**Unit 4: Farm**

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| **Title Of Unit: Farm** |  |
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| **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.
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| 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)?
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| 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
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| **Stage 2- Assessment Evidence** |
| Monitoring and Feedback:* observation
 | Other Evidence:* independent writing task
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| **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**authorillustratorfront coverback covertitle pagespinefiction (storybook)non-fiction (informational text)charactersettingsequence of events (major events) |
| **Reflections** |
| **CFAs**Retell Three Billy Goats Gruff with picture sequence. |