**Tell A Story, 1-2-3**

**In this second six-week unit of Kindergarten, students focus on sequence as they enjoy “Counting Books,” both fiction and informational, and stories based on “three.”**

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**Overview**

* + Building on the wide exposure to text types in the first unit (“A Colorful Time With Rhythm and Rhyme”), students now focus on the sequence of a text: the beginning, middle, and end of a story. They learn to retell rich stories and, by listening to versions of traditional stories, recognize a familiar story embedded in a different setting with different characters. Counting rhymes and reading a number of the counting books will continue the first unit’s focus on phonological awareness and listening for more rhythm and rhyme. Students study three art pieces, which are used for a creative activity in storytelling, and are related to the idea of multiple versions of a familiar story.
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
		- **RL.K.2:**With prompting and support, retell familiar stories, including key details.
		- **RL.K.9:**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
		- **RI.K.1:**With prompting and support, ask and answer questions about key details in a text.
		- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
		- **SL.K.1(b):**Continue a conversation through multiple exchanges.
		- **W.K.3:**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.
		- **L.K.2:**Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
		- **L.K.2(a):**Capitalize the first word in a sentence and the pronoun "I."

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Name the author and illustrator of both the fictional and informational texts in this unit.
		- Orally retell familiar stories, including details and events at the beginning, middle, and end.
		- Recognize and name additional upper and lower case letters of the alphabet.
		- Recite and produce rhyming words from nursery rhymes and rhyming texts.
		- Produce the primary (most frequent) sound for each letter they have learned so far.
		- Use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.
		- Distinguish shades of meaning as they note the adjectives used in *Goldilocks and the Three Bears* and the verbs in *The Three Billy Goats Gruff.*
		- Recognize the importance of sequence in storytelling, informational and fictional counting books, and nursery rhymes.
		- Appreciate the difference between an original story and other versions of the same story.
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Counting Books (Read Aloud)**

* + - *Ten, Nine, Eight* (Molly Bang) (EA)
		- *Chicka Chicka 1, 2, 3* (Bill Martin, Jr., Michael Sampson, and Lois Ehlert)
		- *Ten Apples Up on Top* (Dr. Seuss and Roy McKie) (EA)
		- *One is a Snail, Ten is a Crab: A Counting by Feet Book (*April Pulley Sayre, Jeff Sayre, and Randy Cecil)
		- *Anno's Counting Book* (Mitsumasa Anno)

**Traditional Stories & Variations (Read Aloud)**

* + - *Goldilocks and the Three Bears*(Jan Brett)
		- *Horrible Harry Bugs the Three Bears*(Suzy Kline and Frank Remkiewicz)
		- *The Three Billy Goats Gruff (*Paul Galdone)
		- *The Three Cabritos* (Eric A. Kimmel and Stephen Gilpin)
		- *Three Cool Kids*(Rebecca Emberley)
		- *The Three Little Pigs*(James Marshall)
		- *The Three Pigs*(David Wiesner)
		- *The True Story of the Three Little Pigs* (Jon Sciezka and Lane Smith)
		- *The Three Little Wolves and the Big Bad Pig*(Eugene Trivizas and Helen Oxenbury)
		- *The Three Little Javelinas/ Los Tres Pequenos Jabalies: Bilingual*(Susan Lowell)

**Stories (Read Along)**

* + - *Pancakes for Breakfast*(Tomie DePaola) (E)
		- *Ten Black Dots* (Donald Crews) (EA)
		- *The Very Hungry Caterpillar* (Eric Carle)

**Poems (Read Aloud)**

* + - "Three Little Kittens" in *The Oxford Illustrated Book of American Children’s Poems* (Eliza Lee Follen)
		- *Zin! Zin! Zin! A Violin* (Lloyd Moss and Marjorie Priceman) (E)

**Poems (Read Along)**

* + - “Mix a Pancake” in *The Complete Poems* (Christina Rossetti) (E)

**Nursery Rhymes / Songs (Read Along)**

* + - "Three Blind Mice"
		- "One, Two, Buckle My Shoe"
		- "A Diller, A Dollar"
		- "Hot Cross Buns"
		- "Hickory, Dickory, Dock"
		- "Old King Cole"
		- "Baa, Baa, Black Sheep"
		- "This Little Pig Went to Market"

**Informational Texts**

* + - *CanYou Count Ten Toes?: Count to 10 in 10 Different Languages* (Lezlie Evans and Denis Roche)
		- *One Is a Drummer: A Book of Numbers* (Roseanne Thong and Grace Lin)
		- *Arlene Alda’s 1 2 3: What Do You See?* (Arlene Alda)
		- *Moja Means One: Swahili Counting Book* (Muriel and Tom Feelings)*The Year at Maple Hill Farm* (Alice and Marin Provensen) (E)
		- *Our Animal Friends at Maple Hill Farm*(Alice and Martin Provensen) (EA)
		- *Farm Animals*(Young Nature Series) (Felicity Everett)
		- *Pigs*(Gail Gibbons) (EA)
		- *Beatrice’s Goat*(Page McBrier and Lori Lohstoeter)
		- *Pigs*(Animals That Live on the Farm) (JoAnn Early Macken)
		- *Goats*(Animals That Live on the Farm) (JoAnn Early Macken)

**Art, Music, and Media**

* + - Jean-Francois Millet,[*First Steps*](http://www.vggallery.com/influences/millet/m_0668.htm) (1858-59)
		- Vincent van Gogh, [*First Steps, after Millet*](http://www.metmuseum.org/toah/works-of-art/64.165.2) (1890)
		- Pablo Picasso, [*Mother and Child (First Steps)*](http://artgallery.yale.edu/pages/collection/popups/pc_modern/enlarge2.html) (1943)
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**Sample Activities and Assessments**

* + *Note: Continue work on rhythm and rhyme from Unit One as more of the students show readiness to hear and see rhyming words.* (RFK.2a)

**Class Discussion / Literature**

Arrange small groups of students and place an object (e.g., a block) in the middle of the circle. As a class, tell the story of *Goldilocks and the Three Bears*, having students take turns telling the events in the story. Students pick up the block when ready to fill in part of the story and put the block back in the middle when finished. Storytelling is shared with all the members of the group. (RL.K.2,SL.K.1a, SL.K.1b)

**Literature / Writing**

Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of *Goldilocks and the Three Bears* showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember. (RL.K.1, RL.K.2, L.K.1a, L.K.1b, L.K.1c, L.K.2a, W.K.3, W.K.5)

**Literature**

Using the book of illustrations *Pancakes for Breakfast* (Tomie DePaola), 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 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 this process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless book. The students’ illustrations can then be compared to the book.) (RL.K.6, RL.K.5, RL.K.7)

**Art / Literature Connection**

To introduce “versions” of a story to your class, use Millet’s *First Steps* as the original idea. Allow the class to study the painting, giving plenty of time to notice details and create a possible story surrounding the painting. Then pull out Van Gogh’s *First Steps, after Millet* and have the class note how the “original characters are still in the story” but also that it all looks different. (Millet: People are prominent. Van Gogh: People are no longer the focus; everything appears equal in weight—the gate, the wheelbarrow, the tree in the background. The baby doesn’t even have a face anymore.) Picasso’s *First Steps* will amaze the class with the same idea but in a completely different setting, choice of color, and style. (RL.K.9)

**Art / Writing Connection**

After looking closely at three art pieces with the same name, “First Steps,” choose one of the paintings and imagine it shows the end of a story. Pair students to make up the beginning and middle of the story to share with the class. Prompt: Choose one of the paintings and write (or dictate) a sentence telling why you chose that painting as your favorite. Be sure to begin your sentence with a capital letter and put a period at the end. (W.K.1, W.K.3)

**Literature**

Read the traditional version of a story first. Then read a different version of the story. For example, read the Galdone version of “The Three Billy Goats Gruff” and discuss the beginning, middle, and end of the story. Then read one of the other versions discussing how the beginning, middle, and end are similar, but the setting and characters make it a different story. (RL.K.9)

**Reading Foundations / Writing**

Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using the numbers 1-5 and five different things that begin with the chosen letter, create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout). Title each student’s book “A Counting Book for \_\_\_\_\_\_\_.” Be sure to write the name of the author and illustrator (student) on the cover of the book. Place the finished books in a basket for other students to enjoy. (RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.3a)

**Informational Text**

Today you will have to think, ask questions, and answer questions while we read an informational counting book titled *One Is a Drummer: A Book of Numbers*(Roseanne Thong and Grace Lin). (RI.K.1, RI.K.6)

**Informational Text**

Because pigs and goats are talking characters who have personalities in these stories, students will enjoy reading about real pigs and goats. Beginning with books and digital resources on pigs or goats, keep a chart of animal needs that are met on the farm. (RI.K.1, RI.K.6)

**Poetry / Illustrating**

“Mix a Pancake” is a poem written by Christina Rossetti. Have students draw illustrations that match the words to show the steps in making pancakes. When finished, they can share the illustrations with a friend and read the poem together. (RL.K.5, RL.K.7, W.K.2)

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**Reading Foundations**

* + **A Pacing Guide for Reading Instruction**

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities (K: Units 1-3)](http://commoncore.org/free/resources/Kindergarten_Foundations_U1-3_%288.19%29.pdf)

[Reading Foundations and Activities (K: Units 4-6)](http://commoncore.org/free/resources/Kindergarten_Foundations_U4-6_%288.19%29.pdf)

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**Additional Resources**

* + - [Comparing Tales through Performance: The Three Little Pigs](http://artsedge.kennedy-center.org/content/2343/) (ArtsEdge, The Kennedy Center) (RL.K.9)
		- [*Poetry Portfolios: Using Poetry to Teach Reading*](http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-using-poetry-152.html?tab=1#tabs)(ReadWriteThink) (RL.K.5)
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**Terminology**

* + - author
		- beginning
		- characters
		- end
		- illustration
		- illustrator
		- middle
		- number words
		- ordinal number words (first, second, third)
		- poem
		- retelling
		- sequence
		- storybook
		- versions
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**Making Interdisciplinary Connections**

* + **This unit teaches:**
		- **Art**: Millet, van Gogh, Picasso
		- **Science**: Farm animals (e.g., pigs and goats; what farm animals need to live)

**This unit could be extended to teach:**

* + - **Science**: Animals and their needs (e.g., farm, pet, and wild animals; what animals need to live) or farming (e.g., crops from field to table)