



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 2: What is the Story Order?

Focus Standard(s): RL.K.2

Additional Standard(s): RL.K.3, RL.K.10, RF.K.2c, W.K.3, SL.K.1a

Estimated Time: 1 hour and 10 minutes

Text(s): *Harry, the Dirty Dog* by Gene Zion

Resources and Materials:

- Chart Paper
- Learning Center Materials
- Markers
- Unifix or Linking cubes – Red and Blue
- Handout 2.1: Word Wall Games
- [Harry, the Dirty Dog - YouTube](#)
- [Facts about Animals](#)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [Onset and Rime Interactive Game for Computer Center](#)

Lesson Target(s):

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.

- see the importance of story order or sequence.

Guiding Question(s):

- What happens at the beginning of the story?
- Who are the characters in the story *Harry, the Dirty Dog*?
- What type of animal is a dog?
- Are dogs domesticated or wild?

Vocabulary

Academic Vocabulary:

- sequence
- syllable

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

Direct Instruction Text Vocabulary:

- domesticated
- mammals
- strange
- wild

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Students will:

- Use what is known about a topic/subject to ask and answer questions.
- Know a story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Know stories have characters and a setting.
- Know stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.

Anticipatory Set/Introduction to the Lesson:

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

Activity 1: Whole Group

Teacher will review previous lesson about pets with the class. Review vocabulary from previous lessons before beginning the lesson to ensure understanding. Introduce new vocabulary terms with student friendly terms and images if possible. After a discussion of the vocabulary words, the teacher will add them to a Word Wall. Play a Word Wall game using **Handout 2.1: Word Wall Games** to choose from. Throughout the unit, students will create and keep a personal dictionary of the vocabulary terms they are able to illustrate. Use all the vocabulary words listed, that are easily illustrated, and find words in the text your students may need assistance with for their personal dictionaries.

Allow a few students to share information that they remembered from the lesson. Discuss the picture slides from [Facts about Animals](#) San Diego Zoo (Types of Mammals). Define the word mammals, domesticated, and wild in student friendly terms. As you discuss each slide, decide if the animal would make a good pet why or why not? Tell students that is their opinion and not everyone has the same opinion. Proceed with a short discussion regarding facts and opinions.

Activity 2: Small Groups and Learning Centers

Small Group - Practicing onset and rime

Remind the students that onset is the beginning of the word, and the rime is what is left of the word. Take a blue Unifix or linking cube and explain that this is the onset. Hold up two red Unifix or linking cubes that have been snapped together. Explain that this is the rime. Saying the word **mop**, attach the onset to the rime and blend together for the class: **/m/ /op/, mop**. Now change the onset to /p/, /t/, /sh/, /b/. Demonstrate how to blend each new word together, using the Unifix or linking cubes. Continue with other words that can be blended using onset and rime. Students will use Unifix or linking cubes to “see” the sounds as they are blended together to make words. Accept “silly” words, but discuss if they are real words or not. Record words on chart paper.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Some students will need support as they use the strategy to blend onset and rime to make spoken words.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students will be able to make many new words, using some blends and digraphs as onsets, and may write them on the chart, as able.

Learning Centers

Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

- Language Center – Students will practice onset and rime with self-checking puzzle cards [Onset and Rime Puzzles - Language Center](#)- Swap out picture cards throughout the week.
- Writing Center –Students will write a sentence about a favorite pet, using drawings/words/scribbles/dictation. Reference the Word Wall, available books, and other animal charts/pictures in the room. If they finished their sentence the day before, they can draw an illustration to go along with it.
- Listening Center – Students will listen to and read along with *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center– Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards. [Facts about Animals](#) San Diego Zoo (pictures, audio, facts about animals)
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.

- Computer Center – Students will research animals or play onset and rime games [Onset and Rime Interactive Game for Computer Center](#)

Activity 3: Whole Group – Close Read

Students will come to the carpet. The teacher will reread *Harry, the Dirty Dog*. Complete a close read. Remind students to listen for specific vocabulary words - reference the Word Wall. The teacher reads and pauses to ask these questions. Make sure the children answer using the author's words. Give students time to think about answers before calling on students.

1. Who are the characters in the story?
2. Where does the story happen, what is the setting?
3. Why do you think Harry does not like baths?
4. Using information from the story, name some of his clever tricks.
5. Looking back into the story, how does Harry plan to solve the problem?
6. Do you think Harry's opinion of a bath changes at the end of the story?

Activity 4: Whole Group – Responding to the story

The teacher will divide the chart paper into three separate sections and label the sections as follows: beginning, middle, and ending. The teacher will conduct a think-aloud to model the sequence of events from *Harry, the Dirty Dog* while writing/drawing pictures for the beginning and middle of the story as students provide input. As the teacher reads specific events in the story, students will echo-read the sentences/phrases.

- ✓ Revisit the essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

Reflection and Closing:

- ✓ After the reading and responses to the story, *Harry, the Dirty Dog*, students will draw what happens at the beginning of the story. Observe for listening comprehension, as students talk about their drawings with their peers and teachers.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Some students may need prompting and may wish to dictate words/sentences to the teachers.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students may write words to accompany their pictures.

Homework

Guide parents to [A Family Guide for Student Success](#) page 7 for retelling a familiar story. Have students retell a story to someone at home.

Handout 2.1: Word Wall Games

1. **Find and Erase** - Write 5-10-word wall words on lap-size dry erase boards with dry erase markers (you can use plastic plates or a piece of blank laminated paper for this purpose too). Say a word at random and have the children find that word on their board and erase it. Continue until all the words are gone. If your children are writing, they can write the words themselves. Otherwise, write the words for them.
2. **Tall Towers** - When you make your word wall cards, write a number between 1 and 3 in a corner on the back of each card. When you begin this activity choose 6-12 word wall cards at random from the board and use them as a mini card deck. Also, grab blocks, snap cubes, Legos, Duplo's, or anything other manipulative children can build towers with. Shuffle the cards. Have the children take turns pulling a card and reading the word on the front. If successful they turn the card over and add that many bricks (blocks, cubes, etc.) to their tower. If not, they return the card to the deck. Continue in this manner until all the cards are gone. Sit back and admire the "tall towers". Then have the children return the words to their proper places on the word wall.
3. **Word Wall, Beach Ball** - Stand or sit in a circle. Teacher holds a beach ball (or any ball, or bean bag...). The teacher tosses the ball to a child and asks the child to tell the color of the word "_____" (name a word off the wall at random). The child must find the word on the wall and name the color. Then the child throws the ball to another child and asks that child to tell the color of a new word. And so on...
4. **Word Wall Hot Potato** - Play hot potato with a bean bag or small ball. When the music stops, ask the child to tell you a _____ word (choose a color from the word wall). The child reads a word with that color background and then play continues.
5. **Word Wall Bingo** - Give each child a blank Bingo card with 6 spaces (laminated so they can reuse it) and a dry erase marker and have them write a word wall word in each space. When they are done, have them gather those words from the word wall. Shuffle the cards. As you read each word the child looks to see if they have that word on their card and if they do they can mark it out with their marker. The first child to mark out all their words wins. Then the children can return the cards to their proper spaces on the word wall.
6. **Word Wall Tic Tac Toe** - Make and laminate blank tic-tac-toe grids large enough for your kids to write word wall words in the spaces. At the beginning of the game have them write word wall words of their choice in each space. When they are done, have them gather those words from the word wall. Shuffle the cards. As you read each word tell them if it is an O or an X word. If they have the word they put an O or X over the word with their dry erase marker. The first person to get a tic-tac-toe wins. Then the children can return the cards to their proper spaces on the word wall.
7. **Word Wall Order Up** - Each child chooses 4-7 words from the word wall and returns to their desk. They put the words in alphabetical order. Once checked by the teacher, they return the words to their proper places on the wall.
8. **Word Wall Mystery Word** - Each child chooses 1-4 words from the word wall (depending on the total number of children you have and how many words you want in the guessing pool). Have them bring those words to you. These words will make up the guessing pool.

Choose a word from the pool and give the students hints (The mystery word is one syllable, the mystery word has four letters, the mystery word rhymes with pan, the mystery words ends with an "e", the mystery word has two letters that are the same...). Take your time and let the children physically remove letters that do not meet the clue's criteria from the pool if necessary until only one remains. Then they've found the mystery word. At the end of the activity have the children return the cards to the wall.

9. **Word Wall Rhymes** - You say a word that rhymes with one or more words on the wall and the children find the words that rhyme.
10. **Word Wall Fill in the Blank** - Have the children choose 1-3 words from the word wall to form a guessing pool. Bring the words back to the table. You make up a sentence with one of the words from the guessing pool and say it out loud omitting the target word. The children must figure out which of the word wall words makes sense in your sentence. At the end of the activity have the children return the cards to the wall.
11. **Word Wall Build a Sentence** - Pre-choose several word wall words that can be combined in several ways to make grammatical sentences anywhere from 2-6 words in length. You say a sentence and the children work to build your sentence using the word wall cards. At the end of the activity have the children return the cards to the wall.
12. **Word Wall Sorts** - Have each child choose 5-10 words from the wall. You give them a criteria and have them sort their words by that criteria (words that rhyme, words that begin with the same letter, words that end with the same letter, words that have the same number of syllables, words that share a vowel, etc.). When finished, they return their words to the wall.
13. **Guess which word is hiding?** - Build a sentence out of word wall cards and then hide a key word with a sticky note. Invite the children to guess the missing word and write their guesses down. Then remove the sticky note and see if anyone guessed correctly. Repeat with a new sentence.
14. **Build, Mix, Fix** - For this activity you will need a set of letter tiles (or just letters printed on cardstock and cut out) for each child. The child sits at their desk with the letter tiles and you call out a word wall word. They build the letters with the tiles and you check for accuracy. Then they mix up the letters. Next, they fix the mixed-up letters. Repeat for a new word.
15. **Word Wall Word Search** - Create and print a simple blank word search form with a grid at the top and a blank box at the bottom. Have the children write 5 word wall words of their choice in the box at the bottom and then transfer them into the grid at the top. Next, they fill in the remaining spaces with random letters. Then trade papers and do the word search.

Find more word wall games at: <http://testyetrying.blogspot.com/2013/08/interactive-word-wall-creating-and.html>

For training or questions regarding this unit,
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