



## Marietta City Schools 2023-2024 District Unit Planner

*Kindergarten*

**Topic Title:**

*Unit #7 Story Elements in Classic Tales*

**Unit Duration**

*2 weeks*

**Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):**

***What enduring understandings will students gain from this unit?*** The actions and feelings of characters, events, and lessons in classic tales help us learn about the world in which we live.

### GSE Standards

#### **ELA**

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.

ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).

ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

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

### Essential Questions

**Factual—**

The people or animals in a story are called the characters of the story. Who are the characters in (chosen story)?

What is (the main character) doing at the beginning of the story?

What problem does (the main character) encounter?

#### **Inferential—**

How does (one character)'s actions make the other characters feel? How do you know?

How do (one or more characters) feelings change from the beginning to the end of the story?

What would happen in real life if we made the same choices as (the main character)?

#### **Critical Thinking-**

Were your predictions about what happens in the story correct? Why or why not?

The setting of a story is where it takes place. Could this story have taken place in another setting?

(Display an illustration from the book) The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the story? How do you know?

#### **Tier II Words-** High Frequency Multiple Meaning

retell, sequence, details, problem, solution

#### **Tier III Words-** Subject/ Content Related Words

#### **Assessments**

#### **Transfer of Integrated Skills:**

- **Description:** Expanding Vocabulary

Briefly review all of the stories students have heard thus far. Ask them to choose one favorite character from the stories and draw a picture of that character. When they have completed their drawings, ask students to explain their reasons for choosing their particular characters. Prompt discussion with questions such as, "How would you describe the character? What did the character want? What kinds of things did the character do to get what s/he wanted?"

ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.  
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 ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

#### Writing Task and Rubric:

- **Description:** Have students draw and then label two characters who interact with one another from one of the stories in this unit. At this point in the year, student writing should show action and setting not just static characters.

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.

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Characters	Draws more than two characters who interact in a single story	Draws two characters who interact in a single story	Draws only one character or two characters from different stories	Does not draw characters
Interactions	Depicts multiple interactions between the characters that all occur in the story	Depicts an interaction between the characters that occurs in the story	Depicts an interaction between the characters that does not occur in the story but is reasonable based on the story	Does not depict interaction between characters
Coherence	Labels align with and add to the drawing	Labels align with the drawing	Labels conflict with the drawing	Does not provide labels

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Daily Lessons for Text Comprehension</b>	<p><i>10-Day Plan: Story Elements in Classic Tales</i></p> <p>Refer to the Top Ten Tools materials for <a href="#">Tool 6 Comprehension</a> to lead Barrel of Monkey lesson (p. 6) to deepen comprehension of the links between sentences in fables and stories from this unit.</p>	

Connected Writing Activities	Embedded in 10-Day Plan: Identifying Fragments				
Additional Planning Resources					
<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources					