

# Teaching Language Arts in Kindergarten Using Stories, Aesop's Fables, and Tall Tales

**Grade Level or Special Area:** Kindergarten, Language Arts

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**Length of Unit:** Eight lessons (approximately 20 minutes each) and a Culminating Activity (approximately 7-10 minutes per student, per presentation)

## I. ABSTRACT

Students will be introduced to the following story elements: Title, Author, Illustrator, Retold by, Setting, Main Characters, Problem, Solution, Events and Story Mapping while exploring the Kindergarten *Core Knowledge Sequence* of Stories, Aesop's Fables and Tall Tales.

## II. OVERVIEW

### A. Concept Objectives

1. Students will gain an understanding of the critical elements of a story.
2. Students will develop an awareness of relevant information from a variety of stories.

### B. Content from the *Core Knowledge Sequence*

1. Language Arts: Reading and Writing: Book and Print Awareness (p. 7)
  - a. Know parts of a story (for example, title, beginning, end) and their functions.
2. Language Arts: Reading and Writing: Reading And Language Comprehension (p. 8)
  - a. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - b. Listen and understand a variety of texts, both fiction and nonfiction.
3. Language Arts: Reading and Writing: Writing and Spelling (p. 8)
  - a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot").
4. Language Arts: Fiction (pp. 9-10)
  - a. Stories
    - i. The Bremen Town Musicians
    - ii. Chicken Little
    - iii. Cinderella
    - iv. Goldilocks and the Three Bears
    - v. How Many Spots Does a Leopard Have?
    - vi. King Midas and the Golden Touch
    - vii. The Legend of Jumping Mouse
    - viii. The Little Red Hen
    - ix. Little Red Riding Hood
    - x. Momotaro: Peach Boy
    - xi. Snow White and the Seven Drawfs
    - xii. The Three Billy Goats Gruff
    - xiii. The Three Little Pigs
    - xiv. A Tug of War
    - xv. The Ugly Duckling
    - xvi. *The Velveteen Rabbit*
    - xvii. Selections from *Winnie-the-Pooh*

- xviii. The Wolf and the Kids
  - b. Aesop's Fables
    - i. The Lion and the Mouse
    - ii. The Grasshopper and the Ants
    - iii. The Dog and His Shadow
    - iv. The Hare and the Tortoise
  - c. American Folk Heroes and Tall Tales
    - i. Johnny Appleseed
    - ii. Casey Jones
- C. Skill Objectives
  - 1. Students read and understand a variety of materials. (Colorado Model Content Standard - Reading and Writing Number 1)
  - 2. Students apply thinking skills to their reading, writing, speaking, listening and viewing. (Colorado Model Content Standard - Reading and Writing Number 4)
  - 3. Students read to locate, select, and make use of relevant information from a variety of media. (Colorado Model Content Standard - Reading and Writing Number 5)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8*
  - 2. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*
  - 3. Editors of Scholastic Inc. "*Scholastic Children's Dictionary*"
- B. For Students
  - 1. An understanding of the Language Arts concepts as outlined in the *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*

### IV. RESOURCES

- A. Andersen, Hans Christian. *The Ugly Duckling* (Lesson One)
- B. Brett, Jan. *Goldilocks and the Three Bears* (Lesson Two)
- C. Craft, Charlotte. *King Midas and the Golden Touch* (Lesson Three)
- D. Aesop. *The Lion and the Mouse* (Lesson Four)
- E. Poole, Amy Lowry. *The Ant and the Grasshopper* (Lesson Five)
- F. Lester, Julius. *How Many Spots Does a Leopard Have?* (Lesson Six)
- G. Olsen, Madeline. *Johnny Appleseed* (Lesson Seven)
- H. Ross, Elizabeth. *The Three Little Pigs* (Lesson Eight)
- I. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8* (Lesson Nine)

### V. LESSONS

#### Lesson One: The Ugly Duckling – Title, Author, and Illustrator

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will gain an understanding for the critical elements of a story.
    - b. Students will develop an awareness of relevant information from a variety of stories.
  - 2. Lesson Content
    - a. Understand parts of a story (for example, title, beginning, end) and their functions

- b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of text, both fiction and nonfiction
  - d. The Ugly Duckling
3. Skill Objective(s)
- a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.
- B. *Materials*
- 1. *The Ugly Duckling*, Written by Hans Christian Andersen, Illustrated by Jerry Pinkney
  - 2. Chart paper (one or two pieces)
  - 3. Markers (package of eight different colors)
  - 4. Appendix A (one copy per student)
  - 5. Pencils (one per student)
  - 6. 2 pocket, 3 hole punch folder (one per student)
- C. *Key Vocabulary*
- 1. Title – the name of a book, movie, song, painting, or other work (*Scholastic Children’s Dictionary (SCD)* pg.565)
  - 2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
  - 3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
- D. *Procedures/Activities*
- 1. Gather students into your reading or circle time area.
  - 2. Hold up the book, *The Ugly Duckling* and say, “The title of this book is, *The Ugly Duckling*. The title is the name of the book or story.”
  - 3. Say, “The author of this story is, Hans Christian Andersen.” The author is the person who writes the story.
  - 4. Say, “The illustrator of this book is, Jerry Pinkney. The illustrator is the name of the person who drew the pictures for the book.”
  - 5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker when writing each one, enabling students to visually differentiate between them.
  - 6. Accept all predictions and encourage students to justify their answers by asking them questions like, “Why do you think that?” or “Tell me more about why you said that.”
  - 7. Read the book to the students.
  - 8. Revisit and check predictions for accuracy, explaining how any prediction might have been different from what actually happened.
  - 9. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do?”
- E. *Assessment/Evaluation*
- 1. Pass out a pencil and a copy of Appendix A to each student.
  - 2. Read the directions to Appendix A and help students complete the worksheet through direct instruction.
  - 3. Gather up student’s work.
  - 4. Start a Language Arts Journal for each student, using a 2 pocket, 3-hole punch folder, adding Appendix A as the first page.

## **Lesson Two: Goldilocks and the Three Bears –Retold by**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will gain an understanding for the critical elements of a story.
  - b. Students will develop an awareness of relevant information from a variety of stories.
2. Lesson Content
  - a. Understand parts of a story (for example, title, beginning, end) and their functions
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of texts, both fiction and nonfiction
  - d. Goldilocks and the Three Bears
3. Skill Objective(s)
  - a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.

### **B. Materials**

1. *Goldilocks and the Three Bear*, Retold and Illustrated by Jan Brett
2. Chart paper (one or two pieces)
3. Markers (package of eight different colors)
4. Appendix B (one copy per student)
5. Pencils (one per student)
6. Student's Language Arts Journals

### **C. Key Vocabulary**

1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
4. Retold by – to tell the same story in different words

### **D. Procedures/Activities**

1. Gather students into your reading or circle time area.
2. Hold up the book, *Goldilocks and the Three Bears*, and say, “The title of this book is *Goldilocks and the Three Bears*. The title is the name of the book or story.”
3. Say, “The author of this story is unknown. This story is very old and no one knows who wrote it. It is retold by Jan Brett. Retold by means that Jan Brett is telling the same story but in her own words.”
4. Say, “The illustrator of this book is, Jan Brett. The illustrator is the person who drew the pictures for the book. Jan Brett is the illustrator and the person retelling this story.”
5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
6. Accept all predictions and encourage students to justify their answers by asking them questions like, “Why do you think that?” or “Tell me more about why you said that.”
7. Read the book to the students.

8. Revisit and check predictions for accuracy with students, explaining how any prediction might have been different from what actually happened.
  9. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? What does it mean when I say, The story was retold by?”
  10. Pick students and discuss all accurate responses.
- E. *Assessment/Evaluation*
1. Pass out a pencil and a copy of Appendix B to each student.
  2. Read the directions to Appendix B and help students complete the worksheet through direct instruction.
  3. Gather up student’s work and add to their Language Arts Journals as the second page.

**Lesson Three: King Midas and the Golden Touch – Setting**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will gain an understanding for the critical elements of a story.
  - b. Students will develop an awareness of relevant information from a variety of stories.
2. Lesson Content
  - a. Understand parts of a story (for example, title, beginning, end) and their functions
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of texts, both fiction and nonfiction
  - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
  - e. King Midas and the Golden Touch
3. Skill Objective(s)
  - a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.

B. *Materials*

1. *King Midas and the Golden Touch*, Written by Charlotte Craft, Illustrated by Kinuko Y. Craft
2. Chart paper (one or two pieces)
3. Markers (package of eight different colors)
4. Appendix C (one copy per student)
5. Pencils (one per student)
6. Crayons (one box per student)
7. Student’s Language Arts Journals

C. *Key Vocabulary*

1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
4. Retold by – to tell the same story in different words
5. Setting – when and where the story takes place

- D. *Procedures/Activities*
1. Gather students into your reading or circle time area.
  2. Hold up the book, *King Midas and the Golden Touch*, and say, “The title of this book is *King Midas and the Golden Touch*. The title is the name of the book or story.”
  3. Say, “The author of this story is Charlotte Craft. The author is the person who writes the story.”
  4. Say, “The illustrator of this book is, Kinuko Y. Craft. The illustrator is the name of the person who drew the pictures for the book.”
  5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  6. Accept all predictions and encourage students to justify their answers by asking them questions like, “Why do you think that?” or “Tell me more about why you said that.”
  7. Read the book to the students.
  8. Revisit and check predictions for accuracy with students, explaining how any prediction might have been different from what actually happened.
  9. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? What does it mean when I say, The story was retold by?””
  10. Say, “Today we are going to learn something new. We are going to learn about the setting of a story. Every story has a setting. The setting is when and where the story takes place. Raise your hand if you can tell me when this story takes place?” Pick students and discuss all accurate responses.
  11. Say, “Raise your hand if you can tell me where this story takes place?”
  12. Pick students and discuss all accurate responses.
- E. *Assessment/Evaluation*
1. Pass out a pencil, crayons and a copy of Appendix C to each student.
  2. Read the directions to Appendix C and help students complete the worksheet through direct instruction.
  3. Gather up student’s work and add to their Language Arts Journals as the third page.

#### **Lesson Four: The Lion and the Mouse – Main Characters**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will gain an understanding for the critical elements of a story.
    - b. Students will develop an awareness of relevant information from a variety of stories.
  2. Lesson Content
    - a. Know parts of a story (for example, title, beginning, end) and their functions
    - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
    - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
    - e. The Lion and the Mouse

3. Skill Objective(s)
    - a. Students read and understand a variety of materials.
    - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
    - c. Students read to locate, select, and make use of relevant information from a variety of media.
- B. *Materials*
1. *The Lion and the Mouse*, Written by Aesop, Illustrated by Bob Dole
  2. Chart paper (one or two pieces)
  3. Markers (package of eight different colors)
  4. Appendix D (one copy per student)
  5. Pencils (one per student)
  6. Crayons (one box per student)
  7. Student's Language Arts Journals
- C. *Key Vocabulary*
1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
  2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
  3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
  4. Retold by – to tell the same story in different words
  5. Setting – when and where the story takes place
  6. Main Characters – the most important people in the story or book
- D. *Procedures/Activities*
1. Gather students into your reading or circle time area.
  2. Hold up the book, *The Lion and the Mouse*, and say, “The title of this book is *The Lion and the Mouse*. The title is the name of the book or story.”
  3. Say, “The author of this story is Aesop. The author is the person who writes the story,”
  4. Say, “The illustrator of this book is, Bob Dole. The illustrator is the name of the person who drew the pictures for the book.”
  5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  6. Read the book to the students.
  7. Revisit and check predictions for accuracy with students, explaining how any prediction might have been different from what actually happened.
  8. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? Where is the setting for this story?”
  9. Say, “Today we are going to learn something new. We are going to learn about the main characters of a story. Every story has one or more main characters. The main characters are the most important people in the story or book.
  10. Pick students and discuss all accurate responses.
- E. *Assessment/Evaluation*
1. Pass out a pencil, crayons and a copy of Appendix D to each student.
  2. Read the directions to Appendix D and help students complete the worksheet through direct instruction.
  3. Gather up student's work and add to their Language Arts Journals as the fourth page.

## **Lesson Five: The Ant and the Grasshopper - Problem**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will gain an understanding for the critical elements of a story.
  - b. Students will develop an awareness of relevant information from a variety of stories.
2. Lesson Content
  - a. Know parts of a story (for example, title, beginning, end) and their functions
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of texts, both fiction and nonfiction
  - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
  - e. The Grasshopper and the Ants
3. Skill Objective(s)
  - a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.

### B. *Materials*

1. *The Ant and the Grasshopper*, Written and Illustrated by Amy Lowry Poole
2. Chart paper (one or two pieces)
3. Markers (package of eight different colors)
4. Appendix E (one copy per student)
5. Pencils (one per student)
6. Crayons (one box per student)
7. Student’s Language Arts Journals

### C. *Key Vocabulary*

1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
4. Retold by – to tell the same story in different words
5. Setting – when and where the story takes place
6. Main Characters – the most important people in the story or book
7. Problem – a difficult situation that needs to be figured out (*SCD* p.411)

### D. *Procedures/Activities*

1. Gather students into your reading or circle time area.
2. Hold up the book, *The Ant and the Grasshopper*, and say, “The title of this book is *The Ant and the Grasshopper*. The title is the name of the book or story.”
3. Say, “The author of this story is Aesop. The author is the person who writes the story.”
4. Say, “Even though Aesop is the author of this story, it is being retold by Amy Lowry Poole.
5. Say, “Amy Lowry Poole is also the illustrator of this book. The illustrator is the name of the person who drew the pictures for the book.”

6. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  7. Read the book to the students
  8. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? Where is the setting for this story? Who are the main characters in this story?”
  9. Say, “Today we are going to learn something new. We are going to learn about the problem in a story. Every story has problem. The problem of a story is a difficult situation that needs to be figured out.”
  10. Pick students and accept all accurate responses.
- E. *Assessment/Evaluation*
1. Pass out a pencil, crayons and a copy of Appendix E to each student.
  2. Read the directions to Appendix E and help students complete the worksheet through direct instruction.
  4. Gather up student’s work and add to their Language Arts Journals as the fifth page.

### **Lesson Six: How Many Spots Does a Leopard Have? - Solution**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will gain an understanding for the critical elements of a story.
    - b. Students will develop an awareness of relevant information from a variety of stories.
  2. Lesson Content
    - a. Know parts of a story (for example, title, beginning, end) and their functions
    - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
    - c. Listen and understand a variety of texts, both fiction and nonfiction
    - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
    - e. How Many Spots Does a Leopard Have?
  3. Skill Objective(s)
    - a. Students read and understand a variety of materials.
    - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
    - c. Students read to locate, select, and make use of relevant information from a variety of media.
- B. *Materials*
1. *How Many Spots Does a Leopard Have?* Written by Julius Lester, Illustrated by David Shannon
  2. Chart paper (one or two pieces)
  3. Markers (package of eight different colors)
  4. Appendix F (one copy per student)
  5. Pencils (one per student)
  6. Crayons (one box per student)
  7. Student’s Language Arts Journals
- C. *Key Vocabulary*
1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)

2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
  3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
  4. Retold by – to tell the same story in different words
  5. Setting – when and where the story takes place
  6. Main Characters – the most important people in the story or book
  7. Problem – a difficult situation that needs to be figured out (*SCD* p.411)
  8. Solution – the answer to a problem; an explanation (*SCD* pg.506)
- D. *Procedures/Activities*
1. Gather students into your reading or circle time area.
  2. Hold up the book, *How Many Spots Does a Leopard Have?* and say, “The title of this book is *How Many Spots Does a Leopard Have?*” The title is the name of the book or story.”
  3. Say, “The author of this story is Julius Lester. The author is the person who writes the story.”
  4. Say, “The illustrator of this book is, David Shannon. The illustrator is the name of the person who drew the pictures for the book.”
  5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  6. Read the book to the students.
  7. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? Where is the setting for this story? Who are the main characters in this story? What is the problem in this story?”
  8. Say, “Today we are going to learn something new. We are going to learn about the solution in a story. The solution of a story is the answer to the problem.” “Raise your hand if you can tell me what the solution is in the story.”
  9. Pick students and discuss all accurate responses.
- E. *Assessment/Evaluation*
1. Pass out a pencil, crayons and a copy of Appendix F to each student.
  2. Read the directions to Appendix F and help students complete the worksheet through direct instruction.
  3. Gather up student’s work and add to their Language Arts Journals as the sixth page.

### **Lesson Seven: Johnny Appleseed - Events**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will gain an understanding for the critical elements of a story.
    - b. Students will develop an awareness of relevant information from a variety of stories.
  2. Lesson Content
    - a. Know parts of a story (for example, title, beginning, end) and their functions
    - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
    - c. Listen and understand a variety of texts, both fiction and nonfiction
    - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).

- e. Johnny Appleseed
- 3. Skill Objective(s)
  - a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.
- B. *Materials*
  - 1. *Johnny Appleseed*, Written by Madeline Olsen, Illustrated by Steven James Petruccio
  - 2. Chart paper (one or two pieces)
  - 3. Markers (package of eight different colors)
  - 4. Appendix G (one copy per student)
  - 5. Pencils (one per student)
  - 6. Crayons (one box per student)
  - 7. Student's Language Arts Journals
- C. *Key Vocabulary*
  - 1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
  - 2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
  - 3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
  - 4. Retold by – to tell the same story in different words
  - 5. Setting – when and where the story takes place
  - 6. Main Characters – the most important people in the story or book
  - 7. Problem – a difficult situation that needs to be figured out (*SCD* p.411)
  - 8. Solution – the answer to a problem; an explanation (*SCD* pg.506)
  - 9. Events – something that happens, something interesting or important (*SCD* pg.181)
- D. *Procedures/Activities*
  - 1. Gather students into your reading or circle time area.
  - 2. Hold up the book, *Johnny Appleseed?* and say, “The title of this book is Johnny Appleseed. The title is the name of the book or story.”
  - 3. Say, “The author of this story is Madeline Olsen. The author is the person who writes the story.”
  - 4. Say, “The illustrator of this book is James Petruccio. The illustrator is the name of the person who drew the pictures for the book.”
  - 4. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  - 5. Read the book to the students.
  - 6. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? Where is the setting for this story? Who are the main characters in this story? What is the problem in this story? What is the solution in this story?”
  - 7. Say, “Today we are going to learn something new. We are going to learn about the events in a story. The events of a story are the interesting or important things that happen in the story. Raise your hand if you can tell me about an event that happened in this story.”
  - 8. Pick students and discuss all accurate responses.
- E. *Assessment/Evaluation*
  - 1. Pass out a pencil, crayons and a copy of Appendix G to each student.

2. Read the directions to Appendix G and help students complete the worksheet through direct instruction.
3. Gather up student's work and add to their Language Arts Journals as the seventh page.

### **Lesson Eight: The Three Little Pigs - Story Map**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will gain an understanding for the critical elements of a story.
  - b. Students will develop an awareness of relevant information from a variety of stories.
2. Lesson Content
  - a. Know parts of a story (for example, title, beginning, end) and their functions
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of texts, both fiction and nonfiction
  - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot").
  - e. The Three Little Pigs
3. Skill Objective(s)
  - a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.

#### **B. Materials**

1. *The Three Little Pigs*, As told by Elizabeth Ross and illustrated by ROFry
2. Chart paper (one or two pieces)
3. Markers (package of eight different colors)
4. Appendix H (one copy per student) – enlarge onto 11"x14" paper
5. Pencils (one per student)
6. Crayons (one box per student)
7. Student's Language Arts Journals

#### **C. Key Vocabulary**

1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
4. Retold by – to tell the same story in different words
5. Setting – when and where the story takes place
6. Main Characters – the most important people in the story or book
7. Problem – a difficult situation that needs to be figured out (*SCD* p.411)
8. Solution – the answer to a problem; an explanation (*SCD* pg.506)
9. Events – something that happens, something interesting or important (*CD* pg.181)
10. Story Map – a map that puts together the elements of a story

#### **D. Procedures/Activities**

1. Gather students into your reading or circle time area.

2. Hold up the book, *The Three Little Pigs*, and say, “The title of this book is *The Three Little Pigs*. The title is the name of the book or story.”
  3. Say, “The author of this story is unknown. This story is very old and no one knows who wrote it. It is retold by Elizabeth Ross. Retold by means that Elizabeth Ross is telling the same story but in her own words.”
  4. Say, “The illustrator of this book is, ROFry. The illustrator is the name of the person who drew the pictures for the book.”
  5. Before reading the book to the students, have them make predictions of what the story will be about. Write predictions on chart paper using a different color marker for each one, enabling students to visually differentiate between them.
  5. Read the book to the students.
  6. Review vocabulary words with students by asking questions like, “What does the title of a book tell us? What does an author do? What does an illustrator do? Where is the setting for this story? Who are the main characters in this story? What is the problem in this story? What is the solution in this story? What were 3 or 4 interesting or important events in this story?”
  7. Say, “Today we are going to learn something new. We are going to learn about story maps. A story map is a map that puts together all the elements of a story. The elements of a story are: the Title, Author, Illustrator, Setting, Main Characters, Problem, Solution and Events in a story.
  8. Say, “We have talked about all of these things the last couple of weeks, and today were going to put them all together.”
- E. *Assessment/Evaluation*
1. Pass out a pencil, crayons and a copy of Appendix H to each student.
  2. Read the directions to Appendix H and help students complete the worksheet through direct instruction.
  3. Students write the Title, Author and Illustrator names on the back of their paper.
  4. Gather up student’s work and add to their Language Arts Journals as the eighth page.

### **Lesson Nine: Story Map**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will gain an understanding for the critical elements of a story.
  - b. Students will develop an awareness of relevant information from a variety of stories.
2. Lesson Content
  - a. Know parts of a story (for example, title, beginning, end) and their functions
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
  - c. Listen and understand a variety of texts, both fiction and nonfiction
  - d. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
  - e. The Bremen Town Musicians
  - f. Chicken Little
  - g. Cinderella
  - h. The Legend of Jumping Mouse
  - i. The Little Red Hen
  - j. Little Red Riding Hood

- k. Momotaro: Peach Boy
  - l. Snow White and the Seven Drawfs
  - m. The Three Billy Goats Gruff
  - n. A Tug of War
  - o. *The Velveteen Rabbit*
  - p. Selections from *Winnie-the-Pooh*
  - q. The Wolf and the Kids
  - r. The Dog and His Shadow
  - s. The Hare and the Tortoise
  - t. Casey Jones
3. Skill Objective(s)
- a. Students read and understand a variety of materials.
  - b. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
  - c. Students read to locate, select, and make use of relevant information from a variety of media.
- B. *Materials*
- 1. Stories, Aesop’s Fables and Tall Tales as listed in the *Core Knowledge Sequence: Content Guidelines For Grades K-8* (Kindergarten)
  - 2. Chart paper (one or two pieces)
  - 3. Markers (package of eight different colors)
  - 8. Appendix H (one copy per student) – enlarge onto 11” x 14” paper
  - 4. Pencils (one per student)
  - 5. Crayons (one box per student)
  - 6. Student’s Story Map Journals
- C. *Key Vocabulary*
- 1. Title – the name of a book, movie, song, painting, or other work (*SCD* pg.565)
  - 2. Author – the writer of a book, play, article, or poem (*SCD* pg.34)
  - 3. Illustrator – the name of the person who drew the pictures, by hand or computer, for a book, magazine, or other publication (*SCD* pg.262)
  - 4. Retold by – to tell the same story in different words
  - 5. Setting – when and where the story takes place
  - 6. Main Characters – the most important people in the story or book
  - 7. Problem – a difficult situation that needs to be figured out (*SCD* p.411)
  - 8. Solution – the answer to a problem; an explanation (*SCD* pg.506)
  - 9. Events – something that happens, something interesting or important (*SCD* pg.181)
  - 10. Story Map – a map that puts together the elements of a story
- D. *Procedures/Activities*
- 1. Following the procedures in Lesson Eight, and continue to do story maps for the rest of the stories, Aesop’s fables and tall tales in the *Core Knowledge Sequence: Content Guidelines For Grades K-8*. (Kindergarten)
- E. *Assessment/Evaluation*
- 1. Pass out a pencil, crayons and a copy of Appendix H to each student.
  - 2. Read the directions to Appendix H and help students complete the worksheet through direct instruction.
  - 3. Gather up student’s work and add to their Language Arts Journals

## VI. CULMINATING ACTIVITY

- A. Once you have read all the stories, Aesop’s fables and tall tales as listed in the *Core Knowledge Sequence: Content Guidelines For Grades K-8*. (Kindergarten) and done

Appendix H - Story Maps on each one, then let the students pick out a book from the classroom library to do a story map on it. This will be a project done with parents at home and then brought back in for presentation to the class. Send home a copy of Appendices D through J, student's story map journals, student's library book and one poster board with each student.

- B. Make a story map poster for each rubric category, (first place, second place, third place, and participation) so that both students and parents can see examples of what is expected for each category. Pass out this assignment on a Wednesday and make it due on the second Friday. Invite parents to join the class during student presentations. Give students 7 – 10 minutes to present their story maps. Have rubrics finished and ribbons placed on their posters by Monday morning when they return from the weekend.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Title, Author, illustrator
- B. Appendix B: Title, Author, Illustrator, Retold by
- C. Appendix C: Setting
- D. Appendix D: Main Characters
- E. Appendix E: Problem
- F. Appendix F: Solution
- G. Appendix G: Events
- H. Appendix H: Story Map
- I. Appendix I: Parent Letter
- J. Appendix J: Rubric



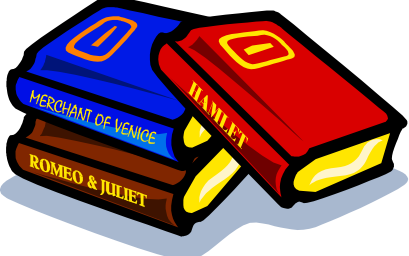
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APPENDIX A

Name \_\_\_\_\_

Draw a line from the word to the picture of the word.

	Title
	Illustrator
	Author

APPENDIX B

Name \_\_\_\_\_

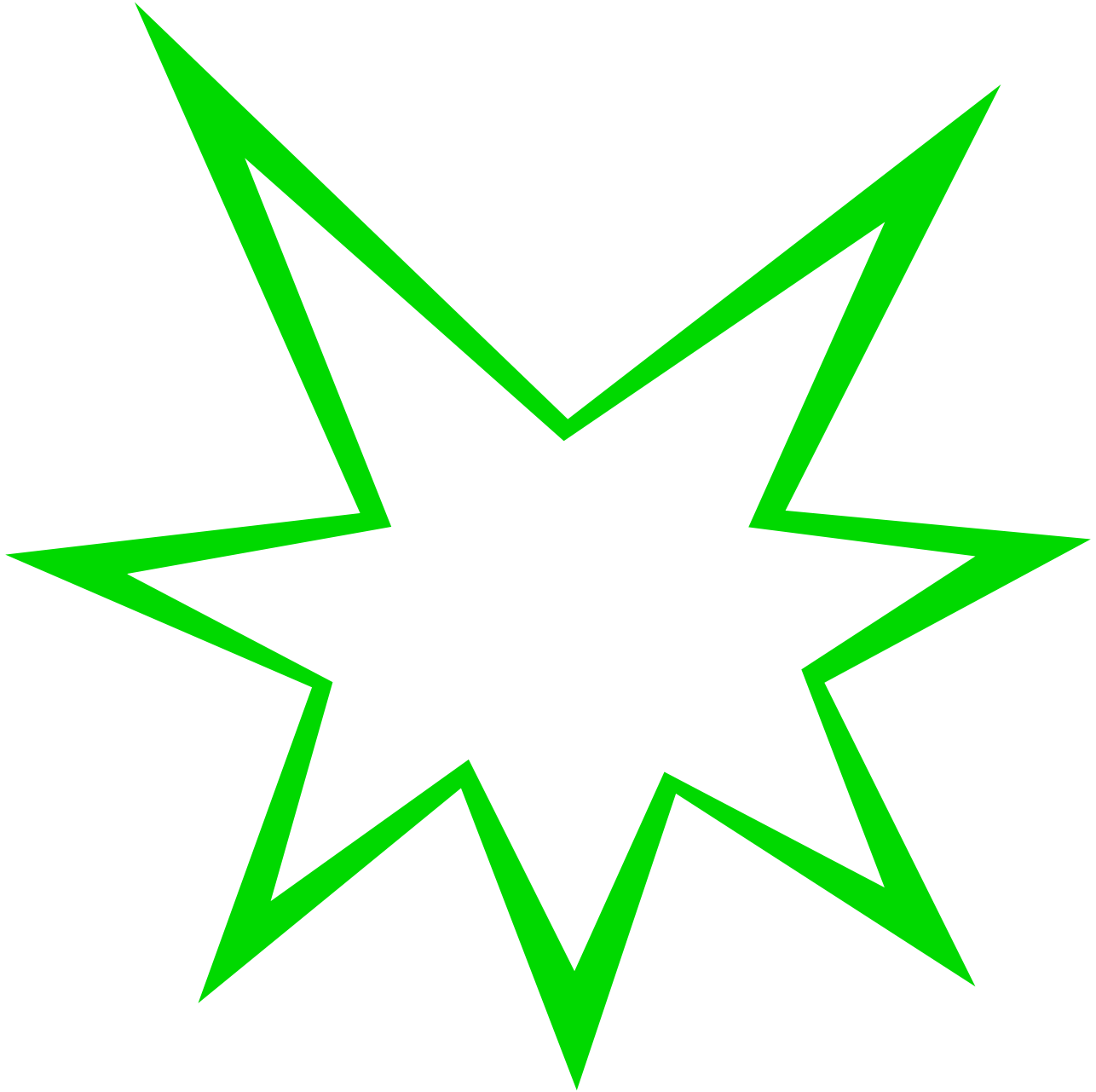
Draw a line from the word to the picture of the word.

	<p>Title</p>
	<p>Author</p>
	<p>Illustrator</p>
	<p>Retold By</p>

APPENDIX C

Name \_\_\_\_\_

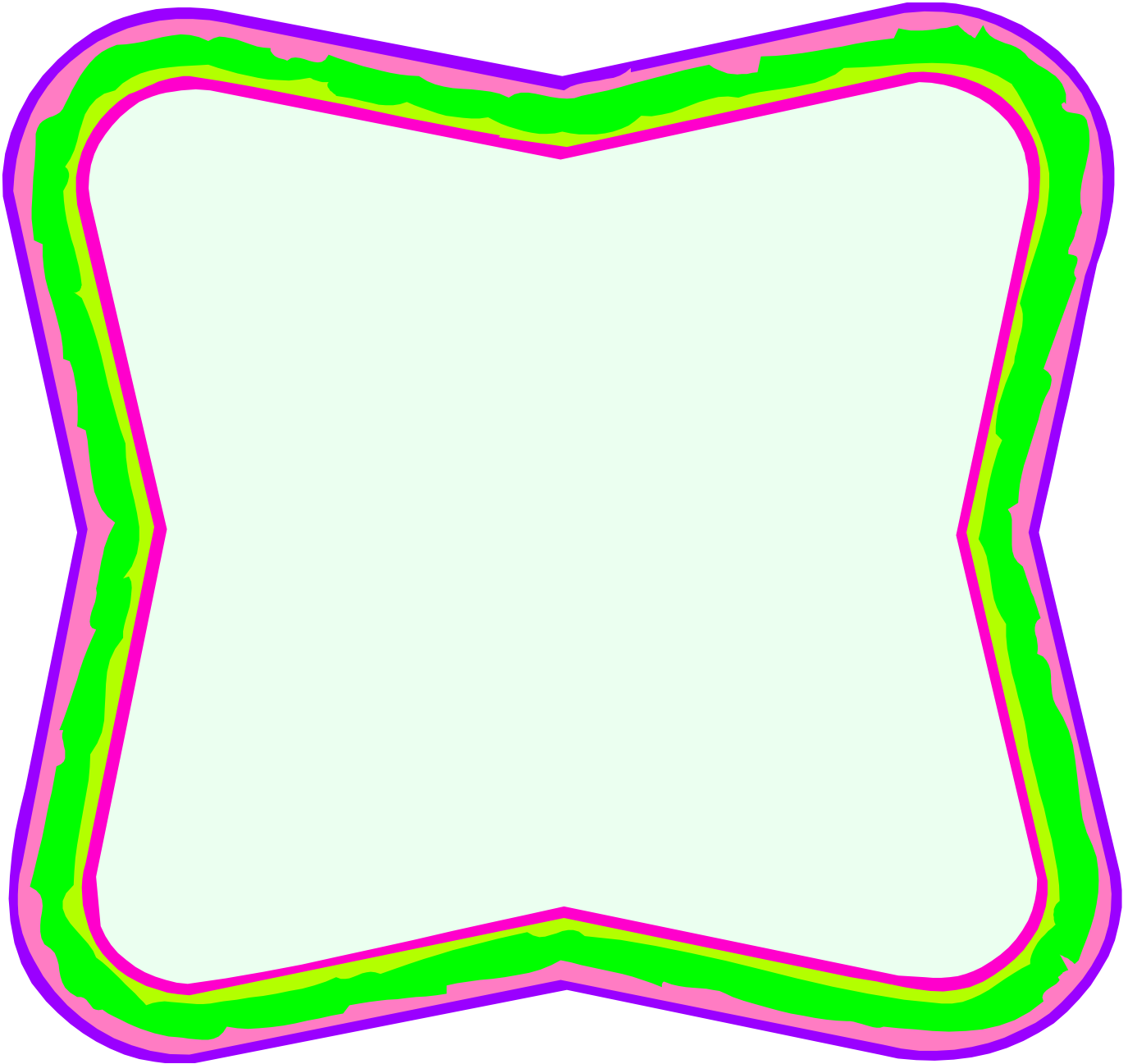
Draw a picture of the setting from the story in the star.



APPENDIX D

Name \_\_\_\_\_

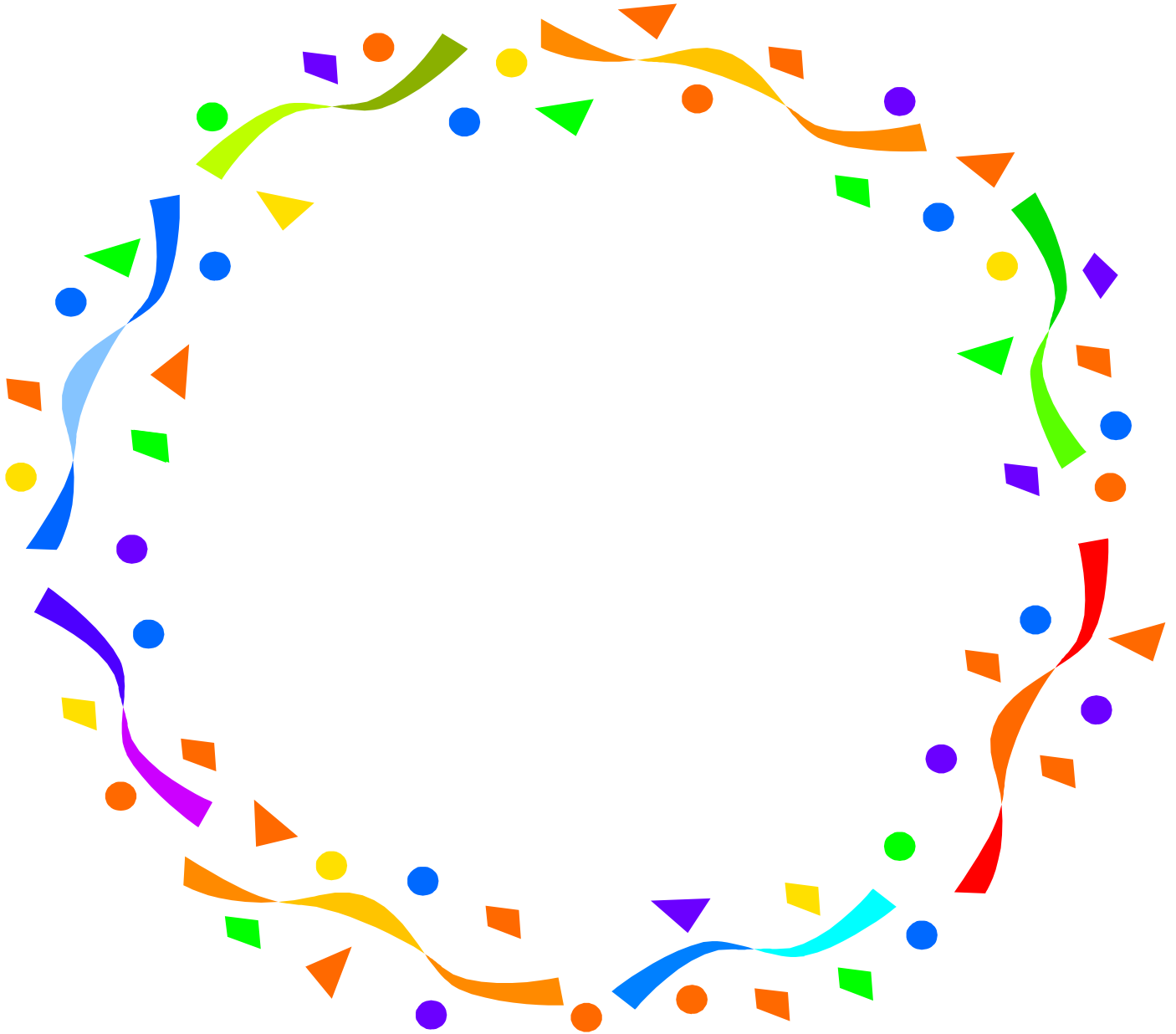
Draw the Main Characters from the story in the square.



APPENDIX E

Name \_\_\_\_\_

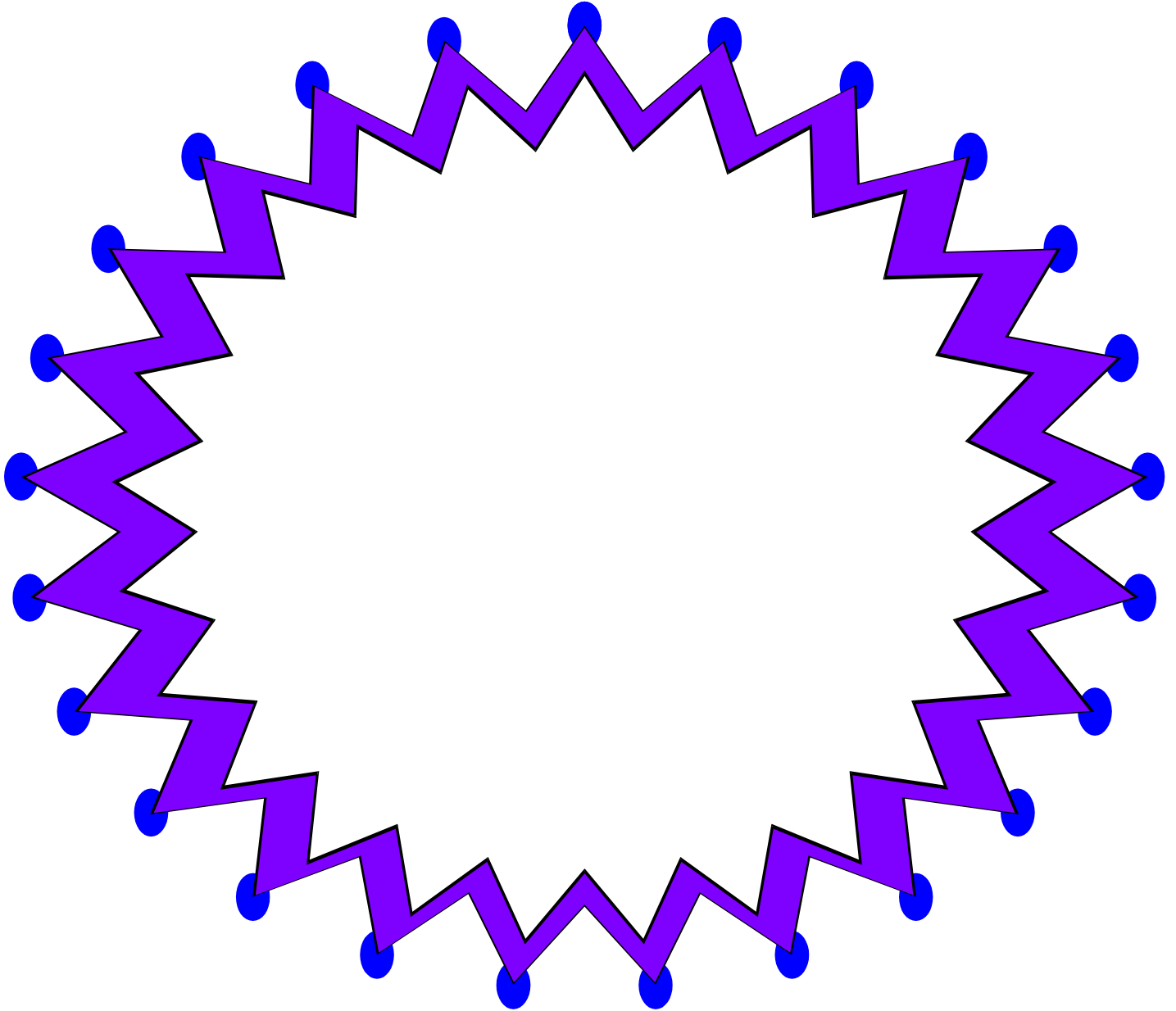
Draw a picture of the problem from the story in the 'festive' circle.



APPENDIX F

Name \_\_\_\_\_

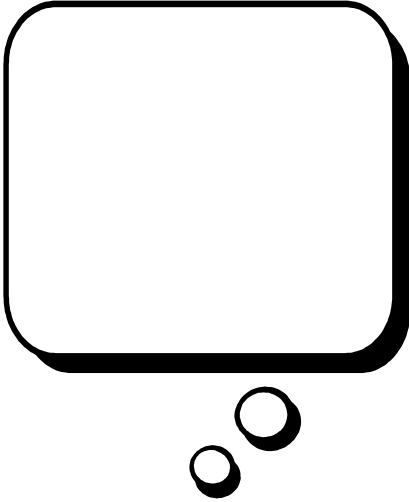
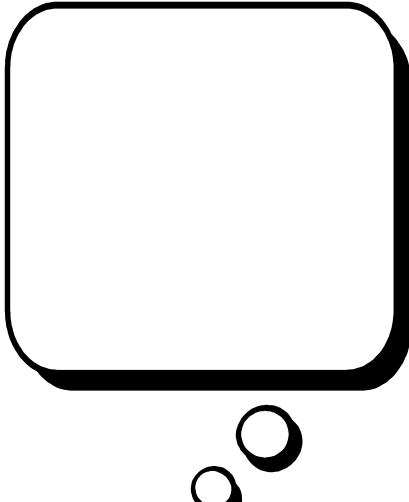
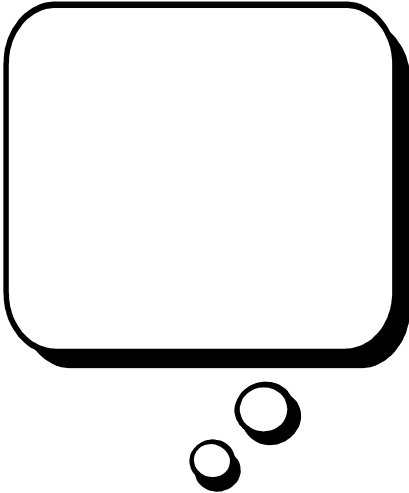
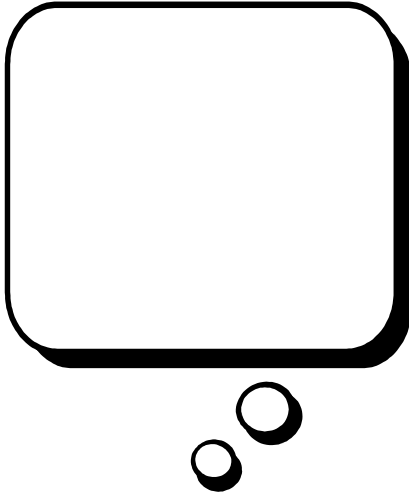
Draw a picture of the solution from the story in the 'crown' circle.



APPENDIX G

Name \_\_\_\_\_

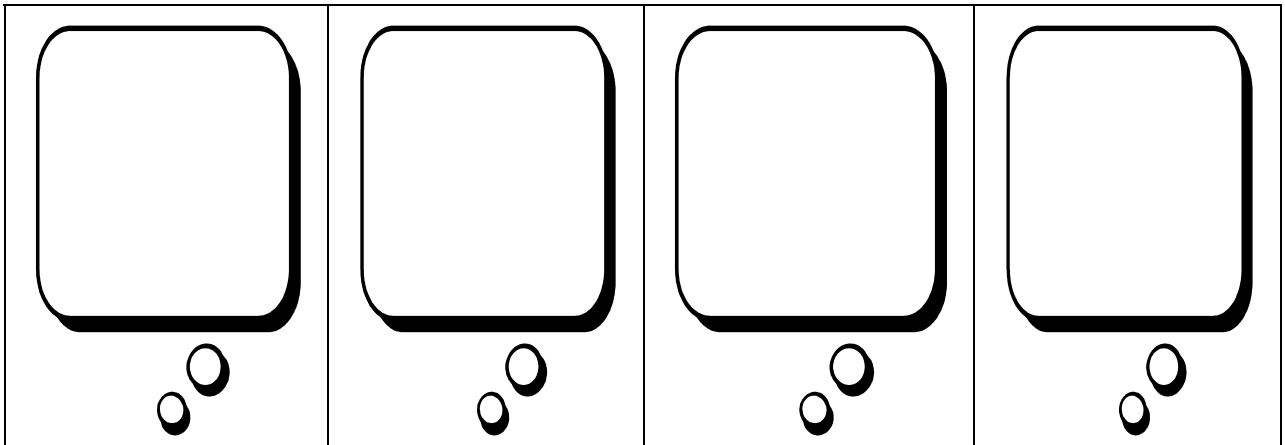
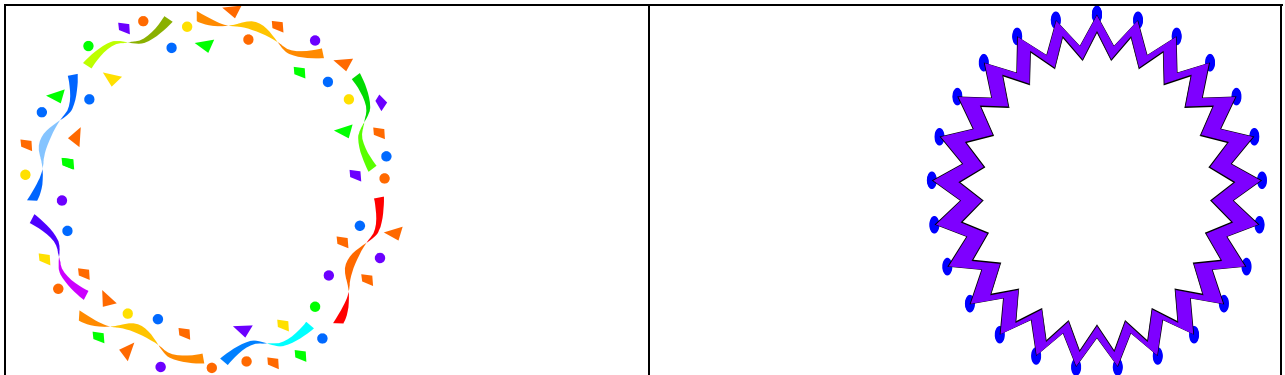
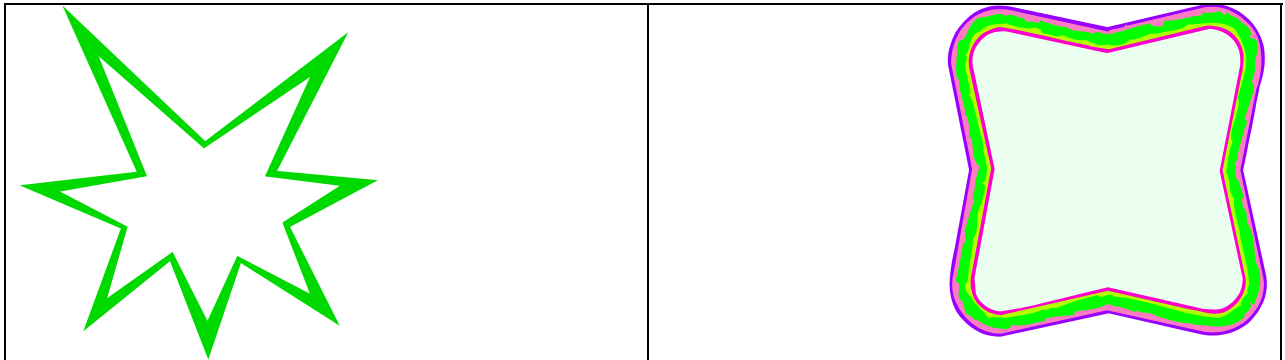
Draw a picture of three or four events from the story in the thought bubbles.

Name \_\_\_\_\_

# Story Map

Draw story elements to make a story map.



## APPENDIX I

Date \_\_\_\_\_

Dear Parents,

The kindergarten students have been working together making story maps. They know this concept quite well and I have decided to have a story fair. Each student will be required to put together a story map on poster board and present it to the class. I am sending home all the materials you will need except for a pencil, crayons, scissors and glue. If you need any of these items, please come see me. The poster is due on \_\_\_\_\_ and will also be presented then. You are welcome to join us. We will be serving cookies and punch after all the presentations are finished.

Please make sure that your child has all the materials needed to put their poster together.

They should have a copy of:

Appendix D – Star (Draw a picture of the setting from the story in the star)

Appendix E – Square (Draw a picture of the main characters from the story in the square)

Appendix F – ‘Festive’ Circle (Draw a picture of the problem from the story in the circle)

Appendix G – ‘Crown’ Circle (Draw a picture of the solution from the story in the circle)

Appendix H – Thought Bubbles (Draw 3 or 4 events from the story in the thought bubbles)

They should also have the book that they checked out of the classroom library earlier in the week. If your child does not have their book and you want to get started you may use one from home.

They should also have one poster board.

Once your child has drawn pictures in the shapes on the Appendices, they can cut them out and glue them to the poster board.

Your child should practice presenting their board to you, explaining each of the pictures they have drawn.

See the attached rubric for more information on decorating the poster board and ideas for presentation.

There are also examples of different story map posters in the classroom so that you can see what it will take for your child to win a first, second, third place or a participation ribbon.

**Ribbons will be presented on the Monday following presentations.**

If you have any questions please feel free to see me before or after class. Have Fun!

Mrs. Montanez

APPENDIX J

**Rubric for Story Map Board and Presentation**

Story Map	Board	Presentation
<b>First Place</b>	<p>Student's name is written on the front of the story map board.</p> <p>(3 out of 3) Title, Author and Illustrator of the book are written on the front of the story map board. All story elements (5 out of 5) setting (star), main characters (square), problem (festive circle), solution (crown circle), and 3 or 4 events (thinking bubbles) are drawn within their shape and depicts an appropriate picture of that story element.</p> <p>All shapes (5 out of 5) are cut out neatly and glued onto the story map board.</p> <p>All shapes (5 out of 5) are labeled correctly with the corresponding story element it represents.</p> <p>Writing is done by student and by hand.</p>	<p>Student introduces him/herself.</p> <p>Student gives the names of (3 out of 3) the title, author and illustrator of the book.</p> <p>Student can explain each story element (5 out of 5) and the picture they drew depicting that element.</p> <p>Student is dressed up as one of the main characters from the story.</p>
<b>Second Place</b>	<p>Student's name is written on the back of the story map board.</p> <p>(2 out of 3) Title, Author and Illustrator of the book are written on the front of the story map board.</p> <p>Story elements (4 out of 5) setting (star), main characters (square), problem (festive circle), solution (crown circle), and 2 or 3 events (thinking bubbles) are drawn within their shape and depicts an appropriate picture of that story element.</p> <p>Shapes (4 out of 5) are cut out neatly and glued onto the story map board.</p> <p>Shapes (4 out of 5) are labeled correctly with the corresponding story element it represents.</p> <p>Writing is done on the computer.</p>	<p>Student introduces him/herself.</p> <p>Student gives the names of (2 out of 3) the title, author and illustrator of the book.</p> <p>Student can explain each story element (4 out of 5) and the picture they drew depicting that element.</p> <p>Student is dressed up as one of the main characters from the story.</p>
<b>Third Place</b>	<p>Students name is missing from the story map board.</p> <p>(1 out of 3) Title, Author and Illustrator of the book are written on the front of the story map board.</p> <p>Story elements (4 out of 5) setting (star), main characters (square), problem (festive circle), solution (crown circle), and 2 or 3 events (thinking bubbles) are drawn within their shape and depicts an appropriate picture of that story element.</p> <p>Shapes (4 out of 5) are cut out neatly and glued onto the story map board.</p> <p>Shapes (4 out of 5) are labeled correctly with the corresponding story element it represents.</p> <p>Writing is done on the computer or by someone other than the student.</p>	<p>Student forgets to introduce him/herself.</p> <p>Student gives the names of (1 out of 3) the title, author and illustrator of the book.</p> <p>Student can explain each story element (3 out of 5) and the picture they drew depicting that element.</p> <p>Student is not dressed up as one of the main characters from the story.</p>
<b>Participation</b>	<p>Student made an effort to complete a story map board.</p>	<p>Student made an effort to present his/her story map board.</p>