

Tell It Again!™ Read-Aloud Anthology





Colonial Towns and Townspeople

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Colonial Towns and Townspeople

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Colonial Towns and Townspeople

Lesson

	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history	✓									
Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores	✓									
List similarities and differences between modern family life and colonial family life	✓									
Identify reasons why people who lived in the country traveled to town	✓	✓							✓	
Describe some features of colonial towns, such as a town square, shops, and adjacent buildings		✓								
Explain that tradespeople have an occupation and expertise in a particular job		✓								
Name the different kinds of tradespeople found in a colonial town		✓								✓
Describe the different kinds of tradespeople in a colonial town			✓	✓	✓	✓	✓	✓	✓	✓
Identify, and associate with the appropriate trade, the tools used by colonial tradespeople			✓	✓	✓	✓	✓	✓	✓	
Identify original plant or animal products needed to make flour and cloth			✓	✓						
Explain how the tradespeople in colonial towns saved farming families time and effort			✓	✓	✓					
Describe the process of making cloth from cotton, flax, or wool				✓						
Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake”				✓						
Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person					✓					

Alignment Chart for Colonial Towns and Townspeople

Lesson

	1	2	3	4	5	6	7	8	9	10
Explain the essential role of the blacksmith in making tools for other tradespeople								✓		
Explain the necessity of heating objects before the blacksmith can shape them									✓	

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.2	With prompting and support, retell familiar stories, including key details.										
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details								✓	✓	
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.										
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud						✓			✓	✓
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).										
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓			✓	✓



Reading Standards for Informational Text: Kindergarten

Key Ideas and Details

STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud						✓				
CKLA Goal(s)	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships						✓				


**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

Colonial Towns and Townspeople		1	2	3	4	5	6	7	8	9	10
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.										
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud			✓	✓						
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.										
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		✓			✓	✓	✓	✓		
Craft and Structure											
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions										
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.										
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text		✓								
Integration of Knowledge and Ideas											
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).										
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud										
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).										
CCKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓	✓			✓	✓	✓	✓		










**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

Alignment Chart for Colonial Towns and Townspeople		1	2	3	4	5	6	7	8	9	10
Range of Reading and Level of Text Complexity											
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.										
CKLA GOAL	Actively engage in nonfiction/informational read-alouds										
Writing Standards: Kindergarten											
Text Types and Purposes											
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓		✓							✓
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened			✓							
Production and Distribution of Writing											
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.										
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed										✓
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓	✓	✓	✓	✓			✓

**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

		1	2	3	4	5	6	7	8	9	10
Speaking and Listening Standards: Kindergarten											
Comprehension and Collaboration											
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.										
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)										
STD SL.K.1b	Continue a conversation through multiple exchanges.										
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age										
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.										
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud										
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, and/or classroom routines										
Presentation of Knowledge and Ideas											
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail										
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.										
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail										
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly										

**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

		1	2	3	4	5	6	7	8	9	10
Language Standards: Kindergarten											
Conventions of Standard English											
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
STD L.K.1b	Use frequently occurring nouns and verbs.										
CKLA Goal(s)L	Use frequently occurring nouns and verbs in oral language										
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).										
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>								✓		
STD L.K.1f	Produce and expand complete sentences in shared language										
CKLA Goal(s)	Answer questions orally in complete sentences										
	Produce and expand complete sentences in shared language										
Vocabulary Acquisition and Use											
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).										
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)		✓						✓		
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.										
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).										
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		✓							✓	
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)										

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9	10
STD L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.										
CKLA Goal(s)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings										✓
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts						✓				
	Learn the meaning of common sayings and phrases							✓			
Additional CKLA Goals											
	Listen to a variety of texts, including nonfiction/informational text						✓				
	Prior to listening to a read-aloud, identify orally what they know and have learned that may be related to the specific story or topic to be read aloud						✓				
	Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events	✓	✓	✓	✓	✓	✓	✓			✓
	Discuss personal responses to a given topic and connect those to the read-aloud	✓				✓	✓	✓			✓
	Prior to or while listening to a read-aloud, orally predict what will happen based on text heard thus far, and then compare the actual outcome to the prediction			✓			✓		✓		
	Distinguish fantasy from realistic text						✓				✓
	Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading						✓				



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Colonial Towns and Townspeople

This introduction includes the necessary background information to be used in teaching the *Colonial Towns and Townspeople* domain. *The Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One						
Day 1	#	Day 2	Day 3	# 10	Day 4	Day 5#
Lesson 1A: “The Country Family” (35 min.)		Lesson 2A: “A Trip to Town” (35 min.)	Lesson 3A: “The Bread Makers: Millers and Bakers” (35 min.)		Lesson 4A: “The Cloth Makers: Spinners and Weavers” (35 min.)	Lesson 5A: “Dressmakers, Tailors, Hatters, and Cobblers” (35 min.)
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.		50 min.	50 min.		50 min.	50 min.

Week Two				
Day 6	Day 7 # 10	Day 8 #	Day 9 #	Day 10
Lesson 6A: “The Elves and the Shoemaker” (35 min.)	Pausing Point	Lesson 7A: “The House Builders: Bricklayers, Masons, and Carpenters” (35 min.)	Lesson 8A: “The Blacksmith” (35 min.)	Lesson 9A: “The Little Gray Pony” (35 min.)
Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	Day 12	Day 13 ¹⁰	Day 14
Lesson 10A: “Stone Soup” (35 min.)	Domain Review	Domain Assessment	Culminating Activities
Lesson 10B: Extensions (15 min.)			
50 min.	50 min.	50 min.	50 min.

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book* for *Colonial Towns and Townspeople*
- *Tell It Again! Image Cards* for *Colonial Towns and Townspeople*
- *Tell It Again! Supplemental Guide* for *Colonial Towns and Townspeople*
- *Tell It Again! Multiple Meaning Word Posters* for *Colonial Towns and Townspeople*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Colonial Towns and Townspeople Are Important

This domain will continue students’ journey as they learn more about the early history of our country. Students already know that the Pilgrims came to America from England, seeking religious freedom from read-alouds in *Columbus* and *the Pilgrims* domains. The setting for *Colonial Towns and Townspeople* is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students’ own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.

Core Vocabulary for Colonial Towns and Townspeople

The following list contains all of the core vocabulary words in *Colonial Towns and Townspeople* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 7
apprentice	garments	chisel
churn	loom	mason
country	spindles	mortar
trade	spinners	patiently
tradesperson	weavers	trowel
weave	Lesson 5	Lesson 8
Lesson 2	breeches	essential
bartered	fabric	forge
blacksmith	fastened	horseshoes
cobbler	measure	metal
everyday	patterns	Lesson 9
rare	Lesson 6	coal
tailor	attractive	downcast
Lesson 3	elves	haste
customers	poor	merry
grindstones	rich	miner
kneaded	thrilled	Lesson 10
miller		grocer
yeast		peered
		spirits
		sympathy

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ⇄.

Recommended Resources for Colonial Towns and Townspeople

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Fiction

1. *Charlie Needs a Cloak*, by Tomie dePaola (Aladdin, 1982) ISBN 978-0671664671
2. *The Elves and the Shoemaker*, by Jim LaMarche (Chronicle Books, 2003) ISBN 978-0811834773

3. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
4. *A Horse's Tale: A Colonial Williamsburg Adventure*, by Susan Lubner and illustrated by Margie Moore (Abrams Books for Young Readers, 2008) ISBN 978-0810994904
5. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
6. *Stone Soup*, by Marcia Brown (Aladdin, 2005) ISBN 978-0689878367
7. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864

Nonfiction

8. *Clothes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234908
9. *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes (American Kids in History Series)*, by David C. King (Jossey Bass, 1998) ISBN 978-0471161684
10. *Colonial Families*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313563
11. *Colonial Farms*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313587
12. *Colonial Homes*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1934670989
13. *Colonial Jobs*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313198
14. *Colonial Kids: An Activity Guide to Life in the New World*, by Laurie Carlson (Paw Prints, 2008) ISBN 978-1435260931
15. *Colonial Life*, by Bobbie Kalman (Crabtree Publishing, 1992) ISBN 978-0865055117
16. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2001) ISBN 978-0516271941
17. *Colonial Times from A to Z*, by Bobbie Kalman (Crabtree Publishing, 1997) ISBN 978-0865054073

18. *Colonial Towns*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313600
19. *Explore Colonial America! 25 Great Projects, Activities, Experiments (Explore Your World series)*, by Verna Fisher and illustrated by Bryan Stone (Nomad Press, 2009) ISBN 978-1934670378
20. *Food in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234915
21. *Fun and Games in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234922
22. *The Home (Colonial American Crafts)*, by Judith Hoffman Corwin (Scholastic Library Publishing, 1989) ISBN 978-0531107133
23. *Homes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234939
24. *If You Lived in Colonial Times*, by Ann McGovern and illustrated by June Otani (Scholastic, 1992) ISBN 978-0590451604
25. *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner and illustrated by Jennie Williams (Scholastic, 2000) ISBN 978-0590929226
26. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973
27. *The New Americans: Colonial Times: 1620-1689 (American Story)*, by Betsy Maestro and illustrated by Giulio Maestro (HarperCollins, 2004) ISBN 978-0060575724
28. *Work in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234953

Websites and Other Resources

Student Resources

1. Williamsburg for Kids
<http://www.history.org/kids>
2. Water Mill Museum
<http://watermillmuseum.org>

Teacher Resources

3. Colonial Life
<http://www.ssdsbergen.org/Colonial/life.htm>
4. Tradespeople
<http://www.pocanticohills.org/tradesmen/trades.htm>
5. Colonial Photos
<http://www.mohicanpress.com/mo08020.html>