

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

October 29–November 2, 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:

look

up

### LETTER SOUNDS:

b

l

r

u

## 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 characters?	Monday (10.29)	Tuesday (10.30)	Wednesday (10.31)	Thursday (11.1)	Friday (11.2)				
Morning Message	Old MacDonald Had a Farm Fluency reading	Old MacDonald Had a Farm Fluency reading	5 Little Pumpkins fluency reading/song <a href="https://www.youtube.com/watch?v=cm1qvX_LygQc">https://www.youtube.com/watch?v=cm1qvX_LygQc</a>	Old MacDonald Had a Farm Fluency reading	Old MacDonald Had a Farm Fluency reading				
Reading Goal	I will describe characters in a text.	I will explore the connection between the words and illustrations in the text.	I will identify the characters and settings in a text.	I will describe a character and tell what he or she is doing in a text.	I will tell about the characters in <i>American Gothic</i> .				
Reading Lesson	<p>Lesson 14 (continued)</p> <p><i>How do I describe characters?</i></p> <p>Students will review characters from the text. While the text is re-read, students will pay attention to the words that tell about each character. <b>Students will share with a partner which words were used to describe each character.</b></p> <p><b>These words will be added to the anchor chart</b> and students will use their masks they made to determine how each pig would act in the story.</p> <p><b>Students examine <i>American Gothic</i>.</b> <a href="http://www.artic.edu/aic/collections/artwork/6565">http://www.artic.edu/aic/collections/artwork/6565</a></p> <p>Students will discuss setting by telling what they notice in the painting. Students will share what they wonder about the painting.</p>	<p>Lesson 15</p> <p><i>What does a deeper exploration of the words and illustrations reveal about the characters in the text?</i></p> <p>Teacher starts the lesson by playing a riddle game: Teacher will describe a student without calling them by name and students must guess which student is being described.</p> <p>As teacher reads story again, students will follow along with a partner in their own books. <b>Students answer the following questions by talking with their partners.</b></p> <p>Pp 1-4 What does <i>simplest</i> mean? P 5 Why did the second pig build his house so quickly? P 6 How does making a house of bricks show that the third pig was the smartest pig of all? P 7-16 What does the wolf do to show us he is bad? How do the illustrations show us? Rest of story - How did the third pig show us that he was the smartest pig of all at the end of the story?</p> <p>Students will wear their masks they made of each character and they will act out the characters in the story to <b>a freeze dance</b>. Students should think about words that describe each character and dance the way that character would dance.</p>	<p>Halloween Stories</p> <p>Teacher will choose a story that has strong characters and settings. <b>Students will discuss the characters and settings with a partner, creating their own anchor chart with this information together.</b></p> <p>Students will do a puppet craft to show which character was their favorite.</p> <p>Materials: Paper plates Brown paper bags Construction paper in different colors and shapes Glue Markers/crayons Yarn</p> <p><b>An anchor chart with pictures and names of characters from the text will help students be successful with their puppets and writing.</b></p> <p>Students will use their puppets to act out something the character did in the story with their partner.</p>	<p>Lesson 16</p> <p><i>What is the essential meaning of The Three Little Pigs?</i></p> <p>Teacher will review <i>essential meaning</i>. Students will discuss with a partner what they think the author is trying to teach/tell the audience through this story.</p> <p>Students will then use the illustrations and masks previously created to <b>act out the character trait of their character, then they will discuss their text evidence with a partner.</b></p> <p>Students will use this to write to tell what they learned from the book about each character and include the text evidence in their writing.</p> <p>FQT</p>	<p>Lesson 15 - p222</p> <p>Students will analyze the painting and discuss how they think each character in the painting would be described. Using an anchor chart with descriptive words for both men and women, students create a sentence to share with a classmate about each character.</p> <div data-bbox="1696 472 2028 565" style="border: 1px solid black; padding: 5px;"> <p>Sample Descriptive Words Chart</p> <table border="1"> <thead> <tr> <th>Man</th> <th>Woman</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• tall</li> <li>• old</li> <li>• grumpy</li> <li>• serious</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• sad</li> <li>• thin</li> <li>• tired</li> <li>• serious</li> </ul> </td> </tr> </tbody> </table> </div> <p style="text-align: center; font-size: 2em; font-weight: bold;">Library Day</p>	Man	Woman	<ul style="list-style-type: none"> <li>• tall</li> <li>• old</li> <li>• grumpy</li> <li>• serious</li> </ul>	<ul style="list-style-type: none"> <li>• sad</li> <li>• thin</li> <li>• tired</li> <li>• serious</li> </ul>
Man	Woman								
<ul style="list-style-type: none"> <li>• tall</li> <li>• old</li> <li>• grumpy</li> <li>• serious</li> </ul>	<ul style="list-style-type: none"> <li>• sad</li> <li>• thin</li> <li>• tired</li> <li>• serious</li> </ul>								

Writing Goal	I will expand my sentences to tell more about characters from the book.	I will write to tell about a character in a text.	I will write about my favorite character from a story.	I will write to tell about a character, including text evidence.	Library Day																																	
<p><b>Writing Lesson</b></p>	<p>Teacher will model writing a sentence about a character to tell how the author described the character in the story.</p> <p>i.e. Mother Pig is _____.</p> <p>Students discuss what word they would use to describe Mother Pig and write a sentence to tell about her in their journals.</p>	<p>Students work together to find text evidence to show how each character is described in the text. Students will add text evidence to an anchor chart for each character:</p> <table border="1" data-bbox="609 186 934 300"> <thead> <tr> <th colspan="3">Characters in Three Little Pigs</th> </tr> <tr> <th>Character</th> <th>What is he like?</th> <th>Text Evidence</th> </tr> </thead> <tbody> <tr> <td>First Pig</td> <td>Lazy</td> <td> <ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul> </td> </tr> <tr> <td>Second Pig</td> <td>Playful</td> <td> <ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul> </td> </tr> </tbody> </table> <p>Students will think of a sentence to write to tell about what one character did. Teacher models speaking in a complete sentence. Students share their sentences with classmate in a whisper voice. Students write about a character and what that character was doing in the text.</p> <p>i.e. The second pig jumped rope.</p>	Characters in Three Little Pigs			Character	What is he like?	Text Evidence	First Pig	Lazy	<ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul>	Second Pig	Playful	<ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul>	<p>Students write to tell what their favorite character did in the story, if time permits.</p> <table border="1" data-bbox="970 162 1295 211"> <thead> <tr> <th colspan="3">Sentence Organizer</th> </tr> <tr> <th>Who?</th> <th>Did what?</th> <th>When?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>i.e. Frankenstein ate candy on Halloween.</p>	Sentence Organizer			Who?	Did what?	When?				<table border="1" data-bbox="1331 97 1659 381"> <thead> <tr> <th colspan="2">Characters in Three Little Pigs</th> </tr> <tr> <th>Character</th> <th>What is he like?</th> </tr> </thead> <tbody> <tr> <td>First Pig</td> <td>           Lazy           <ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul> </td> </tr> <tr> <td>Second Pig</td> <td>           Playful           <ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul> </td> </tr> <tr> <td>Third Pig</td> <td>           Smart           <ul style="list-style-type: none"> <li>Made a strong house</li> <li>Listened to Mother</li> <li>Working hard</li> <li>Burned the wolf</li> </ul> </td> </tr> <tr> <td>Wolf</td> <td>           Mean           <ul style="list-style-type: none"> <li>Blows pigs' houses down</li> <li>Angry face</li> <li>Comes down the chimney</li> </ul> </td> </tr> </tbody> </table> <p>Students will use the text evidence chart created on Tuesday to guide them in their writing. Students will write two sentences to tell about a character from the text and what he or she did in the story.</p> <p>i.e. The first pig was lazy. He built a simple house.</p> <p>See criteria for writing attached to lesson plans</p>	Characters in Three Little Pigs		Character	What is he like?	First Pig	Lazy <ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul>	Second Pig	Playful <ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul>	Third Pig	Smart <ul style="list-style-type: none"> <li>Made a strong house</li> <li>Listened to Mother</li> <li>Working hard</li> <li>Burned the wolf</li> </ul>	Wolf	Mean <ul style="list-style-type: none"> <li>Blows pigs' houses down</li> <li>Angry face</li> <li>Comes down the chimney</li> </ul>	<p>If time permits, students will write the sentence they tell a partner.</p> <p>i.e. The man is ____ OR The woman is ____.</p> <p><b>Library Day</b></p>
Characters in Three Little Pigs																																						
Character	What is he like?	Text Evidence																																				
First Pig	Lazy	<ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul>																																				
Second Pig	Playful	<ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul>																																				
Sentence Organizer																																						
Who?	Did what?	When?																																				
Characters in Three Little Pigs																																						
Character	What is he like?																																					
First Pig	Lazy <ul style="list-style-type: none"> <li>Made a simple house</li> <li>Wanted to rest</li> <li>Napping</li> </ul>																																					
Second Pig	Playful <ul style="list-style-type: none"> <li>Built his house quickly</li> <li>Wanted to play</li> <li>Playing jump rope</li> </ul>																																					
Third Pig	Smart <ul style="list-style-type: none"> <li>Made a strong house</li> <li>Listened to Mother</li> <li>Working hard</li> <li>Burned the wolf</li> </ul>																																					
Wolf	Mean <ul style="list-style-type: none"> <li>Blows pigs' houses down</li> <li>Angry face</li> <li>Comes down the chimney</li> </ul>																																					
Phonics Goal	I will tell the sounds letters make.	I will tell the sounds letters make.	I will tell the sounds letters make.	I will tell the sounds letters make.	I will blend sounds to make words.																																	
<p><b>Skills Strand: Phonics Lesson</b></p>	<p>Unit 5 Lesson 1</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /b/ sound. Students watch the <b>Jack Hartman Letter B song</b> and practice answering riddles with words that start with /b/.</p> <p>Students practice identifying differences in words that begin with /b/ and /p/.</p> <p>Students practice writing the /b/ sound, turning it correctly and reading words that contain this specific sound. (1.1)</p> <p>Teacher introduces "bed hands" strategy for differentiating between the b and d when reading/writing.</p> <p>Students practice blending words with these sounds in small groups, using the chaining folders and learned letter sounds.</p>	<p>Unit 5 Lesson 2</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /l/ sound. Students watch the <b>Jack Hartman Letter L song</b> and practice identifying words that begin with the /l/ sound. Students will recite a tongue twister containing many words that begin with /l/.</p> <p>Students practice writing the /l/ sound, turning it correctly and reading words that contain this specific sound ( 2.1)</p> <p>Higher leveled readers practice reading prepared phrases in small groups</p> <p>On level readers practice stretching out sounds in words and writing them on paper to spell them correctly in small groups</p> <p><i>Students will work in centers to read and write the new sight word: look</i></p>	<p>Unit 5 Lesson 3</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /r/ sound. Students watch the <b>Jack Hartman Letter R song</b> and practice identifying words that begin with the /r/ sound. Students will recite a tongue twister containing many words that begin with /r/.</p> <p>Students practice writing the /r/ sound, turning it correctly and reading words that contain this specific sound. (3.1)</p> <p>Higher leveled readers practice identifying words spoken aloud and circling the correct word (3.2)</p> <p>On level readers practice stretching out sounds in words and writing them on paper to spell them correctly in small groups</p>	<p>Unit 5 Lesson 4</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /u/ sound. Students watch the <b>Jack Hartman Letter U song (stopping after short u sound)</b> and practice answering riddles with words that start with /u/.</p> <p>Students practice identifying differences in words that contain the sounds /o/ and /u/.</p> <p>Students practice writing the /r/ sound, turning it correctly and reading words that contain this specific sound. (4.1)</p> <p>Students practice reading words on cards (wiggle cards) and act out the words they see on the cards.</p> <p>Students will work to read words and phrases in small groups.</p> <p><i>Students will work in centers to read and write the new sight word: up</i></p>	<p>Unit 5 Lesson 5</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the color word: blue</p> <p>Point out the places in the classroom where they can find color words to help them with reading and writing.</p> <p>Have students practice reading the word <i>red</i> on the board, following typical phonics rules and then explain that <i>blue</i> doesn't follow these same rules, which is why it's a <i>tricky word</i>.</p> <p>Students word to read phrases and write in the color word that is appropriate for each. (5.1)</p> <p>Students will work to read words and phrases in small groups.</p> <p>Below level readers practice stretching out sounds in words and writing them on paper to spell them correctly in small groups</p> <p>Table work for centers: 5.2 and 5.3</p>																																	