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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Kindergarten

Grant funded by:



Lesson 9: Finding Similarities in Stories

Focus Standard(s): RL.K.2, RL.K.3, RL.K.9

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

Estimated Time: 1 hour and 10 minutes

Text(s):

- *Make Way for Ducklings* by Robert McCloskey
- *The Rainbow Fish* by Marcus Pfister
- *Harry, the Dirty Dog* by Gene Zion

Resources and Materials:

- Chart Paper
- Markers

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.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.

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.
- With prompting and support, retell a story, including the beginning, middle, and ending.

Guiding Question(s):

- What happens at the beginning of a story?

- What happens in the middle of a story?
- What happens at the end of a story?
- How are the characters' adventures and experiences the same in the three stories?

Vocabulary

Academic Vocabulary:

- beginning
- characters
- ending
- middle
- sequence
- similarities

Instructional Strategies for Academic Vocabulary:

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

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:

- 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.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Pre-telling and drawing serve as graphic organizers.

- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

Anticipatory Set/Introduction to the Lesson:

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

Whole Group**Activity 1: Vocabulary**

Remind the students that when they retell a story, they should begin by saying what happens first in the story. This should include the characters and the settings. The next part is what happens in the middle and includes the major events. The ending of the story includes what happens at the end of the story. Ask for student input as you create an anchor chart: "How to Retell a Story". Focus on the sequence of steps in the retelling. (Example: "Step 1: First, tell the title of the story. Step 2: Name the characters. Step 3: Describe the setting(s). Step 4: Tell what happens in the beginning of the story....")

Review the vocabulary from previous lessons and introduce the academic vocabulary for today.

Small Group**Activity 2: Groups**

Each small group will be completing this activity. Have the books available for visual reference. Refer to graphic organizer charts of beginning, middle, and ending of each story. Explain to the children that we will discuss how all three of our texts have similarities in the adventures and experiences of the characters.

Harry, the Dirty Dog.

1. What did Harry want at the end of the story? How did he get what he wanted?

Ask for student responses and questions they may have. Discuss how Harry wanted to find his place at home with his family.

2. *The Rainbow Fish.*

Why was Rainbow Fish unhappy? What did he want? What did he have to do?

Ask for student responses and questions they may have.

Discuss how Rainbow Fish was lonely, and to find his place in the ocean, he had to give away something that made him special or different.

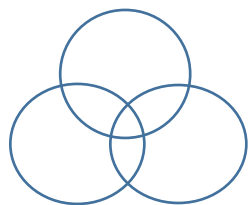
3. *Make Way for Ducklings.*

What did Mr. and Mrs. Mallard want for their family? Why? How did they get what they wanted? Ask for student responses and questions they may have.

Discuss how Mr. and Mrs. Mallard wanted to find a safe place to raise their family.

Ask: “How are the characters’ adventures and experiences the same in the three stories?”

Give students time to talk with a partner before sharing out. Have chart paper ready with a Venn Diagram for three topics.



Once the students share with a partner, use a random name generator to call on students to tell you how the stories were the same. Model this Venn Diagram for the students. Write different aspects of each story in the circles and the similarities in the area for similarities.

Note: This may need to be done throughout the day or over two days depending on your class.

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 use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.
- Writing Center – Students will create a poster to retell a familiar story. This may take more than one day.
- Art Center – Students will find an illustration of an animal from a magazine. They will use different materials
- Listening Center – Students will listen to and read along with *Make Way for Ducklings* or *The Rainbow Fish*. Book, CD, or online video.
- 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. Find facts about animals and pictures for students to match.
- Dramatic Play Center – Students will pretend to be a zoologist.
- Computer Center – Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

Reflection and Closing

Students may “vote” for a favorite event or character from the three unit stories: *Harry, the Dirty Dog*, *The Rainbow Fish*, *Make Way for Ducklings*. The teacher will name a story and hold up the book. Students will take turns to stand and “vote” for a favorite character or event. Student will name the character or event and explain why it is a favorite. Example responses: “I like Harry because he didn’t like to take a bath.” “My favorite part is in the middle when Harry changed colors because he got so dirty.”

- ✓ Allow time for each student to respond. Teacher observation will confirm students’ abilities to retell using key details in a familiar story.
- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

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

- Some students may need prompting as they justify their answers.

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

- In justifying their answers, some students will be able to give more detailed descriptions of characters or events.

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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