



MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons

ENGLISH LANGUAGE ARTS

**Kindergarten**

MISSISSIPPI DEPARTMENT OF EDUCATION

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Grade Level	Unit Title	Duration
Kindergarten	Doggone It...Reading Is Fun	10 Days
<b>Mississippi College- and Career-Readiness Standards for English Language Arts</b>		<b>Unit Overview and Essential Question(s)</b>
<p style="text-align: center;"><b><u>Reading Standards</u></b></p> <p><b>Focus:</b></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Additional:</b></p> <p><b>RL.K.4</b> Ask and answer questions about unknown words in a text</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><b><u>Reading Foundational Standards</u></b></p> <p><b>Focus:</b></p> <p><b>RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken</p>		<p>This K unit is designed for kindergarten students and focuses on asking/answering questions about multiple texts/media sources, retelling stories using a variety of reading, writing, and speaking skills and exploring/recognizing rhyming words.</p> <p>Students will answer who, what, when, where, why, and how questions using details from printed materials. They will retell a story using prompts and support through conversations, picture sequencing, dictating as the teacher records their words, and creative writing that includes illustrations.</p> <p>Students will blend and segment onsets and rime of single-syllable spoken words.</p> <p>The unit includes read-alouds, guided reading, choral reading, writing, computer instructions, and peer tutoring. Learning centers allow each student to participate in all the activities for the week. Writing centers are student- and teacher-led.</p> <p>Textbooks, music, big books, computer games, writing and art activities will provide students with numerous</p>



words.

**RF.K.2c** Blend and segment onsets and rimes of single-syllable spoken words.

### Writing Standards

**Focus:**

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Speaking and Listening Standards

**Focus:**

**SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion).

### Language Standards

**Focus:**

**L.K.1d** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**L.K.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

experiences to acquire and integrate new knowledge.

**Essential Questions:** Page | 9

- How can key details in a story be conveyed through emergent forms of writing?
- How does asking/answering questions help readers and writers understand event sequence in a story?
- How does asking/answering questions help readers and writers locate and understand ideas in informational text?

### Text Set

#### Texts

- *Harry, the Dirty Dog* by Gene Zion
- “*My Neighbor’s Dog is Purple*” by Jack Prelutsky
- *The Perfect Dog* by Kevin O’Malley
- *Officer Buckle and Gloria* by Peggy Rathmann

#### **Non-print Texts (e.g., Media, Video, Film, Music, Art, Graphics)**

- [Facts about Animals](#) San Diego Zoo (for Science Center)
- [Harry, the Dirty Dog – YouTube](#)
- [Officer Buckle and Gloria](#) by Peggy Rathmann
- [Onset and Rime Cards](#)
- [Onset and Rime Interactive Game for Computer Center](#)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [The Perfect Dog read online if the text is not available](#)
- [Petaluma Police Dogs](#)
- [Printouts for Language Center](#)
- [Puppy Dog Pals](#)
- [Sound Detective](#)

**Lesson 1: Who, What, When, Where?**

The students will identify the character and setting of a story. The students will listen to a poem, blend onset and rimes, identify text-dependent vocabulary, define characteristics of living and non-living things, and listen to a read-aloud. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 2: What Comes Next?**

The students will describe how pictures tell a story and sequence the story's main events. Students will play charades to act out parts of a dog's body, match the body part to the sense that uses it, blend onset and rimes to make words, identify text-dependent vocabulary, and sequence the events of a read-aloud.

**Lesson 3: The Five W's**

The students will practice onset and rime. The students play question bingo to ask and answer questions. Students will also use the text to answer questions. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 4: High Five Retell**

The students will retell stories using the High Five Retell strategy. Students will also segment phonemes in whole group. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 5: BIG, BIGGER, BIGGEST**

The students will independently retell stories using the High Five Retell Strategy. Students will identify meanings of suffixes such as -er and -est. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 6: Retelling the Beginning of a Story**

The students will retell stories with partners. Students will use Elkonin boxes to segment phonemes. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 7: Retelling the Middle and Ending of a Story**

The students will retell stories. Students will also practice drawing and writing the beginning, middle, and ending of the story. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 8: Picture Detectives**

The students will use illustrations to answer questions about key details. The students will work in small groups on phonemic awareness skills. Exploration and learning will take place in learning centers and small group tasks.

**Lesson 9: Comparing Two Stories**

The students will compare and contrast two stories from the unit in a whole group. Students will ask and answer questions about key details. The students will use Elkonin boxes to segment sounds. Exploration and learning will take place in learning centers and

small group tasks.

**Lesson 10: Performance Task**

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Students will draw/write/dictate the beginning, middle and ending of one of the stories from the unit. Teacher will assess mastery using the included rubric.

## Rubric for Performance/Culminating Task

Rating	4	3	2	1
Evaluative Criteria	Excellent	Good	Fair	Poor
<b><i>RETELL key details (story elements: character(s), setting, and/or major events) in event sequence through DRAWING</i></b>	My picture shows all the details in the story in event sequence.	My picture shows most of the details in the story in event sequence.	My picture shows one or two of the details in the story.	My picture shows little to no details in the story.
<b><i>RETELL key details (story elements) in event sequence through DICTATION or WRITING (emergent forms)</i></b>	My story tells about all the story elements in event sequence.	My story tells about most of the story elements in event sequence.	My story tells about one or two of the story elements.	My story tells little to no details.

## Lesson 1: Who, What, When, Where?

**Focus Standard(s):** RL.K.2, RL.K.3


**Additional Standard(s):** RF.K.2c, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):** [Harry, the Dirty Dog](#) by Gene Zion  
“My Neighbor’s Dog is Purple” by Jack Prelutsky

**Resources and Materials:**

- Audio and/or screen for Listening Center
- Audio and/or screen for Science Center
- Chart markers
- Chart paper
- Manila paper/typing paper
- Crayons/markers
- Hula hoops or string to make circles for sorting
- Objects to sort into living/nonliving groups (picture cards, toys, etc.)
- Computers for Computer Center
- Red and blue counters (alternative options: buttons, bottle caps, paper chips)
- Handout 1.1: Story Map
- Handout 1.2: Beginning, Middle, and End
- [Printouts for Language Center](#)
- [Onset and Rime Cards](#)
- [Onset and Rime Interactive Game for Computer Center](#)
- [Facts about Animals](#) San Diego Zoo (for Science Center)

<p><b>Lesson Target(s):</b>                  Students will show understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told to entertain and/or teach a lesson.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end. Students will be able complete the following actions:</li> <li>• Listen to a story to learn information about the characters and setting. Listen to a story and determine the beginning, middle and the end.</li> <li>• Use what they know about a topic/subject to ask and answer questions.</li> </ul> <p><b>Guiding Question(s):</b></p> <ul style="list-style-type: none"> <li>• Who are the characters in the story?</li> <li>• Where is the setting of the story?</li> <li>• What happens at the beginning of the story?</li> </ul>	
<b>Vocabulary</b>	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• onset</li> <li>• rime</li> <li>• characters</li> <li>• setting</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<p><b>In-Context Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• pet</li> <li>• tag</li> <li>• spots</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to view pictures in the book to derive meaning</li> </ul>
<b>Symbol</b>	<b>Type of Text and Interpretation of Symbol</b>
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

## Instructional Plan

### Understanding Lesson Purpose and Student Outcomes:

Project/Display the following checklist:

Students will:

- Ask and answer questions using background knowledge.
- Explain that a fiction story is an account of imaginary or real people, places, things, and /or events told to entertain.
- Identify characters and the setting.
- Identify the beginning, middle, and end of a story.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.

Gather all students in circle/carpet time for the lesson.

**Note:** Rules for circle/carpet time must be established at the beginning of the year and revisited often.

Review the checklist and explain that as you and the students accomplish these tasks throughout the lessons you will check off these items to show them their accomplishments. Ask students to help you remember to check off items as you progress through the lesson.

#### My Neighbor's Dog is Purple

My neighbor's dog is purple,  
Its eyes are large and green,  
its tail is almost endless,  
the longest I have seen.

My neighbor's dog is quiet,  
It does not bark one bit,  
but when my neighbor's dog is near,  
I feel afraid of it.

My Neighbor's dog looks nasty,  
it has a wicked smile....  
before my neighbor painted it,  
it was a crocodile.

By: Jack Prelutsky

### Anticipatory Set/Introduction to the Lesson:

Give every student a blank piece of paper and access to crayon, markers, etc. Read the first two stanzas of the poem, "My Neighbor's Dog is Purple" by Jack Prelutsky. Ask students to quickly draw what they imagined the dog looked like from the description (3-5 minutes). Read the final stanza of the poem to reveal what kind of 'dog' his neighbor had.

After discussing the answers, make a list of all the pets that the class mentioned on the chart. Add a small picture beside each word. Use a pointer to read the list to the class. Next, have the class read the list with you. Finally, have a few students come and read the list to the class.



**Activity 1: Phonemic Awareness—Onset and Rime**

Show the class three picture cards: cat, dog, bird.

T: I am going to give you parts of a mystery word. When we put the parts of the word together, we'll hear the mystery word. The first sound is /d/. Facing the students, use the right fist to indicate this sound

T: The remaining part of the word is /og/. Use the left fist to indicate the rime.

The teacher will put these sounds together, bringing the fists together, saying the onset and rime, slowly and repeatedly, until the word *dog* is said.

T: The first sound(s) in a word is the *onset*. The remaining part is called the *rime*.

Repeat the process with the words *cat* and *bird*, paying close attention to the onset and rime in each word. Ensure that students are mimicking the hand gestures and saying the word parts as your fists come together.

Continue with three more animal cards: *sheep*, *lion*, and *fish*.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Check for understanding and repeat the process with students who may need more practice.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Ask students to offer words to be segmented as the process is continued.

**Activity 2: Vocabulary Building**

Introduce text-specific vocabulary for the day: *pet, tag, spots*. Write the words on index cards. Ask students to define the words and lead a discussion to correct any misconceptions.

Add the cards to the class Word Wall.

**Note:** Before the lesson, read [Marzano's Six Steps](#) to use for teaching vocabulary words and Compass Publishing's [KWL](#) video if you are unfamiliar with the steps. This KWL site includes a free PDF worksheet for KWL's.

**Activity 3: Living v. Non-living**

**T:** Are you living or non-living? (Living)  
 Are your pets living or non-living? (Living)  
 What do your pets need to live? (Water, food, shelter, air)

Bring out two hula hoops and the objects for sorting. Place an index card labeled Living and Non-living into each hoop. Ask one student at a time to pick an object and sort it into the correct hoop. Ask students to explain how they know which category it is. (A cat is living because it needs food, water, and shelter. A plant is living because it needs food, water, and air. A truck is not living because it doesn't need food, water, or air.)

**Activity 4: Whole Group – Listening and Responding to the Story**

**T:** Today we are going to learn about fiction stories. Fiction stories are stories that are made up by the author. They have two important parts: Characters and a setting. The characters are the people or animals in the story. The setting is where the story takes place.

**T:** Today, we're going to listen to the story *Harry the Dirty Dog*. As I read, I want you to listen for the characters and the setting the author included in this story.  
 Remember, the author writes the words, and the illustrator draws the pictures.

Before reading, identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story.

Read *Harry the Dirty Dog* by Gene Zion fluently and with expression to model good reading.

### Activity 5: After Reading Discussions

T: We just read Harry the Dirty Dog. Did anyone notice any characters in the story? (Yes. Harry the dog, the little girl, the little boy, the mom, and the dad.) Which character was the main character—the character the story was mostly about? (Harry)  
The setting is where the story took place. What was the setting in this story? (This story had multiple settings—the backyard, the street, the train, and the bathtub)

Create an anchor chart, divided into two sections. Label each section as Characters and Setting. Add the definition of character and setting to the chart. (A character is a person, animal or an object in a story. The setting is where the story takes place.) Divide the class into two groups. Assign one group to draw the characters and the other to draw the settings. Encourage students draw different characters and settings. Add the drawings to the correct part of the anchor chart, and ask students to label their drawings using invented spelling if necessary.

T: Next, we are going to use a chart to draw the parts of the story.

Project or draw a large version of the story map (**Handout 1.1**). Ask students to help fill in the parts of the story map to model how to record the parts of a story.

### Homework

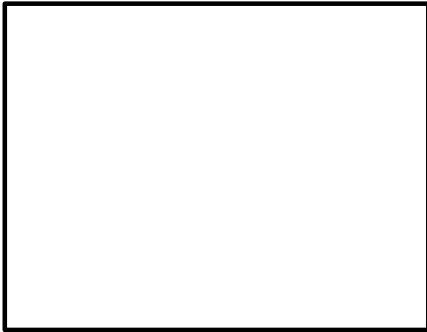
Students will orally retell the story, Harry, A Dirty Dog to someone at home.

**Handout 1.1: Story Map**

Title of the Book: \_\_\_\_\_



The main character is  
\_\_\_\_\_.



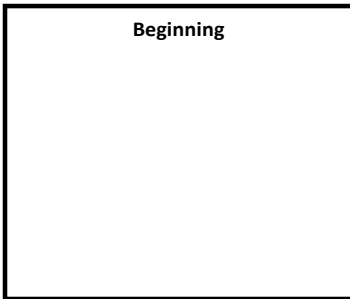
The setting is  
\_\_\_\_\_.

Handout 1.2: Beginning, Middle, and End

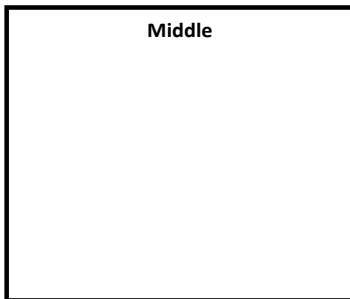
**Handout 1.2: Beginning, Middle, and End**

Use the boxes below to draw what happened during the beginning, middle, and end of the story.

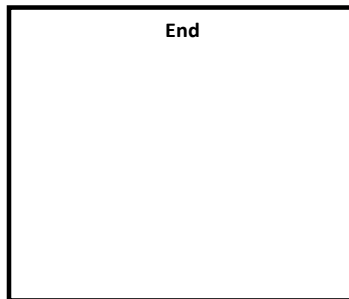
**Beginning**



**Middle**



**End**



## Lesson 2: What Comes Next?

**Focus Standard(s):** RL.K.2

**Additional Standard(s):** RL.K.3, RL.K.4, RL.K.10, RF.K.2c, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes **Text(s):** *Harry, the Dirty Dog*

by Gene Zion **Resources and Materials:**

- Chart Paper
- Learning Center Materials
- Markers
- Unifix or Linking cubes – Red and Blue
- Handout 2.1: Word Wall Games
- [Harry, the Dirty Dog - YouTube](#)
- [Facts about Animals](#)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [Onset and Rime Interactive Game for Computer Center](#)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.


Students will be able to:

- Listen to a story to learn information about the characters and setting.

- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- See the importance of story order or sequence.

**Guiding Question(s):**

- What happens at the beginning of the story?
- Who are the characters in the story *Harry, the Dirty Dog*?
- What type of animal is a dog?
- Are dogs domesticated or wild?

Vocabulary	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• sequence</li> <li>• syllable</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• domesticated</li> <li>• mammals</li> <li>• strange</li> <li>• wild</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	<p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p>
✓	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

## Instructional Plan

### Understanding Lesson Purpose and Student Outcomes:

Students will:

- Use what is known about a topic/subject to ask and answer questions.
- Know a story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Know stories have characters and a setting.
- Know stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.

### Anticipatory Set/Introduction to the Lesson:

Divide class into five groups. Ask each group to play charades to act out one of the following words: tail, ears, fur, nose, tongue.

### Activity 1: Whole Group

Review the previous lesson about living and non-living things.

T: Living things use their five senses to help them survive. Does anyone remember what the five senses are? Does anyone know what body part is used for that sense? (Eyes are for sight. Ears are for hearing. Skin is for touch. Tongues are for tasting. Noses are for smelling.)

T: We just acted out some words that are parts of a dog's body. We're going to make a chart that matches the dog's body part to what it does. Let's look at the ears.

Draw a picture of a dog with the following body parts: ears, eyes, nose, fur, tongue, tail.

T: What do the ears do? (They help a dog hear.) What do the eyes do? (They help a dog see.) What does the dog's nose do? (It helps a dog smell.) What does the fur do? (It keeps a dog warm. Its skin helps a dog to feel.) What does a dog's tongue do? (Its tongue helps

it taste. It also helps it stay cool by panting.) What about a dog's tail? (It wags when it's happy. Its tail stands out straight when it's scared or angry.)

Allow a few students to share information that they remembered from the lesson. Discuss the picture slides from [Facts about Animals](#) San Diego Zoo (Types of Mammals). Define the word mammals, domesticated, and wild in student friendly terms. As you discuss each slide, decide if the animal would make a good pet why or why not? Tell students that is their opinion and not everyone has the same opinion. Proceed with a short discussion regarding facts and opinions.

### Activity 2: Small Groups and Learning Centers

#### Small Group - Practicing onset and rime

Remind the students that onset is the beginning of the word, and the rime is what is left of the word. Take a blue Unifix or linking cube and explain that this is the onset. Hold up two red Unifix or linking cubes that have been snapped together. Explain that this is the rime. Saying the word **mop**, attach the onset to the rime and blend together for the class: **/m/ /op/, mop**. Now change the onset to /p/, /t/, /sh/, /b/.

Demonstrate how to blend each new word together, using the Unifix or linking cubes. Continue with other words that can be blended using onset and rime. Students will use Unifix or linking cubes to "see" the sounds as they are blended together to make words. Accept "silly" words but discuss if they are real words or not. Record words on chart paper.

#### For students who are EL, have disabilities, or perform/read well below the grade-level:

- Some students will need support as they use the strategy to blend onset and rime to make spoken words.

#### Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students will be able to make many new words, using some blends and digraphs as onsets, and may write them on the chart, as able.



### Learning Centers

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Language Center – Students will practice onset and rime with self-checking puzzle cards [Onset and Rime Puzzles - Language Center](#)- Swap out picture cards throughout the week.
- Writing Center –Students will write a sentence about a favorite pet, using drawings/words/scribbles/dictation. Reference the Word Wall, available books, and other animal charts/pictures in the room. If they finished their sentence the day before, they can draw an illustration to go along with it.
- Listening Center – Students will listen to and read along with *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center– Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards. [Facts about Animals](#) San Diego Zoo (pictures, audio, facts about animals)
- Computer Center – Students will research animals or play onset and rime games [Onset and Rime Interactive Game for Computer Center](#)
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.

### Activity 3: Read Aloud

Show the book, *Harry the Dirty Dog*.

T: What do you see on the cover? (dog) What color is the dog on the cover? (It's white with black spots.)

Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Students will come to the carpet. Remind students to listen for specific vocabulary words - reference the Word Wall. The teacher reads and pauses to ask these questions. Make sure the children answer using the author's words. Give students time to think about answers before calling on students.

-

**Activity 4: Whole Group – Responding to the story**

T: Last time, we talked about the characters and the setting.

What is a character? (The people or animals in the story are the characters.)

What is the setting? (The setting is where the story takes place.)

**T:** In fiction stories, we have a special way to learn how to retell the story to someone else. Everyone get out your hand, and make a fist. Put out your thumb. Your thumb is different from your other fingers, isn't it? It's still a really important part of your hand. We're going to use our thumb to help us remember to tell about the characters and the setting of a story. They're different from the parts of the story, but they're really important. Who can tell me the characters in *Harry the Dirty Dog*? (Harry, the little girl, the little boy, dad, mom.) Now, put your pointer finger out. This finger reminds us to tell the setting of the story or where the story takes place. What was the setting of the story? (It takes place in multiple settings-- the backyard, the street, the train, and the bathtub.) Next, put out your third finger. This finger will remind us to tell the beginning of the story. (Harry took the scrubbing brush, buried it in the backyard, and ran away from home.) Now, add your ring finger. This finger reminds us to tell about the middle of the story. (Harry played in the street, by the train and with other dogs. He got very dirty. Harry got tired and went home.) Finally, put out your pinkie finger. This finger reminds us to tell the ending of the story. (The family didn't know him because he was black with dirt. He did tricks to let them know who he was. He dug up the scrubbing brush and ran to the bathtub. They gave him a bath and saw who it was.) This strategy is called the High Five Retell Strategy because when we're finished retelling our story we can give a friend a high five. Turn and give your partner a high five for doing a good job retelling.

**Reflection and Closing:**

- ✓ After the reading and responses to the story, *Harry, the Dirty Dog*, students will draw what happens at the beginning of the story. Observe for listening comprehension as students talk about their drawings with their peers and teachers.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Some students may need prompting and may wish to dictate words/sentences to the teachers.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may write words to accompany their pictures.

### Homework

Guide parents to [A Family Guide for Student Success](#) page 7 for retelling a familiar story. Have students retell a story to someone at home.

**Handout 2.1: Word Wall Games**

1. **Find and Erase** - Write 5-10-word wall words on lap-size dry erase boards with dry erase markers (you can use plastic plates or a piece of blank laminated paper for this purpose too). Say a word at random and have the children find that word on their board and erase it. Continue until all the words are gone. If your children are writing, they can write the words themselves. Otherwise, write the words for them.
2. **Tall Towers** - When you make your word wall cards, write a number between 1 and 3 in a corner on the back of each card. When you begin this activity choose 6-12 word wall cards at random from the board and use them as a mini card deck. Also, grab blocks, snap cubes, Legos, Duplo's, or anything other manipulative children can build towers with. Shuffle the cards. Have the children take turns pulling a card and reading the word on the front. If successful they turn the card over and add that many bricks (blocks, cubes, etc.) to their tower. If not, they return the card to the deck. Continue in this manner until all the cards are gone. Sit back and admire the "tall towers". Then have the children return the words to their proper places on the word wall.
3. **Word Wall, Beach Ball** - Stand or sit in a circle. Teacher holds a beach ball (or any ball, or bean bag...). The teacher tosses the ball to a child and asks the child to tell the color of the word "\_\_\_\_" (name a word off the wall at random). The child must find the word on the wall and name the color. Then the child throws the ball to another child and asks that child to tell the color of a new word. And so on...
4. **Word Wall Hot Potato** - Play hot potato with a bean bag or small ball. When the music stops, ask the child to tell you a \_\_\_\_\_ word (choose a color from the word wall). The child reads a word with that color background and then play continues.
5. **Word Wall Bingo** - Give each child a blank Bingo card with 6 spaces (laminated so they can reuse it) and a dry erase marker and have them write a word wall word in each space. When they are done, have them gather those words from the word wall. Shuffle the cards. As you read each word the child looks to see if they have that word on their card and if they do they can mark it out with their marker. The first child to mark out all their words wins. Then the children can return the cards to their proper spaces on the word wall.
6. **Word Wall Tic Tac Toe** - Make and laminate blank tic-tac-toe grids large enough for your kids to write word wall words in the spaces. At the beginning of the game have them write word wall words of their choice in each space. When they are done, have them gather those words from the word wall. Shuffle the cards. As you read each word tell them if it is an O or an X word. If they have the word they put an O or X over the word with their dry erase marker. The first person to get a tic-tac-toe wins. Then the children can return the cards to their proper spaces on the word wall.
7. **Word Wall Order Up** - Each child chooses 4-7 words from the word wall and returns to their desk. They put the words in alphabetical order. Once checked by the teacher, they return the words to their proper places on the wall.
8. **Word Wall Mystery Word** - Each child chooses 1-4 words from the word wall (depending on the total number of children you have and how many words you want in the guessing pool). Have them bring those words to you. These words will make up the guessing pool.

Choose a word from the pool and give the students hints (The mystery word is one syllable, the mystery word has four letters, the mystery word rhymes with pan, the mystery words ends with an "e", the mystery word has two letters that are the same...). Take your time and let the children physically remove letters that do not meet the clue's criteria from the pool if necessary until only one remains. Then they've found the mystery word. At the end of the activity have the children return the cards to the wall.

9. **Word Wall Rhymes** - You say a word that rhymes with one or more words on the wall and the children find the words that rhyme.
10. **Word Wall Fill in the Blank** - Have the children choose 1-3 words from the word wall to form a guessing pool. Bring the words back to the table. You make up a sentence with one of the words from the guessing pool and say it out loud omitting the target word. The children must figure out which of the word wall words makes sense in your sentence. At the end of the activity have the children return the cards to the wall.
11. **Word Wall Build a Sentence** - Pre-choose several word wall words that can be combined in several ways to make grammatical sentences anywhere from 2-6 words in length. You say a sentence and the children work to build your sentence using the word wall cards. At the end of the activity have the children return the cards to the wall.
12. **Word Wall Sorts** - Have each child choose 5-10 words from the wall. You give them a criteria and have them sort their words by that criteria (words that rhyme, words that begin with the same letter, words that end with the same letter, words that have the same number of syllables, words that share a vowel, etc.). When finished, they return their words to the wall.
13. **Guess which word is hiding?** - Build a sentence out of word wall cards and then hide a key word with a sticky note. Invite the children to guess the missing word and write their guesses down. Then remove the sticky note and see if anyone guessed correctly. Repeat with a new sentence.
14. **Build, Mix, Fix** - For this activity you will need a set of letter tiles (or just letters printed on cardstock and cut out) for each child. The child sits at their desk with the letter tiles and you call out a word wall word. They build the letters with the tiles and you check for accuracy. Then they mix up the letters. Next, they fix the mixed-up letters. Repeat for a new word.
15. **Word Wall Word Search** - Create and print a simple blank word search form with a grid at the top and a blank box at the bottom. Have the children write 5 word wall words of their choice in the box at the bottom and then transfer them into the grid at the top. Next, they fill in the remaining spaces with random letters. Then trade papers and do the word search.

Find more word wall games at: <http://testyetrying.blogspot.com/2013/08/interactive-word-wall-creating-and.html>

### Lesson 3: The Five W's

**Focus Standard(s):** RL.K.2, RL.K.1

**Additional Standard(s):** RL.K.1d, RL.K.3, RL.K.4, RL.K.10, RF.K.2c, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes **Text(s):** *Harry, the Dirty Dog*

by Gene Zion **Resources and Materials:**


- Chart Paper
- Learning Center Materials
- Markers
- Unifix or Linking Cubes – Red and Blue
- Handout 2.1: Word Wall Games
- Bingo card for each student created and printed from [myfreebingocards.com](http://myfreebingocards.com)
- [Harry, the Dirty Dog - YouTube](#)
- [Facts about Animals](#)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [Onset and Rime Interactive Game for Computer Center](#)

**Lesson Target(s):**

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end. Students will be able

to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- See the importance of story order or sequence.

<b>Guiding Question(s):</b> <ul style="list-style-type: none"> <li>• What happens at the beginning of a story?</li> <li>• What happens in the middle of a story?</li> <li>• What happens at the end of a story?</li> </ul>	
<b>Vocabulary</b>	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• opinion</li> <li>• sequence</li> <li>• syllables</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<b>Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li>• domesticated</li> <li>• mammals</li> <li>• wild</li> </ul>	<b>Instructional Strategies for Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
<b>Symbol</b>	<b>Type of Text and Interpretation of Symbol</b>
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

**Understanding Lesson Purpose and Student Outcomes:**

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Students will:

- Use what is known about a topic/subject to ask and answer questions.
- Know a story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Know stories have characters and a setting.
- Know stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- 

**Anticipatory Set/Introduction to the Lesson:**

Explore several video cams from the [San Diego Zoo Kids](#) web site. As students watch wild animals in the zoo in real time, ask Students which animals could live at their houses. Answer any questions students have. **Note:** Some of the animals may not be very active so you may have to look at several. These videos show what the animals are doing right now. This is a good resource for students who may never get to go to a zoo.

**Activity 1: Phonemic Awareness—Onset and Rime**

T: The other day we put the parts of the mystery word together. Today, we are going to break words apart into their onset and rime. We're going to listen to a fun song that shows us how to take off the first sound.

Play Hap Palmer's *One Little Sound*.

<https://www.google.com/search?client=safari&rls=en&q=hap+palmer+one+little+sound&ie=UTF-8&oe=UTF-8>



T: Now, we're going to practice what we just heard the singer do. Put your fists together. Say "dog." Now, pull this fist away, and say the first sound in the word. The first sound is /d/. Facing the students, use the right fist to indicate this sound

T: The other part of the word is /og/. Use the left fist to indicate the rime. Indicate the first sound with the right fist, and the second sound with the left one.

T: The first sound(s) in a word is the *onset*. The remaining part is called the *rime*.

Repeat the process with the words *cat* and *bird*, paying close attention to the onset and rime in each word. Ensure that students are mimicking the hand gestures and saying the word parts as your fists separate.

Continue with several more animal names: *c-at*, *b-ird*, *s-eal*, *f-ox*, *sh-eep*, *b-ear*, *g-oat* and *f-ish*.

### **Activity 2: Word Wall Work**

After a discussion of the vocabulary words, the teacher will add them to a Word Wall. Review vocabulary terms from previous lessons by playing a Word Wall game, **Handout 2.1: Word Wall Games**. Let students draw pictures of the words for their personal dictionaries: mammals, domesticated, and wild and discuss them with a partner.

### **Activity 3: Asking and Answering Questions**

T: Today, we're going to practice asking and answering questions. A question is a special type of sentence that needs an answer. There are several clue words that start questions a lot of times. Those words are Who, What, When, Where, Why, and How?

Add words to the question anchor chart.

T: Let's look at the cover of this book.

Display the book, *Harry the Dirty Dog*.

**T:** When we write questions, we use a special punctuation mark. This special mark at the end is called a question mark. I'm going to ask you some questions about what you see, and let's check our chart to find out if those words are on it. If you know the answer to my question, raise your hand. I'll be looking for good direction followers.

**T:** **What** color is the dog on the left of the cover? (Harry is white with black spots.) What question word started that question? (What?)  
**What** color is the dog on the right of the cover? (Harry is black with white spots). What question word did you hear in that sentence? (What?)  
**Why** is Harry a different color in the pictures? (He got dirty after running away.) Did you hear a question word in that sentence? (Why?)  
We're going to read the story again. When we're done, we're going to play question bingo with this story. Be sure to listen to all the details, so you'll be able answer the questions when we play.

#### **Activity 4: Read Aloud**

Students will come to the carpet. The teacher will reread *Harry, the Dirty Dog*. Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Students will come to the carpet. Remind students to listen for specific vocabulary words - reference the Word Wall. The teacher reads and pauses to ask these questions. Make sure the children answer using the author's words. Give students time to think about answers before calling on students.

#### **Activity 5: Question Bingo**

**Note:** Before lesson begins, the teacher must create and print bingo cards from [myfreebingocards.com](http://myfreebingocards.com). Make cards with the following question words: who, what, when, where, why

Explain the directions for Question Bingo. Give each student a Question Bingo card (and bingo chips to mark the space. Students will listen to the question and place a chip on the question word they hear at the beginning of the sentence. Anyone can raise their hand to answer the question about the story.

**T:** Who is the main character? (Harry)  
What does Harry bury in the backyard? (brush)  
Why does Harry hide the brush? (He doesn't like to take baths.)  
Where is the first place Harry goes when he runs away? (He played in the street.)  
Where is the next place Harry finds? (He went to the railroad track.)

Where does he go after that? (He played with other dogs and slid down a coal chute.)  
When does Harry go home? (He got tired and hungry.)  
What did Harry's family think when he got home? (They didn't know it was Harry.)  
What tricks did Harry do? (He flip-flopped, rolled over, and played dead. He danced and sang.)  
How did Harry convince them he was their dog? (He unburied the brush and ran to the bath tub.)  
How did he carry the brush up the stairs? (He carried it in his mouth.)  
Who bathed him? (The little girl and her brother bathed him.)  
When did they know it was Harry? (He got all clean, and they could see his white fur.)  
How did Harry feel at the end of the story? (He was happy. He had a smile on his face.)  
Where did Harry hide the brush at the end of the story? (He put it under his pillow.)

#### **Activity 6: Small Groups and Learning Centers**

##### **Small Group - Practicing onset and rime**

Remind the students that onset is the beginning of the word, and the rime is what is left of the word. Take a blue Unifix or linking cube and explain that this is the onset. Hold up two red Unifix or linking cubes that have been snapped together. Explain that this is the rime. Saying the word **mop**, attach the onset to the rime and blend together for the class: **/m/ /op/, mop**. Now change the onset to /p/, /t/, /sh/, /b/. Demonstrate how to blend each new word together, using the Unifix or linking cubes. Continue with other words that can be blended using onset and rime. Students will use Unifix or linking cubes to “see” the sounds as they are blended together to make words. Accept “silly” words, but discuss if they are real words or not. Record words on chart paper.

##### **For students who are EL, have disabilities, or perform/read well below the grade-level:**

- The teacher will sit with group 3 to give support to the students. If the students cannot work independently, some students will need support as they blend the sounds to make new words.

##### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students will be able to make many new words and may write them, as able.

### Learning Centers

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Language Center – Students will practice onset and rime with self-checking puzzle cards [Onset and Rime Puzzles - Language Center](#)
- Writing Center – My favorite wild animal is \_\_\_\_\_. Students will finish this sentence. They will draw, dictate, or write to finish the sentence.
- Listening Center – Students will listen to and read along with *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards. [Facts about Animals San Diego Zoo](#)
- (pictures, audio, facts about animals) Dramatic Play Center – Students will pretend to be zoo keepers.
- Computer Center – Students will research animals or play onset and rime games [Onset and Rime Interactive Game for Computer Center](#)

### Reflection and Closing:

- ✓ After the reading and responses to the story, *Harry, the Dirty Dog*, students will draw what happens at the beginning of the story. The teacher will observe for listening comprehension, as students talk about their drawings with their peers and teachers.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Students may need prompting and may wish to dictate words/sentences to the teachers.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may write letters/words/sentences to accompany their pictures.

- 

### Homework

Direct parents to page 9 of [A Family Guide to Student Success](#) for tips and activities for comparing two stories.



## Lesson 4: High Five Retell

**Focus Standard(s):** RL.K.2, RF.K.2c

**Additional Standard(s):** RL.K.4, RL.K.10, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):** *The Perfect Dog* by Kevin O'Malley

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**Resources and Materials:**

- Chart Paper
- Learning Center Materials
- Markers
- Pre-cut circles (one per student)
- [The Perfect Dog read online if the text is not available](#)
- Handout 2.1: World Wall Games
- [Facts about Animals](#) San Diego Zoo (pictures, audio, facts about animals)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [Onset and Rime Interactive Game for Computer Center](#)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end. Students will

be able to:

- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- Retell familiar stories


**Guiding Question(s):**

- What happens at the beginning of a story?
- What happens in the middle of a story?

- What happens at the end of a story?

**Vocabulary**

<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• sequence</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<b>In-ConTEXT Vocabulary:</b> <ul style="list-style-type: none"> <li>• fancy</li> <li>• fancier</li> <li>• fanciest</li> </ul>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students will be able to view pictures in the book to derive meaning</li> </ul>
<b>Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li>• perfect</li> </ul>	<b>Instructional Strategies for Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> </ul>

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



## Instructional Plan

### Understanding Lesson Purpose and Student Outcomes:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

### Anticipatory Set/Introduction to the Lesson:

Tell students that you're going to make a graph of their favorite pets. Distribute a circle to each student, and ask them to draw their favorite pet on it. (Have class select three to four animals to choose from. Ex.: dog, cat, rabbits, birds) Graph students' choices to see which pet kids liked more.

### Activity 1: Word Wall Work

T: Today, we will discuss new words and review the vocabulary words that we have been working on so far. Taking turns with a pointer or fly swatter, students may point to words on the Word Wall they know (or want to know) and say/read them. Other students may give a definition or act out the word. Continue until all students have had a turn. Any words that have not been used, may be read by the teacher.

**Vocabulary:** Discuss and add new words to the Word Wall: sequence, ordinary, and scales. Students draw a picture of the word scales to add to the student's personal dictionary. Review vocabulary terms by playing a Word Wall game, **Handout 2.1: World Wall Games.**

### Activity 2: Retelling Review

**T:** The other day I showed you how to retell a story using your hand. Today we're going to make a chart to help us remember all the parts of that we need to retell. (Draw the chart shown in Figure 4.1 as you review the strategy.) We use our thumb to help us remember to tell about the characters. We use our pointer finger to remember to tell the setting. We use our third finger to tell the beginning of the story. The beginning of the story tells us the characters, the setting, and what happens first. Next, we use our ring finger to tell the middle of the story. The middle of the story is when the problem happens. Finally, we use our pinkie to tell the end of the story. The end of the story tells us how the problem got solved. Today, listen carefully as I read the story, The Perfect Dog. When I finish, we're going to retell the story using this strategy.



**Figure 4.1**

### Activity 3: Whole Group – Storytime

**T:** Does anyone know what it means to be perfect? (When something is perfect, it's exactly what you are looking for. On a test, a perfect score means you didn't miss anything.) This book is called The Perfect Dog. What would a perfect dog look like? What would a perfect dog do? In this story, the main character is looking for the perfect dog. Let's read

to find out what happens.

Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Students will come to the carpet. Remind students to listen for specific vocabulary words - reference the Word Wall. The teacher reads and pauses to ask these questions. Make sure the children answer using the author's words. Give students time to think about answers before calling on students.

#### **Activity 5: High Five Retell Practice**

Everyone, use your thumb. Who can tell me the characters in *The Perfect Dog*? (The little girl, lots of dogs.) We're going to add these characters to the Character part of our chart from Lesson 1. Now, put your pointer finger out. This finger reminds us to tell the setting of the story or where the story takes place. What was the setting of the story? (It takes place in multiple settings-- the pet store and at the girl's house.) We're going to put these settings on the Setting part of our chart. Next, put out your third finger. This finger will remind us to tell the beginning of the story. (The little girl starts the story by saying her parents said she could get a dog.) Now, add your ring finger. This finger reminds us to tell about the middle of the story. (The little girl sees many different dogs while she's looking for the perfect one. None of them are just right.) Finally, put out your pinkie finger. This finger reminds us to tell the ending of the story. (The perfect dog finds her.) This strategy is called the High Five Retell Strategy because when we're finished retelling our story we can give a friend a high five. Turn and give your partner a high five for doing a good job retelling.

**Note:** Students should be paired with a partner for carpet activities.

#### **Activity 6: Phonemic Awareness—Phoneme segmentation**

**T:** The other day we put the parts of the mystery word together, and then we broke them apart. Today we are going to listen for all the sounds—the phonemes—in a word, and we're going to count them. Watch as I stretch a word out sl-oo-ww-lll-yyy. I'll count the sounds as I go. (Hold up left hand and count sounds with the pointer finger first.)

**T:** Here's my first word. Cat. C-a-t. There are three sounds or phonemes in that word.  
 Here's my second word. Dog. D-o-g. How many sounds were there in that word? (3)  
 Okay, now let's do some together. Get out your hand, and put up one finger every time you hear a separate sound.

*Repeat the process with the following words: s-ea-l, f-o-x, sh-ee-p, g-oa-t, f-i-sh. Continue as time allows. Be careful to avoid using words with an r-controlled vowel to prevent confusion. (ex: bird, tiger, girl, etc.)*

#### **Reflection and Closing:**

- After the reading and responding to the story, *The Perfect Dog*, students will draw what happens in the middle of the story. The teacher will observe for listening comprehension, as students talk about their drawings with their peers and teachers.

#### **Learning Centers**

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Writing Center – Describe an interesting animal you have learned about. Use the Word Wall or other materials to assist in this center. Draw an illustration to go with this prompt.
- Listening Center – Students will listen to and read along with *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.  
 Science Center – Students will investigate different animals. Collect many objects related to animals, and allow children to explore. Try to contact a local museum or zoo to see if they could provide anything.
- Dramatic Play Center – Students will pretend to be a zoo keeper.
- Computer Center – Students will research animals or play onset and rime games [Onset and Rime Interactive Game for Computer Center](#)



**Lesson 5: BIG, BIGGER, BIGGEST!**

**Focus Standard(s):** RL.K.2, RL.K.4b, RF.K.2c

**Additional Standard(s):** RL.K.4, RL.K.10, W.K.3, SL.K.1a, L.K.2c

**Estimated Time:** 1 hour and 10 minutes

**Text(s):** *The Perfect Dog* by Kevin O'Malley

**Resources and Materials:**

- Three stuffed animals (We used teddy bears in the example.)
- Art Center – Paper plates, colored tissue paper, glue, aluminum foil
- Chart Paper
- Language Center – picture sheet, letter tiles or letter stamps
- Learning Center Materials
- Markers
- Prepared “Sound Detective” game (Florida Center for Reading Research)
- Writing Center– 3-page Flip Flap books
- [Facts about Animals](#)
- [Sound Detective](#)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end. Students will be able to:
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.



- Use what they know about a topic/subject to ask and answer questions.
- Participate in a close read of *The Perfect Dog* by Kevin O'Malley.
- Identify adjectives used in *The Perfect Dog*.

**Guiding Question(s):**

- What happens at the beginning of a story?
- What happens in the middle of a story?
- What happens at the end of a story?

**Vocabulary**

**Academic Vocabulary:**

- characters
- opinion
- sequence

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

**In-ConTEXT Vocabulary:**

- fancy
- fancier
- fanciest

**Strategies for Teaching How to Determine Meaning from Context Clues:**

- Students will be able to view pictures in the book to derive meaning


**Direct Instruction Text Vocabulary:**

- perfect

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students write/discuss using the words



Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> <li>• Listen to a story to learn information about the characters and setting.</li> <li>• Listen to a story and determine the beginning, middle and the end.</li> <li>• Identify adjectives and use them to compare objects.</li> <li>• Readers can use what they know about a topic/subject to ask and answer questions.</li> <li>• Growing readers identify how two texts written on the same topic may be similar or different.</li> <li>• Authors write informational texts about specific topics.</li> </ul> <p><b>Anticipatory Set/Introduction to the Lesson:</b>  Display the three teddy bears. Ask students to describe the teddy bears by comparing their characteristics. (The second bear is smaller than the first bear.  The third bear is the biggest bear of all.)</p> <p><b>Activity 1: Word Wall Work</b>  T: Today, we will discuss new words and review the vocabulary words that we have been working on so far. Taking turns with a pointer or fly swatter,</p>	

students may point to words on the Word Wall they know (or want to know) and say/read them. Other students may give a definition or act out the word.

Continue until all students have had a turn. Any words that have not been used, may be read by the teacher. *Page | 44*

### **Activity 2: Whole Group—Read Aloud**

Students will come to the carpet. Display the book, *The Perfect Dog*. Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Remind students to listen for specific vocabulary words - reference the Word Wall.

### **Activity 3: Big, Bigger, Biggest—Learning about adjectives**

Divide chart paper into three vertical columns. Leave the first column blank. Write -er in the second column and -est in the third column.

T: In our story, The Perfect Dog, the author uses special words to describe the dogs. Words that describe people, places, things and animals are called adjectives. Let's look at p. 2 and 3. What word did the author use to tell about the dog? (Big) What word described the next dog? (Bigger). Now, let's turn to p.4. What word did he use on this page? (Biggest) Big, bigger, and biggest are all adjectives. They describe the sizes of the dogs. (Write big, bigger, and biggest in the correct columns on the chart.) Let's look at the next page. What word did the author use here? (Small) What about the next dog? (Smaller) What about the dog on this page? (Smallest) (Add the words to the chart.)

Continue to ask students for the adjectives used in the text and add them to the correct spot on the chart.

T: We've added lots of adjectives to our chart. Let's look at what's the same in this second column. Does anyone notice what's the same? (The words end in -er.) Yes. Adjectives that end in -er compare two things. This brown dog is bigger than the black dog. That cupcake is smaller than the pink one. These adjectives are telling the difference between two things.

T: Now, let's look at the third column. What do you notice about it? (The words end in -est.) Adjectives that end in -est compare three or more things. She is the tallest girl in the class. The boy was the fastest runner in the race. These adjectives are telling the difference between several things.

**Activity 4: Group Retell**

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T: Today, you are going to work in groups to tell the story. Assign each student one part of the retell strategy (thumb, pointer, middle, ring, pinkie) and divide them into groups. Each student will retell part of Corduroy in their group. If time allows, have students swap parts to practice retelling all the parts.

**Note:** With 5 groups, the teacher and assistant each facilitate and support 2-3 groups.

### Activity 5: Small Group and Learning Centers Small Group - Onset and Rime Review

Students will play [Sound Detective](#) to review onset and rime.

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#### Learning Centers

*Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.*

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from Handout 5.1: Language Center Pictures.
- Writing Center – Students will use speech bubbles in their writing to show how characters talk in stories.
- Art Center – Students will create [puppy dog pals](#) out of plates, paint, tissue paper, and construction paper.
- Listening Center – Students will listen to and read along with *The Perfect Dog* or *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.
- Computer Center – Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

#### Reflection and Closing: Responding to the Story

##### ✓ Formative Assessment

Students will come to the carpet. Display both texts, *Harry, the Dirty Dog* and *The Perfect Dog*. Students will name the characters in both texts. Dividing the paper in half, the teacher will draw a picture of Harry and The Perfect Dog on each side of the chart paper. The students will identify and name characteristics of dogs, Harry and the animals in *The Perfect Dog*. Students will use the science vocabulary words, text vocabulary, and other descriptive words to complete the lists.

Ask students to return to tables to draw a favorite character. The teacher and teacher assistant will move among the students to ask guiding questions about their drawings (e.g. Who is your favorite character? Why? How does this character act in the story? How would you describe your favorite character?) Teachers will listen for understanding as students discuss their pictures with peers.

Every student will work independently at their table, with support, as needed.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Some students may dictate words or sentences to a teacher to accompany the picture.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may write letters, words, or sentences to accompany the picture.

### Homework

Provide parents with words to practice Onset and Rime words with students at home.

Handout 5.1: Language Center Pictures



## Lesson 6: Retelling the Beginning of a Story

**Focus Standard(s):** RL.K.2, RL.K.3

**Additional Standard(s):** RL.K.4, RL.K.10, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):**

- [Officer Buckle and Gloria](#) by Peggy Rathmann
- *The Perfect Dog* by Kevin O'Malley
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Chart Paper
- Drawing Paper
- Learning Center Materials
- Markers
- Handout 6.1: Anchor Chart
- [Facts about Animals](#)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.

- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.



- Retell the beginning of a story.

**Guiding Question(s):**

- What happens at the beginning of a story?
- What happens in the middle of a story?
- What happens at the end of a story?

### Vocabulary

**Academic Vocabulary:**

- beginning
- ending
- middle

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

**In-ConTEXT Vocabulary:**

- police dog
- obeys

**Strategies for Teaching How to Determine Meaning from Context**

**Clues:**


- Students write/discuss using the words
- Students will be able to view pictures in the book to derive meaning

**Direct Instruction Text Vocabulary:**

- Officer
- Swivel chair

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Students create pictures/symbols to represent words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> <li>• Listen to a story to learn information about the characters and setting.</li> <li>• Listen to a story and determine the beginning, middle and the end.</li> <li>• Pre-telling and drawing serve as graphic organizers.</li> <li>• Events usually occur in a sequence that includes a beginning, middle, and an ending.</li> <li>• Readers can use what they know about a topic/subject to ask and answer questions.</li> <li>• Growing readers identify how two texts written on the same topic may be similar or different.</li> <li>• Authors write informational texts about specific topics.</li> </ul> <p><b>Anticipatory Set/Introduction to the Lesson:</b> Discuss safety tips. Ask the students to name safety tips they've learned at school and at home.</p>	

**Whole Group**

**Activity 1: Vocabulary** Review vocabulary words from previous lessons with students. Introduce new vocabulary terms. Discuss words with them and show examples or video clips with the new vocabulary words. Ensure students understand academic vocabulary terms: beginning, middle, and end. Create an anchor chart of these terms, see **Handout 6.1: Anchor Chart** for example.

**Activity 2: Group Read Aloud**

Display the book, *Officer Buckle and Gloria*.

**T:** Today, we're going to read a book about two special characters. Who can remind me what a character is? (A character is the person, animal or object in a fiction story.) This story takes place in several different settings. What's a setting? (A setting is where the story takes place.) Look at the cover of this book. The title is *Officer Buckle and Gloria*. Which character do you think will be Officer Buckle? How do you know? (The police officer is going to be Officer Buckle because he's wearing a uniform.) Who do you think Gloria is? (Gloria is the dog. She is doing a back flip on the cover.) As I read the story today, I want you to remember our High Five Retell Strategy. When we're finished, we're going to work with partners to retell the story.

Students will come to the carpet. Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Remind students to listen for specific vocabulary words and reference the Word Wall.

**Activity 3: Partner retell**

**T:** Today, you are going to work in pairs to retell the story. Students will work with assigned partners to retell the story using the High Five Retell strategy. One partner starts with the thumb, and the other partner tells the next partner. Partners alternate as they retell the story. When they finish, have the other partner begin the retell. This will allow each student a chance to retell every part of the story by the end of the activity.

**Note:** Teacher and assistant can walk around the groups to monitor progress and offer help to struggling partners. This retell activity serves as a formative assessment. Teacher and assistant make notes about which areas of the retell strategy need more instruction.

**Activity 4: Phonemic Awareness—Phoneme segmentation**

**T:** Today we are going to listen for all the sounds—the phonemes—in a word, and we're going to count them. The other day we used our fingers to

count the sounds.

Today we're going to use Elkonin boxes to segment our sounds. For each sound we hear, we'll slide one circle into each box.

Project or draw a 3 sound Elkonin box.

T: Listen and watch as I say a word and slide one circle into each box. Say the word, "dog." Now, slowly say it sound by sound. D-o-g. (Slide one circle into each box as each sound is said out loud.) How many sounds did we hear? (3). What was the first sound we heard? (d) What letter says "d"? (The letter d) What was the last sound we heard? (g) What letter says "g"? (The letter g) What sound was in the middle? (o) What letter says "o"? (The letter o)

Practice the skill with the following sequence of words: b-a-t, b-e-d, c-u-p, h-a-t, f-i-t, f-i-n, g-u-m, j-a-ck, d-u-ck, ch-i-ck

**Note:** For more information about using Elkonin boxes, reference this instructional video before teaching this part of the lesson.

<https://www.youtube.com/watch?v=Clhurghk0c>

- Some students will need prompting and support in the retelling and in writing/drawing to "retell".

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may be able to continue retelling the middle and the ending through verbal responses/writing/drawing.

**Learning Centers**

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures
- from Handout 5.1: Language Center Pictures.
- Writing Center – Students will use speech bubbles in their writing to show how characters talk in stories.

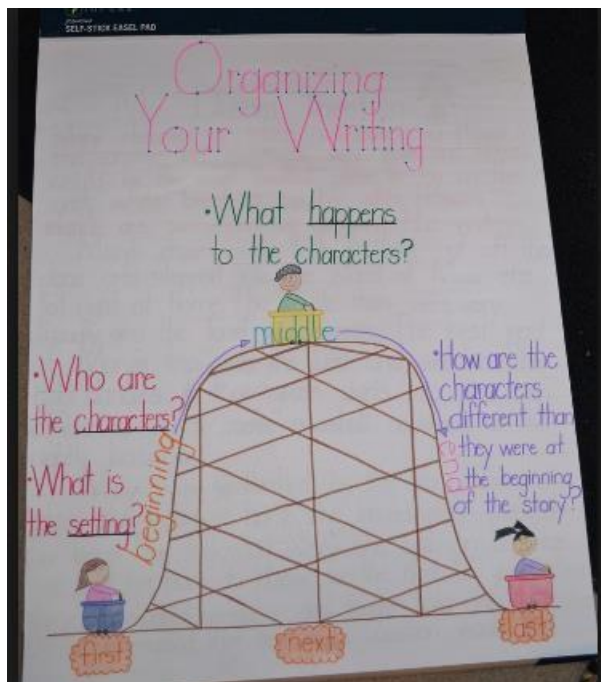
- Art Center– Students will create [puppy dog pals](#) out of plates, paint, tissue paper, and construction paper.
- Listening Center – Students will listen to and read along with *Officer Buckle and Gloria*, *The Perfect Dog* or *Harry, the Dirty Dog*. Book, CD, or online video [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals. Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center– Students will use animal puppets and other props to act out familiar stories.
- Computer Center– Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)


**Reflection and Closing**

- ✓ Observe by listening to the students working in the small group to determine if they understand how to retell the beginning, middle and end of a story.
  
- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

**Homework**

Read a book at home and students will tell someone at home who the characters are and where the setting takes place.



Lesson 7: Retelling the Middle and Ending of a Story	
Vocabulary	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• beginning</li> <li>• ending</li> <li>• middle</li> <li>• setting</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<b>In-ConTEXT Vocabulary:</b> <ul style="list-style-type: none"> <li>• island</li> <li>• beckoned</li> <li>• responsibility</li> </ul>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to view pictures in the book to derive meaning</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

**Focus Standard(s):** RL.K.2, RL.K.3

**Additional Standard(s):** RL.K.10, RF.K.2b W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):**

- [Officer Buckle and Gloria](#) by Peggy Rathmann
- *The Perfect Dog* by Kevin O'Malley
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Chart Paper
- Learning Center Materials
- Markers
- Handout 5.1: Language Center Pictures
- [Facts about Animals](#) (pictures, audio, facts about animals)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end. Students

will be able to:


- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.



- Use what they know about a topic/subject to ask and answer questions.
- Participate in a close read of the story, *Gloria and Officer Buckle*.
- Identify the major event(s) in the middle of the story.

**Guiding Question(s):**

- What happens at the beginning of a story?
- What happens in the middle of a story?
- What happens at the end of a story?

Vocabulary	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• beginning</li> <li>• ending</li> <li>• middle</li> <li>• setting</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<b>In-ConTEXT Vocabulary:</b> <ul style="list-style-type: none"> <li>• island</li> <li>• beckoned</li> <li>• responsibility</li> </ul>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to view pictures in the book to derive meaning</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<b>Understanding Lesson Purpose and Student Outcomes:</b> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> </ul>	

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Pre-telling and drawing serve as graphic organizers.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

#### **Anticipatory Set/Introduction to the Lesson:**

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

#### **Activity 1: Whole Group**

Use the list of vocabulary words. Call out the word and have the students determine how many syllables it has by clapping, stomping, snapping, chin-bumping the word. Let students demonstrate "how" they know how many syllables are in each word. Use other words, if time allows. (Chin-bumping: Placing the hand under the chin, say a word. Count the number of times the chin "bumps" the hand as it goes down when the word parts are spoken.

#### **For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Work closely with students who need support as they demonstrate counting syllables.

#### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students may come up with other words and other ways to count syllables.

#### **Activity 2: Group Read Aloud**

Display the book, *Officer Buckle and Gloria*.

**T:** Today, we're going to reread *Officer Buckle and Gloria*. Who can remind me what a character is? (A character is the person, animal or object in a fiction story.) Who were the characters in this story? (Officer Buckle, Gloria, the principal, the children) We're going to add these

characters to the Character part of our chart from Lesson 1. This story takes place in several different settings. What's a setting? (A setting is where the story takes place.) Where does this story take place? (The police station, the school) Let's add those settings to our chart as well. As I read the story today, I want you to remember our High Five Retell Strategy. When we're finished, we're going to work with partners to retell the story.

Students will come to the carpet. Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Remind students to listen for specific vocabulary words and reference the Word Wall.

### **Activity 3: Partner retell**

T: Today, you are going to work in pairs to retell the story again.

Students will work with assigned partners to retell the story using the High Five Retell strategy. One partner starts with the thumb, and the other partner tells the next partner. Partners alternate as they retell the story. When they finish, have the other partner begin the retell. This will allow each student a chance to retell every part of the story by the end of the activity.

**Note:** Teacher and assistant can walk around the groups to monitor progress and offer help to struggling partners.

### **Activity 4: Modeling how to draw the Beginning, Middle and End**

Using a large piece of chart paper, create a large three flap book. Label the first flap "B," the middle flap "M," and the last flap "E."

T: Today, we're going to retell our story, and then we'll draw/write about it. What happened in the beginning of this story? (Officer Buckle got a police dog named Gloria that helped him when he talked to schools.) What could I draw to show this? (Take children's suggestions and draw a stick figure drawing of the beginning inside the first flap.) The next thing I need to do is label the picture I drew. (Model how to stretch sounds to label different parts of the drawing. Ask students to offer the sounds they hear and write those. It's okay if invented spelling is used.) Now, let's follow the same process for the middle of the story. (Officer Buckle and Gloria visit lots of schools. The kids love Gloria and learn a lot from Officer Buckle. Officer Buckle gets his feelings hurt when he thinks the children only like Gloria.) Finally, let's draw what happened at the end. (Gloria tried to do the shows on her own, but the kids were bored with just her.)

Discuss with the students that usually there is a major event in the stories that we read. Ask the students if there was a major event in *Officer Buckle and Gloria*. Ask them to tell what it was.

Discuss the event(s) and explain that the middle of the story is when the problem or the major event happens in a story.

### Learning Centers

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.
- Writing Center – Students will create a 3-flap Flip Flap book to write/draw/dictate a Beginning, Middle, and Ending of the story, *Officer Buckle and Gloria*. Reference the Word Wall, available books, and other animal charts/pictures in the room. While working and when sharing the Flip-Flap book, students will tell how they feel about the story/their writing.
- Art Center – Students will create [puppy dog pals](#) out of plates, paint, tissue paper, and construction paper.
- Listening Center – Students will listen to and read along with *Officer Buckle and Gloria*, *The Perfect Dog* or *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.
- Computer Center – Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

### Reflection and Closing

Explain that there is a connection between the make-believe character, Gloria (in the book, *Officer Buckle and Gloria*) and real police dogs. Have a conversation about each location. Show the video [Petaluma Police Dogs](#) and ask students to compare the dog in the story and the real dogs in the video.

Ask students to tell their favorite part of the story.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

### Homework

Provide words for students to work on at home for chin-bumping syllables.

## Lesson 8: Picture Detectives

**Focus Standard(s):** RL.K.2, RL.K.3, RL.K.7

**Additional Standard(s):** RL.K.10, W.K.3, SL.K.1a **Estimated**

**Time:** 1 hour and 10 minutes **Text(s):**

- [Officer Buckle and Gloria](#) by Peggy Rathmann
- *The Perfect Dog* by Kevin O'Malley
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Chart Paper, Divided into Three Sections
- Handout 6.1: Anchor Chart
- Magnifying lens

**Lesson Target(s):**


- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.

Students will be able to:

- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- Retell a story, including the beginning, middle, and ending.

**Guiding Question(s):**

- What happens in the beginning of a story?
- What happens in the middle?
- What happens at the end of a story?

Vocabulary	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• beginning</li> <li>• ending</li> <li>• middle</li> <li>• sequence</li> <li>• setting</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<b>Understanding Lesson Purpose and Student Outcomes:</b> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> <li>• Listen to a story to learn information about the characters and setting.</li> <li>• Listen to a story and determine the beginning, middle and the end.</li> <li>• Events usually occur in a sequence that includes a beginning, middle, and an ending.</li> <li>• Readers can use what they know about a topic/subject to ask and answer questions.</li> <li>• Growing readers identify how two texts written on the same topic may be similar or different.</li> <li>• Authors write informational texts about specific topics.</li> </ul>	
<b>Anticipatory Set/Introduction to the Lesson:</b>	



Bring the magnifying lens to the carpet. Show students how detectives use the magnifying lens to solve mysteries. Place an object on a flat surface. Mark three spots on the floor as far, middle and close. Allow students to use the magnifying lens to view the object. Discuss how when we examine things closely, we can learn new information.

### **Whole Group**

#### **Activity 1: Vocabulary**

Review vocabulary words with a Word Wall Game from previous lessons. Refer to **Handout 6.1: Anchor Chart** made with the beginning, middle, and end earlier this week. Students will discuss with a partner the beginning, middle, and end of a story. Lead into the lesson for today: Today we will focus on the ending of a story.

#### **Activity 2: Whole Group—Read Aloud**

Students will come to the carpet. Display the book, *Officer Buckle and Gloria*. Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Remind students to listen for specific vocabulary words - reference the Word Wall.

**T:** Every story has an ending which is the part where the problem gets solved. After discussing beginning and middle, ask how the story ended. Remind students that the ending is how the problem in the story got solved. Allow the children to discuss, with a share buddy, what they would draw/write. Ask for a few student responses about the ending to draw/write on the chart paper.

#### **Activity 3: Using Pictures as Clues**

**T:** Detectives use clues to solve mysteries. Good readers use pictures to understand stories better. Today, we're going to look at the pictures in *Officer Buckle and Gloria* to learn even more about the story. Several lessons ago, we practiced answering questions. Remember, questions often start with one of our five W words. Who, What, When, Where, and Why. Listen for those words as we look closely at these pictures.

**T:** Look at the picture on p. 2. How do the kids feel when Officer Buckle is giving his speech, and how do you know? (They are bored. One is asleep, and another one is throwing an airplane.)

On p. 6, Gloria is doing something with her paw. What is she doing? (She's copying Officer Buckle.)  
What are the children doing? (They're starting to listen to Officer Buckle.)

**T:** On p. 8, what do you notice about Gloria and the children? (She's standing on her head, and the kids are watching the speech now.). Does Officer Buckle notice? (No!)

**T:** The picture on p. 17 shows Officer Buckle and Gloria sharing an ice cream cone. How do you think Officer Buckle feels about Gloria? (He loves her.)

**T:** On p. 22 and 23, Officer Buckle is surprised by what he finds out. What clues do we see on this page that show he's surprised.  
(He spills his popcorn. He knocks over his drink.)

Look in the mirror behind Officer Buckle. The mirror is reflecting what he sees on T.V. What does he see on T.V.?  
(Gloria is doing tricks behind him on stage.)

**T:** The picture on p.25 shows Gloria on stage by herself. What are the students doing? (They're sleeping.)  
What is the illustrator telling us in this picture? (She's showing us that Gloria isn't as fun to watch without Officer Buckle.)

**T:** On p. 31, Officer Buckle smiled after he read the note on the star. Why did he smile? (He realized Gloria needed him, too.)

**T:** The author gives us a really good tip on the last page, “Always stick with your buddy.” What lesson did the author want us to learn?

(Stick with your friends.)

**T:** Authors and illustrators give us clues with their words and their pictures to let us know more information about the story. We really see that a lot in this story.

### Small Group

#### Activity 4: Learning Centers

**Computer Center**— Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for](#)

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- Writing Center—Students will create a poster with their group to retell a familiar story of their choice.
- Art Center— Students will create a puppet animal with materials provided by the teacher.
- Listening Center – Students will listen to and read along with *Make Way for Ducklings* or *The Rainbow Fish*. Book, CD, or online video.
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center— Students will pretend to be a vet.

- [Computer Center](#)

### Reflection and Closing

#### ✓ Formative Assessment

With prompting and support, the students will draw the ending of the story, *Officer Buckle and Gloria*. Allow the students to share their drawings with table partners and tell about the ending, in their own words. The teacher will listen to discover if students are putting key details into their endings.

Display the drawings in the classroom.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

#### **For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Some students may need guidance and support as they draw the ending to the story. The teacher may record the students' words.

#### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may write their own words using letters or words.

### Homework

Guide parents to [A Family Guide for Student Success](#) page 7 for retelling a familiar story. Have students retell a story to someone at home.

**Lesson 9: Comparing Two Stories****Focus Standard(s):** RL.K.2, RL.K.3, RL.K.9 **Additional****Standard(s):** RL.K.10, W.K.3, SL.K.1a **Estimated Time:** 1 hour

and 10 minutes

**Text(s):**

- *Officer Buckle and Gloria* by Peggy Rathmann
- *The Perfect Dog* by Kevin O'Malley
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Chart Paper
- Markers
- Hula hoops
- Index cards


**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending. Students

will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- With prompting and support, retell a story, including the beginning, middle, and ending.

<b>Guiding Question(s):</b> <ul style="list-style-type: none"> <li>• What happens at the beginning of a story?</li> <li>• What happens in the middle of a story?</li> <li>• What happens at the end of a story?</li> </ul>	
<b>Vocabulary</b>	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• beginning</li> <li>• characters</li> <li>• ending</li> <li>• middle</li> <li>• sequence</li> <li>• similarities</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> </ul>
<b>Symbol</b>	<b>Type of Text and Interpretation of Symbol</b>
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
<b>Instructional Plan</b>	
<b>Understanding Lesson Purpose and Student Outcomes:</b> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> <li>• Listen to a story to learn information about the characters and setting.</li> <li>• Listen to a story and determine the beginning, middle and the end.</li> <li>• Pre-telling and drawing serve as graphic organizers.</li> </ul>	

- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

**Anticipatory Set/Introduction to the Lesson: Animal Charades**

Students will work with a partner to act out a character from one of the unit stories. Using only actions and sounds, partners will pretend to be an animal character from a favorite story. The class will guess “who” it is.

**Whole Group****Activity 1: Phonemic awareness**

T: Today we are going to listen for all the sounds—the phonemes—in a word, and we’re going to count them. The other day we used our fingers to count the sounds. Today we’re going to use Elkonin boxes to segment our sounds. For each sound we hear, we’ll slide one circle into each box. The other day I modeled how to use an Elkonin box to separate sounds. Today, you are going to use it on your own. (Distribute Elkonin boxes and chips to each student, partner group, or small group based on the needs of the class.) Listen to each word as we listen for each sound. Move one chip into each box as we say the sound. The first word is pat. Let’s say it slowly...p-a-t. How many sounds are in pat? (3). Super. Now, let’s try some more.

Follow the suggested sequence of CVC words to practice segmenting words: bed, kit, dot, gum, mug, cat, hen, fed, got, job, run, cub

**Activity 2: Whole Group--Read Aloud**

Students will come to the carpet. Display the books, *Harry the Dirty Dog*, *The Perfect Dog*, and *Officer Buckle and Gloria*. Reread *Harry the Dirty Dog*. Identify the title page, author and illustrator of the book. Ask students to tell the characters in each book. Remember, read with expression. Remind students to listen for specific vocabulary words - reference the Word Wall.

### Activity 3—Whole Group—Comparing Stories

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Ask students to come to the carpet. Overlap hula hoops to make a Venn Diagram shape. Ask students to name elements of the stories and write each one on an index card.

**T:** Today we're going to use a graphic organizer called a Venn Diagram to compare *Harry the Dirty Dog* and *Officer Buckle and Gloria*. What did both stories have that was the same? (Dogs were characters in each story. Both dogs did tricks. Both dogs were away from their owners in the middle but got back together at the end.)

What did the stories have that was different? (Officer Buckle and Gloria—had a police officer; Officer Buckle gave speeches; Officer Buckle got his feelings hurt and wouldn't work with Gloria anymore. Harry the Dirty Dog—girl, boy, mom and dad were also characters; Harry ran away; Harry had lots of adventures when he was gone; He came back on his own; After his bath, his family recognized him.)

For things that are similar, place those in the center where the circles overlap. For each one that's different, place those in the correct outer space.

**Note:** The hula hoops and index cards can be placed in a learning center, so students can practice on their own.

**Learning Centers** Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.



- Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards. Find facts about animals and pictures for students to match.
- Dramatic Play Center– Students will pretend to be a zoologist.
- Computer Center– Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

### **Reflection and Closing**

Students may “vote” for a favorite event or character from the three unit stories: *Harry, the Dirty Dog*, *The Perfect Dog*, or *Officer Buckle and Gloria*. The teacher will name a story and hold up the book. Students will take turns to stand and “vote” for a favorite character or event. Student will name the character or event and explain why it is a favorite. Example responses: “I like Harry because he didn’t like to take a bath.” “My favorite part is in the middle when Harry changed colors because he got so dirty.”

- ✓ Allow time for each student to respond. Teacher observation will confirm students’ abilities to retell using key details in a familiar story.
- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Some students may need prompting as they justify their answers.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- In justifying their answers, some students will be able to give more detailed descriptions of characters or events.

**Homework**

Direct parents to page 9 of [A Family Guide to Student Success](#) for tips and activities for comparing two stories.

**Lesson 10: Performance Assessment**

**Focus Standard(s):** RL.K.2, RL.K.3

**Additional Standard(s):** RL.K.10, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):**

- *Officer Buckle and Gloria* by Peggy Rathmann
- *The Perfect Dog* by Kevin O'Malley
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Blank Booklets
- Crayons
- Markers
- Pencils
- Learning Center Materials
- Summative Assessment- Provided by Teacher

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.

Students will be able to:

- Use what they know about a topic/subject to ask and answer questions.
- With prompting and support, retell a story, including the beginning, middle, and ending.

**Guiding Question(s):**

- What happens at the beginning of a story?
- What happens in the middle of a story?
- What happens at the end of a story?

**Vocabulary****Academic Vocabulary:**

- beginning
- characters
- ending
- middle
- opinion
- sequence

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

**Symbol****Type of Text and Interpretation of Symbol**

Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

**Instructional Plan****Understanding Lesson Purpose and Student Outcomes:**

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Pre-telling and drawing serve as graphic organizers.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

**Anticipatory Set/Introduction to the Lesson:**

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

**Whole Group Activity 1:**

Ask students to tell a friend what to do when retelling a story. After a few minutes of conversation, ask students to share. Responses could include: "The beginning is what happens first in the story." "This includes the characters and the settings." "The next part is what happens in the middle and includes major events." "The end of the story includes how the story is finished." Students may review the graphic organizer charts of the unit's three stories and the group-made anchor chart for retelling a story for prompting.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- ☐ Some students may need prompting and support as they explain the retelling process. The teacher may model the retelling process and give clues as students explain the retelling process.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- ☐ Some students may be able to give more details about the characters, settings, and major events as they explain the retelling process.

**Independent Work**

✓ Summative Assessment- **Note:** Provided by Teacher

**Activity 2:** Performance Assessment Performance Task:

**Note:** Take into consideration the scope and sequence of the standards and the performance task. If your students are not at a point where they can complete the performance task, then use your discretion to rearrange the task.

Students choose one of the three stories read in this unit to retell. Through drawing and writing/dictation, they will include characters and setting in the beginning, major event(s) in the middle, and an explanation of the ending. If the students are able, allow them to add some key details in each part of the story (character details, setting descriptions, problem/solution, etc.). Each student will also provide a reaction to what has been written and/or drawn.

Using a blank booklet, students create sequenced drawings of a familiar story and write words, letters, scribble/dictation that retell the beginning, the middle, and the ending of a chosen story. Students will also convey their feelings about the story through oral or written means.

Give ample time to complete the task.

Have a conference with each student to share their booklet and retell the chosen familiar story. After the conference with each student about his/her booklet, use the rubric for evaluation of the product, determine which students may need remedial instruction on the assessed standards.

**Learning Centers – Students will complete learning centers.**

**Note:** On this last day, some students may need to finish tasks, while others may choose return to a center or select a free center.

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

**Note:** You may use free centers today because of the performance task. Free centers may include: Blocks, Puzzles, Manipulatives, Art (free art choice), Games.

### Homework

No homework for the last day of the unit.

For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)