



Marietta City Schools 2023-2024 District Unit Planner

Kindergarten

Topic Title:

#1 Form and Function of Nursery Rhymes

Unit Duration

7 days

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit): With prompting and support, identify characters, settings, and major events in a story. With prompting and support, retell familiar stories, including key details.

What enduring understandings will students gain from this unit? Nursery rhymes use rhyming words and imagery to tell a story and entertain readers.

GSE Standards

ELA

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELAGSEKRF2: a. Recognize and produce rhyming words.

ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

b. Continue a conversation through multiple exchanges.

ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Essential Questions	
<p>Factual—</p> <p>What pictures did you see in the story? Who is the nursery rhyme about?</p> <p>Inferential—</p> <p>How are things described in the story? What does this phrase mean?</p> <p>Critical Thinking-</p> <p>How are things alike? How are they different?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
great, together, fetch, pail, beside, frightened, cry, shall, accident, height, idea	poem, poetry, rhyme
Assessments	
<p>Transfer of Integrated Skills:</p> <ul style="list-style-type: none"> • Rhyming Assessment Formative assessment using the class choice of favorite nursery rhyme. Directions on Day 5 of 15-day plan. ELAGSEKRF2: a. Recognize and produce rhyming words. <p>Writing Task and Summative Assessment</p> <ul style="list-style-type: none"> • Picture The Character Students will illustrate a character from one of the nursery rhymes taught throughout the week. Students will then label or dictate to describe their character. ELAGSEKW3: 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. 	

Writing Rubric	4	3	2	1
Knowledge	Includes details beyond the chosen character, such as setting or other characters	Includes multiple details about the chosen character	Includes few details about the chosen character	Does not draw a character from a nursery rhyme
Coherence	Labels/phonetic spelling align with and add to the drawing	Labels/dictation align with the drawing	Labels conflict with the drawing/dictation	Does not provide labels/dictation

Objective or Content	Learning Experiences				Differentiation Considerations
Daily Lessons for Text Comprehension	Nursery Rhymes 7-day Plan <ul style="list-style-type: none">Hook: Humpty Dumpty from Mother Goose Nursery Rhyme book, Little Miss Muffet, Three Little KittensVisual: Jack and JillTarget: After the Fall				
Connected Tier 1 Unit	CKLA Nursery Rhymes and Fables				
Connected Writing Activities	Focus skill: Note-taking <ul style="list-style-type: none">JOTT & 2 column organizer				
Additional Planning Resources					
MCS K-5 KBU Overview		KBU as a 15-day Plan	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources					

Additional Suggested High Quality Complex Texts

Additional Suggested Experiential Resources

- Have students make puppets of a character from their favorite nursery rhyme. Then have them use the puppet(s) to do a retell of the nursery rhyme
- **Secret Code:** Say a word *stretched out* with every phoneme separated by about a second of time. The students then repeat the word back to you as a whole unit: /s//t//r//ee//t/
STREET Build rhyme awareness by focusing on one rime each lesson: street, feet, cheat, etc.
- **I'm Thinking:** Create riddles using content of shared reading to focus on different beginning phonemes. "I'm thinking of a name we read that starts with /j/." (Jack, Jill) "I'm thinking of something the characters did that starts with /f/." (fetched, fell)