

DCPS Text Set Template

<p style="text-align: center;">Title of Project: Story Elements/Farm Animal Theme</p> <p style="text-align: center;">Grade Levels: Kindergarten</p> <p style="text-align: center;">Authors: Anna Settle, Sarah Major, Luanne Robbins Highland Elementary</p>
<p style="text-align: center;">Essential Question What are the elements of a good story?</p>
<p style="text-align: center;">Texts/Resources</p> <p>Textbook/Novel/Book</p> <ul style="list-style-type: none">*Big Red Barn by Margaret Wise Brown*Mrs. Wishy-Washy's Farm by Joy Cowley*From Farm to Restaurant by Colleen Hord (Available on epic books) https://www.getepic.com/app/read/53092*Farm Animals (available on epic books) https://www.getepic.com/app/read/11665*Three Little Pigs by Paul Galdone*Three Little Pigs adapted by Raina Moore, Illustrated by Thea Kliros*Otis by Loren Long*Otis and the Kitten by Loren Long*Otis and the Tornado by Loren Long <p>Articles</p> <ul style="list-style-type: none">*Readworks.org- <i>What is a Farm?</i>*Readworks.org- <i>Your Food comes from Farms?</i> <p>Video</p> <ul style="list-style-type: none">*Farm video- Going to a petting zoo https://www.youtube.com/watch?v=u1ySTvw9QuQ*Mrs. Wishy- Washy text https://www.youtube.com/watch?v=ZGVefR2RDZQ&list=PLsj_5Ma7WUre6tZASpCBo9-rmVFOkBodI*farm animals sounds https://www.youtube.com/watch?v=gkAsTg7Qvyw*farm positional words https://www.youtube.com/watch?v=ykmFyHJq6FY*The Farmer in the Dell https://www.youtube.com/watch?v=2XOQL6GFBz0 <p>Other Media</p> <ol style="list-style-type: none">7. Scholastic interactive website for tools/parts of the farm to use with setting http://www.scholastic.com/farmltable/interact/8. Visit from a local dairy farmer who brings a cow to milk for the students.

Rationale and Suggested Sequence

1. Introduce the concept of a farm and farm animals to build background knowledge by watching the farm video- Going to a petting zoo <https://www.youtube.com/watch?v=u1ySTvw9QuQ>, reading the Readworks article What is a Farm? Retrieved from <https://www.readworks.org/article/What-Is-a-Farm/279abf7d-d44d-4f2e-a4cc-a8735a7f844a#!articleTab:content/> and visiting a local farm.
2. Continue working on building students' background knowledge of farm animals by listening to the Epic book Farm Animals <https://www.getepic.com/app/read/11665> and then collaboratively making a list of animals students would find on a farm.
3. Continue working on building students' background knowledge of farm animals by listening to the Epic book *From Farm to Restaurant* by Colleen Hord <https://www.getepic.com/app/read/53092> and then discussing the ways in which the animals from the prior day help us (IE- Chickens make eggs, cows make milk, cows become hamburgers, etc.). You could also use the Readworks article *Your Food Comes From Farms!* <https://www.readworks.org/article/Your-Food-Comes-from-Farms!/50cac207-785c-47d9-9980-90cc454b6004#!articleTab:content/> . Students will then draw and label one thing they get from an animal and the animal it comes from on the farm in their learning journals.
4. Students should now have a firm understanding what animals live on a farm. Using that knowledge, students will engage in a classroom reading of the story Big Red Barn by Margaret Wise Brown and will learn that the SETTING of the story is the farm. In the students' learning journals, they will draw a picture of the setting of the text and then provide labels and/or sentences to explain their illustration. You can have students explore the farm setting using the Scholastic interactive website (<http://www.scholastic.com/farmtotable/interact/>) in a center.
5. Students will engage in a classroom reading of the story Mrs. Wishy-Washy's Farm by Joy Cowley. The class will review the concept setting and then discuss how the setting can change over the course of the text. Collaboratively as a class make a venn diagram to compare what the students see/hear regarding the farm and the city. You may also choose to have the students watch the Mrs. Wishy-Washy video entitled Mrs. Wishy-Washy Washes the Animals (https://www.youtube.com/watch?v=ZGVefR2RDZQ&list=PLsj_5Ma7WUre6tZASpCBo9-rmVFOkBodj) in a center.
6. Review the concept of setting and how it can change over the course of a text. The teacher will then explain the concept of character. Students will engage in a classroom reading of Three Little Pigs by Paul Galdone and create a character map collaboratively of the settings and characters included in the story. Students will then draw and label/write a sentence about their favorite character in their learning journals.

7. Review the concept of setting and character. Review character by playing the attached video and having students guess the animals (farm animals sounds <https://www.youtube.com/watch?v=gkAsTg7Qvyw>). Read Three Little Pigs illustrated by Thea Kliros (different version). Discuss the words that describe the characters (wolf, pig 1, pig 2 and pig 3) based upon what the text states. Students will complete a character trait map stating a character, trait and text evidence that supports the trait described.

8. Reread either version of Three Little Pigs . Divide the class into groups of 5 (momma pig, three little pigs and the wolf) have the students plan out/practice acting out the story using character masks for the story. Students can choose the details for the story they will act out since both versions of the text have some differences between them. The students will act out the story they plan for their classmates. Plan on two days for this activity.

9. Reread the Paul Galdone version of the story Three Little Pigs for the students. Emphasize the characters' choices of materials used to build their houses, and how those choices impacted the wolf's ability to blow down the homes. Explain that today student are going to work collaboratively to build a house that will withstand a wolf's "huff and puff." They will have to think like the third little pig because he was smart. Divide students into small groups (3-5 kids) and provide them with a variety of materials to try and build a house to protect their little pig. Materials could include toothpicks, playdough, yarn, popsicle sticks, paper strips, etc. Students will construct their house and then as a class each house will be tested to see if they can withstand the "huff and puff" (IE- use a hairdryer/fan). Discuss the peaks (what worked) and pitfalls (what didn't work) of the students' house construction and how things can be improved if the task were to be completed again.

10. Now that students are familiar with the concepts of character and setting, the concept of problem and solution. The teacher will introduce the concept by referring to the story Three Little Pigs from the previous days. The teacher will explain that when an author writes a story, he/she may choose to include a problem. A problem is something that the character must solve. When the character solves the problem, that is the solution. Discuss the problem/solution within Three Little Pigs. Explain that the children will now be listening to a story about a tractor on a farm that interacts with the farm animals. As the story is read, instruct students to listen and think about both the problem and solution. Read Otis to the children and then complete a story map of character, setting, problem and solution on chart paper as a group.

11. Review the previous day's learning regarding problem and solution. Explain that today the class will read another story about the character Otis who lives on the farm. As they listen to the story they should listen for the characters, setting, problem and solution of the story because after reading the text they will be placed into groups to create their own story map where they will have to show their knowledge of the four elements and then present it to the class. Read the story Otis and the Kittens. Divide the students into small groups of 4-5 and assign roles such as recorder (writes information), reporter (shares work with the class-could be more than one student), illustrator, and researcher (goes back through the story to find evidence if needed). Allow students time to work in groups, share out their findings and then discuss as a class the accuracy of the work they've completed. This activity could take up to two days.

**Approximate Timeline/Pacing
(Roughly 3 weeks)**

1 Day: Field Trip to local farm
2 Days: Building Background on farm animals and their usefulness
2 Days: Setting using farm literature
5 Days: Characters using farm literature
5+ Days: Problem/Solution using farm literature

Focus Standards

(just a few!)

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

RI.K.3 With prompting and support, student identifies, characters, setting, and major events in a story.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory text.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

Annotated Bibliography

AD490L Big Red Barn

Brown, Margaret Wise. (1954) Big Red Barn: New York City

Genre: Fiction

Length: 331 words

Synopsis: Overview of animals that live on a farm and what life is like on the farm

Student Activities: Student read aloud, discussion of setting, drawing and writing to depict setting

???? Epic Books!-Farm Animals online book

<https://www.getepic.com/app/read/11665>

Genre: Nonfiction text

Length: 24 pages

Synopsis: Online book that tells about farm animals, how they look, where they live, about their babies, and how they change.

Student Activities: Students collaboratively make a list of animals students would find on a farm, and continue working on building students' background knowledge of farm animals.

900L Epic Books!- *From Farm to Restaurant* online book

Getepic.com. From Farm to Restaurant retrieved from

<https://www.getepic.com/app/read/53092>

Genre: Nonfiction text

Length: 5-20 minutes

Synopsis: Online book that tells how farms provide food for restaurants to serve to customers.

Student Activities: Read aloud from online text, discussion of ways that animals help humans, drawing and labeling one thing animals give humans

AD 200L Mrs. Wishy-Washy's Farm

Joy Crowley (1997) Mrs. Wishy-Washy's Farm: New York City

Genre: fiction

length: 16 pages

Synopsis: Mrs. Wishy Washy wants all the animals on the farm to be clean. The animals decide life might be better elsewhere.

Student Activities: students will review the concept setting and then discuss how the setting can change over the course of the text. Collaboratively as a class make a venn diagram to compare what the students see/hear regarding the farm and the city.

580L Otis

Long, Loren.(2009)Otis:New York

Genre: Fiction

Synopsis :When a big new yellow tractor replaces Otis, the friendly little tractor, he is cast away behind the barn, but it is only Otis who can come to the rescue when trouble happens.

Student Activity: Complete a graphic organizer that identifies the setting, character and problem /solution.

AD620L Otis and the Kittens

Long, Loren; (2016) Otis and the Kittens

Genre: Fiction

Synopsis: When Otis the tractor becomes trapped in a burning barn, after rescuing kittens, his animal friends and local firefighters come to his aid.

Student Activity: Children will identify story, characters and solution.

AD640L Otis and the Tornado

Long, L, (2011) Otis and the Tornado.

Genre: Fiction

Synopsis: When a tornado threatens his farm, Otis the tractor must try to save the animals including an unfriendly bull.

Student Activity: See culminating activity.

550L Three Little Pigs

Galdone, Paul. (1970) Three Little Pigs: New York

Genre: Fiction

Synopsis: The traditional story of the three little pigs and the big bad wolf.

Student Activities: Class read aloud, character identification activity

???? Three Little Pigs

Moore, Raina. (2003) Three Little Pigs: New York

Genre: Fiction

Synopsis: The traditional story of the three little pigs and the big bad wolf.

Student Activities: Class read aloud, character trait description

Articles

360L Readworks.org-*What is a Farm?* article

Readworks.org (2017). What is a Farm? Retrieved from

<https://www.readworks.org/article/What-Is-a-Farm/279abf7d-d44d-4f2e-a4cc-a8735a7f844a#!articleTab:content/>

Genre: Nonfiction online article on farms

Length: 106 words.

Synopsis: Overview description of what a farm is and what happens on a farm.

Student Activities: Collaborative read aloud and discussion of farm knowledge.

380L Readworks.org-*Your Food Comes From Farms!* article

Readworks.org (2017). Your Food Comes From Farms! Retrieved from

<https://www.readworks.org/article/Your-Food-Comes-from-Farms!/50cac207-785c-47d9-9980-90cc454b6004#!articleTab:content/>

Genre: Nonfiction online article on food and farms

Length: 103 words.

Synopsis: Overview description of what foods grow on a farm.

Student Activities: Collaborative read aloud and discussion regarding foods to be grown on farms.

Video

Farm video- Going to a petting zoo <https://www.youtube.com/watch?v=u1ySTvw9QuQ>

Farm Petting ZOO Learn Farm Animals Names and Sounds Fun Educational for Kids .

Mrs. Wishy- Washy text

https://www.youtube.com/watch?v=ZGVefR2RDZQ&list=PLsj_5Ma7WUre6tZASpCBo9-rmVFOkBodI

Students will review the concept setting and then discuss how the setting can change over the course of the text.

Farm animals sounds <https://www.youtube.com/watch?v=gkAsTg7Qvyw>

Students get a review of animal sounds while playing interactive games.

Farm positional words <https://www.youtube.com/watch?v=ykmFyHJq6FY>

Positional words used on the farm for a great review of prepositions

The Farmer in the Dell <https://www.youtube.com/watch?v=2XOQL6GFBz0>

Transitional song to be used throughout the unit for movement

Other Media

Scholastic interactive website for tools/parts of the farm to use with setting

<http://www.scholastic.com/farmtotable/interact/>

Student Activity: Supplemental website to use to discuss setting.

Culminating Activity

CULMINATING ACTIVITY: Briefly review the concepts of character, setting, problem and solution using the book from the prior day Otis and the Kittens. Explain that today the students will listen for these same story elements as they read the story Otis and the Tornado. Read the text and discuss with the students the story elements. Explain that students will begin working today on their own Otis story. They will have to create their own setting, any additional characters needed to tell their story, a problem and a solution. They will need to create an illustration to show their setting and the characters and then dictate to the teacher their problem and solution (This could be modified to have students do the writing independently if they are able to do so.) This activity could take several days to complete.

Text Assessments/Activities Learning Worth Remembering

Cumulative Activities: The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack.

Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about the topic.
3. Write, draw, or list how this new resource added to what you learned from the last resource(s).

Title	Students will record new learning.	

2. Concept Wall

3. Students retelling The Three Little Pigs-See pictures

Read each resource then determine the six words from each text that most exemplify the central idea of the text.

Next use your six words to write about the most important idea of the text. You should have as many sentences as you do words.

After reading all the selections in the Expert Pack, go back and review your words.

Now select the “Sensational Six” words from ALL the word lists.

Use the “Sensational Six” words to summarize the most important learning from the Expert Pack.

Title	Six Vocabulary Words and Sentences
	Words: Sentences: 1. 2. 3. 4. 5. 6.
	Words: Sentences: 1. 2. 3. 4. 5. 6.
	Words: Sentences: 1. 2. 3. 4. 5.

	6.
	Words: Sentences: 1. 2. 3. 4. 5. 6.
	Words: Sentences: 1. 2. 3. 4. 5. 6.
Sensational Six	
Summary	

Singular Activities

Glossary

Text Title:

Word	Student-Friendly Definition

Text Title:

Word	Student-Friendly Definition

--	--

Text Title:

Word	Student-Friendly Definition

Text Title:

Word	Student-Friendly Definition	

Text Title:

Word	Student-Friendly Definition

Text Title:

Word	Student-Friendly Definition

Text Title:

Word	Student-Friendly Definition

