

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/ONCE UPON A TIME

Course Code: ELA

### COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten.

### UNIT DESCRIPTION:

Many of your students will come to school knowing some version of

**SUGGESTED UNIT TIMELINE:** 3-4 weeks

**CLASS PERIOD (min.):** DAILY

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popular fairytales. Either they have heard them at home or watched them as a movie or TV show. In this genre study of fairytales, student will learn to notice the similarities and differences between the stories they have heard, and the written stories. Students will learn ways to organize the information they observe using graphic organizers. Students will also be engaged in activities to increase vocabulary, both written and verbal, and to work cooperatively with other students. This unit will allow children to expand their knowledge of fairytales, and learn how they can inspire readers, writers, and our imaginations.

**\*\*\* Warning\*\*\***

Please read all the fairytales before using them in class. Some stories may have parts you would like to edit. Telling the students that there might be “gross” parts usually gets their attention and then it can be left in the story, but they will need to be told ahead of time.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

[Provide Feedback](#)

**ESSENTIAL QUESTIONS:**

1. Why are story elements important to the author, an illustrator, and to readers?

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2. How can stories inspire us in our own writing?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will describe key details in the text and pictures.		R.1.H.K.a	1.2	RL.K.1		2
		R.1.H.K.b	1.5			
			1.6			
			3.5			
2. Students will describe differences between stories orally, using a Venn diagram, or student-created writing piece.		R.1.I.K.a	1.2	RL.K.9		2
			1.5			
			1.6			
			1.9			
3. Students will be able to complete a story map correctly, based on a known fairytale. This story map may include title, characters, setting, and major events.		R.2.C.K.a	1.2	RL.K.3		1
		R.2.C.K.b	1.5			
		R.2.C.K.c	1.6			
			3.1			
			3.5			
			2.4			
4. Students will be able to correctly retell a		R.1.H.K.c	1.2	RL.K.2		2

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<p>story.</p>			<p>1.5 1.6 3.5</p>	<p>SL.K.1.a SL.K.1.b SL.K.6</p>		
<p>5. Students will create writing pieces using story elements, key details, and story vocabulary.</p>		<p>W.3.A.K.a</p>	<p>4.4 1.8 2.1</p>	<p>W.K.3 W.K.5 L.K.4.b L.K.5.d</p>		<p>3</p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <ol style="list-style-type: none"> <li>1. Students will be able to orally retell a story. This can be done individually, small group, or whole group observation.</li> <li>2. Students will co-create interactive word walls to be used in classroom writing.</li> <li>3. Students will be able to create a story using story elements and word walls.</li> <li>4. Students will be able to compare and contrast different stories and/or versions of a story.</li> </ol> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>						
<p><b>INSTRUCTIONAL STRATEGIES (research-based):</b> (Teacher Methods)</p>						
<p>5</p>	<ol style="list-style-type: none"> <li>1. <u>Interactive Word Wall Activity:</u> <ul style="list-style-type: none"> <li>• Hang 3-4 large laminated posters/ pictures around the classroom. These should be placed where students can easily reach</li> </ul> </li> </ol>					

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	<p>them. Each poster will represent one type of word or story element; Setting (places), Characters, Describing words (adjectives and adverbs), and Actions. I use a castle for setting, a princess for characters, a dragon for describing words, and a fairy for actions.</p> <ul style="list-style-type: none"><li>• Have students gather around one poster. Label the poster with the type of words you will be putting on it.</li><li>• With students, discuss what kind of words these are and give one or two examples. Write these examples on a small sentence strip or index card, one word per sentence strip and attach the word to the poster using tape or other removable adhesive.</li></ul>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
5	<p>1. Have the students brainstorm more words to place on the poster. As students volunteer words, the teacher writes words on sentence strips and attaches to the poster.</p> <ul style="list-style-type: none"><li>• After the class has come up with as many words as they can, or until the poster is full, it's time to explain how to use the word wall.</li><li>• Explain that during writing times, these words are for their use. Unlike a regular word wall in which you just look at the words, the students can come and take the word they need off the poster, take it back to where they are writing, copy the word, and then return it to the word wall.</li><li>• Model for the class how to do this. Make sure to set rules for using the word walls(i.e. you can only have one word at a time, return the word as soon as you're done, you have to know the word in order to copy it, ect..). This is a great time to reinforce sharing and cooperation skills, as well as reading strategies.</li></ul>

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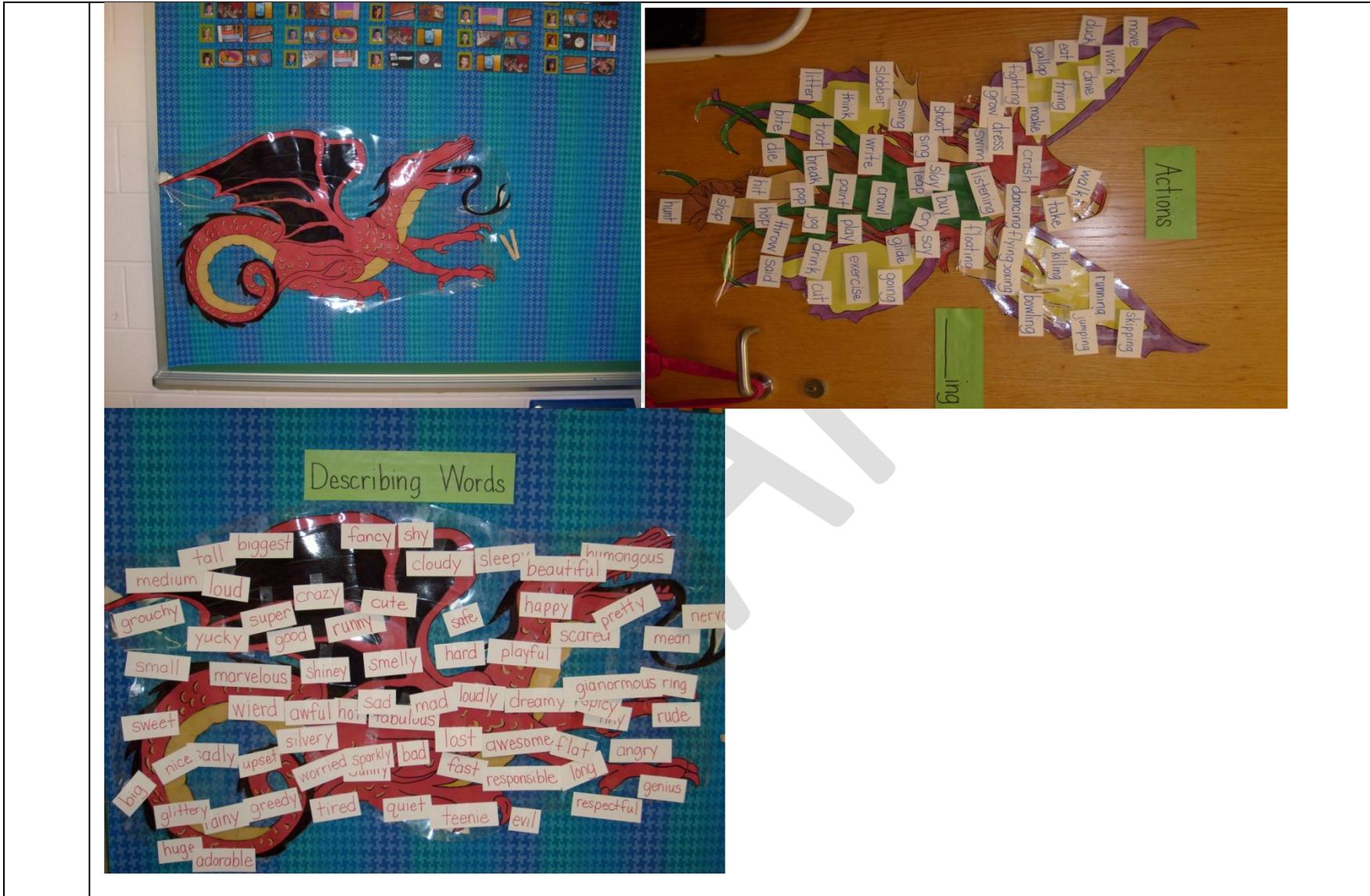
- Give the students time to practice coming to the wall to get a word, going back and writing it down, then returning it.
- Make one word wall each day. Do not try to do more than that, the students will get overwhelmed.
- Using a different colored marker for each group of words will help students remember which wall they need to return it to and help keep things organized.



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	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
1 2 3	2. Using the knowledge the students already have, and by reading the stories in class, we can have discussions about what is the same and what is different. Some examples are Rapunzel (vs. Tangled), Snow White and the Seven Dwarfs, Sleeping Beauty, Beauty and the Beast, and The Little Mermaid. (These stories have the most obvious differences between the student's background knowledge and how the story actually reads.)
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1 2 3	2. As a class, teacher and students can create a Venn diagram to organize the similarities and differences.

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	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p>
<p>1 2 3</p>	<p>3. Compare and contrast fairytales is by reading two different books of the same story. For example, <u>Cinderella</u> by K.Y. Craft and <u>Cinderella</u> by Susan Jeffers. The stories are very similar so the differences are harder to find, but this challenges the students to listen closely.</p>
	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p>

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1 2 3	3. As a class, teacher and students can create a Venn diagram to organize the similarities and differences.
	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
1 2 3	4. Using books such as <u>Princess Furball</u> by Charlotte Huck and <u>Lon Po Po</u> by Ed Young, students can find similarities and compare them to other popular fairytales using key details. Which stories are they like? How do you know? Why? What does it make you think of? Asking these questions will prompt students to think deeper and more critically about what they are hearing.
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1 2 3	4. As a class, teacher and students can create a Venn diagram to organize the similarities and differences.
	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
4	5. After reading <u>The Three Little Pigs</u> , arrange the students into groups of 5. Each group will act out the story of <u>The Three Little Pigs</u> .
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
4	5. Ask each group to choose/decide in their groups who will be performing each part (straw-house pig, stick-house pig, brick-house pig, wolf, and narrator). Each group will get a chance to practice their show with the teacher before performing

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it to the class.

\*\*\*Extension: If technology is available, allow students to use a flip camera to record their retelling of The Three Little Pigs. After all the groups have performed their story, show the recordings to the class. A CD/DVD can also be made of the recordings to send home with the students.

### UNIT RESOURCES: (include internet addresses for linking)

#### Books

Andersen, H. C., and Adrienne Adams. *Thumbelina*. New York: Scribner, 1961. Print.

Andersen, H. C.. *The little mermaid*. Champaign, Ill.: Project Gutenberg, 1999. Print.

Brett, Jan. *Beauty and the beast*. New York: Clarion Books, 1989. Print.

Craft, Kinuko. *Cinderella*. New York: SeaStar Books, 2000. Print.

Craft, Mahlon F., and Kinuko Craft. *Sleeping Beauty*. New York: SeaStar Books, 2002. Print.

Galdone, Paul. *The three little pigs*. New York: Houghton Mifflin/Clarion Books, 1970. Print.

Grimm, Jacob, and Randall Jarrell. *Snow-White and the seven dwarfs*. New York: Farrar, Straus, and Giroux, 1978/1972. Print.

Huck, Charlotte S., and Anita Lobel. *Princess Furball*. New York: Greenwillow Books, 1989. Print.

Isadora, Rachel, and H. C. Andersen. *The princess and the pea*. New York: G.P. Putnam's Sons, 2007. Print.

Jeffers, Susan, Charles Perrault, Amy Ehrlich, and Atha Tehon. *Cinderella*. New York: Dial Books for Young Readers, 1985. Print.

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Nesbit, E., and Matt Tavares. *Jack and the beanstalk*. Cambridge, Mass.: Candlewick Press, 2006. Print.

Scieszka, Jon, and Lane Smith. *The true story of the 3 little pigs*. New York, N.Y., U.S.A.: Viking Kestrel, 1989. Print.

Young, Ed., John Stevens, and Nanette Stevenson. *Lon Po Po: a Red-Riding Hood story from China*. New York: Philomel Books, 1989. Print.

Zelinsky, Paul O., Amy Beniker, and John Stevens. *Rapunzel*. New York: Dutton Children's Books, 1997. Print.

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