

Reading Comprehension: Module 2 Essential Question – What makes a good story?

October 15–19, 2018

Reading Goals

- Retell familiar stories, describing major events in the order that they occur. ([RL.K.2](#))
- Describe stories' characters, setting, and major events, including problem, responses to the problem, and resolution. ([RL.K.3](#))
- Compare and contrast the experiences of characters in familiar stories. ([RL.K.9](#))

CORE TEXTS

Picture Books (Informational)

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

Picture Books (Literary)

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

SUPPLEMENTARY TEXTS

Paintings

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

Poem

- "Morning Is Come"

Song

- "Old MacDonald Had a Farm"

Videos

- "Making Bread"
- "Seasons Song"

Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. ([W.K.2](#))
- Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. ([W.K.3](#))
- Use digital recording to produce and publish writing, including in collaboration with peers. ([W.K.6](#))
- Collect evidence from the texts and use it support responses to a prompt. ([W.K.8](#))

SIGHT WORDS:

is
it
can

LETTER SOUNDS:

v
z
p
e

Speaking & Listening Goals

- Speak clearly and audibly with a strong voice. ([SL.K.6](#))
- Demonstrate active listening by engaging in conversations and reacting to the responses of peers. ([SL.K.6](#))

Language Goals

- Produce and expand sentences using frequently occurring nouns and verbs as well as prepositions. ([L.K.1.e](#), [L.K.1.f](#))
- Write the letters that represent most phonemes, and apply them to their own writing and drawing. ([L.K.1.a](#), [L.K.2.c](#), [L.K.2.d](#))
- Expand understanding of word meanings through discussion, real-life connections, and sorting common objects into categories. ([L.K.5.a](#), [L.K.5.c](#))

Focus Skills

- Authors of informational texts teach us about real life through their books.
- Authors of narrative texts use their imaginations to tell fictional stories that entertain and teach us.
- In real life, farm animals live on farms and help people in different ways.
- Life on a farm and the animals' behavior change with the seasons.
- Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.

FQ: How do authors create a setting?	Monday (10.15)	Tuesday (10.16)	Wednesday (10.17)	Thursday (10.18)	Friday (10.19)
Morning Message	Teacher will read <i>Malala's Magic Pencil</i> and relate it to the flag they are making for Arts Integration Night.	Students will work together to create a flag that represents our class using a rubric that has been pre-determined.	Seasons of the Year song <i>Fluency Reading:</i> Here We Go (Oh Oh!) Seasons of the year	Seasons of the Year song <i>Fluency Reading:</i> Add -Here comes the spring Here comes the summer	Seasons of the Year song <i>Fluency Reading:</i> Add - Here comes the fall Here comes the winter
Reading Goal	I will tell the essential meaning of <i>Farm Animals</i> .	I will ask questions about what I hear and see in <i>The Year at Maple Hill Farm</i> .	I will identify the main topic and important details in a book.	I will identify the main topic and important details in a book.	I will tell what I notice and wonder about <i>The Cornell Farm</i> by Edward Hicks.
Reading Lesson	<p>Lesson 5/6 What is the essential meaning of the text? Why did the author write this book and what did he or she hope to teach us?</p> <p>Students will look closely at words and pictures in the text to see how they portray the essential meaning to readers.</p> <p>The teacher will remind students that rereading a text several times is a great way to learn more about a topic and really understand and enjoy a book.</p> <p>Teacher will re-read the poem at the beginning of the book and ask students questions about the author's intended audience to help them understand WHO he is writing to.</p> <p>Students will look once again at an information/fictional text anchor chart and discuss which category they think <i>Farm Animals</i> falls into and WHY.</p> <p>Teacher and students will go through each animal mentioned in the beginning page of the text and determine WHY the author writes each part out the way he does and HOW those animals help us. Are they needs or are they things we want?</p> <p>Students will TPS the essential meaning of the text, telling why they think the author wants us to learn about real farm animals.</p>	<p>Lesson 7 What do you notice and wonder about <i>The Year at Maple Hill Farm</i>? Teacher will introduce the concept of setting by asking students to think about how they would feel and act in various environments. -playing on a hot, sunny beach -walking outside during a cold and windy snowstorm -looking out the window on a very dark night -watching out the window as you wait for a friend to walk to your door. Teacher will explain that how a person acts and feels will change depending on when something is happening and where they are. Explain that in a book, movie or play the where and when has a special word to describe it: setting. Students will learn about settings in this module and how they help to tell a story. Remind students they read a book that told them real information and helped them learn about farm animals and how they help us. Explain that they will learn more about this topic through another book. Read title and ask students what they think the setting of the story will be. Students will have a chance to ask any questions they have about farms before the teacher reads the book for the first time. Students should keep these wonders in their heads for the duration of the reading of the story and see if their questions get answered or if they come up with more questions. As the teacher reads, she will focus ONLY on the headings at the tops of the pages, adding more text as students are able to understand the content. See manual for more specifics on which parts of text to read. After T reads she will ask if animals changed or if they stayed the same throughout the story. Students will focus on pp 2-3 and describe their observations of what they see on these pages to a partner. Students will then use question cubes to come up with questions to ask about the text in small groups. Share questions and add to Wonder chart for <i>The Year at Maple Hill Farm</i>.</p>	<p>Lesson 8 What is happening in the text? The teacher will read the title of the book again, focusing on the process of a year (divided up into 12 months and relating the pictures on the front cover to each month). Students may recite the names of the months of the year as teacher points to each picture. Students relate the picture for October to what would be happening NOW on the farm. Teacher reminds class that MAIN TOPIC is what the big picture of the book is - what is the author trying to teach the readers. As the teacher reads the text and questions students about their comprehension of the text, students will collect information on a sticky note about winter and spring to be added to an anchor chart. Teacher will add information collected to the anchor chart with pictures for each. Students will choose one detail added to the anchor chart to briefly act out in a small group. Teacher will then model how to use the anchor chart with information gathered to help with speaking and writing. Teacher will model how to create a sentence using more details to expand the sentence. Students will choose the detail they acted out to create a sentence, telling the information to a small group.</p>	<p>Lesson 9 What is happening in the text? The teacher will review anchor chart from previous lesson and ask students to tell something about each season as a quick review. Teacher reminds class that the MAIN TOPIC of each page is what is happening in each season on the farm. As the teacher reads the text and questions students about their comprehension of the text, students will collect information on a sticky note about summer and fall to be added to an anchor chart. Teacher will add information collected to the anchor chart with pictures for each. Students will choose one detail added to the anchor chart to briefly act out in a small group. Students will then work to identify the setting of the text by using the information they've gathered about each season to help them. Teacher will then model how to use the anchor chart with information gathered to help with speaking and writing. Teacher will model how to create a sentence using more details to expand the sentence. Students will choose the detail they acted out to create a sentence, telling the information to a small group.</p>	<p>Lesson 9 continued Students will look at the painting <i>The Cornell Farm</i> by Edward Hicks and discuss what they see and what they wonder about the painting. Students will share their observations and wonders with a partner. Students create a tableau to show what they think is happening in the painting.</p> <h1 style="text-align: center;">Library Day</h1>

Writing Goal	I will expand my sentences to tell more about information from the book.	I will write to tell what I notice in <i>The Year at Maple Hill Farm</i> .	I will write to tell what happened in <i>A Year at Maple Hill Farm</i> .	I will explore expanding sentences to tell more about a text.	Library Day
Writing Lesson	<p style="text-align: center;">FQT:</p> <p>Students will write to tell what they learned about an animal from the book. They will draw a picture adding details and use the sentence organizer to make a sentence about an animal to write.</p> <p>3 students will share their work with the class, reading aloud to everyone the sentence they wrote.</p>	<p>Students help create an anchor chart for seasons of the year, based on what they noticed in the book.</p> <p>Students will write to tell what they noticed about January on pages 2–3 in the text. Each student should include details in their pictures and words to match.</p>	<p>Students will watch as the teacher models how to use the anchor chart and sentence creator strategy to make a detailed sentence for journaling.</p> <p>Students write the sentence they told a partner on the carpet, adding details to make it longer if able.</p> <p>Students must have a picture with details that matches the text they wrote.</p>	<p>Students will watch as the teacher models how to use the anchor chart and sentence creator strategy to make a detailed sentence for journaling.</p> <p>Students write the sentence they told a partner on the carpet, adding details to make it longer if able.</p> <p>Students must have a picture with details that matches the text they wrote.</p>	Library Day
Phonics Goal	I will tell the sounds in words.	I will tell the sounds in words.	I will tell the sounds in words.	I will tell the sounds in words.	I will tell the sounds in words.
Skills Strand: Phonics Lesson	<p>Unit 4 Lesson 5</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy.</p> <p>Students will practice reading new words with their letter sounds they've learned.</p> <p>Sight word it</p>	<p>Unit 4 Lesson 6</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy. Students will learn the new sound /v/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Sight word is</p>	<p>Unit 4 Lesson 7</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy. Students will learn the new sound /z/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Sight word can</p>	<p>Unit 4 Lesson 8</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy. Students will learn the new sound /p/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Review all sight words.</p>	<p>Unit 4 Lesson 9</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy. Students will learn the new sound /e/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Review all sight words.</p> <p>Assess letter sounds n, h, s, f</p>