

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

**Kindergarten**

<b>Module Title</b>	Once Upon a Farm	<b>Unit Duration (days)</b>	32 Days
<b>Enduring Understanding/ Essential Question</b>	What makes a good story?		

**GA DoE Standards**

**Reading Literature**

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Writing**

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

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Language**

L.K.1.a Print many upper- and lowercase letters.

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

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

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**Speaking and Listening**

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Continuing Standards**

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1: After listening to a read-aloud of The Little Red Hen, identify the characters and setting in the story by circling images on a handout.	Demonstrate an understanding of the role characters and setting play in a narrative.
NR2: After listening to a read-aloud of The Three Billy Goats Gruff, identify the characters, setting, problem, and resolution in the story. Use these elements to retell the story and compare and contrast the actions of the troll in The Three Billy Goats Gruff to the wolf in Three Little Pigs.	Demonstrate an ability to identify the different story elements in a text. Demonstrate an understanding of how the elements fit together to tell a story. Use text evidence to answer questions.
EOM: Write an original narrative set on Maple Hill Farm featuring one farm animal you have learned about in this module.	Develop a Story Map detailing each story element of your narrative. Use the Story Map to orally tell your story. Provide a reaction to the problem by writing one response to the problem and one resolution to the problem. Demonstrate a connection between the problem, response to the problem, and the resolution.

\*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
<b>Focusing Question 1: What is true about real farm animals?</b>					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources

1	All Module Texts	Wonder What do I notice and wonder about Three Little Pigs?	Examine Why is it important to plan a sentence before writing?	Ask questions about Three Little Pigs with a variety of question words. (RL.K.1, L.K.1.d)  Describe the importance of planning sentences and practice a planning strategy to tell who did what. (L.K.1.f)	Slide Deck
2	Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros  Farm Animals, Wade Cooper	Wonder What do I notice and wonder about Farm Animals?	Examine Why is speaking with a strong voice important?	Ask questions and share observations about key details in Farm Animals. (RI.K.1)  Examine the importance of speaking with a strong voice. (W.K.6, SL.K.6)  Identify and act out real-life connections between verbs and their meanings. (L.K.1.b, L.K.5.c).	Slide Deck
3	Farm Animals, Wade Cooper	Examine Why is speaking with a strong voice important?	Experiment How do I speak with a strong voice?  Examine How do we plan a sentence before we write?	Identify the main topic and key details from sections of Farm Animals. (RI.K.2)  Experiment with speaking with a strong voice. (SL.K.6)  Practice using a strategy to plan for writing. (L.K.1.f)	Slide Deck
4	Farm Animals, Wade Cooper	Reveal What does a deeper exploration of the words and illustrations reveal about real farm animals in Farm Animals?	Experiment How do I speak with a strong voice in my Focusing Question Task?	Identify how illustrations and words reveal factual information about real farm animals. (RI.K.1, RI.K.7)  Experiment with speaking with a strong voice. (W.K.6, SL.K.6)  Act out and sort how animals move to gain a sense of strut, gallop, and waddle. (L.K.1.b, L.K.5.a)	Slide Deck
5	Farm Animals, Wade Cooper	Distill	Execute	Use the words and illustrations in Farm Animals to determine the text's essential meaning. (RI.K.1)	Slide Deck

FQT1		What is the essential meaning of Farm Animals?	How do I expand sentences for my Focusing Question Task?  Examine How does using an alphabet strip help us write words?	Express understanding of facts about farm animals learned from the text Farm Animals. (W.K.2, W.K.6, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  Describe the purpose of using an alphabet resource to write words. (L.K.1.a, L.K.2.c, L.K.2.d)	
6  FQT1	Farm Animals, Wade Cooper	Know How does Farm Animals build my knowledge of real farm animals?	Execute How do I use a strong voice in my Focusing Question Task?  Experiment How do I use an alphabet strip to write words?	Express understanding of facts about real farm animals learned from the text Farm Animals. (W.K.2, W.K.6, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  Use an alphabet resource to write words. (L.K.1.a, L.K.2.c, L.K.2.d)	<a href="#">Slide Deck</a>

**Focusing Question 2: How do authors create settings?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
7	The Year at Maple Hill Farm, Alice and Martin Provensen  “The Seasons Song”	Wonder What do you notice and wonder about The Year at Maple Hill Farm?		Ask questions about The Year at Maple Hill Farm. (RI.K.1)  Represent learning through writing and drawing. (W.K.8, L.K.2.c, L.K.2.d)  Describe and sort types of weather to gain a sense of the seasons. (L.K.5.a)	Slide Deck

8	<p>The Year at Maple Hill Farm, Alice and Martin Provensen</p> <p>“The Seasons Song”</p>	<p>Organize</p> <p>What is happening in The Year at Maple Hill Farm?</p>	<p>Examine</p> <p>Why is it important to expand sentences?</p> <p>Experiment</p> <p>How do I use an alphabet strip to write words?</p>	<p>Identify key details from sections of The Year at Maple Hill Farm. (RI.K.2)</p> <p>Examine the importance of adding prepositional phrases to sentences. (L.K.1.e, L.K.1.f)</p> <p>Use an alphabet strip to write words. (L.K.2.c, L.K.2.d)</p>	Slide Deck
9	<p>“The Seasons Song”</p> <p>The Year at Maple Hill Farm, Alice and Martin Provensen</p> <p>The Cornell Farm, Edward Hicks</p>	<p>Organize</p> <p>What is happening in The Year at Maple Hill Farm?</p>		<p>Identify key details from sections of The Year at Maple Hill Farm. (RI.K.2)</p> <p>Identify words that can be used to describe the clothing worn each season. (L.K.5.c)</p>	Slide Deck
10	<p>“The Seasons Song”</p> <p>The Year at Maple Hill Farm, Alice and Martin Provensen</p> <p>The Cornell Farm, Edward Hicks</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations in The Year at Maple Hill Farm reveal about the seasons?</p>	<p>Experiment</p> <p>How do I expand a sentence?</p> <p>Execute</p> <p>How do I use an alphabet strip to write words?</p>	<p>Use illustrations and words in The Year at Maple Hill Farm to collect evidence for the Focusing Question Task. (RI.K.7)</p> <p>Produce and expand a sentence about life on Maple Hill Farm. (W.K.2, L.K.1.e, L.K.1.f)</p> <p>Use an alphabet resource to write words. (L.K.2.c, L.K.2.d)</p>	Slide Deck
11 FQT2	<p>“The Seasons Song”</p> <p>The Year at Maple Hill Farm, Alice and Martin Provensen</p> <p>The Cornell Farm, Edward Hicks</p>	<p>Distill</p> <p>What is the essential meaning of The Year at Maple Hill Farm?</p>	<p>Execute</p> <p>How do I expand a sentence for my Focusing Question Task?</p>	<p>Use the words and illustrations in The Year at Maple Hill Farm to determine the text’s essential meaning. (RI.K.1, RI.K.7)</p> <p>Express understanding of how authors create settings in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c)</p> <p>Demonstrate understanding of adjectives describing the seasons by matching them to their opposites. (L.K.5.b)</p>	Slide Deck

12 FQT2	<p>“The Seasons Song”</p> <p>The Year at Maple Hill Farm, Alice and Martin Provensen</p> <p>The Cornell Farm, Edward Hicks</p>	<p>Know</p> <p>How does The Year at Maple Hill Farm build our knowledge of creating a setting?</p>	<p>Execute</p> <p>How do I expand a sentence for my Focusing Question Task?</p> <p>Excel</p> <p>How do I improve my writing with prepositions?</p>	<p>Express understanding of how authors create settings in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c)</p> <p>Expand sentences by using frequently occurring prepositions that tell “where” and “when.” (L.K.1.e)</p>	Slide Deck
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**Focusing Question 3: How do authors create characters?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
13	<p>“Old MacDonald Had a Farm”</p> <p>Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Organize</p> <p>What is happening in Three Little Pigs?</p>	<p>Examine</p> <p>Why is it important to describe characters in a story?</p>	<p>Identify the characters in Three Little Pigs. (RL.K.1, RL.K.3)</p> <p>Act out the character traits of the three little pigs and give a real-life example for each trait. (L.K.5.c)</p>	Slide Deck
14	<p>“Old MacDonald Had a Farm”</p> <p>American Gothic, Grant Wood</p> <p>Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Organize</p> <p>What is happening in Three Little Pigs?</p>	<p>Experiment</p> <p>How do I describe characters?</p> <p>Examine</p> <p>Why is it important to use a high-frequency word resource?</p>	<p>Identify the settings in Three Little Pigs. (RL.K.1, RL.K.3)</p> <p>Describe a character in Three Little Pigs. (W.K.8, L.K.1.b)</p> <p>Use a resource to spell simple high-frequency words. (L.K.1.f)</p>	Slide Deck
15	<p>“Old MacDonald Had a Farm”</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal</p>	<p>Experiment</p> <p>How do I describe characters in a story?</p>	<p>Describe the main characters in Three Little Pigs using adjectives and text evidence. (RL.K.1, RL.K.3, W.K.8, L.K.1.b)</p>	Slide Deck

	<p>Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros</p> <p>American Gothic, Grant Wood</p>	about the characters in Three Little Pigs?		<p>Describe a character in American Gothic. (W.K.8, L.K.1.b, L.K.1.f)</p> <p>Distinguish shades of meaning among sneak, lurk, and creep by acting out their meanings. (L.K.5.d)</p>	
16 FQT3	<p>“Old MacDonald Had a Farm”</p> <p>American Gothic, Grant Wood</p> <p>Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Distill What is the essential meaning of Three Little Pigs?</p>	<p>Execute How do I describe characters in my Focusing Question Task?</p> <p>Experiment How do I use a high-frequency word resource?</p>	<p>Use the words and illustrations in Three Little Pigs to determine the text’s essential meaning. (RL.K.1, RL.K.9)</p> <p>Express understanding of characters in Three Little Pigs. (W.K.2)</p> <p>Use a resource to recognize and write simple high-frequency words. (L.K.1.f)</p>	Slide Deck
17 FQT3	<p>“Old MacDonald Had a Farm”</p> <p>Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros</p> <p>American Gothic, Grant Wood</p>	<p>Know How does Three Little Pigs build our knowledge of creating characters?</p>	<p>Execute How do I describe characters in my Focusing Question Task?</p> <p>Execute How do I use a high-frequency word resource to write a sentence?</p>	<p>Express understanding of how writers create characters in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)</p> <p>Identify the difference between the concepts of hearing and listening. (SL.K.6)</p> <p>Use a resource to recognize and write simple high-frequency words. (L.K.1.f)</p>	Slide Deck
<b>Focusing Question 4: How do authors create problems and resolutions?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>

18 NR1	“Morning is Come” The Little Red Hen, Jerry Pinkney	Wonder What do you notice and wonder about The Little Red Hen?		Identify the characters and setting in The Little Red Hen. (RL.K.1, RL.K.3)  Express understanding through writing and drawing. (W.K.8)  Determine and apply new meanings for familiar words from The Little Red Hen. (L.K.4.a)	Slide Deck
19	“Morning is Come” The Little Red Hen, Jerry Pinkney	Organize What is happening in The Little Red Hen?	Execute How do I create characters and a setting in a story?	Analyze the characters in The Little Red Hen. (RL.K.1, RL.K.3)  Practice writing about characters and setting in narrative writing. (W.K.3)  Distinguish shades of meaning among cut, snip, and chop by acting out their meanings. (L.K.5.d)	Slide Deck
20	“Morning is Come” The Little Red Hen, Jerry Pinkney  The Year at Maple Hill Farm, Alice and Martin Provensen	Organize What is happening in The Little Red Hen?	Examine Why is it important to write a problem and resolution in a story?  Experiment How do I create a problem in a story?  Experiment How do I use active listening?	Identify the problem and resolution in The Little Red Hen. (RL.K.1, RL.K.3)  Experiment with writing a problem in narrative writing. (W.K.3)  Describe the meaning of the affix –s and use it as a clue to figure out the meanings of unknown words. (L.K.4.b)	Slide Deck
21	“Morning is Come” The Little Red Hen, Jerry Pinkney	Reveal What does a deeper exploration of repeated language in The Little Red Hen reveal?	Experiment How do I create a resolution in a story?  Examine	Realize the significance of repeated language in The Little Red Hen. (RL.K.1, RL.K.3)  Use writing and drawing to narrate an event for the class narrative. (W.K.3)	Slide Deck

	Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros		Why is it important to use books to write words?	Use a text to locate simple content words and to add frequently occurring words to writing. (L.K.1.b, L.K.1.f)	
22 FQT4 VOC1	“Morning is Come”  “Making Bread”  The Little Red Hen, Jerry Pinkney	Distill What is the essential meaning of The Little Red Hen?	Execute How do I write a new problem for the hen character in my Focusing Question Task?	Identify the essential meaning in The Little Red Hen. (RL.K.1, RL.K.2)  Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  Demonstrate understanding of grade-level vocabulary. (L.K.6)	Slide Deck
23 FQT4 SS	“Morning is Come”  The Little Red Hen, Jerry Pinkney  Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Know How does The Little Red Hen build our knowledge of telling a story?	Execute How do I use active listening in a Socratic Seminar?  How do I write a new problem for the hen character in my Focusing Question Task?  Experiment  How do I use a book as a resource in my writing?	Engage in active listening during a group discussion comparing the Little Red Hen from The Little Red Hen and the third pig from Three Little Pigs. (RL.K.1, RL.K.9, SL.K.1, SL.K.6)  Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  Use a text to write simple content words and to add frequently occurring words to writing (L.K.1.b, L.K.1.f)	Slide Deck
<b>Focusing Question 5: How do authors sequence events?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>

24 NR2	The Three Billy Goats Gruff, Paul Galdone  Farm Animals, Wade Cooper  Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Wonder What do you notice and wonder about The Three Billy Goats Gruff?		Express understanding of story elements by identifying the characters, setting, problem, and resolution in The Three Billy Goats Gruff. (RL.K.2, RL.K.3, RL.K.9)  Identify and sort story elements, correctly using an acronym to gain a better understanding of each element. (L.K.5.a)	Slide Deck
25	The Three Billy Goats Gruff, Paul Galdone  Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Organize What is happening in The Three Billy Goats Gruff?	Examine Why is it important to write responses to a problem in a story?	Identify responses to the problem at the center of The Three Billy Goats Gruff. (RL.K.1, RL.K.3)  Examine the importance of responses to the problem in the structure of a story. (W.K.3, W.K.8)  Demonstrate the multiple meanings of the words trip and trap. (L.K.4.a)	Slide Deck
26	The Three Billy Goats Gruff, Paul Galdone	Reveal What does a deeper exploration of the events in The Three Billy Goats Gruff reveal?	Experiment How do I write a response to the problem in a story?	Analyze the importance of the order of events in a story. (RL.K.1, RL.K.2, RL.K.3)  Experiment with writing responses to a story's problem. (W.K.3)  Demonstrate understanding of size adjectives by relating them to their opposites. (L.K.5.b)	Slide Deck
27 FQT5	The Three Billy Goats Gruff, Paul Galdone	Distill What is the essential meaning of The Three Billy Goats Gruff?	Execute How do I sequence events in my Focusing Question Task?	Use the events of The Three Billy Goats Gruff to determine an essential meaning of the story. (RL.K.1, RL.K.2)  Write two events to add to the class narrative to express an understanding of sequencing in stories. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)	Slide Deck

				Describe a valley and a meadow, and sort descriptions accordingly to develop a better understanding of new vocabulary. (L.K.5.a)	
28 FQT5	The Three Billy Goats Gruff, Paul Galdone	Know How does The Three Billy Goats Gruff build my knowledge of telling a story?	Execute How do I sequence events in my Focusing Question Task?  Execute How do I use a book as a resource in my writing?	Express understanding of how to sequence events in a story. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  Use a text to write simple content words and to add frequently occurring words to writing. (L.K.1.b, L.K.2.d)	Slide Deck
<b>Essential Question: What makes a good story?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>
29 SS	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Excel How do I improve listening with my senses in a Socratic Seminar?	Collaborate in a structured conversation to synthesize information about the story elements from Module 2 texts. (RL.K.1, RL.K.3, SL.K.1.a, SL.K.6)  Identify and sort story elements correctly, using an acronym to gain a better understanding of each element. (L.K.5.a)	Slide Deck
30 EOM VOC2	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Execute How do I execute my End-of-Module Task?	Demonstrate understanding of how to create a good story. (W.K.3)  Demonstrate understanding of grade-level vocabulary. (L.K.6)	Slide Deck
31 EOM	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Execute How do I execute my End-of-Module Task?	Express understanding of how to create a good story. (W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)	Slide Deck

			Excel How do I improve my narrative writing?	With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)	
32 EOM SS	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Excel How do I improve on using a strong voice?  Execute How do I execute my End-of-Module Task?  Excel How do I improve my narrative writing?	Express understanding of how to create a good story. (W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d)  With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)	Slide Deck

**Content Resources**

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

## CORE TEXTS

### Picture Books (Informational)

- *Farm Animals*, Wade Cooper
- *The Year at Maple Hill Farm*, Alice and Martin Provensen

### Picture Books (Literary)

- *The Little Red Hen*, Jerry Pinkney
- *The Three Billy Goats Gruff*, Paul Galdone
- *Three Little Pigs*, Adaptation, Raina Moore; Illustrations, Thea Kliros

## SUPPLEMENTARY TEXTS

### Paintings

- *American Gothic*, Grant Wood
- *The Cornell Farm*, Edward Hicks

### Poetry

- "Morning Is Come," *Singing Together* BBC

### Song

- "Old MacDonald Had a Farm," Kidsongs

### Videos

- "Making Bread," *Between the Lions* PBS
- "Seasons Song," Have Fun Teaching