**Marietta City Schools**  
**2023-2024 District Unit Planner**

**Kindergarten**

<table>
<thead>
<tr>
<th>Topic Title</th>
<th>#1 Form and Function of Nursery Rhymes</th>
<th>Unit Duration</th>
<th>7 days</th>
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</table>

**Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):** With prompting and support, identify characters, settings, and major events in a story. With prompting and support, retell familiar stories, including key details.

**What enduring understandings will students gain from this unit?** Nursery rhymes use rhyming words and imagery to tell a story and entertain readers.

### GSE Standards

**ELA**

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELAGSEKRF2: a. Recognize and produce rhyming words.

ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
  b. Continue a conversation through multiple exchanges.

ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Last Revised: June 2023
# Essential Questions

**Factual—**
- What pictures did you see in the story?
- Who is the nursery rhyme about?

**Inferential—**
- How are things described in the story?
- What does this phrase mean?

**Critical Thinking—**
- How are things alike?
- How are they different?

<table>
<thead>
<tr>
<th>Tier II Words- High Frequency Multiple Meaning</th>
<th>Tier III Words- Subject/ Content Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>great, together, fetch, pail, beside, frightened, cry, shall, accident, height, idea</td>
<td>poem, poetry, rhyme</td>
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## Assessments

### Transfer of Integrated Skills:
- **Rhyming Assessment** Formative assessment using the class choice of favorite nursery rhyme. Directions on Day 5 of 15-day plan.
  ELAGSEKRF2: a. Recognize and produce rhyming words.

### Writing Task and Summative Assessment
- **Picture The Character** Students will illustrate a character from one of the nursery rhymes taught throughout the week. Students will then label or dictate to describe their character.
  ELAGSEKW3: 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.

*Last Revised: June 2023*
<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Includes details beyond the chosen character, such as setting or other characters</td>
<td>Includes multiple details about the chosen character</td>
<td>Includes few details about the chosen character</td>
<td>Does not draw a character from a nursery rhyme</td>
</tr>
<tr>
<td>Coherence</td>
<td>Labels/phonetic spelling align with and add to the drawing</td>
<td>Labels/dictation align with the drawing</td>
<td>Labels conflict with the drawing/dictation</td>
<td>Does not provide labels/dictation</td>
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<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Differentiation Considerations</th>
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</table>
| Daily Lessons for Text Comprehension | *Nursery Rhymes 7-day Plan*  
  - Hook: Humpty Dumpty from Mother Goose Nursery Rhyme book, Little Miss Muffet, Three Little Kittens  
  - Visual: Jack and Jill  
  - Target: After the Fall | |
| Connected Tier 1 Unit | *CKLA Nursery Rhymes and Fables* | |
| Connected Writing Activities | Focus skill: Note-taking  
  - JOTT & 2 column organizer | |

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<tr>
<th>Additional Planning Resources</th>
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<tr>
<td><strong>MCS K-5 KBU Overview</strong></td>
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<th>Additional Instructional Resources</th>
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Additional Suggested High Quality Complex Texts

Additional Suggested Experiential Resources

- Have students make puppets of a character from their favorite nursery rhyme. Then have them use the puppet(s) to do a retell of the nursery rhyme.

- **Secret Code:** Say a word *stretched out with every* phoneme separated by about a second of time. The students then repeat the word back to you as a whole unit: /s//t//r//ee//t/ STREET Build rhyme awareness by focusing on one rime each lesson: street, feet, cheat, etc.

- **I’m Thinking:** Create riddles using content of shared reading to focus on different beginning phonemes. “I’m thinking of a name we read that starts with /j/.” (Jack, Jill) “I’m thinking of something the characters did that starts with /f/.” (fetched, fell)