

# Reading Comprehension: Module 3 Essential Question – How has life in America changed over time?

January 28–February 1, 2019

## Suggested Student Understandings:

- Authors of informational texts teach us information about real life through their books.
- Informational texts have main topics supported by key details that tell readers more about a topic.
- Life at home and life at school in America have changed over time.
- Modes of transportation and communication in America have changed over time.
- Inventions make life easier and help people do things in new ways.

## CORE TEXTS

### Picture Books (Informational)

- *Communication Then and Now*, Robin Nelson
- *Home Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *School Then and Now*, Robin Nelson
- *Transportation Then and Now*, Robin Nelson
- *When I Was Young in the Mountains*, Cynthia Rylant

### Picture Books (Literary)

- *The Little House*, Virginia Lee Burton

## SUPPLEMENTARY TEXTS

### Painting

- *Washington Crossing the Delaware*, Emanuel Leutze (1851)

### Photographs

- "Betsy Ross and the American Flag: Flag Picture Gallery," Independence Hall Association
- *Old Hand Water Pump*, Judson McCranie
- "Then & Now: The Stunning Speed of Urban Development," S.A. Rogers

### Poem

- "Now We Are Six," A.A. Milne

### Songs

- "Engine on the Track," *Gayle's Preschool Rainbow*
- "This Land Is Your Land," Woody Guthrie
- "You're a Grand Old Flag," George M. Cohan

### Video

- "Sounds of a Glass Armonica," *Toronto Star*

### Website

- "About Cynthia Rylant," Cynthia Rylant

## Wit & Wisdom Curriculum

### Knowledge Goals

- Understand the difference between the past and the present.
- Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed.
- Describe key details about how the topics of home, school, transportation, and communication have changed over time.
- Understand how a main topic or topic statement is supported by key details.

### Reading Goals

- Identify the main topic of the text, and retell the key details that support that main topic. ([RI.K.2](#))
- Understand and describe the connection between two pieces of information in a text. ([RI.K.3](#))
- Identify the author and illustrator in a text, and describe their roles in communicating information in a text. ([RI.K.6](#))

### Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. ([W.K.2](#))
- Engage in shared research and writing projects by exploring multiple texts on the same topic. ([W.K.7](#))
- Collect evidence from the texts, and use it support responses to a prompt. ([W.K.8](#))

### Speaking and Listening Goals

- Ask and answer questions in order to clarify information. ([SL.K.3](#))
- Use drawings to provide additional detail when speaking. ([SL.K.5](#))

### Language Goals

- Produce and expand sentences using frequently occurring nouns and verbs, including regular plural nouns. ([L.K.1.b](#), [L.K.1.c](#), [L.K.1.d](#))
- Capitalize the word / in a sentence. ([L.K.2.a](#))
- Spell words phonetically, drawing on sound-letter relationships. ([L.K.2.d](#))

## CKLA Curriculum

### Foundational Skills:

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. (RF.K.2c; RF.K.3a,b)

Students will recognize and name the lowercase letters of the alphabet. (RF.K.1d)

Students will recognize and produce rhyming words. (RF.K.2a)

Students will read the Tricky Words I, are, and little. (RF.K.3c)

### Language (Spelling):

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). (L.K.2d)

### Reading:

Students will track print from top to bottom and left to right; identify periods at the end of sentences; identify the contraction can't as a shortened form of can and not; and answer questions about characters, setting, and main events. (RF.K.1a-c; RL.K.1; RL.K.3)

Students will read with purpose and understanding. (RF.K.4)

FQ: How has life in America changed over time?	Monday (1.28)	Tuesday (1.29)	Wednesday (1.30)	Thursday (1.31)	Friday (2.1)
Reading Goal	I will tell what I notice and wonder about a new text.	I will tell what is happening in a fictional text.	I will tell what is happening in a fictional text.	I will retell a familiar story.	I will identify nouns and verbs.
Reading Lesson	<p>Lesson 12 Materials: Question Cubes Chart paper or anchor chart for <i>Little House</i> <i>The Little House</i> book</p> <p>Students observe two pictures of a city scene and <b>country scene</b> and discuss differences. Students discuss <b>predictions about text by observing picture and title on front of book.</b> Students discuss <b>personification</b> of inanimate objects as characters in a story. Teacher reads story, students discuss observations and <b>ask questions</b> to further their understanding of the text. Important words are added to an anchor chart for future reference.</p>	<p>100<sup>th</sup> Day of School!!!!</p> <p>Students will review the <b>elements</b> of a <b>fictional story:</b> <a href="https://www.youtube.com/watch?v=XSyrFfz55xo">https://www.youtube.com/watch?v=XSyrFfz55xo</a></p> <p>Teacher will choose to read <b>100 Hungry Ants</b> OR <b>Miss Bindergarten Celebrates 100 Days of Kindergarten</b></p> <p>Students <b>discuss story elements and what happened throughout the text.</b></p>	<p>Lesson 13 Materials: Chart paper for anchor chart TopIC sandwich anchor chart Index cards <i>The Little House</i> book</p> <p>Students will review the <b>elements</b> of a <b>fictional story:</b> <a href="https://www.youtube.com/watch?v=XSyrFfz55xo">https://www.youtube.com/watch?v=XSyrFfz55xo</a></p> <p>Students will discuss the characters and setting of a story and discuss the events that were important in the development of the story. <b>Students will answer comprehension questions</b> about a text and will discuss the main character's point of view by <b>acting out</b> how the house felt during different times of the story. Students track the changes throughout the story on an anchor chart.</p>	<p>Lesson 14 Materials: Handout: <a href="http://witteng.link/00.03.L14a_handout">http://witteng.link/00.03.L14a_handout</a> Anchor chart from previous lessons</p> <p>Students will review the <b>elements</b> of a <b>fictional story:</b> <a href="https://www.youtube.com/watch?v=XSyrFfz55xo">https://www.youtube.com/watch?v=XSyrFfz55xo</a></p> <p>Students will discuss the characters and setting of a story and discuss the events that were important in the development of the story. <b>Students will answer comprehension questions</b> about a text and will discuss the main character's point of view by <b>acting out</b> how the house felt during different times of the story. Students continue to track the changes throughout the story on an anchor chart.</p> <p>Students <b>retell story to partner, referring to anchor chart as needed.</b></p>	<p>Students will listen to nouns and verbs songs on youtube: <a href="https://www.youtube.com/watch?v=LAVz4DzIO8">https://www.youtube.com/watch?v=LAVz4DzIO8</a> <a href="https://www.youtube.com/watch?v=qcXy6_Mqe54">https://www.youtube.com/watch?v=qcXy6_Mqe54</a> <a href="https://www.youtube.com/watch?v=j3EYciNc_o58">https://www.youtube.com/watch?v=j3EYciNc_o58</a></p> <p>Students practice acting out sentences containing verbs and nouns.</p>
Writing Goal	I will write about my own experiences.	I will write about the number 100.	I will write a topic sentence.	I will write a topic sentence.	I will write a sentence with a noun and verb.
Writing Lesson	<p>Students will write to tell where they live: city or country.</p> <p>Students will use expectations they created to check their work. <b>Students will work to reach their writing goals and we will set new goals for four students.</b></p>	<p>Students write to tell about what they would buy with 100 dollars or what they would look like or do if they're 100 years old.</p> <p>Students will use expectations they created to check their work. <b>Students will work to reach their writing goals and we will set new goals for four students.</b></p>	<p>Students experiment with writing a topic sentence about <i>The Little House</i>.</p> <p>Students will use expectations they created to check their work. <b>Students will work to reach their writing goals and we will set new goals for four students.</b></p>	<p>Students experiment with writing a topic sentence about <i>The Little House</i>.</p> <p>The Little House _____</p> <p>Students will use expectations they created to check their work. <b>Students will work to reach their writing goals and we will set new goals for four students.</b></p>	<p>Students write a sentence that includes a noun and verb and will share each with a partner.</p>
Phonics Goal	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.

<p>Skills Strand: Phonics Lesson</p>	<p>Unit 7 Lesson 7</p> <p>Review all sounds learned</p> <p>Vowels: <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a></p> <p>Letter names/sounds: <a href="https://www.youtube.com/watch?v=VFa0b_JlRac">https://www.youtube.com/watch?v=VFa0b_JlRac</a></p> <p>OR <a href="https://www.youtube.com/watch?v=qwOQvh_mJHw">https://www.youtube.com/watch?v=qwOQvh_mJHw</a></p> <p>Digraph reviews: Sh - <a href="https://www.youtube.com/watch?v=HfMtsRVZVfE">https://www.youtube.com/watch?v=HfMtsRVZVfE</a></p> <p>Ch - <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p>Th - <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a></p> <p>Introduce new sound: Qu</p> <p>Students practice writing qu</p> <p>Student chaining with all letters learned</p>	<p>Unit 7 Lesson 8</p> <p>Students segment sounds in words</p> <p>Review all sounds learned</p> <p>Vowels: <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a></p> <p>Letter names/sounds: <a href="https://www.youtube.com/watch?v=VFa0b_JlRac">https://www.youtube.com/watch?v=VFa0b_JlRac</a></p> <p>OR <a href="https://www.youtube.com/watch?v=qwOQvh_mJHw">https://www.youtube.com/watch?v=qwOQvh_mJHw</a></p> <p>Digraph reviews: Sh - <a href="https://www.youtube.com/watch?v=HfMtsRVZVfE">https://www.youtube.com/watch?v=HfMtsRVZVfE</a></p> <p>Ch - <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p>Th - <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a></p> <p>Introduce new sound: Ng</p> <p>Students practice writing ng</p> <p>Students complete workpage 8.4 Stretching words and circling sounds, writing words</p> <p>Introduce sight word <i>This</i></p>	<p>Unit 7 Lesson 9</p> <p>Students segment sounds in words</p> <p>Review all sounds learned</p> <p>Vowels: <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a></p> <p>Letter names/sounds: <a href="https://www.youtube.com/watch?v=VFa0b_JlRac">https://www.youtube.com/watch?v=VFa0b_JlRac</a></p> <p>OR <a href="https://www.youtube.com/watch?v=qwOQvh_mJHw">https://www.youtube.com/watch?v=qwOQvh_mJHw</a></p> <p>Digraph reviews: Sh - <a href="https://www.youtube.com/watch?v=HfMtsRVZVfE">https://www.youtube.com/watch?v=HfMtsRVZVfE</a></p> <p>Ch - <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p>Th - <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a></p> <p>Introduce new word: out</p> <p>Students practice writing/reading out</p> <p>Introduce new reader: Seth Vocabulary words -Romp, stomp, 'at ten' Students answer comprehension questions about story</p>	<p>Unit 7 Lesson 10</p> <p>Students segment sounds in words</p> <p>Review all sounds learned</p> <p>Vowels: <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a></p> <p>Letter names/sounds: <a href="https://www.youtube.com/watch?v=VFa0b_JlRac">https://www.youtube.com/watch?v=VFa0b_JlRac</a></p> <p>OR <a href="https://www.youtube.com/watch?v=qwOQvh_mJHw">https://www.youtube.com/watch?v=qwOQvh_mJHw</a></p> <p>Digraph reviews: Sh - <a href="https://www.youtube.com/watch?v=HfMtsRVZVfE">https://www.youtube.com/watch?v=HfMtsRVZVfE</a></p> <p>Ch - <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p>Th - <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a></p> <p>Students work to identify specific words dictated by teacher</p> <p>Students practice writing opposite tricky words and reading sentences</p> <p>Introduce story Seth's Mom Students answer comprehension questions about story</p>	<p>Unit 7 Lesson 11</p> <p>Students segment sounds in words</p> <p>Review all sounds learned</p> <p>Vowels: <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a></p> <p>Letter names/sounds: <a href="https://www.youtube.com/watch?v=VFa0b_JlRac">https://www.youtube.com/watch?v=VFa0b_JlRac</a></p> <p>OR <a href="https://www.youtube.com/watch?v=qwOQvh_mJHw">https://www.youtube.com/watch?v=qwOQvh_mJHw</a></p> <p>Digraph reviews: Sh - <a href="https://www.youtube.com/watch?v=HfMtsRVZVfE">https://www.youtube.com/watch?v=HfMtsRVZVfE</a></p> <p>Ch - <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p>Th - <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a></p> <p>ASSESSMENT: Identify words including digraphs and consonant blends</p> <p>Introduce story Seth's Dad Students answer comprehension questions about story</p>
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