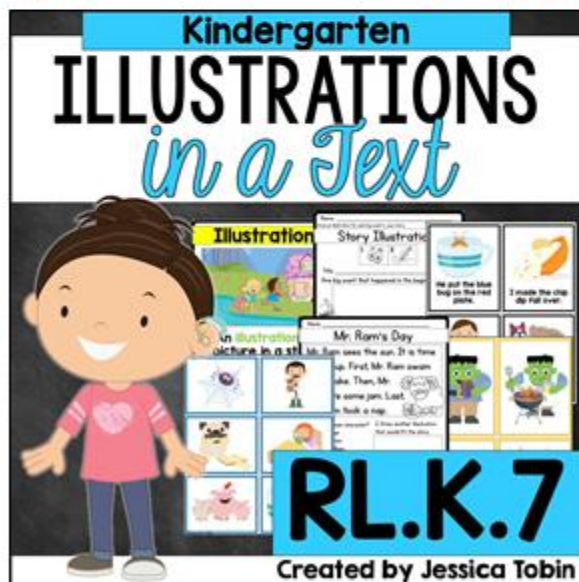


RL.K.7

This ELA unit provides resources to use while teaching the standard **RL.K.7**, which states that students will be able to...

"With prompting and support, describe the relationship between illustrations and the story in which they appear."



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Small Group Activities

- These hands-on centers and activities are to be used during small group. The content is to be read aloud to students and guided through the steps in the activities.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

Illustrations

Suggested Read A

Kindergarten FOCUS WORDLESS BOOKS

Pancakes for Breakfast by: Tomie dePaola	Flots by: David
The Snowman by: Raymond Briggs	Jour by: Aaron
Mr. Wuffles by: David Wiesner	Ch by: Bill T
Good Night, Gorilla by: Peggy Rathbone	Have You Duck

-An illustration picture in a story
-It is drawn by the author

My Wordless Book

Name: _____

Title: _____

Author: _____

Illustrator: _____

One big event that happened in the story is _____

RL.K.7- Lesson

I can describe the relationship between illustrations and the story.

With prompting and support, describe the relationship between illustrations and the story in which they appear in a story.

Mini-Lesson 2 Focus: Relationship between illustration and story.

Activities to Teach:

Step 1: Teacher will read a fictional text from the classroom library. Throughout the book, the teacher will have students ask and answer questions about the illustrations, asking what they see on the page and if it matches what the author wrote on the page.

Step 2: Students will participate in a Mix-and-Match activity. The teacher will display a picture and read the sentence. Students will mix up around the room and pair up with a new partner, and share if the illustration matches the sentence or if it does not.

The little boy uses drumsticks to beat on the drum.

The boy climbed the tall tree all by himself.

The two girls _____

There were a lot of kids and animals in the meadow.

The lazy dog sits in a blue chair and plays a phone game.

The Little Red

RL.K.7- Lesson 3

I can describe the relationship between illustrations and the story.

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what is in a story an illustration depicts).

Mini-Lesson 3 Focus: Using Text to Determine Illustrations

Activities to Teach:

Step 1: Teacher will read a passage aloud. While reading the passage, the students will listen along and visualize the story in their minds.

Step 2: After the story is read aloud, students will be grouped into groups of 2 or 3. The groups will be in charge of putting the story cards in order of sequence. After the students put the story cards in order, the teacher will read the passage. Students will listen, self-checking their picture cards' sequence.

Step 3: Teacher will choose a short read aloud from the classroom library. He or she will read this quick-read aloud to the class, but will not show any of the pictures while reading. Only the words will be read. Students will visualize while they listen to the story. Then, they will show the three biggest events on their paper from the story. The teacher will read the story to let the students self-assess their illustrations.

Frank

Frank was a green monster. He loved to eat with his pals. All of his pals were gone though. They were busy with other monster activities. So, Frank was all alone. Since Frank was so lonely, he thought maybe a chocolate bar would help him feel better. Frank ran out to his front porch and ate a delicious chocolate bar all by himself. He smiled. He ate this bar. About five minutes later Frank realized that chocolate bar was not enough. He wanted more food. So Frank lit his grill and began to make some burgers. As Frank grilled, he slipped on some sou yellow lemonade. This was fun for a while. Frank realized he was still bored. He thought of ideas to do while he ate his burgers. Frank finally thought of some. He decided he wanted to drive to see his friends. He wanted to see if his pals were done. He hopped in his red car and drove down the long road towards their house. When Frank got to his pals' houses, they all waiting for him. They invited him to the stars together. He looked at all the twinkling stars with his best pals. Today was a good day, Frank thought, as he smiled and wished upon a few more stars.

My Illustrations

Name: _____

Title: _____

One big event that happened in the beginning is _____

One big event that happened in the middle is _____

One big event that happened at the end is _____

Kindergarten Reading: Literature Lesson

I can describe the relationship between illustrations and the story in which they appear in a story.

Activities to Teach:

Step 1: Teacher will create a story about illustrations. Students will participate in the creation of the story through teaching questioning, display mini poster, and discuss.

Step 2: Teacher will gather books. He or she will choose a story to read aloud.

Step 1: Teacher will create a story about illustrations. Students will participate in the creation of the story through teaching questioning, display mini poster, and discuss.

Step 2: Teacher will gather books. He or she will choose a story to read aloud.

The cat can nap.

My dog will dig a hole.

I got my pet all wet.

The tot hit the pot a lot.

A kid with the red cap can snap.

The bug and pug nap in the rug.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.

The collage features several educational worksheets and graphic organizers:

- Mr. Ram's Day**: A passage about Mr. Ram's activities, including getting up, seeing the sun, and eating something.
- Dog's Bath**: A passage about a dog named Dug who got mud on its fur and needed a bath.
- I Can Bake**: A passage about helping Dad make a cake, including mixing, putting it in the oven, and icing it.
- I Need a Nap**: A passage about a boy who did a lot of things today and needed a nap.
- Will**: A passage about a boy named Will who has a ship and is sad about something.
- Illustrations**: Worksheets with two columns for drawing and writing. One example shows a cat and a rat napping.
- Story Illustrations**: Worksheets for drawing and writing about a story. One example shows a pug and a flag.
- Graphic Organizers**: A large blue banner with the text "Graphic Organizers" in white.
- Instructional Passages**: A large blue banner with the text "Instructional Passages" in white.

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You're also provided with **passages that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.**

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Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Illustrations

Circle the best picture for the sentence.

The little pug is glad.	
She has	
The rat	
The fat man has a pet rat.	
The little bug is in the little mug.	

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Will's Ship

Will has a ship. He picks up his ship. He rips the sail on his ship. He is sad about the rip. He dips his ship in the water. It is still a ship.

1. What part of the story does the illustration show?

2. What happens to his ship?

4. Which picture shows what happens first in the story?

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Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. The assessment should be read aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

Name: _____ RLK.7

Illustrations Assessment

1. Why are there illustrations in a story?

- ☐ To help the reader
- ☐ To confuse the reader
- ☐ To tell a different story


2. Which of these sentences is true?

- ☐ Illustrations do not need to match the story.
- ☐ Illustrations should match the story.
- ☐ Illustrations will never match the story.

3. Which person makes the illustrations?

- ☐ author
- ☐ illustrator
- ☐ reader


4. Circle the sentence that best fits that illustration.

 The kids were excited outside.

The kids played and had an open field all day.

The kids were scared in woods.




Hog and Dog played all day. First, they jogged. Then, they took a nap. Last, Hog and Dog hopped. Hog's hop was big. He hopped on a log in a bog.



5. What part of the story does the illustration show?

6. What does the illustration tell you about Hog's feelings?

7. Which picture shows what happens first in the story?

8. Draw another illustration that would fit the story.

Name: _____ RLK.7

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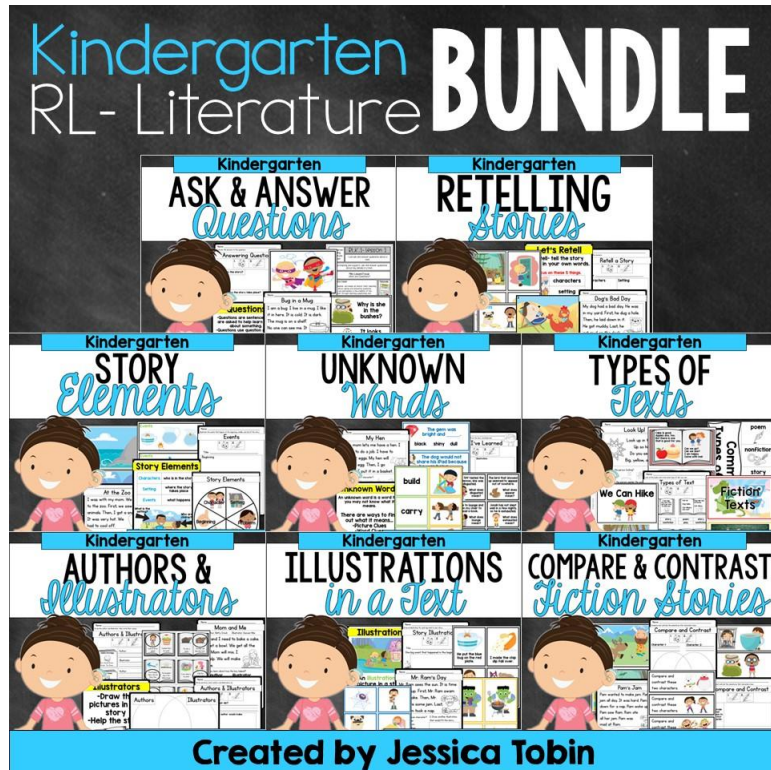
8. Draw another illustration that would fit the story.

Drawings will vary.
Accept...
-playing
-jogging
-napping
-hopping

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



Kindergarten BUNDLE
RL- Literature

This bundle includes 10 resources for Kindergarten Literature:

- Kindergarten ASK & ANSWER Questions
- Kindergarten RETELLING Stories
- Kindergarten STORY Elements
- Kindergarten UNKNOWN Words
- Kindergarten TYPES OF Texts
- Kindergarten AUTHORS & Illustrators
- Kindergarten ILLUSTRATIONS in a Text
- Kindergarten COMPARE & CONTRAST Fiction Stories

Created by Jessica Tobin

-or-

All 6 ELA Domains



ALL-YEAR ELA Kindergarten

This bundle includes 10 resources for Kindergarten ELA:

- Kindergarten Common Core WRITING BUNDLE
- Kindergarten FOUNDATIONAL SKILLS RF.K BUNDLE
- Kindergarten BUNDLE RI- Informational
- Kindergarten BUNDLE RL- Literature
- Kindergarten BUNDLE L- Language

Created by Jessica Tobin