L.Moss * *Mix A Pancake* by: C. Rossetti   **Other Texts:**   * *Ten, Nine, Eight* by: Molly Bang * *Chicka Chicka 1, 2, 3* by: Martin, Sampson, & Ehlert * *Ten Apples Up On Top!* by: Dr. Seuss & Roy McKie * *Goldilocks and the Three Bears* by: Jan Brett * *Horrible Harry Bugs The Three Bears* by: Kline & Remkiewicz * *The Three Billy Goats Gruff*  by: Paul Galdone * *The Three Cabritos*  by: Eric Kimmel & S. Gilpin * *The Three Pigs* by: David Wiesner * *The True Story of the 3 Little Pigs* by: Jon Scieszka * *The Three Little Wolves and the Big Bad Pig* by: Eugene Trivizas * *Ten Black Dots* by: D. Crews * *The Very Hungry Caterpillar* by:Eric Carle * *Farm Animals* by: Felicity Everett * *Pigs*  by: JoAnn Early Macken * *Goats* by: JoAnn Early Macken * *Jobs On A Farm*  by: N. Dickmann |
| **I Can Statements** |
| 1. I can retell the beginning, middle, and end of this story. 2. I can draw pictures to show the main events of the story. 3. I can tell a story with a beginning, middle, and end. 4. I can write a book about what I see. 5. I can tell my opinion and give a reason. 6. I can identify the sequence in a story, book, or nursery rhyme. 7. I can compare different versions of a story. |