

GREAT MINDS®



MODULE 2
ONCE UPON A FARM

WIT &
WISDOM

GRADE

K

GREAT MINDS® WIT & WISDOM

Grade K Module 2: Once Upon a Farm

Student Edition

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Table of Contents

Handout 1A: Question Corner Signs

Handout 4A: Animal Actions

Handout 7A: Seasons' Weather

Handout 10A: Seasons Cards

Handout 13A: Story Stones

Handout 13B: *Three Little Pigs* Character Puppets

Handout 16A: High-Frequency Word Resource

Handout 19A: *The Little Red Hen* Character Puppets

Handout 19B: Shared Narrative Characters and Setting

Handout 20A: Shared Narrative Problem

Handout 21A: Shared Narrative Resolution

Handout 23A: Story Match Puzzle Pieces

Handout 23B: Listening Response Cards

Handout 23C: High-Frequency Word Resource

Handout 24A: Sequence Cards

Handout 26A: Shared Narrative Response to the Problem

Handout 31A: End-of-Module Task Checklist

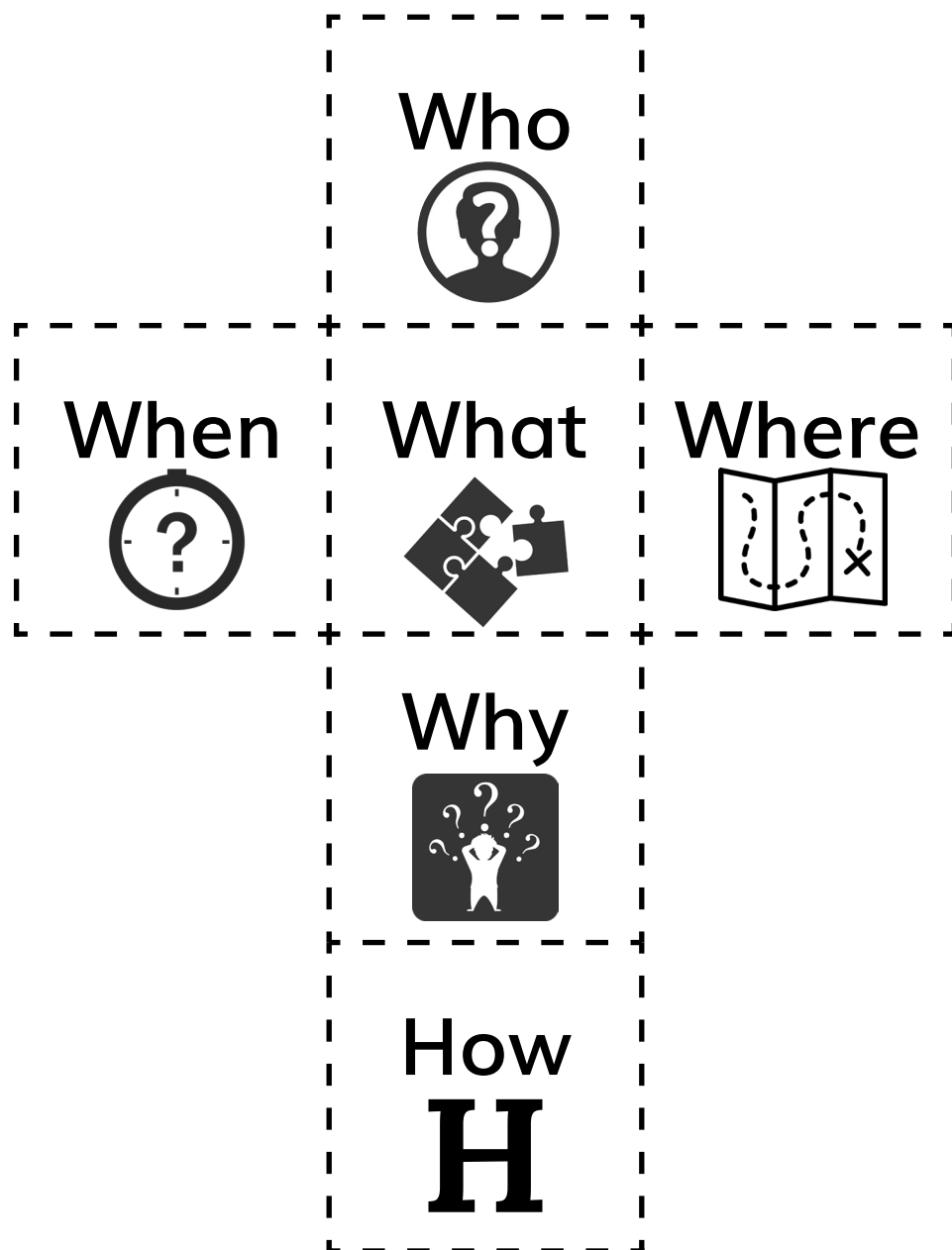
Volume of Reading Reflection Questions

Wit & Wisdom Parent Tip Sheet

Name: _____

Handout 1A: Question Corner Signs

Directions: Cut out the shape below and fold on the dotted lines. Tape along the edges to form a cube. Roll the cube and form a question using the resulting word.



Name: _____

Handout 4A: Animal Actions

Directions: For each word, draw a picture showing an animal moving that way.

strut

gallop

waddle

Name: _____

Handout 7A: Seasons' Weather

Directions: Draw a picture to show what type of weather is in each season.



Winter



Spring



Summer



Fall

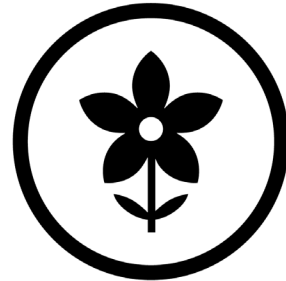
Name: _____

Handout 10A: Seasons Cards

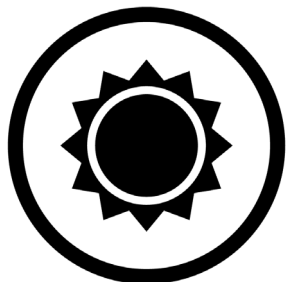
Directions: Choose a piece of evidence from the Evidence Organizer and use this card to verbally expand a sentence about the evidence.



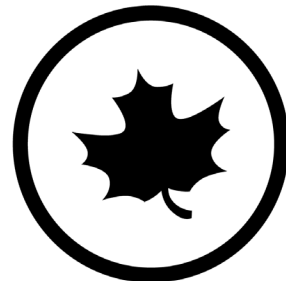
In the winter



In the spring



In the summer



In the autumn

Name: _____

Handout 13A: Story Stones

Directions: Use these Story Stones to identify the different story elements in the text.



Setting



Character



Problem



Resolution



Response to
the Problem

Name: _____

Handout 13B: *Three Little Pigs* Character Puppets

Directions: Cut out each character and attach the picture to a craft stick.



Mother Pig



Lazy Pig



Playful Pig



Smart Pig



Wolf

Name: _____

Handout 16A: High-Frequency Word Resource

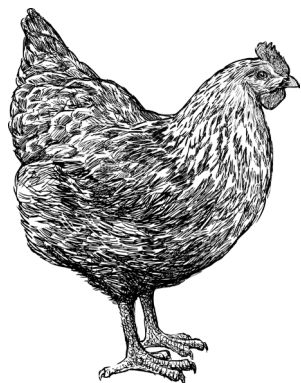
Directions: Finish each sentence by filling the blank with a word from your high-frequency word resource.

1. *Three little pigs lived _____ a cozy house. (page 2)*
2. *The third little pig was _____ smartest. (page 6)*
3. *The wolf said, "Let _____ come in." (page 8)*

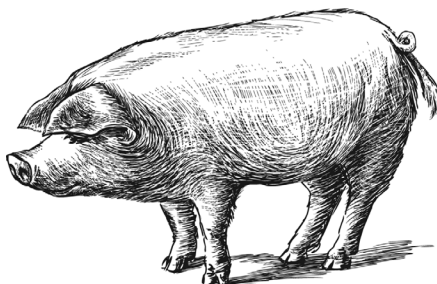
Name: _____

Handout 19A: *The Little Red Hen* Character Puppets

Directions: Cut out each character and attach the picture to a craft stick.



**Little Red
Hen**



Pink Pig



Gray Rat



Black Goat



Brown Dog

Name: _____

Handout 19B: Shared Narrative Characters and Setting

Directions: Write the sentences created by the class on the lines at the bottom of the page. Draw an illustration to support the sentence.



Characters and Setting

Name: _____

Handout 20A: Shared Narrative Problem

Directions: Write the sentences created by the class on the lines at the bottom of the page. Draw an illustration to support the sentence.



Problem

Name: _____

Handout 21A: Shared Narrative Resolution

Directions: Write the sentences created by the class on the lines at the bottom of the page. Draw an illustration to support the sentence.

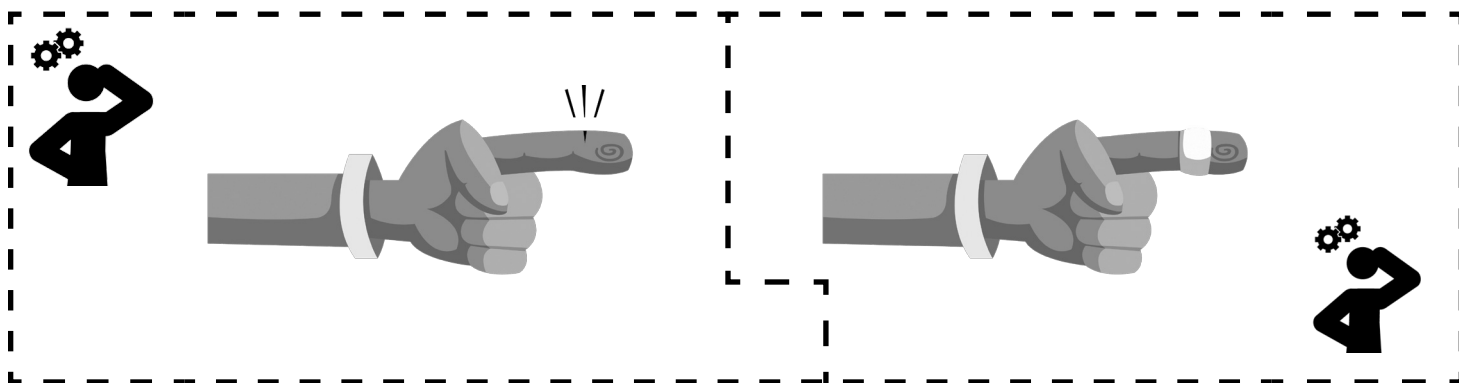
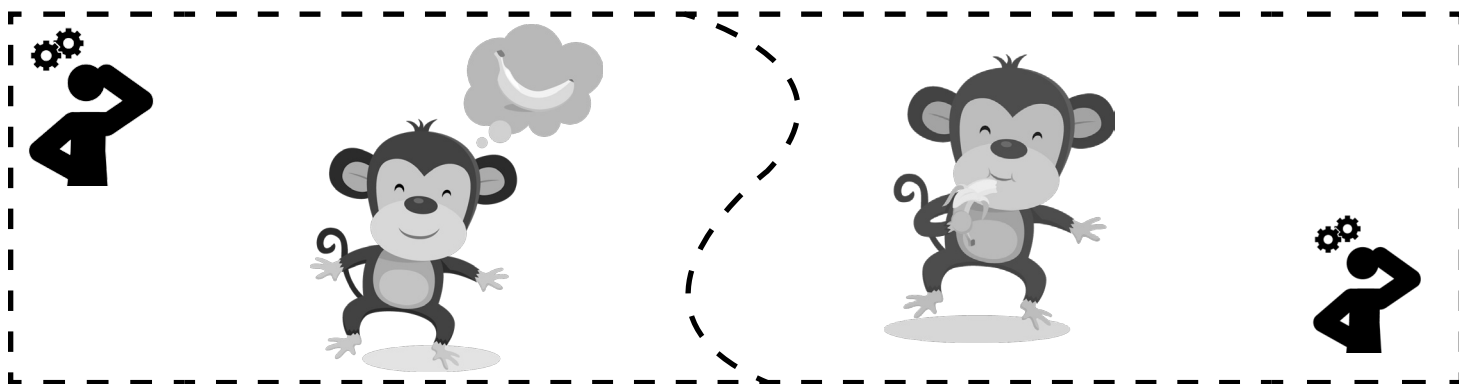
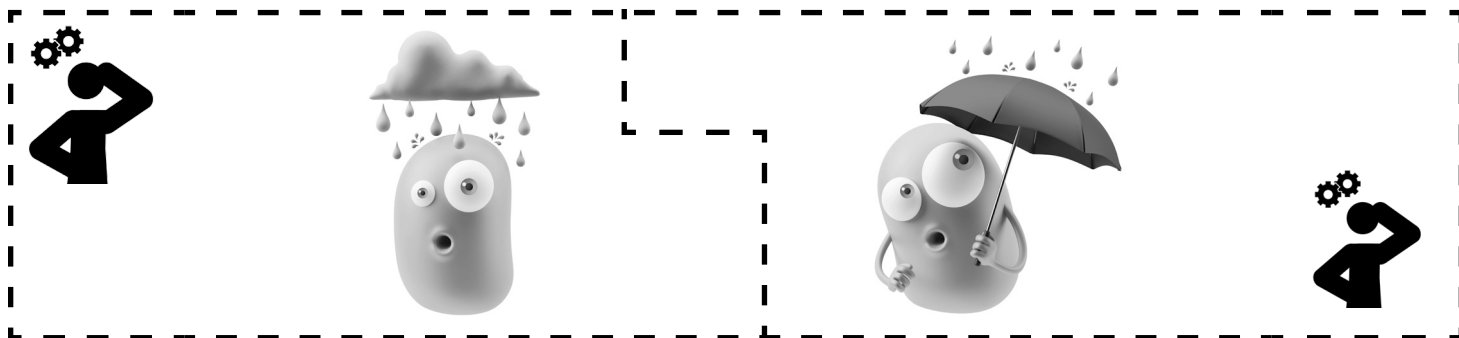


Resolution

Name: _____

Handout 23A: Story Match Puzzle Pieces

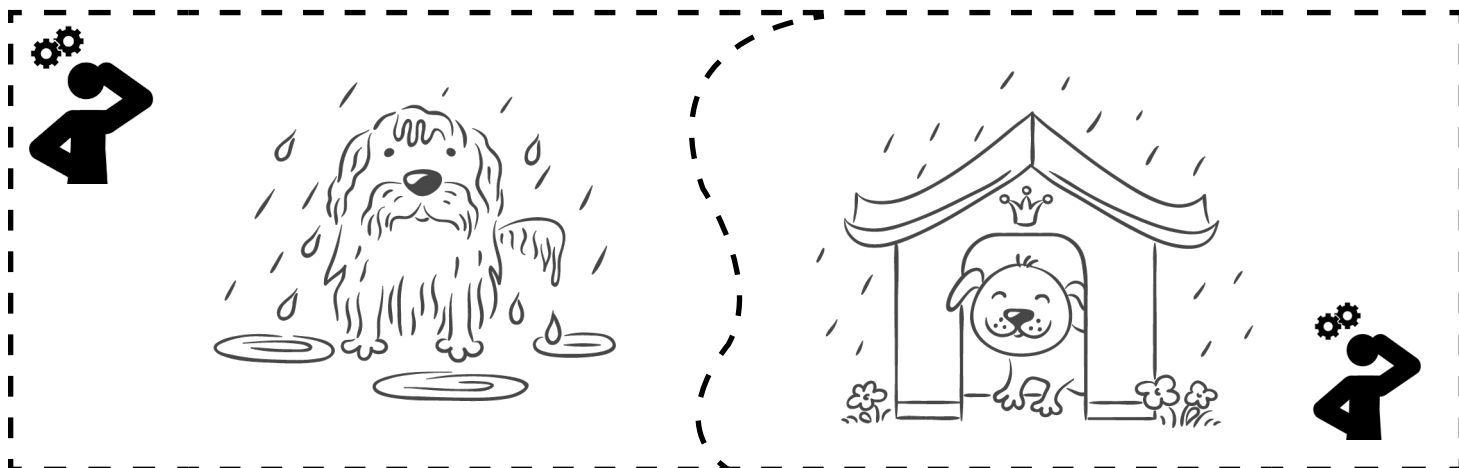
Directions: Match the Problem puzzle piece to its Resolution puzzle piece.



Name: _____

Handout 23A: Story Match Puzzle Pieces

Directions: Match the Problem puzzle piece to its Resolution puzzle piece.



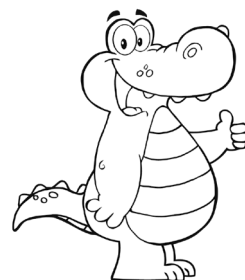
Name: _____

Handout 23B: Listening Response Cards

Directions: Use one card to provide a reaction to a peer's comment to engage in a group discussion.



I like that you said _____.



I like that you said _____.



I like that you said _____.



I like that you said _____.



I like that you said _____.



I like that you said _____.

Name: _____

Handout 23C: High-Frequency Word Resource

Directions: Finish each sentence by filling the blank with a word from your high-frequency word resource.

1. The _____ *is red.*

2. The _____ *is pink.*

3. The _____ *is brown.*

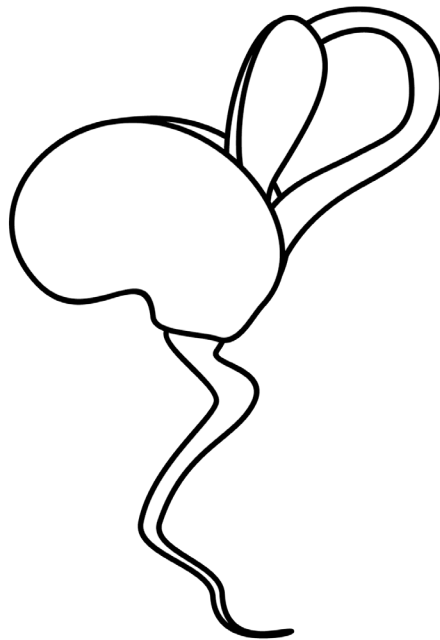
4. The _____ *is gray.*

5. The _____ *is black.*

Name: _____

Handout 24A: Sequence Cards

Directions: Place these images in the correct sequence.



Name: _____

Handout 24A: Sequence Cards



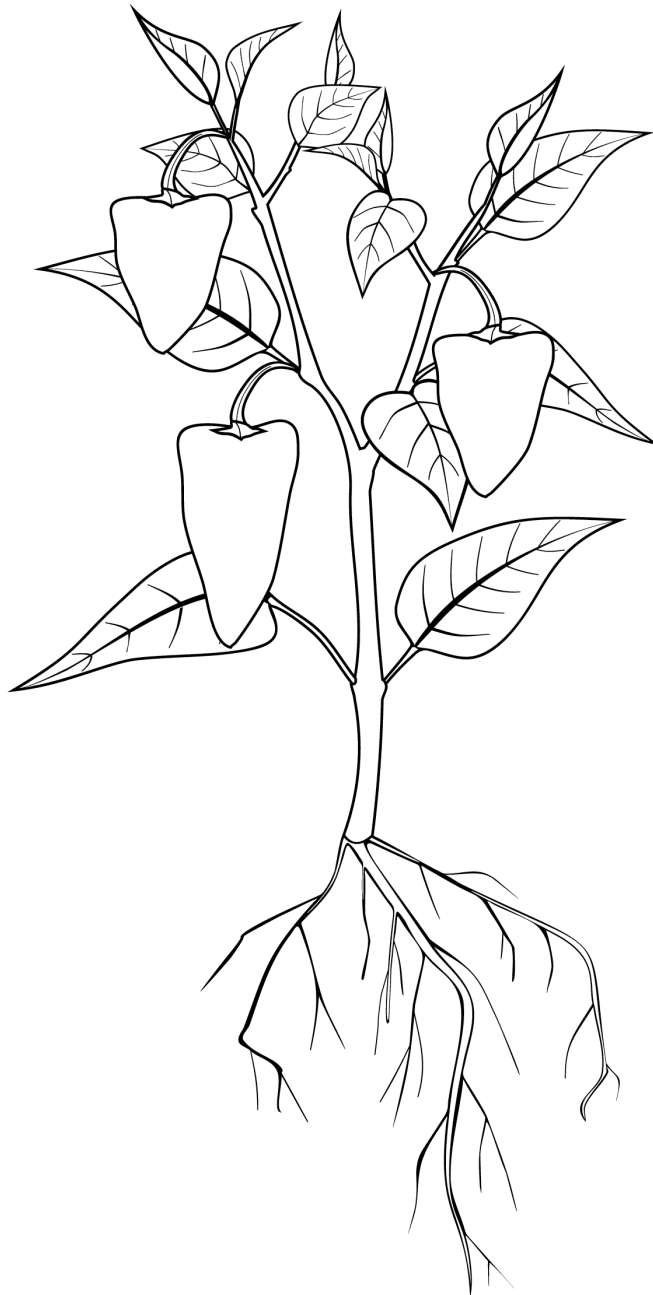
Name: _____

Handout 24A: Sequence Cards



Name: _____

Handout 24A: Sequence Cards



Name: _____

Handout 26A: Shared Narrative Response to the Problem

Directions: Write the sentences created by the class on the lines at the bottom of the page. Draw an illustration to support the sentence.


































Response to the problem

Name: _____





























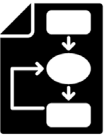






Handout 31A: End-of-Module Task Checklist

Directions: Circle 😊 Yes or 😐 Not Yet to answer each prompt.

Reading Comprehension	Self	Peer	Teacher
 I draw and write about a problem.	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet
 I draw and write about a response to the problem.	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet
 I draw and write about a resolution.	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet	😊 Yes 😐 Not Yet

Structure	Self		Peer		Teacher	
 <p>I answer all the prompts.</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>
 <p>I tell a story.</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>
 <p>I tell the events in order.</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>
 <p>I tell what I think about the story</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>	 <p>Yes</p>	 <p>Not Yet</p>

Name:

Conventions	Self	Peer	Teacher
 I write with all the letters I know.	 Yes  Not Yet	 Yes  Not Yet	 Yes  Not Yet
 I use an Alphabet Strip to write more letters	 Yes  Not Yet	 Yes  Not Yet	 Yes  Not Yet
 I use the texts to write words.	 Yes  Not Yet	 Yes  Not Yet	 Yes  Not Yet
Research	Self	Peer	Teacher
 I use the texts to get ideas.	 Yes  Not Yet	 Yes  Not Yet	 Yes  Not Yet
Writing Process	Self	Peer	Teacher
 I plan my sentence first.	 Yes  Not Yet	 Yes  Not Yet	 Yes  Not Yet

Volume of Reading Reflection Questions

Once Upon a Farm, Kindergarten, Module 2

Student Name: _____

Text: _____

Author: _____

Topic: _____

Genre/Type of Book: _____

Share what you know about life on a farm after reading your book. Draw a picture or tell your teacher your answer to each question.

Informational Text

1. Wonder: What do you notice about farms on the front and back cover of the book? What might you learn in the book?

2. **Organize:** What important things happen on a farm? Point to the key details that you noticed.

3. **Reveal:** What do the illustrations in this book teach you about farms? Point to a picture in the book and explain what you learned from looking closely.

4. **Distill:** Do you think the author and illustrator of this book liked farms? Why or why not?

5. **Know:** What new information do you now know about farms or farm animals? Share the new information that you learned.

6. **Vocabulary:** What are three words that you can use to describe life on a farm? Chose one word and draw a picture that shows how this word describes life on a farm.

Literary Text

1. **Wonder:** What are you wondering about this story?

2. **Organize:** What happened in this story? Draw a picture of one thing that happened.

Name:

3. **Reveal:** What do the events in the story show you about what happens on a farm?

4. **Distill:** Did any of the characters in this story learn a lesson? What lesson did they learn?

5. **Know:** What have you learned about farm life by reading this book?

6. **Vocabulary:** What are three words that you can use to describe a farm setting? Choose one word and draw a picture that shows how this word describes a farm.

WIT & WISDOM PARENT TIP SHEET

WHAT IS MY KINDERGARTEN STUDENT LEARNING IN MODULE 2?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Five Senses

Module 2: Once Upon a Farm

Module 3: America, Then and Now

Module 4: The Continents

In this second module, *Once Upon a Farm*, we will study life on the farm. As we explore the familiar and vibrant farm, we ask the question: *What makes a great story?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Informational)

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

Picture Books (Literary)

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

OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *American Gothic*, Grant Wood
- *The Cornell Farm*, Edward Hicks

OUR CLASS WILL ASK THESE QUESTIONS:

- What is true about real farm animals?
- How do authors create settings?
- How do authors create characters?
- How do authors create problems and resolutions?
- How do authors sequence events?
- What makes a good story?

QUESTIONS TO ASK AT HOME:

As you read with your Kindergarten student, ask:

- *What's happening?*
- *What does a closer look at words and illustrations reveal about this text's deeper meaning?*

BOOKS TO READ AT HOME:

- *On the Farm*, David Elliott
- *Giggle Giggle, Quack*, Doreen Cronin
- *The Little Red Hen*, Paul Galdone
- *The Three Little Pigs*, James Marshall
- *Farm*, Elisha Cooper
- *The Little Red Hen*, Diane Muldrow
- *Color Farm*, Lois Ehlert
- *Fantastic Farm Machines*, Cris Peterson
- *Big Red Barn*, Margaret Wise Brown
- *Seed, Soil, Sun: Earth's Recipe for Food*, Cris Peterson

PLACES YOU CAN VISIT TO TALK ABOUT THE FARM:

Visit a zoo or local farm together. Ask:

- *What do you notice and wonder about the animals?*
- *How is life on this farm different from or similar to our lives?*
- *Why do you think so many people tell stories set on the farm?*

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ONCE UPON A FARM Great stories often take people and places we know and help us see them anew. Or, they can help make new things more familiar. In this module, you'll explore familiar, new, and fantasy worlds while reading books like *The Year at Maple Hill Farm* and *The Three Little Pigs*.

MORE MEANINGFUL ENGLISH To organize your understanding of the events in a text, you will ask *What's happening?* and *What does a closer look at words and illustrations reveal about a text's deeper meaning?* You'll ask these questions while exploring texts like *The Three Billy Goats Gruff* and *Farm Animals*—texts full of new and valuable knowledge.



ON THE COVER

American Gothic (1930)

Grant Wood, American, 1891–1942

Oil on Beaverboard

Art Institute of Chicago

GRADE K MODULES

1. *The Five Senses*

2. *Once Upon a Farm*

3. *America, Then and Now*

4. *The Continents*

GREAT MINDS A group of education leaders founded the nonprofit Great Minds in 2007 to define and encourage knowledge-rich comprehensive education for all American schoolchildren. In pursuit of that mission, Great Minds brings schoolteachers together in collaboration with scholars to craft exemplary instructional materials and share them with the field. Great Minds' *Eureka Math™* is the only comprehensive math curriculum aligned to the new standards at every grade.

**WIT &
WISDOM™**

Grade K | Module 2

Learn more at GreatMinds.org

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