



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 3: Comparing Two Stories (Texts)

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):

- 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): <ul style="list-style-type: none"> • What happens at the beginning of the story? • What happens in the middle of the story? • What happens at the end of the story? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • opinion • sequence • syllables 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • domesticated • mammals • wild 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> 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: <ul style="list-style-type: none"> • 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. 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. As you discuss each slide, decide if the animal would make a good pet.

Ask: What type of animal is a dog? (mammal) How do you know?

Are dogs domesticated or wild? (domesticated)

Vocabulary: After a discussion of the vocabulary words, the teacher will add them to a Word Wall. Review vocabulary terms from previous lessons by playing a Word Wall game, **Handout 2.1: Word Wall Games**. Let students draw pictures of the words for their personal dictionaries: mammals, domesticated, and wild and discuss them with a partner.

Activity 2: Title 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:

- The teacher will sit with group 3 to give support to the students. If the students cannot work independently, some students will need support as they blend the sounds to make new 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 and may write them, 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](#)
- Writing Center – My favorite wild animal is _____. Students will finish this sentence. They will draw, dictate, or write to finish the sentence.
- 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 pretend to be zoo keepers.
- 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 the close read from the previous lesson, if needed. 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.

1. Are these good places to play?
2. Why did the family call him a strange dog?
3. Name some of his clever tricks.
4. How does Harry feel when the clever tricks don't work?
5. What happens during the bath?
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. The teacher will 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:

- 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 letters/words/sentences to accompany their pictures.

Homework

Direct parents to page 9 of [A Family Guide to Student Success](#) for tips and activities for comparing two stories.

For training or questions regarding this unit,
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