



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 1: Characters and Settings in a Story

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

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:

- Audio and/or screen for Listening Center
- Audio and/or screen for Science Center
- Chart markers
- Chart paper
- Computers for Computer Center
- Red and blue counters (alternative options: buttons, bottle caps, paper chips)
- Handout 1.1: Story Map
- Handout 1.2: Beginning, Middle, and End
- [Printouts for Language Center](#)
- [Onset and Rime Cards](#)
- [Onset and Rime Interactive Game for Computer Center](#)
- [Facts about Animals](#) San Diego Zoo (for Science Center)

Lesson Target(s):

Students will show understanding of the following concepts:

- A story is an account of imaginary or real people, places, things, and /or events told to entertain and/or teach a lesson.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able complete the following actions:

- 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.

Guiding Question(s):

- What happens at the beginning of the story?
- Where does the story happen?
- Who are the characters in the story?

Vocabulary

Academic Vocabulary:

- characters
- onset
- rime
- setting

Instructional Strategies for Academic Vocabulary:

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

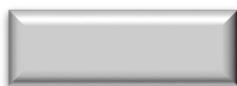
In-CONTEXT Vocabulary:

- tag

Strategies for Teaching How to Determine Meaning from Context Clues:

- Students will be able to view pictures in the book to derive meaning

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:

Project/Display the following checklist:

Students will:

- Use what is known about a topic/subject to ask and answer questions.

- Know that a story is an account of imaginary or real people, places, things, and /or events told mainly entertain to teach a lesson.
- 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.

Gather all students in circle/carpet time for the lesson.

Note: Rules for circle/carpet time must be established at the beginning of the year and revisited often.

Review the checklist and explain that as you and the students accomplish these tasks throughout the lessons you will check off these items to show them their accomplishments. Ask students to help you remember to check off items as you progress through the lesson.

Anticipatory Set/Introduction to the Lesson:

Begin by showing the class a picture of your pet.

Note: If you do not own a pet, choose a picture of an animal that would make a good pet. Tell the group all about your pet.

Direct the class to turn to a partner and have a two-minute conversation about pets. Ask the class to respond to the following questions:

- Who has a dog or puppy?
- Who has a cat or kitten?
- Who has a bird?
- Who has a hamster?
- What other pets do you have or would like to have?

After discussing the answers, make a list of all the pets that the class mentioned on the chart. Add a small picture beside each word. Use a pointer to read the list to the class. Next, have the class read the list with you. Finally, have a few students come and read the list to the class.

Activity 1: Phonological Skill Practice: Onset and Rime

Note: If your students have not yet reached this skill in the scope and sequence of the phonological skills progression, replace this skill practice with the appropriate skill practice. See Unit Notes 4-5 under the Unit Overview section.

Show the class three picture cards: cat, dog, bird.

T: I will break apart a mystery word. The first sound is /d/. Facing the students, use the right fist to indicate this sound

T: The remaining part of the word is /og/. Use the left fist to indicate the rime.

The teacher will put these sounds together, bringing the fists together, saying the onset and rime, slowly and repeatedly, until the word *dog* is said.

T: The first sound(s) in a word is the *onset*. The remaining part is called the *rime*.

Repeat the process with the words *cat* and *bird*, paying close attention to the onset and rime in each word. Ensure that students are mimicking the hand gestures and saying the word parts as your fists come together.

Continue with three more animal cards: *sheep*, *lion*, and *fish*.

Activity 2: Learning Centers Small Groups and Teacher-Led Small Groups

Note: The following learning centers and small groups should be implemented at a time and in a way that corresponds with the individual classroom schedules and student needs. See Unit Notes 4-5 under the Unit Overview section. Also, teacher-led small groups and learning center small groups can occur simultaneously or separately.

Small group onset and rime practice: Review the practice of using two fists to demonstrate the onset and rime of a few words. Give each student a red and a blue counter. Explain that the red counter represents the onset and the blue counter represents the rime. Model moving these chips as the onset and rime are distinguished for *lap* by saying “/l/, /ap/.” Have students repeat the process and move their chips for each sound part while identifying the onset and rime each time. Model dragging your finger under the chips and blending the sounds together to finally make the word *lap*. Repeat with the following words: *frog*, *hat*, *fit*, *egg*, and *bat*.

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

- Check for understanding and repeat the process with students who may need more practice.

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

- Ask students to offer words to be segmented as the process is continued.

Learning Centers

Note: Learning Centers should be set up with all necessary materials at the beginning of each day. See the Materials and Resources section at the beginning of the lesson for learning center materials. 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 practice onset and rime with self-checking puzzle cards.
- Writing Center – I Like (Pet or Animal). Students write a sentence about a favorite pet/animal, using drawings/words/scribbles/dictation. Reference the Word Wall, available books, and other animal charts/pictures in the room.
- Listening Center – Students listen to and read along with *Harry, the Dirty Dog* (book and CD or online video).
- Reading Center– Students select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students use cards to investigate and group mammals by size, appearance, and color.
- Dramatic Play Center – Students use animal puppets and other props to act out familiar stories.
- Computer Center – Students research animals or play onset and rime games.

Activity 3: Whole Group – Listening and Responding to the Story

Have all the students gather on the carpet and direct their attention to the interactive board. Tell the students that they will watch a video of Betty White reading a fiction story of a pet dog named Harry.

Before reading, remind students of the concepts they are working towards.

Have students listen to and view the story [Harry, the Dirty Dog](#).

Note: Discuss the word Tag from the story since Tag can have multiple meanings.

Activity 4: After Reading Discussions

After listening to/viewing the story, ask students to turn and talk to a partner to discuss if this is a story and how they know. Have them share out answers. Provide a non-example of a story, such as an article about pets. Ask students also to discuss some non-examples of a story.

Note: Explain why an article would be a non-example of a story for the students to get a better understanding.

- ✓ Check for understanding of what a story is by the explanations and examples they provide. Based on their responses, you may have to provide more examples or make note of particular whole-class or individual misconceptions.

Provide a kindergarten-student-friendly definition of *setting* for students and explain some examples from other stories to students. Ask students to share examples from famous stories or movies.

- ✓ Check for understanding of the word *setting* by the examples they provide. Based on their responses (both verbal and nonverbal), you may have to provide more examples or make note of particular whole-class or individual misconceptions.

Chart student response on the displayed **Handout 1.1: Story Map**. Consider having students complete their own copy of **Handout 1.1: Story Map** with you.

Provide students with an example of a beginning, middle, and end of a story.

- At the beginning of the story, did Harry enjoy taking a bath? (no)
- What did Harry do? (bury his brush, ran away, got dirtier)
- What happened at the end of the story?

On an anchor chart or on the board, chart students' answers.

Have a few students share their answers with the class. Have the students take turns asking and answering questions from peers about the beginning, middle, and end of the story.

Activity 5: Beginning, Middle, End

Dismiss students to tables. At tables, the students draw what happened at the beginning, middle, and end of *Harry, the Dirty Dog* using **Handout 1.2**. Students may draw and add words/letters/scribbles to their picture. When they have finished, allow a few of the students to share their drawings with the class. Display the drawings in the classroom. The teacher and teacher assistant will move among the students to offer guidance and support.

- ✓ Revisit the essential questions before closing the lesson.

Reflection and Closing:

If time allows, the teacher will reread *Harry, the Dirty Dog*. As the students transition to recess, lunch, or another activity.

- ✓ They must tell one detail that happened in the story, *Harry, the Dirty Dog* as an exit ticket.

Homework

Students will orally retell the story, *Harry, A Dirty Dog* to someone at home.

Handout 1.1: Story Map

Title of the Book: _____

The main character is

_____.

The setting is

_____.

Handout 1.2: Beginning, Middle, and End

Handout 1.2: Beginning, Middle, and End

Use the boxes below to draw what happened during the beginning, middle, and end of the story.

Beginning

Middle

End

For training or questions regarding this unit,
please contact:

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