**Unit 4: Farm**

| | **Title Of Unit: Farm** |  | | --- | --- |  | **Dates of Unit: Sept. 12-30, 2022** |  |  |  | | --- | --- | --- | --- | | |
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| **Stage 1- Desired Results** | |
| Standards:   * **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 characters (e.g., adventures and experiences) in familiar stories. * **RL.K.10** Actively engage in teacher-led reading activities with purpose and understanding. * **RI.K.10** Actively engage in teacher-led reading activities with purpose and understanding. * **W.K.3** Use a combination of **drawing, dictating**, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened. \*House Writing Paper * **W.K.8** Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.   **SMART GOAL(S)**  **85% or higher will be able to retell Three Billy Goats Gruff** | |
| **Kid Friendly Targets** | |
| * I can retell familiar stories. * I can identify characters, settings, and major events. * I can tell the same and different things about characters. * I can draw and dictate. * I can tell information in my writing. | |
| Big Idea or Concept:   * retell familiar stories * identify characters, settings, and major events * draw and dictate * tell information in writing | Essential Questions:   * Can I retell familiar stories? * Can I identify characters, settings, and major events? * Can I draw and dictate to narrate and tell information in my writing (label pictures)? |
| Students will understand/know…   * a book has an order (first, next, last-major events) * a book has characters (who) * a book has a setting (where/when) | Students will be able to …   * identify characters, settings, and major events * retell stories * draw/dictate to narrate |
| **Stage 2- Assessment Evidence** | |
| Monitoring and Feedback:   * observation | Other Evidence:   * independent writing task |
| **Stage 3- Learning Plan** | |
| Learning Activities:  What learning experiences, strategies and instruction are you going to provide to enable students to achieve the desired results? This should be a step by step **daily outline** of the learning experiences. The learning plan needs to guide you through the unit and each day’s plan should be short- a few words or a short sentence.  **Days 1-15**:  **Day 1:**  Farm Animals   * Notice and Wonder * Teacher reads the book pgs. 1-13 * teach: informational text (non-fiction) * Anchor chart: pg. 58 (sheep, pig, chicken) * Sentence Starter: A pig \_\_\_\_\_\_. (draw a picture and label) * Vocabulary: roll, scratch, strut (verb)   **Day 2:**  Farm Animals   * Teacher finishes the book * teach: informational text (non-fiction) * Anchor chart: pg. 58 (cow, horse, goat, duck) * Sentence Starter: A cow \_\_\_\_\_\_. (draw a picture and label) * Vocabulary: leap, waddle, gallup (verb)   **Day 3:**  Pigs   * Notice and Wonder * Teacher reads book * Anchor Chart: about pigs * Label pig picture/ craftivity   **Day 4:**  Chickens   * Notice and Wonder * Teacher reads book * Anchor Chart: about chicken * Label chicken picture/ craftivity   **Day 5:**  Goats   * Notice and Wonder * Teacher reads book * Anchor Chart: about goat * Label goat picture/ craftivity   **Day 6:**  Three Little Pigs   * Notice and Wonder * Read book * Vocabulary: lazy, playful, smartest, simplest * Teach: types of text (fiction/storybook), characters * Make popsicle character sticks * Anchor chart: character traits (3 pigs, mom, wolf) pg. 236   **Day 7:**  Three Little Pigs   * Read the book * Teach: settings and sequence * Use character sticks * Vocabulary: lurk, creep, strong, safe * draw/label/dictate- My favorite part of the story   **Day 8:**  Three Little Pigs   * Practice CFA: retelling   **Day 9:**  The Little Red Hen   * Notice and Wonder * Read the book * Review Characters * Make popsicle character sticks * Vocabulary: thresh, snip, chop, * Craftivity (baby chicks under wing)   **Day 10:**  The Little Red Hen   * Introduce problem and resolution * Read the book * **Practice:** retelling   **Day 11: Pause Day**  Henny Penny    **Day 12**: **Pause Day**  Chicken Little   * compare/contrast Henny Penny and Chicken Little   **Day 13:**Three Billy Goats Gruff   * Notice and Wonder * Read the text * Characters, setting, sequence of events, problem/resolution * Pocket Chart activity   **Day 14:**  Three Billy Goats Gruff   * Read the text again * **CFA: retelling**   **Day 15:**  **FARM DAY: Rotate (make butter, pictures, Danny Griffin, petting zoo)** | |
| **Vocabulary**  author  illustrator  front cover  back cover  title page  spine  fiction (storybook)  non-fiction (informational text)  character  setting  sequence of events (major events) | |
| **Reflections** | |
| **CFAs**  Retell Three Billy Goats Gruff with picture sequence. | |