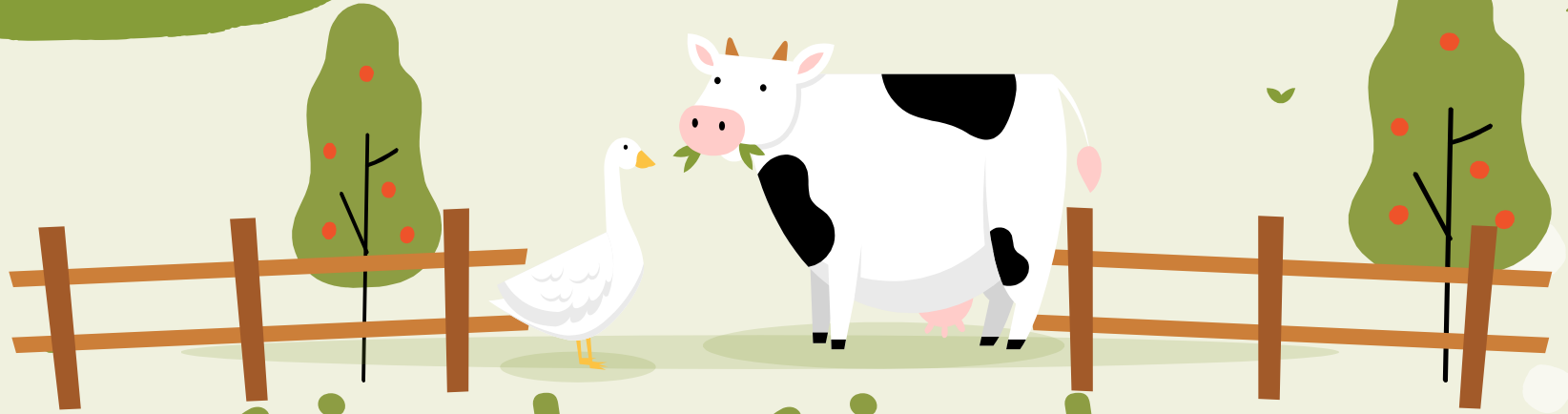


Kindergarten
Unit 11 Lesson 5



Biggle, Biggle,
Quack

By Doreen Cronin

Today's Focus Board

Spotlight Benchmarks:

- F.1.1** Demonstrate knowledge of the basic concepts of print. **d.** Identify parts of a book (front cover, back cover, title page).
- R.1.1** Describe the main character(s), setting, and important events in a story.
- R.3.2** Retell a text orally to enhance comprehension: **a.** Use main character(s), setting, and important events for a story.
- R.3.3** Compare and contrast characters' experiences in stories.
- C.1.3** Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

Evidence of Learning:

- I can identify and describe the characters, setting and important events in Giggle, Giggle, Quack.
- I can retell the events at the beginning, middle, and end of the story using the terms first, next, then, and last.
- I can work with my class to compare and contrast the characters' experiences in the story, using a T-chart.
- I can share my opinion with peers through speaking and writing.

Essential Questions:

- What are the important events (beginning, middle, and end) in the story?
- What experiences do the characters in "Giggle, Giggle, Quack" have in the story?
- How are the characters' experiences the same?
- How are the characters' experiences different?
- What is an opinion?
- How can you share your opinion with others?

During our lesson we will:



ELA.K12.EE.1.1: **Cite evidence** to explain and justify reasoning.



ELA.K12.EE.2.1: Read and comprehend grade-level **complex texts** proficiently.



ELA.K12.EE.3.1: **Make inferences** to support comprehension.



ELA.K12.EE.4.1: Use appropriate **collaborative techniques and active listening skills** when engaging in discussions in a variety of situations.



ELA.K12.EE.5.1: Use the accepted rules governing a specific **format** to create **quality work**.



ELA.K12.EE.6.1: Use appropriate **voice and tone** when speaking or writing.

A group of diverse young children are sitting on the floor, focused on reading their books. The scene is brightly lit, and the children are dressed in casual clothing. A semi-transparent blue banner is overlaid across the middle of the image, containing the title text.

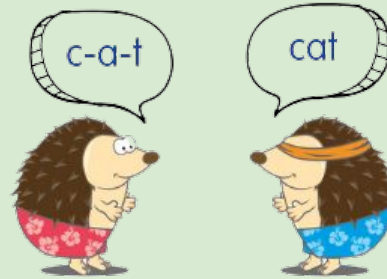
Foundational Skills

(maximum of 30 minutes)

Foundational Skills



Print Concepts



Phonological Awareness



Phonics



Conventions

A group of diverse young children are sitting on the floor, focused on reading their books. The scene is brightly lit, and the children are dressed in casual clothing. A semi-transparent blue banner is overlaid across the middle of the image, containing the text.

Reading and Writing

(approximately 60 minutes)

Teaching Phase

Story Elements

Characters

WHO?

People, animals, creatures that are important in the story



Setting

WHERE/WHEN?

The location and time when a story takes place.



Major Events

WHAT?

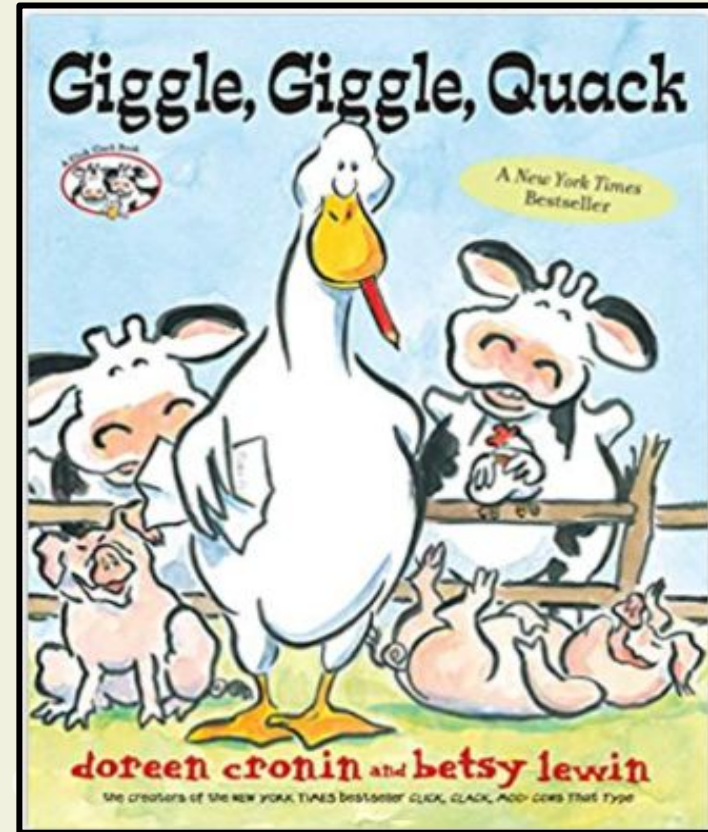
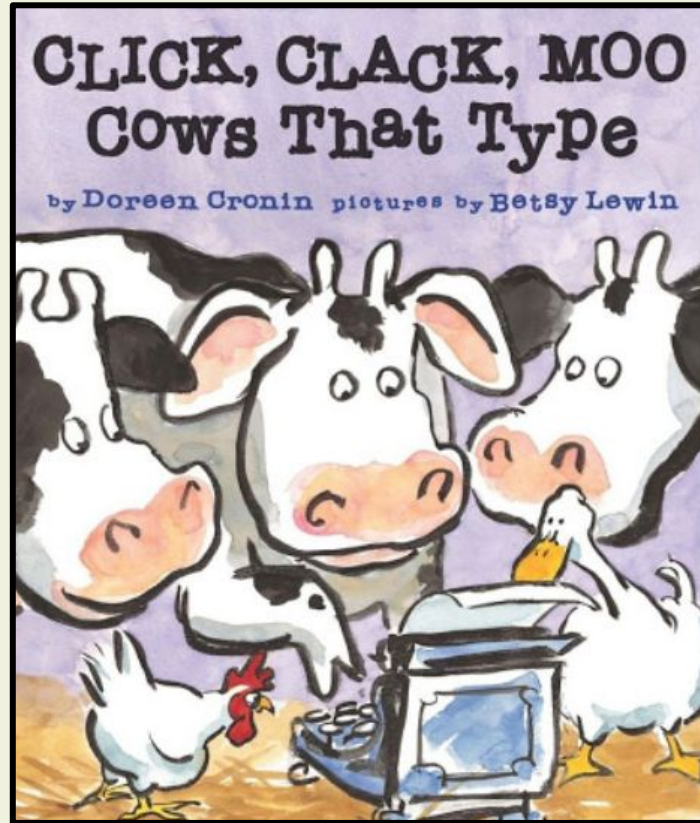
Things that happen in the story that often change the character's mood or the story's mood



Reading Detectives!



Title, Author, and Illustrator



Detectives Challenge!

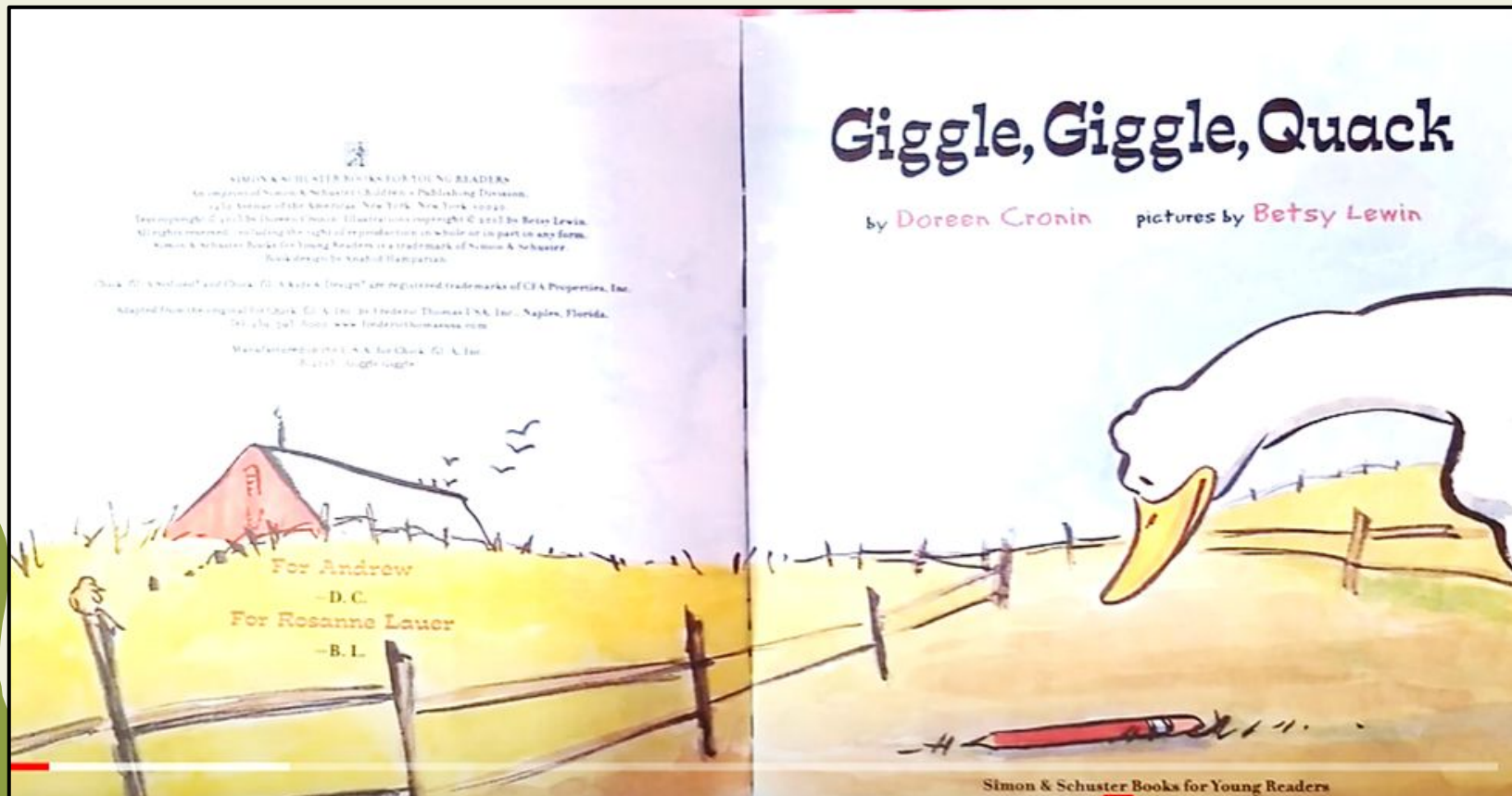


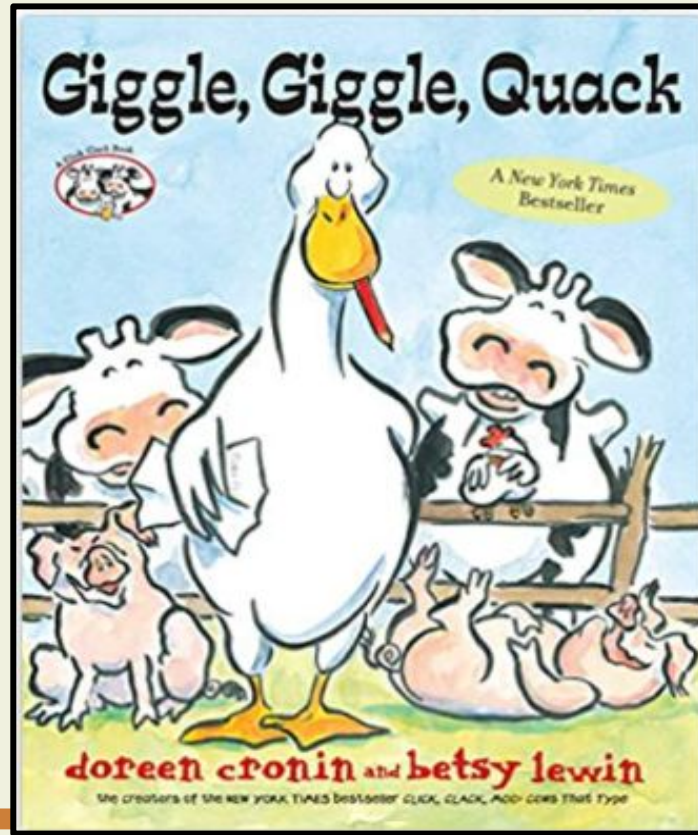
Search The Picture

Giggle, Giggle, Quack

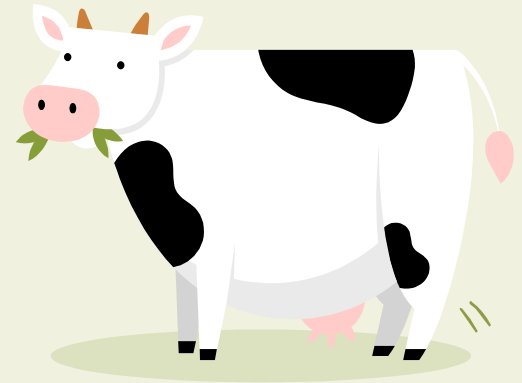


Title Page

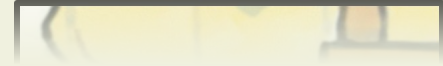
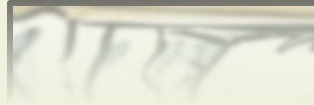
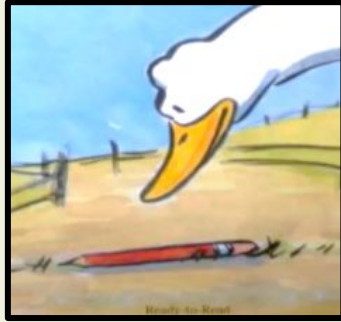




Let's read!



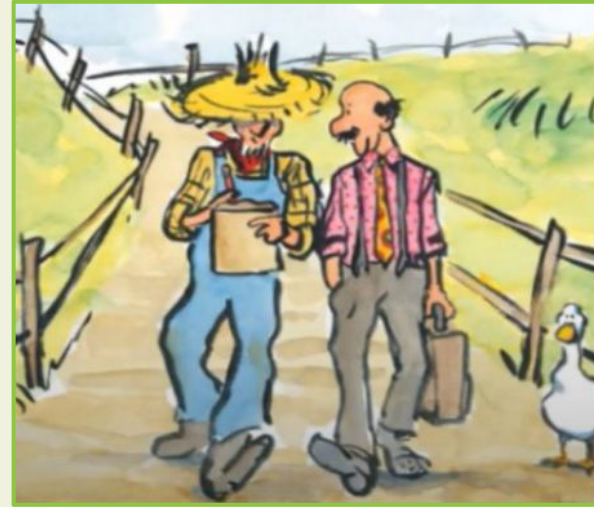
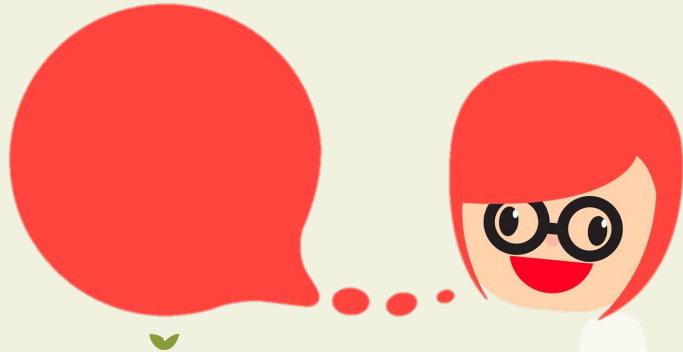
After Reading



A group of diverse young children are sitting on a light-colored floor, engrossed in reading their books. In the foreground, a girl with long brown hair, wearing a pink shirt and yellow pants, is focused on a yellow book. To her right, a boy with dark hair, wearing a green shirt, is smiling while looking at an orange book. Other children are visible in the background, also reading. The scene is brightly lit, suggesting an indoor setting like a library or classroom. A semi-transparent blue horizontal band is overlaid across the middle of the image, containing the title text in white.

Writing Guided and Independent Practice

Turn and Talk



T-chart

Farmer Brown

Bob

Beginning

Beginning

Middle

Middle

End

End

Reading Detectives!

Great job!



Opinion

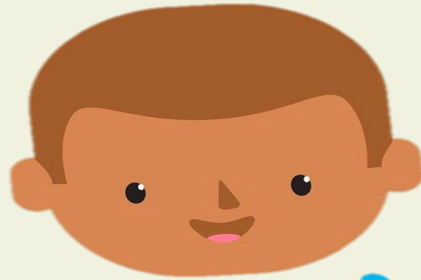
What is your
opinion?

- * How you feel about something
- * Gives a reason or supporting detail because

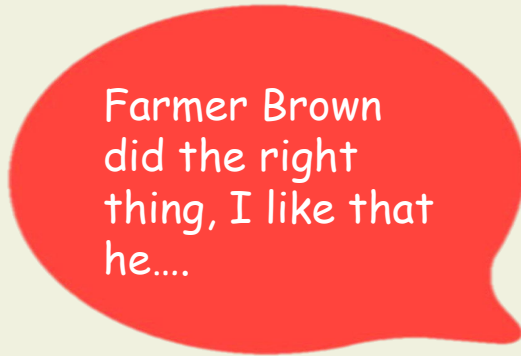
I like _____ because...

My favorite _____ is _____
because...

Turn and Talk

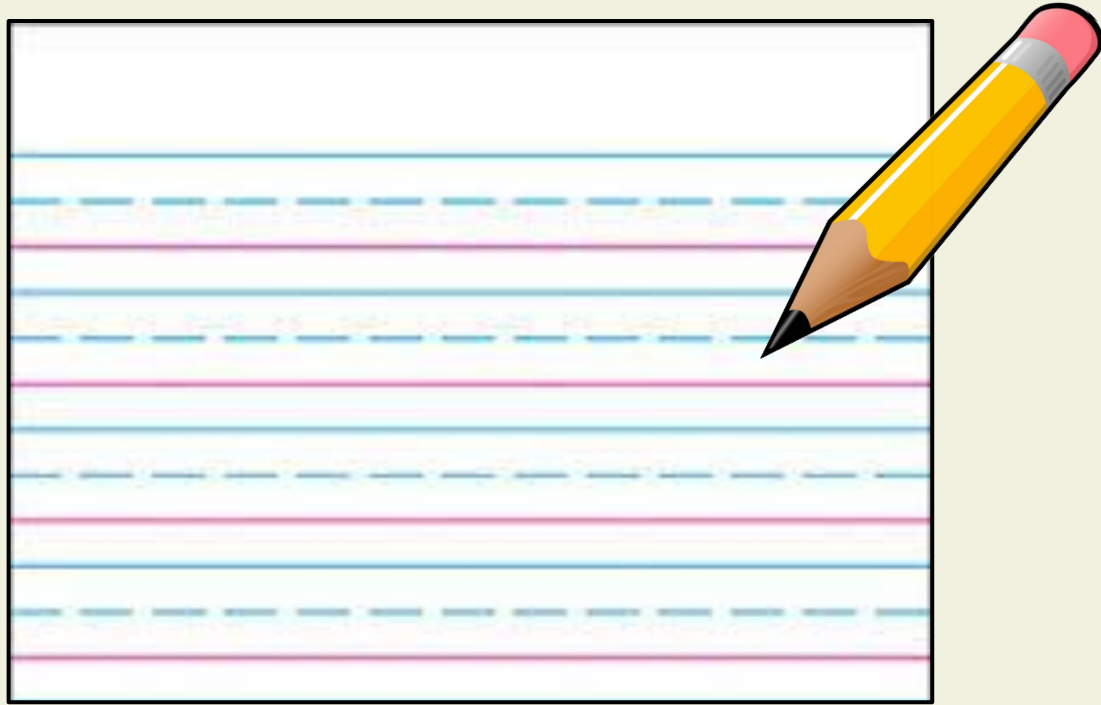


Farmer Brown
did the wrong
thing, I would....



Farmer Brown
did the right
thing, I like that
he....

Let's Write!



Writing Goals

Make the words easy to read.

I like to
play.

Use
word
wall

Aa

am
and
are

Bb

be
by

Write
sounds



dog

Start with
a capital.

End with
punctuation

The cat
is here.

Use
finger
spaces

I like you.



Down on the Farm Song

Sing to the tune of "Down by the Bay"



Down on the farm,
Where the animals play.
I look around,
What can I say?
The farmer yells,
"What do you see?"



Well, I see a silly cow, mooing right now,
Down on the farm.



Well, I see a silly hen, clucking in her pen,
Well, I see a silly cat, purring at she sat,
Well, I see a silly horse, neighing of course,
Well, I see a silly dog, chasing a frog,
Well, I see a silly rooster, who doesn't need a booster,
Well, I see a little sheep, who is falling asleep,
Well, I see a silly pig, boy he is big!



A group of diverse young children are sitting on the floor, reading books. The image is partially obscured by a blue semi-transparent banner containing text. The children are wearing casual clothing like t-shirts, pants, and sneakers. One girl in the foreground is wearing a pink shirt and yellow pants, holding a yellow book. Another girl next to her is holding an orange book. The background is a plain, light-colored wall.

Small Groups and Center Time

Optional slides in this section may be used when teacher is ready for small groups &/or centers.

Small Group and Centers Time

Small Groups - Teachers add slides here based on:
Their classroom rules and procedures for small groups and station rotation.
Specific Instruction Pieces for Small Group and/or Guided Reading instruction.

See optional lesson resources, centers and activities on the Planning Template at the end of each Lesson under “Student-Led (ELA Stations/Centers).” The items found there may be used at the teacher’s discretion at any time during the Unit, as well as in upcoming Units.

Station Rotation Board

Group One

Group Two

Group Three

Group Four

Group Five