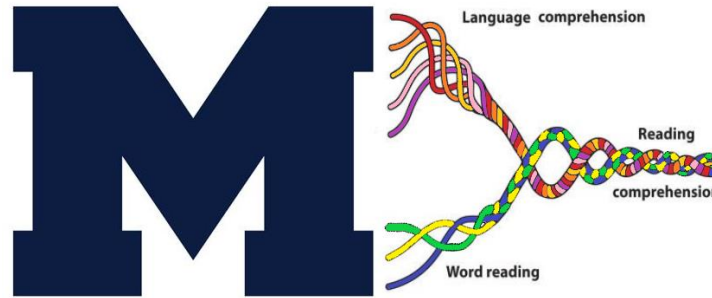




KINDERGARTEN ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #1: Nursery Rhymes and Fables</i>	Suggestion Duration	<i>3 weeks</i>
--------------	---	----------------------------	----------------

GSE Standards

Priority Standards

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.

Essential Questions

<p>Literal— What pictures did you see in the story? Who is the nursery rhyme about?</p>	<p>Inferential— How are things described in the story? What does this phrase mean?</p>	<p>Evaluative - How are things alike? How are they different?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>we, all, little</p>	<p>naughty, rest, sigh, quick, fear</p>	<p>poem, poetry, rhyme</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template Berger Framework with Instructional Notes</p>	<p>Related Rhyming Activity</p> <p>Secret Code: Say a word <i>stretched out</i> 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.</p>	<p>Related Vocabulary Strategy</p> <p>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)</p>
<p>Assessments</p>		
<p><u>Formative Assessment(s):</u></p>		

Description: Think/Pair/Share about 5 W's related to a read aloud. *Who are the main characters? When and where did the story happen? What were the characters trying to do? Why did they have to make or adjust a plan to accomplish their goal?*

Standards:

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.

Summative Assessment(s):

Description: Three part assessment

Vocabulary - Tell students you will say a sentence using one of the vocabulary words from this unit. If you use the word correctly the student gives a thumbs up or picks the picture of the smiley face. (Ex: The main character in the story was a dog. - thumbs up)

Comprehension - Provide students with picture-word cards for characters, settings, and events from nursery rhymes covered in this unit. Tell the students that they will pick the picture that answers a literal question you ask about one of the nursery rhymes.

Rhyming - Tell the students that you are going to ask them if certain words from nursery rhymes in this unit rhyme.

Standards:

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.

ELAGSEKRF2: a. Recognize and produce rhyming words

ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Writing Task and Rubric:

Description: Have students draw and then label a character from one of their favorite nursery rhymes

Standards:

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.

	4	3	2	1
Knowledge	Includes details beyond the chosen character, such as setting or other characters	Includes multiple details about the chosen character	Includes few details about the chosen character	Does not draw a character from a nursery rhyme
Coherence	Labels align with and add to the drawing	Labels align with the drawing	Labels conflict with the drawing	Does not provide labels

Objective or Content	Learning Experiences	Differentiation Considerations
----------------------	----------------------	--------------------------------

Building Background Knowledge Through The Berger Framework	Berger Framework: Three Little Kittens	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Ask students which words rhyme together and how do they know.	
Performance Task - students should use both written and verbal expression to complete the task.	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.	

Recommended High Quality Complex Text By Lexile Band

Preview all books for content before reading to students to look for any questionable material

Three Little Kittens (District provided)

Classic Collection of Mother Goose Rhymes (District Provided)

The Ant and the Grasshopper (This book can be found in Media Centers and at <https://getepic.com>)

The Tortoise and the Hare (This book can be found in Media Centers and at <https://getepic.com>)

The Lion and the Mouse (This book can be found in Media Centers and at <https://getepic.com>)