

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

October 22–26, 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:

review

LETTER SOUNDS:

review

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 (10.22)	Tuesday (10.23)	Wednesday (10.24)	Thursday (10.25)	Friday (10.26)																								
Morning Message	p. 154 in W&W Observe the use of color in <i>The Cornell Farm</i>	p. 167 in W&W Explore the essential meaning of <i>The Cornell Farm</i>	Old MacDonald Had a Farm Fluency reading	Old MacDonald Had a Farm Fluency reading	Old MacDonald Had a Farm Fluency reading																								
Reading Goal	I will explore the relationship of words and illustrations in a text.	I will determine the essential meaning of the text by using pictures and words to help.	I will identify the characters in the text.	I will identify the setting in the text.	I will tell what I notice and wonder about <i>American Gothic</i> .																								
Reading Lesson	<p>Lesson 10 <i>How do the illustrations and words reveal what happens in the seasons at Maple Hill Farm?</i> Teacher will explain that animals on a farm use the weather to tell which season it is. Students will use the pictures and text to help them understand what animals do in each of the seasons on Maple Hill Farm.</p> <p>Teacher will reinforce the meaning of setting from previous lessons. Students will use the pictures and words on the evidence chart they collected in previous lessons and they will act out what animals do on a farm and again in specifically the winter. Teacher will question students to have them reveal their understanding of how the two are different (one specific to winter only).</p> <p>Students and teacher will go through text, focusing on pages 2-3 and 28-29 to add to the anchor chart, showing what animals do specifically in winter; 6-11 reading specific excerpts focusing on spring; 12-19 focusing on summer and 20-27 for the fall.</p> <table border="1" data-bbox="241 906 575 1315"> <thead> <tr> <th>Winter</th> <th>Spring</th> <th>Summer</th> <th>Autumn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sheep cuddle outside. Horses run and aren't cold. Cows stay in the barn. Chickens stay in the barn. Animals eat hay and grains. Animals stay warm inside.</td> <td>Horses sleep on the grass. Horses eat the grass. Cow has a baby. Horse has a baby. Sheep has a baby. Goat has a baby. Hen lays eggs. Birds lay lots of eggs. Dogs and sheep get haircuts. Chickens lose their feathers.</td> <td>Horses, sheep, cows, goats, geese eat grass. Chickens eat bugs. Ducks swim. Cats hunt. Animals enjoy the grass. Goats eat the flowers. The animals are quiet at night. The horses don't like the flies. Pigs sleep in the mud. Animals sleep outside. Animals like to be outside.</td> <td>Chickens go inside. Horses look for apples. Sheep stay in barn. Horses get new shoes. Horses kick and run. Animals get medicine. Birds sit in the trees. Some animals leave the farm.</td> </tr> </tbody> </table> <p>Students will practice expanding a sentence by telling a classmate something they learned about one of the animals in a specific season.</p> <p>Example: Cats hunt in summer.</p>	Winter	Spring	Summer	Autumn					Sheep cuddle outside. Horses run and aren't cold. Cows stay in the barn. Chickens stay in the barn. Animals eat hay and grains. Animals stay warm inside.	Horses sleep on the grass. Horses eat the grass. Cow has a baby. Horse has a baby. 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Tell students that they will need to use their best thinking to put clues together in the story to find the essential meaning.</p> <p>Students will work together with the text to find clues about the essential meaning.</p> <p>Teacher will re-read the text, having students follow along in their texts. Teacher will follow the read with these questions: Students TPS.</p> <ul style="list-style-type: none"> -How does the farm change throughout the year? -How might your senses make you aware that fall is ending and winter is coming? -How does the author and illustrator show us how these two page spreads are similar? -What might the authors be showing us by ending the book with the same season and words they started with? -What is an essential meaning of the text? What are the authors teaching us? <p>FQT: Students share what happens in each season with a partner – including the weather they would have during each particular season and how the animals behave during that season.</p> <p>Students will use pictures to show mastery of knowledge of seasons and weather.</p> <p>After FQT: Students will describe seasons with opposites. Opposites used will be: Cold/hot Gray/colorful Lazy/active Loud/quiet Dark/bright Dry/wet</p> <p>Students play matching game to find their opposite in small groups</p>	<p>Lesson 13 <i>What is happening in The Three Little Pigs?</i> Teacher begins by playing story elements song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will remind students that characters are people or animals in the story – WHO the story is about. Class will review characters from other stories (David, alphabet letters, CJ, etc).</p> <p>Students will share who the characters are in this story.</p> <p>Teacher explains the reason for characters in a story and tell that the characters make the story interesting.</p> <p>Students do a picture walk with partner to discuss characters in the text. Together an anchor chart is created to include all characters in the story.</p>  <p>Teacher reads text and asks questions throughout: -What happened at the beginning? What was the mother's advice? -What did the first pig use to build his house? What happened to the house? -What did the second pig use to build his house? What happened to the house? -What did the third pig use to build his house? What happened to the house?</p> <p>Students act out the answer to each question.</p>	<p>Lesson 14 <i>What is happening in The Three Little Pigs?</i> Teacher begins by playing story elements song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will remind students that the setting tells WHEN and WHERE the story is happening. Review settings in <i>Maple Hill</i>.</p> <p>Students will focus on identifying the setting in the story <i>The Three Little Pigs</i> with a partner. Teacher will read while students follow along, discussing the setting on each page with a partner.</p> <p>Together, students and teacher will add settings on an anchor chart.</p> <table border="1" data-bbox="1331 737 1661 873"> <thead> <tr> <th>Characters</th> <th>Setting</th> </tr> </thead> <tbody> <tr> <td>Mother Pig</td> <td>Mother Pig's house</td> </tr> <tr> <td>First little pig</td> <td>Straw house</td> </tr> <tr> <td>Second little pig</td> <td>Stick house</td> </tr> <tr> <td>Third little pig</td> <td>Brick house</td> </tr> <tr> <td>Big, bad wolf</td> <td>(Drawings or pictures of houses)</td> </tr> </tbody> </table> <p>(Drawings or pictures of four pigs and a wolf)</p> <p>Students will discuss details on each page that show what the setting of the story is. They will share with one another WHO is in each place and what they're doing.</p>	Characters	Setting	Mother Pig	Mother Pig's house	First little pig	Straw house	Second little pig	Stick house	Third little pig	Brick house	Big, bad wolf	(Drawings or pictures of houses)	<p>Lesson 14 continued (p205)</p> <p>Students examine <i>American Gothic</i>. http://www.artic.edu/aic/collections/artwork/6565</p> <p>Students will discuss setting by telling what they notice in the painting. Students will share what they wonder about the painting.</p> <h1 data-bbox="1738 474 1978 529">Library Day</h1>
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Writing Goal	I will expand my sentences to tell more about information from the book.	I will tell what is happening in <i>Maple Hill</i> by adding prepositions to my sentence.	I will write to tell what happened in <i>The Three Pigs</i> .	I will write to tell the setting in <i>The Three Pigs</i> .	Library Day			
Writing Lesson	<p>Teacher will model using evidence from the text to create a sentence and expanding it to tell WHEN.</p> <div data-bbox="247 224 573 280" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Sentence Organizer</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; font-size: x-small;">Who?</td> <td style="width: 33%; text-align: center; font-size: x-small;">Did what?</td> <td style="width: 33%; text-align: center; font-size: x-small;">When?</td> </tr> </table> </div> <p>Students practice telling an expanded sentence to a neighbor. Students write to tell what they learned from the text.</p>	Who?	Did what?	When?	<p>Practicing with prepositions Teacher will explain prepositions and model how to use them in a sentence.</p> <p>Students draw a picture of something they learned from <i>Maple Hill</i> and tell what is happening in their picture by adding prepositions.</p> <p>Students will practice telling what is happening in their illustration from the text by using the words IN, ON or AT to add details to their sentence.</p>	<p>Students will use the anchor chart created to help them write about one of the characters from the story. Students will add details to show which character they are drawing. Students will write the name of their character and if they're able, they can write to tell what the character did in the story.</p>	<p>Students will use the anchor chart created to help them write about one of the settings from the story. Students will add details to show which setting they are drawing. Students will a label to tell which setting and if they're able, they can write to tell which character was in each place in the story.</p>	Library Day
Who?	Did what?	When?						
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.			
<p>Skills Strand: Phonics Lesson</p> <p><i>Assessments will be broken down into three days, but counted as one grade</i></p>	<p>Unit 4 Lesson 10</p> <p>Students will segment sounds in two and three sound words, using slinky and robot strategies.</p> <p>Students will work together to segment words teacher says and build the words with large letter cards. Students will check to make sure words are spelled correctly by re-reading the words as a class.</p> <p>Sound dictation: Teacher says sound, students write letter that correlates with sound.</p> <p>Students read phrases on the board</p>	<p>Unit 4 Lesson 11</p> <p>Students will segment sounds in two and three sound words, using slinky and robot strategies.</p> <p>Students will work together to segment words teacher says and build the words with large letter cards. Students will check to make sure words are spelled correctly by re-reading the words as a class.</p> <p>Students will read phrases and match to pictures.</p> <p>ASSESSMENT: Students will read 10 CVC words containing previously learned letters</p>	<p>Unit 4 Lesson 12</p> <p>Students will segment sounds in two and three sound words, using slinky and robot strategies.</p> <p>Teacher will introduce first big book: Pet Fun and model how to read from the big book, using pictures clues and segmenting/blending sounds to read the phrases</p> <p>Stomp and spell words using large letter cards</p> <p>Students will rainbow write letters, practicing forming letters correctly.</p>	<p>Unit 4 Lesson 13</p> <p>Students will segment sounds in two and three sound words, using slinky and robot strategies.</p> <p>Teacher will revisit first big book: Pet Fun and model how to read from the big book, using pictures clues and segmenting/blending sounds to read the phrases. Identify cover, title page and table of contents.</p> <p>Students segment words and circle letters to build word. Write word on lines and read to check. (table work during centers)</p> <p>ASSESSMENT: identify sounds of new letters, write letters and circle two pictures that start with each letter</p>	<p>Unit 4 Lesson 14</p> <p>Review sight words by writing words called out and reading books/phrases including the sight words.</p> <p>(table work: 14.2 – circle word matching pictures)</p> <p>ASSESSMENT: Sight word check It, is, can, and, to, go</p>			