

El Rancho Unified School District

Grade: Kindergarten Selection Reading: The Story of Half-Chicken Week 1 Day 1		Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Literary (Folktale) Writing: Informative/Explanatory	
Common Core Standards		Essential Skills (LOL's)	
RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems). RI. K.10 Actively engage in group reading activities with purpose and understanding. W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of texts. (e.g., storybooks, poems). I can actively participate in group reading activities. I can teach my reader about a topic using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books Alphabet books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Flame Kindness Lid Palace Scooped Swirling Deeds Favors Dust Thicket Market Pot Weather vanes Boil	Wind Fire Water King Wing Half Campfire Embers River Branches Heap Clearing Roof Cook
Text-Dependent Questions (DOK 1-3)			

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DOK Level	Questions	Page #
1	Identify one good deed Half-Chicken do on his way to the city.	T11
1	Tell what happened at the end of the story.	T11
2	Summarize what the story was mostly about.	T11
2	How did the wind, the fire, and the water repay Half-Chicken for his favor?	T11
3	What was special about Half-Chicken?	T11
3	Could the things in the story really happen? How do you know?	T11

Performance Tasks (DOK 4)

Re-tell the story, using pictures and words from the point of view of a different character.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate houses and label their drawing using naming words. T15	With teacher support, students will cut and color shapes of a chicken. Then, tape or glue the shapes unto sticks or straws to make weather vanes. Last, take weather vanes outside to tell the wind's direction. T11	As a whole group, students will count how many deeds Half-Chicken did. Students will identify time of day the story takes place and the season.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection Reading: Cows in the Kitchen Week 1 Day 2 - Day 3		Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Literary Text Writing: Narrative	
Common Core Standards		Essential Skills (LOL's)	
RL K.1 With prompting and support, ask and answer questions about key details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RI K.2 With prompting and support, identify the main topic and retell key details of a text. W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can retell key details of a text. (with support) I can identify the main topic of a text. (with support) I can tell a story to my reader using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	Kitchen	Ice cream
Answer	Inform	Dishes	Barn
Important	Explain	Farmer	Factory
Detail	Write	Pantry	Worker
Text	Details	Hat stand	Sugar
Support	Tell about	Sofa	Machine
Individual	Compose	Haystack	freezer
Events	Topic	Farmhouse	
Ideas	Name	Armchair	
Information		Latch	
Connection		Lift	
Cause		creep	
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
1	Name the animals in the story.		T32

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1	What happened when the animals came into the farmhouse?	T32
1, 2	Which part of the story did you like the best? What was the funniest part? Why?	T19
2, 3	If you were the farmer, what would you do to shoo the animals out of the house?	T32
2, 3	If you were the farmer would you take another nap? Why or why not?	T19
3	Compare the sounds that the animals make. Differentiate the size of animals.	

Performance Tasks (DOK 4)

Students will illustrate their favorite farm animal. With teacher support students will fill in a sentence stem If a cow came into our classroom, I would _____. And the cow would _____. T37

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
As a whole group, create a story about “Cows in the Classroom.” Invite students to add punctuation marks, words, and letters to the story. T37	Read, <u>Ice Cream from Cows to Kids</u> . With teacher support, students will create an illustration of a farmhouse and create clay models of animals. T7	Students will count the animals in the story. Students will compare animal sizes and weight.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection Reading: The Enormous Turnip Week 2 Day 1		Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Literary Writing: Narrative	
Common Core Standards		Essential Skills (LOL's)	
RL K.1 With prompting and support, ask and answer questions about key details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RL K. 3 With Prompting an support, identify characters, settings, and major events in a story. RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		I can ask questions about important details in a text. (with support) I can answer questions about important details in a text. (with support) I can retell a story I know using important details. (with support) I can describe characters, setting, and major events of a story using details. (with support) I can compare and contrast things that happen to characters in stories that I know. (with support) I can tell a story to my reader using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Enormous Ground Tug Turnip Waist Yank Seed Farmer Husband Wife Pull Budge	Big Huge Biggest Strongest Tiny Little
Text-Dependent Questions (DOK 1-3)			

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DOK Level	Questions	Page #
1	Why was the turnip so hard to pull?	T63
1	Who are the characters in the story? Where does the story take place?	T63
2	Summarize what the story was mostly about.	T63
2	How did the farmer pull the enormous turnip?	T63
3	Explain what might have happened if no one had helped the farmer.	T63
3	Could the things in the story really happen? How do you know?	T63

Performance Tasks (DOK 4)

Students will illustrate and write what would of happened if the turnip was little.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
As a whole group create a chart of naming words. Invite children to draw or write on the chart, place punctuation marks, and share their ideas. T69	Display different vegetables or pictures of vegetables. Allow students to observe, feel, and discuss what they see. Have students use the 5 senses to describe each one.	As a whole group, students will count how many characters where in the story. Students will identify time of day the story takes place and the season. Students will draw a big and a little turnip.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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<p>Grade: Kindergarten Selection Reading: Mouse’s Birthday Week 2 Day 2 - Day 3</p>	<p>Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Literary Writing: Opinion</p>
<p align="center">Common Core Standards</p>	<p align="center">Essential Skills (LOL’s)</p>
<p>RL K.1 With prompting and support, ask and answers questions about key details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RL K.16 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., <i>My favorite book is...</i>).</p>	<p>I can ask questions about important details in a text. (with support) I can answer questions about important details in a text. (with support) I can retell a story I know using important details. (with support) I can describe the author’s job in telling a story. (with support) I can describe the illustrator’s job in telling a story. (with support) I can make connections between pictures and words in a story. (with support) I can compare and contrast things that happen to characters in stories that I know. (with support) I can share my thoughts and opinions about a book using pictures and words.</p>
<p align="center">Academic Vocabulary</p>	
<p align="center">Tier 1 (Standard specific vocabulary)</p>	<p align="center">Tier 2 (Content specific vocabulary)</p>

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Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	Gift Cheese Teas Peas Skis Valise Candles Squeeze Blows Small Brown Wide	Story: Who Lives on the Farm? Bees Sheep farm Pigs Ducks Farmer Cow Rooster Horse Meadow Hive Sty pond
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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Who came to Mouse's birthday party?	T73/ T87
1	What gifts did Mouse get?	T73
1, 2	What happened when Mouse blew out the candle on his cake?	T73
3	Predict what would happened if other farm animals came to the birthday party?	T73
2, 3	Do you think Mouse will like his new house? Why?	T87
3	Compare the animals in the story with the animals in <u>Cows in the Kitchen</u>.	T73

Performance Tasks (DOK 4)

Students will build a house for a mouse by gluing small boxes together and cutting doors and window. Then, they will draw mice and use yarn as tails for the mice.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>As a whole group students will help write a thank you letter. Invite students to share and write, how do I start a letter? What do I say first? How do we end the letter? T91</p>	<p>Display objects associated with a birthday party. Have students describe, what they see, encourage students to talk about the differences. T73</p>	<p>Students will count the animals in the story. Students will compare animal sizes using their hands to show size.</p>
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

<p>Grade: Kindergarten Selection Reading: Who Lives on the Farm? Week 2 – Day 4 Science Link</p>	<p>Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Informational Text Writing: Informative</p>
Common Core Standards	Essential Skills (LOL's)
<p>RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, thing, or idea in the text an illustration depicts). RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI. K.10 Actively engage in group reading activities with purpose and understanding. R.L. K. 5 Recognize common types of texts (e.g., storybooks, poems). W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory.</p>	<p>I can make connections between people, events, information and ideas in informational texts (with support). I can make connections between the pictures and words in an informational text. (with support) I can compare and contrast informational texts about the same topic (illustrations, descriptions, procedures). (with support) I can actively participate in group reading activities. I can identify different types of texts. (e.g., storybooks, poems). I can teach my reader about a topic using pictures and words</p>

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Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	Sheep	Pond
Answer	Inform	Bees	farm
Important	Explain	Pigs	
Detail	Write	Ducks	
Text	Details	Farmer	
Support	Tell about	Cow	
Individual	Compose	Rooster	
Events	Topic	Horse	
Ideas	Name	Meadow	
Information		Hive	
Connection		Sty	
Cause			

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1-2	What type of text is this selection	T94
2	Do all the animals on the farm live in the barn? Where else do they live?	T94
1, 2	What does this book tell us about?	T94
3	Do you think the author enjoys farms? Explain	T94
3	How is this article different from the <u>Ice Cream: From Cows to Kids</u> article?	T94

Performance Tasks (DOK 4)

Students will illustrate a farm displaying the animals in the appropriate place.

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Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Science Link Book)	(Science Link Book)	(Science Link Book)

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

<p>Grade: Kindergarten Selection Reading: A Lion on the Path Week 3 - Day 1</p>	<p>Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Literary (Folktale) Writing: Narrative</p>
Common Core Standards	Essential Skills (LOL's)
<p>RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems). RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI. K.10 Actively engage in group reading activities with purpose and understanding. W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of texts. (e.g., storybooks, poems). I can describe the author's job in telling a story. (with support) I can describe the illustrator's job in telling a story. (with support) I can actively participate in group reading activities. I can tell a story to my reader using pictures and words.</p>
Academic Vocabulary	

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Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Fiction	Fierce	Sweet potatoes
Answer	Story	Growl	Field
Important	Poem	Instrument	escape
Detail	Fable	Path	Chance
Text	Narrative	Tune	Footprints
Events	Purpose	Worried	Hoe
Ideas	Information	Mountain	Mbira
Information	Text	Promise	Pluck
Connection	Storybooks	Path	Startled
Cause	Rhyme	Market	Growl
Counting books	recognize	Africa	Tame
Alphabet books		Vegetables	

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Why didn't the woman go the long way to the market?	T117
1 - 2	How did the woman feel when she met the lion? How do you know?	T117
2	What did the farmer do to help his wife escape from the lion?	T117
2	What happened at end of the story? How did the rabbit help?	T117
3	What message did the author want to send in this writing?	T117
3	Could the things in the story really happen? How do you know?	T117

Performance Tasks (DOK 4)

Students will illustrate an alternat ending to the story.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>With teacher support, students will use singular and plural naming words and illustrate it. Ex. Singular: 1 hen, Plural: 2 hens. T123</p>	<p>With teacher support, make a feature analysis chart. Discuss animal characteristics with the students; fur, feathers, 4 legs, and 2 legs. Have students put a check mark next to each box that represents each. T127</p>	<p>As a whole group, students will compare the weight of the animals used in the science activity. Make a chart using heavy, light, tall, and short. Graph the animals where they belong.</p>
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

<p>Grade: Kindergarten Selection Reading: Ice Cream: From Cows to Kids Week 1 - Day 4 Social Studies Link</p>	<p>Theme 8: Down on the Farm Theme Concept: The farm is a busy place for animals and for people, too. Type of Text: Informational Writing: Informative</p>
Common Core Standards	Essential Skills (LOL's)
<p>RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, thing, or idea in the text an illustration depicts). RI. K.10 Actively engage in group reading activities with purpose and understanding. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory.</p>	<p>I can make connections between people, events, information and ideas in informational texts (with support). I can make connections between the pictures and words in an informational text. (with support) I can actively participate in group reading activities. I can teach my reader about a topic using pictures and words.</p>
Academic Vocabulary	
<p>Tier 1 (Standard specific vocabulary)</p>	<p>Tier 2 (Content specific vocabulary)</p>

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Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books Alphabet books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Ice cream Farmer Barn Factory Worker Sugar Machine Freezer Milked Carry Mixed Poured froze	
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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Where is ice cream made?	T41
2	What does a cow have to do with ice cream?	T41
2	How is ice cream made? What ingredients might be in ice cream?	T41
2	What does the writer tell us about where the milk goes after the farmer milks the cows?	T41
3	What happens before the ice cream is frozen?	T41
3	Could the things in the story really happen? How do you know?	T41

Performance Tasks (DOK 4)

Using a flow map, students will illustrate the steps on how to make ice cream.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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(Science Link)	(Science Link)	(Science Link)
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging