
Module Summary

“A well-thought-out story doesn’t need to resemble real life.
Life itself tries with all its might to resemble a well-crafted story.”

—Isaac Babel

How do we know a good story when we read one? We have a clear sense of a different time or place, an insight into a character, or a rapt interest about what will happen next. We’re often left with questions about how to conduct our own lives. There is nothing quite like the evasive feel of a good story, but what, concretely, do wonderful stories have in common? Furthermore, how do writers write them? In this module, students explore story structure through a group of texts united by an intriguing, classic theme for young readers: farm animals.

A playful romp through both informational and fictional texts takes the class to a vibrant farm setting, populated by fascinating, furry, sneaky, mooing, strong, sometimes obstreperous characters with entertaining adventures. Students begin with the informational text *Farm Animals*, which activates and builds content knowledge. The exquisitely rendered *The Year at Maple Hill Farm* paints the dual sides of comfort and excitement that rhythmic seasonal changes can bring, while providing students with a wonderful sense of setting and a wealth of information about farm life. Students then turn their focus to folk tales to expand their understanding of the universal elements of classic stories, reading versions of *Three Little Pigs*, *The Little Red Hen*, and *The Three Billy Goats Gruff*. All of this study drives toward a solid understanding of narrative structure.

Students analyze character and setting in written texts, but also apply these skills to two on-theme paintings: *The Cornell Farm* by Edward Hicks and *American Gothic* by Grant Wood.

The End-of-Module (EOM) Task challenges students to synthesize their knowledge of farm animals with story elements, including setting, characters, problem, and resolution, linked by a logical sequence of events. Students create Story Maps, flesh out and rehearse narratives with partners, and then write and illustrate their own narrative, building on their practice of writing a shared narrative with the class.

Module at a Glance

ESSENTIAL QUESTION

What makes a good story?

SUGGESTED STUDENT UNDERSTANDING

- Authors of informational texts teach us about real life through their books.
- Authors of narrative texts use their imaginations to tell fictional stories that entertain and teach us.
- In real life, farm animals live on farms and help people in different ways.
- Life on a farm and the animals' behavior change with the seasons.
- Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.

Texts

CORE TEXTS

Picture Books (Informational)

- *Farm Animals*, Wade Cooper
- *The Year at Maple Hill Farm*, Alice and Martin Provensen

Picture Books (Literary)

- *The Little Red Hen*, Jerry Pinkney
- *The Three Billy Goats Gruff*, Paul Galdone
- *Three Little Pigs*, Adaptation, Raina Moore; Illustrations, Thea Kliros

SUPPLEMENTARY TEXTS

Paintings

- *American Gothic*, Grant Wood (<http://witeng.link/0033>)
- *The Cornell Farm*, Edward Hicks (<http://witeng.link/0179>)

Poem

- “Morning is Come” (<http://witeng.link/0037>)

Song

- “Old MacDonald Had a Farm” (<http://witeng.link/0034>)

Video

- “Making Bread” (<http://witeng.link/0064>)
- “Seasons Song” (<http://witeng.link/0063>)

Module Learning Goals

KNOWLEDGE GOALS

- Identify the differences among the seasons and how they affect life on the farm.
- Describe key details about different farm animals, including how they help humans.
- Retell classic folktales featuring farm animal characters, using various story elements as a guide.
- Understand the elements that make up a narrative and how these elements work together to create a cohesive story.

READING GOALS

- Retell familiar stories, describing major events in the order that they occur. (RL.K.2)
- Describe stories’ characters, setting, and major events, including problem, responses to the problem, and resolution. (RL.K.3)
- Compare and contrast the experiences of characters in familiar stories. (RL.K.9)

WRITING GOALS

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.2)
- Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. (W.K.3)
- Use digital recording to produce and publish writing, including in collaboration with peers. (W.K.6)
- Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)

SPEAKING & LISTENING GOALS

- Speak clearly and audibly with a strong voice. (SL.K.6)
- Demonstrate active listening by engaging in conversations and reacting to the responses of peers. (SL.K.6)

LANGUAGE GOALS

- Produce and expand sentences using frequently occurring nouns and verbs as well as prepositions. (L.K.1.e, L.K.1.f)
- Write the letters that represent most phonemes, and apply them to their own writing and drawing. (L.K.1.a, L.K.2.c, L.K.2.d)
- Expand understanding of word meanings through discussion, real-life connections, and sorting common objects into categories. (L.K.5.a, L.K.5.c)

Module in Context

- **Knowledge:** In this second module of Kindergarten, students embark on an exploration of farm animals using both fictional and informational texts. Informational texts provide background knowledge to support students as they engage in a study of narrative texts about farm animals. Students use the words and illustrations in the texts to gather factual information to inspire their own imaginations. They identify story elements present in fictional narratives and analyze how these elements work together to create a great story. Students use content knowledge as inspiration for writing their own fictional narrative set on a farm.
- **Reading:** In Module 1, students engaged in a rich, question-based approach to reading, forming a strong habit of unlocking meaning from texts, and considering the type of texts they are studying. While they continue this observation and questioning routine during the first read of each text, the focus of Module 2 launches students' understanding of a story's structure and how story elements work together to create a story. Students engage with narrative texts through Text-Dependent Questions (TDQs), acting out, and annotating. These skills continue to provide a solid foundation for the year ahead as students gradually work toward independence and mastery. Students develop basic concepts of print, identifying parts of the book and the roles of authors and illustrators. They apply this knowledge by closely examining the texts' illustrations and words, differentiating between the two elements, and describing the connections they find. Students identify rhyme and repetition in rhythmic books before considering and finally expressing the impact of these devices. This study of language also launches students' fluency work for the year, helping them see predictable patterns that, with practice, they become able to recite independently. This suite of skills provides a solid foundation for the year ahead and for a lifetime of close reading.
- **Writing:** The primary writing focus of the module is text-based narrative writing. Students build upon their explanatory writing skills from the previous module to demonstrate understanding of how authors create the different story elements that make up a story. This helps them develop

the skills and content knowledge to begin writing their own narrative pieces. Students continue producing and expanding sentences using details from the text. Building independence, students use phonetic spelling and writing resources such as sentence organizers, word lists, and alphabet strips to craft their sentences. Because early Kindergarten students' writing development varies widely, students build from where they are, engaging in productive struggle without frustration. Throughout this module, students have frequent opportunities to write, draw, and dictate, including brief responses in their Response Journals, recording evidence to post on class charts, and building collaborative books. In the EOM Task, students create their own books.

- **Speaking and Listening:** Students have frequent opportunities to develop listening and speaking skills in multiple settings, including whole group, small group, and pairs. During discussions about the texts, students practice sharing ideas in a group setting. Students learn to speak with a strong voice to be heard while engaging in conversation, as well as how to use active listening to demonstrate their ability to listen to their peers and reflect upon their discussion. Students engage in conversations about the texts both in class discussions and in Socratic Seminars. In addition, students learn to use digital media to record their voices and reflect upon their skills. These opportunities give students a chance to build their knowledge of the content and support their ideas with textual evidence while responding to classmates thoughtfully and respectfully.

Standards

FOCUS STANDARDS

Reading Literature	
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and 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.
Writing	
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.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language	
L.K.1.a	Print many upper- and lowercase letters.
L.K.1.e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.1.f	Produce and expand complete sentences in shared language activities.
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Speaking and Listening	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

CONTINUING STANDARDS

Reading Literature	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational Text	
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Language	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a one-page informative fact card about one animal that lives on the farm from <i>Farm Animals</i> . Create a podcast detailing the facts about your chosen animal and answering one question about that animal.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how informational texts convey factual information. ▪ Organize a response by planning a sentence using a sentence organizer and verbal rehearsal. ▪ Develop a sentence using phonetic spelling and frequently occurring nouns and verbs. 	W.K.2, W.K.6, W.K.8; L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d
2. Write an informative/explanatory sentence about what happens on the farm during one season in <i>The Year at Maple Hill Farm</i> .	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how the change in seasons affects animal behavior on the farm. ▪ Develop a response based on text evidence. 	RL.K.3; W.K.2, W.K.8; L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c
3. Write two informative/explanatory sentences describing one character from <i>Three Little Pigs</i> . Write one sentence describing a character's trait and one sentence about how the character demonstrates that trait.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how authors use descriptive words to develop a character in narrative writing. ▪ Develop a response based on text evidence. 	RL.K.3; W.K.2, W.K.8; L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d
4. Write a sentence about a new problem the Little Red Hen might face in <i>The Little Red Hen</i> . Describe the new problem, response to the problem, and new resolution.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how an author writes a problem and resolution in a story. ▪ Demonstrate understanding of how events in a story connect to one another. ▪ Organize a response by completing a sentence frame. 	RL.K.3; W.K.3; L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d
5. Write two sequential responses to the problem to complete a fictional narrative written by the class.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how the sequence of events in a story is important. ▪ Develop events based on a problem and resolution previously written by the class. 	RL.K.3; W.K.3; L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. After listening to a read-aloud of <i>The Little Red Hen</i> , identify the characters and setting in the story by circling images on a handout.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the role characters and setting play in a narrative. 	RL.K.3
2. After listening to a read-aloud of <i>The Three Billy Goats Gruff</i> , identify the characters, setting, problem, and resolution in the story. Use these elements to retell the story and compare and contrast the actions of the troll in <i>The Three Billy Goats Gruff</i> to the wolf in <i>Three Little Pigs</i> .	<ul style="list-style-type: none"> ▪ Demonstrate an ability to identify the different story elements in a text. ▪ Demonstrate an understanding of how the elements fit together to tell a story. ▪ Use text evidence to answer questions. 	RL.K.2, RL.K.3, RL.K.9

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Compare and contrast the actions and character of the Little Red Hen in <i>The Little Red Hen</i> to the Smart Pig in <i>Three Little Pigs</i> .	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how characters develop a story. ▪ Demonstrate an ability to connect two texts together. ▪ Respond to other perspectives about the text. 	SL.K.1, SL.K.6; RL.K.9
2. Analyze the different story elements in <i>Three Little Pigs</i> , <i>The Little Red Hen</i> , and <i>The Three Billy Goats Gruff</i> to discuss what element in each story makes each a good story.	<ul style="list-style-type: none"> ▪ Deepen understanding of how each story element helps develop a story. ▪ Use text evidence to answer questions. 	SL.K.1.a; RL.K.3

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write an original narrative set on Maple Hill Farm featuring one farm animal you have learned about in this module.	<ul style="list-style-type: none"> ▪ Develop a Story Map detailing each story element of your narrative. ▪ Use the Story Map to orally tell your story. ▪ Provide a reaction to the problem by writing one response to the problem and one resolution to the problem. ▪ Demonstrate a connection between the problem, response to the problem, and resolution. 	W.K.3; L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.K.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What is true about real farm animals?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	All Module Texts	Wonder What do I notice and wonder about <i>Three Little Pigs</i> ?	Examine Why is it important to plan a sentence before writing?	<ul style="list-style-type: none"> Ask questions about <i>Three Little Pigs</i> with a variety of question words. (RL.K.1, L.K.1.d) Describe the importance of planning sentences and practice a planning strategy to tell who did what. (L.K.1.f)
2	<i>Three Little Pigs</i> , Adaptation, Raina Moore; Illustrations, Thea Kliros <i>Farm Animals</i> , Wade Cooper	Wonder What do I notice and wonder about <i>Farm Animals</i> ?	Examine Why is speaking with a strong voice important?	<ul style="list-style-type: none"> Ask questions and share observations about key details in <i>Farm Animals</i>. (RI.K.1) Examine the importance of speaking with a strong voice. (W.K.6, SL.K.6) Identify and act out real-life connections between verbs and their meanings. (L.K.1.b, L.K.5.c)
3	<i>Farm Animals</i> , Wade Cooper	Organize What is happening in <i>Farm Animals</i> ?	Experiment How do I speak with a strong voice? Examine How do we plan a sentence before we write?	<ul style="list-style-type: none"> Identify the main topic and key details from sections of <i>Farm Animals</i>. (RI.K.2) Experiment with speaking with a strong voice. (SL.K.6) Practice using a strategy to plan for writing. (L.K.1.f)
4	<i>Farm Animals</i> , Wade Cooper	Reveal What does a deeper exploration of the words and illustrations reveal about real farm animals in <i>Farm Animals</i> ?	Experiment How do I speak with a strong voice in my Focusing Question Task?	<ul style="list-style-type: none"> Identify how illustrations and words reveal factual information about real farm animals. (RI.K.1, RI.K.7) Experiment with speaking with a strong voice. (W.K.6, SL.K.6) Act out and sort how animals move to gain a sense of <i>strut</i>, <i>gallop</i>, and <i>waddle</i>. (L.K.1.b, L.K.5.a)

Focusing Question 1: What is true about real farm animals?				
5 ✓FQT	Farm Animals, Wade Cooper	Distill What is the essential meaning of <i>Farm Animals</i> ?	Execute How do I expand sentences for my Focusing Question Task? Examine How does using an alphabet strip help us write words?	<ul style="list-style-type: none"> ▪ Use the words and illustrations in <i>Farm Animals</i> to determine the text's essential meaning. (RI.K.1) ▪ Express understanding of facts about farm animals learned from the text <i>Farm Animals</i>. (W.K.2, W.K.6, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ Describe the purpose of using an alphabet resource to write words. (L.K.1.a, L.K.2.c, L.K.2.d)
6 ✓FQT	<i>Farm Animals</i> , Wade Cooper	Know How does <i>Farm Animals</i> build my knowledge of real farm animals?	Execute How do I use a strong voice in my Focusing Question Task? Experiment How do I use an alphabet strip to write words?	<ul style="list-style-type: none"> ▪ Express understanding of facts about real farm animals learned from the text <i>Farm Animals</i>. (W.K.2, W.K.6, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ Use an alphabet resource to write words. (L.K.1.a, L.K.2.c, L.K.2.d)

Focusing Question 2: How do authors create settings?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
7	<i>The Year at Maple Hill Farm</i> , Alice and Martin Provensen "The Seasons Song"	Wonder What do you notice and wonder about <i>The Year at Maple Hill Farm</i> ?		<ul style="list-style-type: none"> ▪ Ask questions about <i>The Year at Maple Hill Farm</i>. (RI.K.1) ▪ Represent learning through writing and drawing. (W.K.8, L.K.2.c, L.K.2.d) ▪ Describe and sort types of weather to gain a sense of the seasons. (L.K.5.a)

Focusing Question 2: How do authors create settings?				
8	<p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p>“The Seasons Song”</p>	<p>Organize</p> <p>What is happening in <i>The Year at Maple Hill Farm</i>?</p>	<p>Examine</p> <p>Why is it important to expand sentences?</p> <p>Experiment</p> <p>How do I use an alphabet strip to write words?</p>	<ul style="list-style-type: none"> Identify key details from sections of <i>The Year at Maple Hill Farm</i>. (RI.K.2) Examine the importance of adding prepositional phrases to sentences. (L.K.1.e, L.K.1.f) Use an alphabet strip to write words. (L.K.2.c, L.K.2.d)
9	<p>“The Seasons Song”</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p><i>The Cornell Farm</i>, Edward Hicks</p>	<p>Organize</p> <p>What is happening in <i>The Year at Maple Hill Farm</i>?</p>		<ul style="list-style-type: none"> Identify key details from sections of <i>The Year at Maple Hill Farm</i>. (RI.K.2) Identify words that can be used to describe the clothing worn each season. (L.K.5.c)
10	<p>“The Seasons Song”</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p><i>The Cornell Farm</i>, Edward Hicks</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations in <i>The Year at Maple Hill Farm</i> reveal about the seasons?</p>	<p>Experiment</p> <p>How do I expand a sentence?</p> <p>Execute</p> <p>How do I use an alphabet strip to write words?</p>	<ul style="list-style-type: none"> Use illustrations and words in <i>The Year at Maple Hill Farm</i> to collect evidence for the Focusing Question Task. (RI.K.7) Produce and expand a sentence about life on Maple Hill Farm. (W.K.2, L.K.1.e, L.K.1.f) Use an alphabet resource to write words. (L.K.2.c, L.K.2.d)
11	<p>✓FQT “The Seasons Song”</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p><i>The Cornell Farm</i>, Edward Hicks</p>	<p>Distill</p> <p>What is the essential meaning of <i>The Year at Maple Hill Farm</i>?</p>	<p>Execute</p> <p>How do I expand a sentence for my Focusing Question Task?</p>	<ul style="list-style-type: none"> Use the words and illustrations in <i>The Year at Maple Hill Farm</i> to determine the text’s essential meaning. (RI.K.1, RI.K.7) Express understanding of how authors create settings in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c) Demonstrate understanding of adjectives describing the seasons by matching them to their opposites. (L.K.5.b)

Focusing Question 2: How do authors create settings?				
12 ✓FQT	<p>“The Seasons Song”</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p><i>The Cornell Farm</i>, Edward Hicks</p>	<p>Know</p> <p>How does <i>The Year at Maple Hill Farm</i> build our knowledge of creating a setting?</p>	<p>Execute</p> <p>How do I expand a sentence for my Focusing Question Task?</p> <p>Excel</p> <p>How do I improve my writing with prepositions?</p>	<ul style="list-style-type: none"> Express understanding of how authors create settings in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c) Expand sentences by using frequently occurring prepositions that tell “where” and “when.” (L.K.1.e)

Focusing Question 3: How do authors create characters?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
13	<p>“Old MacDonald Had a Farm”</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Organize</p> <p>What is happening in <i>Three Little Pigs</i>?</p>	<p>Examine</p> <p>Why is it important to describe characters in a story?</p>	<ul style="list-style-type: none"> Identify the characters in <i>Three Little Pigs</i>. (RL.K.1, RL.K.3) Act out the character traits of the three little pigs and give a real-life example for each trait. (L.K.5.c)
14	<p>“Old MacDonald Had a Farm”</p> <p><i>American Gothic</i>, Grant Wood</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Organize</p> <p>What is happening in <i>Three Little Pigs</i>?</p>	<p>Experiment</p> <p>How do I describe characters?</p> <p>Examine</p> <p>Why is it important to use a high-frequency word resource?</p>	<ul style="list-style-type: none"> Identify the settings in <i>Three Little Pigs</i>. (RL.K.1, RL.K.3) Describe a character in <i>Three Little Pigs</i>. (W.K.8, L.K.1.b) Use a resource to spell simple high-frequency words. (L.K.1.f)
15	<p>“Old MacDonald Had a Farm”</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p> <p><i>American Gothic</i>, Grant Wood</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal about the characters in <i>Three Little Pigs</i>?</p>	<p>Experiment</p> <p>How do I describe characters in a story?</p>	<ul style="list-style-type: none"> Describe the main characters in <i>Three Little Pigs</i> using adjectives and text evidence. (RL.K.1, RL.K.3, W.K.8, L.K.1.b) Describe a character in <i>American Gothic</i>. (W.K.8, L.K.1.b, L.K.1.f) Distinguish shades of meaning among <i>sneak</i>, <i>lurk</i>, and <i>creep</i> by acting out their meanings. (L.K.5.d)

Focusing Question 3: How do authors create characters?				
16 ✓FQT	<p>“Old MacDonald Had a Farm”</p> <p><i>American Gothic</i>, Grant Wood</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Distill</p> <p>What is the essential meaning of <i>Three Little Pigs</i>?</p>	<p>Execute</p> <p>How do I describe characters in my Focusing Question Task?</p> <p>Experiment</p> <p>How do I use a high-frequency word resource?</p>	<ul style="list-style-type: none"> Use the words and illustrations in <i>Three Little Pigs</i> to determine the text’s essential meaning. (RL.K.1, RL.K.9) Express understanding of characters in <i>Three Little Pigs</i>. (W.K.2) Use a resource to recognize and write simple high-frequency words. (L.K.1.f)
17 ✓FQT	<p>“Old MacDonald Had a Farm”</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p> <p><i>American Gothic</i>, Grant Wood</p>	<p>Know</p> <p>How does <i>Three Little Pigs</i> build our knowledge of creating characters?</p>	<p>Execute</p> <p>How do I describe characters in my Focusing Question Task?</p> <p>Execute</p> <p>How do I use a high-frequency word resource to write a sentence?</p>	<ul style="list-style-type: none"> Express understanding of how writers create characters in a story. (RL.K.3, W.K.2, W.K.8, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) Identify the difference between the concepts of hearing and listening. (SL.K.6) Use a resource to recognize and write simple high-frequency words. (L.K.1.f)

Focusing Question 4: How do authors create problems and resolutions?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
18 ✓NR	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p>	<p>Wonder</p> <p>What do you notice and wonder about <i>The Little Red Hen</i>?</p>		<ul style="list-style-type: none"> Identify the characters and setting in <i>The Little Red Hen</i>. (RL.K.1, RL.K.3) Express understanding through writing and drawing. (W.K.8) Determine and apply new meanings for familiar words from <i>The Little Red Hen</i>. (L.K.4.a)

Focusing Question 4: How do authors create problems and resolutions?				
19	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p>	<p>Organize</p> <p>What is happening in <i>The Little Red Hen</i>?</p>	<p>Execute</p> <p>How do I create characters and a setting in a story?</p>	<ul style="list-style-type: none"> ▪ Analyze the characters in <i>The Little Red Hen</i>. (RL.K.1, RL.K.3) ▪ Practice writing about characters and setting in narrative writing. (W.K.3) ▪ Distinguish shades of meaning among <i>cut</i>, <i>snip</i>, and <i>chop</i> by acting out their meanings. (L.K.5.d)
20	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p>	<p>Organize</p> <p>What is happening in <i>The Little Red Hen</i>?</p>	<p>Examine</p> <p>Why is it important to write a problem and resolution in a story?</p> <p>Experiment</p> <p>How do I create a problem in a story?</p> <p>Experiment</p> <p>How do I use active listening?</p>	<ul style="list-style-type: none"> ▪ Identify the problem and resolution in <i>The Little Red Hen</i>. (RL.K.1, RL.K.3) ▪ Experiment with writing a problem in narrative writing. (W.K.3) ▪ Describe the meaning of the affix <i>-s</i> and use it as a clue to figure out the meanings of unknown words. (L.K.4.b)
21	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Reveal</p> <p>What does a deeper exploration of repeated language in <i>The Little Red Hen</i> reveal?</p>	<p>Experiment</p> <p>How do I create a resolution in a story?</p> <p>Examine</p> <p>Why is it important to use books to write words?</p>	<ul style="list-style-type: none"> ▪ Realize the significance of repeated language in <i>The Little Red Hen</i>. (RL.K.1, RL.K.3) ▪ Use writing and drawing to narrate an event for the class narrative. (W.K.3) ▪ Use a text to locate simple content words and to add frequently occurring words to writing. (L.K.1.b, L.K.1.f)

Focusing Question 4: How do authors create problems and resolutions?				
<p>22</p> <p>✓FQT</p> <p>✓VOC</p>	<p>“Morning is Come”</p> <p>“Making Bread”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p>	<p>Distill</p> <p>What is the essential meaning of <i>The Little Red Hen</i>?</p>	<p>Execute</p> <p>How do I write a new problem for the hen character in my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Identify the essential meaning in <i>The Little Red Hen</i>. (RL.K.1, RL.K.2) ▪ Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ Demonstrate understanding of grade-level vocabulary. (L.K.6)
<p>23</p> <p>✓FQT</p> <p>✓SS</p>	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i>, Jerry Pinkney</p> <p><i>Three Little Pigs</i>, Adaptation, Raina Moore; Illustrations, Thea Kliros</p>	<p>Know</p> <p>How does <i>The Little Red Hen</i> build our knowledge of telling a story?</p>	<p>Execute</p> <p>How do I use active listening in a Socratic Seminar?</p> <p>How do I write a new problem for the hen character in my Focusing Question Task?</p> <p>Experiment</p> <p>How do I use a book as a resource in my writing?</p>	<ul style="list-style-type: none"> ▪ Engage in active listening during a group discussion comparing the Little Red Hen from <i>The Little Red Hen</i> and the third pig from <i>Three Little Pigs</i>. (RL.K.1, RL.K.9, SL.K.1, SL.K.6) ▪ Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ Use a text to write simple content words and to add frequently occurring words to writing (L.K.1.b, L.K.1.f)

Focusing Question 5: How do authors sequence events?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
24 ✓NR	<i>The Three Billy Goats Gruff</i> , Paul Galdone <i>Farm Animals</i> , Wade Cooper <i>Three Little Pigs</i> , Adaptation, Raina Moore; Illustrations, Thea Kliros	Wonder What do you notice and wonder about <i>The Three Billy Goats Gruff</i> ?		<ul style="list-style-type: none"> ▪ Express understanding of story elements by identifying the characters, setting, problem, and resolution in <i>The Three Billy Goats Gruff</i>. (RL.K.2, RL.K.3, RL.K.9) ▪ Identify and sort story elements, correctly using an acronym to gain a better understanding of each element. (L.K.5.a)
25	<i>The Three Billy Goats Gruff</i> , Paul Galdone <i>Three Little Pigs</i> , Adaptation, Raina Moore; Illustrations, Thea Kliros	Organize What is happening in <i>The Three Billy Goats Gruff</i> ?	Examine Why is it important to write responses to a problem in a story?	<ul style="list-style-type: none"> ▪ Identify responses to the problem at the center of <i>The Three Billy Goats Gruff</i>. (RL.K.1, RL.K.3) ▪ Examine the importance of responses to the problem in the structure of a story. (W.K.3, W.K.8) ▪ Demonstrate the meanings of the words <i>trip</i> and <i>trap</i>. (L.K.4.a)
26	<i>The Three Billy Goats Gruff</i> , Paul Galdone	Reveal What does a deeper exploration of the events in <i>The Three Billy Goats Gruff</i> reveal?	Experiment How do I write a response to the problem in a story?	<ul style="list-style-type: none"> ▪ Analyze the importance of the order of events in a story. (RL.K.1, RL.K.2, RL.K.3) ▪ Experiment with writing responses to a story's problem. (W.K.3) ▪ Demonstrate understanding of size adjectives by relating them to their opposites. (L.K.5.b)

Focusing Question 5: How do authors sequence events?				
27 ✓FQT	<i>The Three Billy Goats Gruff</i> , Paul Galdone	Distill What is the essential meaning of <i>The Three Billy Goats Gruff</i> ?	Execute How do I sequence events in my Focusing Question Task?	<ul style="list-style-type: none"> Use the events of <i>The Three Billy Goats Gruff</i> to determine an essential meaning of the story. (RL.K.1, RL.K.2) Write two events to add to the class narrative to express an understanding of sequencing in stories. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) Describe a valley and a meadow, and sort descriptions accordingly to develop a better understanding of new vocabulary. (L.K.5.a)
28 ✓FQT	<i>The Three Billy Goats Gruff</i> , Paul Galdone	Know How does <i>The Three Billy Goats Gruff</i> build my knowledge of telling a story?	Execute How do I sequence events in my Focusing Question Task? Execute How do I use a book as a resource in my writing?	<ul style="list-style-type: none"> Express understanding of how to sequence events in a story. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) Use a text to write simple content words and to add frequently occurring words to writing. (L.K.1.b, L.K.2.d)

Essential Question: What makes a good story?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
29 ✓SS	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Excel How do I improve listening with my senses in a Socratic Seminar?	<ul style="list-style-type: none"> Collaborate in a structured conversation to synthesize information about the story elements from Module 2 texts. (RL.K.1, RL.K.3, SL.K.1.a, SL.K.6) Identify and sort story elements correctly, using an acronym to gain a better understanding of each element. (L.K.5.a)

Essential Question: What makes a good story?				
30 ✓ EOM VOC	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Execute How do I execute my End-of-Module Task?	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how to create a good story. (W.K.3) ▪ Demonstrate understanding of grade-level vocabulary. (L.K.6)
31 ✓ EOM	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Execute How do I execute my End-of-Module Task? Excel How do I improve my narrative writing?	<ul style="list-style-type: none"> ▪ Express understanding of how to create a good story. (W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)
32 ✓SS EOM	All Module Texts	Know How do Module 2 texts build my knowledge of what makes a good story?	Excel How do I improve on using a strong voice? Execute How do I execute my End-of-Module Task? Excel How do I improve my narrative writing?	<ul style="list-style-type: none"> ▪ Express understanding of how to create a good story. (W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d) ▪ With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)