Literature Unit: Rosie's Walk

Common Core State Standards for the Unit:

- CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details.
- CCSS.K.RL.3 – With prompting and support, identify characters, settings, and major events in a story.
- CCSS.K.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- CCSS.K.RL.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).
- CCSS.K.RF.1 – Demonstrate understanding of the organization and basic features of print.
- CCSS.K.L.1.e – Use the most frequently reoccurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Unit Goals:

- Student will be able to locate the title, title page, author and illustrator.
- Student will be able to explain the author and illustrator’s role in the creation of the book.
- Student will complete a picture walk to predict what will happen in the story.
- Student will produce a sequential retelling of Rosie’s Walk by Pat Hutchins.
- Student will retell Rosie’s Walk using their booklet and Rosie puppet.
  - Student will use the pictures to match details to what they are sharing.
  - Student will be able to identify main characters, setting and major events when asked orally.
- Student will be able to act out the prepositional words in Rosie’s Walk.
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Description of the Unit:

In Kindergarten most students are introduced to reading and writing for the first time. *Rosie’s Walk* provides the perfect springboard for a discussion on book features and translates well to reading and writing. My overarching goal for this literature unit is that students understand how to use and read a book and they finish the unit with a greater understanding of prepositions.

This unit begins with an exploration of book features. Students master an understanding of new vocabulary words like author or illustrator. Some students have heard these words before but even if they have heard them, very few can actually recall what they mean. Using hand motions and verbal explanations I will teach students about important book vocabulary. Through a hands-on approach students get the opportunity to learn book feature terms and where they find those features. Both the kinesthetic activity and manipulative activity will help students remember book features better. Throughout the unit we will review these exercises to help students recall these terms faster.

Part of the Common Core for Kindergarten is having students see the correlation between pictures and words. To warm students up to this concept, I will have them do a picture walk. This helps them use logical predictions to determine what might be happening in the story. This will prepare their brains to realize that pictures in a book are connected to the words of the story.

Building on the understanding of pictures, I will introduce students to “characters” and “setting.” They will love making puppets that they will use throughout the unit to retell the story. The puppets excite students and they will be motivated to participate in retellings. The repetition of hearing the story, acting it out, sequencing it and making a book about it help students remember the story. More importantly, through the repetition students are gaining a better understanding of what the prepositional words mean.

Before students reach the end of the unit, they will get to practice making a book about my pets that mirrors *Rosie’s Walk*. This adds variety and they love the silly changes that happen when the characters are different. Students love the time to color and write. It gives them time to show how pictures correlate with the words in a story.

Lastly, we create a *Rosie’s Walk* book of our own and it gives students the opportunity to really show what they can remember. The cues are the same visual cues we have used throughout the unit. This will help students recall what happened at that point in the story. The unit builds as it goes along because students will now use the puppets they made earlier on to retell the story. As they individually retell the story to me I will assess their knowledge of book features, story elements, preposition knowledge and ability to retell the story.
Lesson Plans:

Day 1: Introduction to Book Features

Common Core State Standards:
- CCSS.K.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- CCSS.K.RF.1 – Demonstrate understanding of the organization and basic features of print.

Lesson Goals:
- Student will be able to locate the title, title page, author and illustrator.
- Student will be able to explain the author and illustrator’s role in the creation of the book.

Materials:
- Big Books about Farms (ex. Hattie & the Fox by Mem Fox, The Farmer & The Dell, An Egg Is An Egg by Nicki Weiss, Big Red Barn by Margaret Wise Brown, Cows in the Kitchen by June Crebbin)
- Velcro Titles

Preparation:
- Take Velcro pieces off all books except one book for an example

Directions:
- Anticipatory Set: Mrs. Bindergarten’s Message: “Today, we are going to learn about book features!”
  - Vocabulary Introduction:
    - “What are book features?” “That’s kind of a big word, say it with me.”
    - “Today we are going to become experts at finding text features but to do so, get out your text feature goggles (make goggles with your hands)”
      - “Let’s practice putting our goggles on & taking them off.”
    - Intro 4 Vocab Words: explain the meaning and teach the motions. Point to them on the big books.
      - Title – Name of the book 
        - move finger from left to right
      - Author – Story Writer 
        - do a pencil motion
      - Discuss how sometimes there may be more than one author
• Illustrator – Artist who made the pictures. They make cheerios with straight arms like an "I" and drop them down to a "t" with each syllable of illustrator’s name.
  o Discuss how there may be no illustrator introduction because the author is the illustrator.
• Title Page – page at the beginning of the book with the title, author and illustrator. Open a big book and do the title motion.

Activity:
  o Review vocabulary with motions.
    ▪ Ask students if they remember what the words mean.
    ▪ Ask students for the fancy word that they use to refer to those (book features)
  o Show students where on a big book they would find those features. Ask them to use their book feature goggles.
  o "I DO" – Use a book without Velcro parts on to show how the activity will work. Model using a gradual release of responsibility.
  o "WE DO/YOU DO" – Ask students to help put on the Velcro pieces. As they do so, they should define each term.

Assessment:
  • Informal Summative: Students will show if they can locate the book features (title, author, illustrator, and title page).
  • Informal Summative: Students will define each feature as they Velcro it on.
Day 2: Predictions

Common Core State Standards:
- CCSS.K.RL.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).

Lesson Goals:
- Student will complete a picture walk to predict what will happen in the story.

Materials:
- Big Books about Farms (ex. Hattie & the Fox by Mem Fox, The Farmer & The Dell, An Egg Is An Egg by Nicki Weiss, Big Red Barn by Margaret Wise Brown, Cows in the Kitchen by June Crebbin)
- Velcro Titles
- Rosie’s Walk by Pat Hutchins
- Objectives

Preparation:
- Take Velcro pieces off of the big books
- Put objectives on a Board

Directions:
- Review
  - Review Book Features from last time.
- Anticipatory Set – Picture Walk:
  - Read objectives for the lesson.
  - Ask if students know what “predict” means.
    - Define predict.
  - Ask for student predictions based solely on the pictures.
- Activity: Read the book & check predictions along the way.
  - Talk about difference between predictions and what actually happens.

Assessment:
- Informal Formative: Students will predict and compare predictions to the truth in the story.
Day 3: Characters & Setting

Common Core State Standards:
• CCSS.K.RL.3 – With prompting and support, identify characters, settings, and major events in a story.

Lesson Goals:
• Student will be able to identify main characters and setting.

Materials:
• Rosie Stick Puppet (Paper)
• Fox Stick Puppet (Clip Art Foxes)
• How to Book
• Pencils
• Colored Pencils
• Black Markers
• Boards
• Popsicle Sticks
• Hen & Fox Puppets

Preparation:
• Write the word character on the board.
• Write the word setting on the board.

Directions:
• Anticipatory Set:
  a Bring out Rosie the Hen puppet.
    • “Hey Miss Valadez, I have a question for you! I heard this word the other day at school: character. Can you help me figure out what it means?”
    • “Class, do you think you can answer her question? Any ideas?”
    • “Everyone repeat after me: Character. Character means a person or thing in a book. I’ll say that again. (Repeat). Now, it’s your turn.”
  • Point to the word on the board as you say it.
  a Ask students to name the characters in Rosie’s Walk.
    • Write the names next to the word character.
    • Introduce puppets.
  a Teach students what setting means by having them repeat the word and definition after you.
    • “Setting means place where the story takes place.”
    • Ask students to tell you what the setting is.
• Give students the opportunity to use a full sentence using one of the puppets. “The setting of Rosie’s Walk is a farm.” Write the setting on the board next to the word.

• Activity: Rosie the Hen & Fox Puppet Art Project
  a Directed Drawing of Rosie (I do, You do)
    • Show examples and ask students if they recognize what is written on the stick.
    • Using the book of how to draw farm animals or cheat sheet as a resource to teach students how to draw Rosie.
    • Ask students to pass out supplies.
    • When finished drawing in pencil, go over lines in black marker. Then allow students to color their hen like Rosie.
    • Students should write their names on the back of their paper before turning them in. If time have them cut out the puppets.
  a Fox
    • Have students color in the fox to make it look like the fox in the story.
  a Collect Rosie & fox & glue them onto the sticks.

Assessment:
• Informal Formative: Students will be able to name the main characters and setting.
• Formal Summative: Students will draw and color their own Rosie and fox puppet.
Day 4: Going On Rosie’s Walk

Common Core State Standards:
- CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details.
- CCSS.K.L.1e – Use the most frequently reoccurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Lesson Goals:
- Student will be able to act out the prepositional words in Rosie’s Walk.

Materials:
- Rosie’s Walk
- Pocket Chart Version of Rosie’s Walk
- Various Obstacles w/phrase on it (box preposition)
  - “across the yard” – blocks as the rake
  - “around the pond” – the rainbow carpet
  - “over the haystack” – climb over a chair
  - “past the mill” – the gold chair
  - “through the fence” – a yard stick on two chairs to go under
  - “under beehives” – under a table
  - “back in time for dinner” – kitchen

Preparation:
- Set up obstacles
- Tape on pictures
- Put story in the blue pocket chart

Directions:
- Review:
  - Ask students to point out on Rosie’s Walk the title, author, illustrator, and title page.
  - Then ask students to tell what a character is and what the setting is. Ask for examples from the book.
- Anticipatory Set:
  - “Look around class, what looks different?”
    - Get students to notice the obstacles.
  - Model the activity for them of how we will act out the story and reference the blue pocket chart for reminders. Explain the prepositions as you go.
    - “across the yard” – blocks as the rake
    - “around the pond” – the rainbow carpet
- “over the haystack” – climb over a chair
- “past the mill” – the gold chair
- “through the fence” – a yard stick on two chairs to go under
- “under beehives” – under a table
- “back in time for dinner” – kitchen

**Activity:**
- Ask for volunteers who think they can do it. All students will recite what is happening. We will all act as the author, Pat, as the other student acts it out.
- Ask for different volunteers. Stress the prepositions.
- Call students: Rosie the Hen or Ro the Rooster

**Assessment:**
- Informal Summative: Students will showcase their preposition knowledge by acting out *Rosie’s Walk*. 
Day 5: Sequencing Activity

Common Core State Standards:
• CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details.
• CCSS.K.RL.3 – With prompting and support, identify characters, settings, and major events in a story.
• CCSS.K.RL.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).

Lesson Goals:
• Student will be able to sequence the story by 8 parts.
• Student will use pictures only to tell the story with words orally.

Materials:
• Receipt Paper
• Clip Art Pieces (farm, rake, pond, haystack, mill, fence, beehives, hen home)
• Glue
• Crayons
• Rosie Puppets
• Rosie’s Walk

Preparation:
• Prep Clip Art
• Prep & Number Receipt Paper

Directions:
• Review:
  o “Who are the main characters in Rosie’s Walk?”
• Anticipatory Set:
  o “Today we have a special challenge! We are going to tell Rosie’s Walk with only pictures and our voices. Before we try to do the challenge, we are going to read Rosie’s book and do an art project.”
  o “We get to use our Rosie puppets today!”
  o Read standards and say “The goal is to remember the main events of the story and tell them in order.”
• Activity:
  o Pass out materials.
  o Add title and name.
  o Read Rosie’s Walk as you read stop to add to the receipt paper.
- (1) Farm – the beginning
- (2) Rake – across the yard
- (3) Pond – around the pond
- (4) Haystack – over the haystack
- (5) Mill – past the mill
- (6) Fence – through the fence
- (7) Beehives – under beehives
- (8) Hen Home – the end

  - Model how to use Rosie puppets by showing where she is on each picture. As students are finishing have the others say the story with you and use their fingers as a puppet.
  - Then allow students to practice on their own saying the words with their puppet.

**Assessment:**
- Formal Summative: Student will create a sequencing receipt of Rosie’s *Walk*.
- Informal Summative: Student will be able to orally tell the story of Rosie’s *Walk*.
Day 6: Creative Writing

Common Core State Standards:
- CCSS.K.L.1.e – Use the most frequently reoccurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Lesson Goals:
- Student will be able to use the prepositions: across, around, over, past, through and under in a creative writing assignment.

Materials:
- Creative Writing Booklet, White Board Line Board
- Pencils, Crayons
- Animal Puppet w/Clip Art to act out prepositions

Directions:
- Anticipatory Set:
  - Read Learning Goal.
  - Read Rosie’s Walk as an intro to prepositions.
  - Introduce Puppet: Koko the Cat & Show Sample Booklet:
    - “Koko’s Walk” “By: Ms. Valadez”
    - Koko the cat walked across the couch, for a walk, across the couch, around the pool, over the pillows, past the water bowl, through the doggy door, and under the fence and out to the front yard.
  - Directed Writing
    - Pass out supplies.
    - Review what the title & author are. Then, Write title and author (their name). Allow them to draw a picture for the cover.
    - Do 1 page at a time:
      - Ask for student volunteers to hold the clip art up and you act out each preposition (Follow along with the book). Have students follow along by using their finger to make the motion for each preposition.
      - Read the sentence & fill in the blank with the according preposition. Write the word on the white board so they can copy it.
      - Students will then draw a picture. Ask students to draw an arrow to show what the preposition means.
Assessment:

- Formal Summative: Students will complete a worksheet using the required prepositions.
Day 7: Rosie’s Walk Booklets (Day 1)

Common Core State Standards:
- CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details
- CCSS.K.RL.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).

Lesson Goal:
- Student will complete 4 pages of their Rosie’s Walk booklet.

Materials:
- Glue
- Pencils
- Cut Outs (barn & grass, pond, haystack)
- Rosie’s Walk booklets
- Rosie’s Walk
- Boards

Preparations:
- Prep all the cut outs
- Print the booklets

Directions:
- Anticipatory Set:
  - “Today, you get to be a part of the book making process with your own version of Rosie’s Walk.”
  - Ask students if they are the author or the illustrator based on the booklet and what is missing.
- Activity:
  - Students should sit on the mat but spread out with boards.
  - Cover of the Book
    - Write in author’s name: Pat Hutchins
    - Students write their name on the illustrator line
    - Draw hen tracks
  - Page 1: “Rosie the hen went for a walk. She walked across the yard.”
    - Have students read the page with you.
    - Glue on the barn and grass.
    - Draw a rake.
  - Page 2: “She walked around the pond.”
• Read the page with students.
• Glue on pond.
• Draw chicken tracks.
  o Page 3: “She walked over the haystack”
  • Read the page with students.
  • Glue on haystack.

Assessment:
• Formal Summative: Students will complete ½ of their Rosie’s Walk Booklet.
Day 8: *Rosie’s Walk* Booklets (Day 2)

Common Core State Standards:
- CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details
- CCSS.K.RL.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).

Lesson Goal:
- Student will complete 4 pages of their *Rosie’s Walk* booklet.

Materials:
- Glue
- Pencils
- Cut Outs (mill, fence, beehives, dinner)
- *Rosie’s Walk* booklets
- *Rosie’s Walk* boards

Preparations:
- Prep all the cut outs

Directions:
- Anticipatory Set:
  - "I’m going to read our booklets that we did yesterday and let’s see if you can remember what Rosie did at each spot."
  - Read the book but oral cloze the preposition.
    - "She went ______ the haystack" but show the picture so they can remember.
- Activity:
  - Pass out supplies & set up stations.
  - Page 4: "She walked past the mill."
    - Have students read the page with you.
    - Glue on the mill.
  - Page 5: "She walked through the fence"
    - Have students read with you.
    - Glue on the fence.
  - Page 6: "She walked under the beehives."
    - Read the page with students.
    - Glue on the beehives.
a. Page 7: “And got back in time for dinner.”
   - Read the page together.
   - Glue the dinner down.
- When students are finished they should practice reading it to themselves.

Assessment:
- Formal Summative: Students will finish their *Rosie’s Walk* booklets.
Day 9: Practice with Rosie’s Walk Booklets

Common Core State Standards:
- CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details.
- CCSS.K.RL.3 – With prompting and support, identify characters, settings, and major events in a story.
- CCSS.K.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Lesson Goals:
- Student will be able to locate the title, title page, author and illustrator.
- Student will be able to explain the author and illustrator’s role in the creation of the book.
- Student will retell Rosie’s Walk using their booklet and Rosie puppet.
  - Student will use the pictures to match details to what they are sharing.
  - Student will be able to identify main characters, setting and major events when asked orally.

Materials:
- Rosie’s Walk
- Puppets (Fox & Hen)
- Student Puppets (Fox & Hen)
- Booklets

Preparation:
- Laminate & glue student puppets

Directions:
- Anticipatory Set:
  - Using the booklet, ask students to point out the title, the author, and the illustrator (and their roles). Ask students to name the characters and setting. Read the story with an oral cloze and ask students to tell you based on the pictures how Rosie walked.
  - Tell students, “Tomorrow you are going to tell me all these answers on your own and then you are going to tell me the story using your puppets. Today we are going to practice so that you are prepared for tomorrow.”
- Activity:
  - “I DO” – model how to tell the story and how you will ask and answer questions tomorrow.
  - Ask students to volunteer to use your set and retell the story.
After many students have practiced, allow them to spread out and practice on their own.

Assessment:
- Informal Formative: Students will identify the author, illustrator, and title (and roles).
- Informal Formative: Students will be able to identify the characters and setting.
- Informal Formative: Student will be able to retell Rosie’s Walk with their puppets and booklets.
Day 10: Assessment

Common Core State Standards:
• CCSS.K.RL.2 – With prompting and support, retell familiar stories, including key details.
• CCSS.K.RL.3 – With prompting and support, identify characters, settings, and major events in a story.
• CCSS.K.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Lesson Goals:
• Student will be able to locate the title, title page, author and illustrator.
• Student will be able to explain the author and illustrator’s role in the creation of the book.
• Student will retell Rosie’s Walk using their booklet and Rosie puppet.
  o Student will use the pictures to match details to what they are sharing.
  o Student will be able to identify main characters, setting and major events when asked orally.

Materials:
• Assessment
• Booklets
• Student Puppets

Preparation:
• Print the assessment. (1 for each student)

Directions:
• One by one pull students out and used the attached assessment as aid works with the rest to test them or do free choice.
• Record their results.

Oral Assessment:
• Formal Summative: Students will identify the author, illustrator, and title (and roles).
• Formal Summative: Students will be able to identify the characters and setting.
• Formal Summative: Student will be able to retell Rosie’s Walk with their puppets and booklets.
Reflection on Unit

Strengths:

• Students loved Going On Rosie’s Walk. It was perfect because they love being active and they also had the kinesthetic memory of what the preposition words meant.
• The puppets were fun to make and I loved seeing the students’ Rosie’s come together.
• The puppets excited them and they couldn’t wait to tell me the story. Students were begging to go next because they were excited to use the puppets and they were even more excited to be taking them home.
• The sequencing activity was a good first practice before the booklet. I feel that the students really mastered the story because of the repetition.
• The velcro big books helped students practice locating book features. I should have used them more.
• Students continually turned back to the hand motions I gave them for “author” and other book related terms. The kinesthetic activity helped them cement the meaning into their memory.

Areas for Improvement:

• I squeezed Day 1 & Day 2 into one day’s lesson and it didn’t go too well. The students were getting “ancy” from sitting for too long. Definitely better to keep it as two days instead of one.
• Fox puppets definitely need a little more direction. I need to remember to remind them what color a fox actually is because we got some green and purple ones.
• I definitely need to do a better job of teaching what setting and character mean. Very few of the students were able to define those words. It’s great that they can tell me what the setting is and who the characters are but it’s not so great that they can’t tell me what it means.
• Another area of improvement would be making the author and illustrator definitions and locations more clear. It was difficult for them to realize the difference so I need to do more repetition. Also, I think showing them how Rosie’s Walk had the same author and illustrator and then their booklet had one of each, it made it more difficult to locate. This just shows me they need more practice.
• I learned quickly that the creative writing activity needed to be in unison. I first tried it in a small group where each student chose their own animal and name but it was way too hectic. We need to all do the same animal to keep it simple because there is already a lot going on in the lesson.