

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

February 4–8, 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 (2.4)	Tuesday (2.5)	Wednesday (2.6)	Thursday (2.7)	Friday (2.8)
Reading Goal	I will tell the essential meaning of a story.	I will tell what I notice and wonder about a new text.	I will tell what I notice and wonder about a new text.	I will compare two texts on similar topics.	I will use nouns and verbs to create a silly story.
Reading Lesson	<p>Lesson 16 <i>The Little House</i> <i>Washington Crossing the Delaware</i></p> <p>Students analyze a new painting: <i>Washington Crossing the Delaware</i> Teacher provides background information about painting and asks questions guiding students to analyze the painting so students can better understand it's meaning</p> <p>Students use picture clues and text references in <i>The Little House</i> to determine essential meaning of a familiar story. Teacher asks guiding questions to help students determine essential meaning.</p>	<p>Lesson 18A <i>Transportation: Then and Now</i></p> <p>Students will listen to a story and tell what they see and wonder about a new text.</p> <p>Students will use a copy of the text with a partner and analyze pictures as T reads.</p> <p>Students use wonder cubes to ask questions about pages within the text in small groups.</p> <p>Questions will be added to wonder chart and students will decide if they can answer the questions within the text or if they need alternative resources.</p>	<p>Lesson 18B <i>Communication: Then and Now</i></p> <p>Students will listen to a story and tell what they see and wonder about a new text.</p> <p>Students will use a copy of the text with a partner and analyze pictures as T reads.</p> <p>Students use wonder cubes to ask questions about pages within the text in small groups.</p> <p>Questions will be added to wonder chart and students will decide if they can answer the questions within the text or if they need alternative resources.</p>	<p>Teacher will show how to compare information using <i>School: Then and Now</i> and <i>Home: Then and Now</i> and will add information to a VENN as an example of how to compare information.</p> <p>Students will use the texts previously read and compare information with a partner to tell how the two texts are the same.</p> <p>The class will add these details to a VENN Diagram on the active board or anchor chart.</p>	Students use a class-made template to write a silly story, inserting nouns and verbs into the correct places.
Writing Goal	I will write a sentence that includes the main topic of a text and tell information about the text.	I will write a sentence that includes the main topic of a text and tell information about the text.	I will write a sentence that includes the main topic of a text and tell information about the text.	I will write a sentence that tells how information is the same in two texts on similar topics.	I will write a silly story using nouns and verbs correctly.
Writing Lesson	<p>Students will write to tell about information from a text. Students must create a topic sentence and then write to tell one detail from the text that supports the main topic.</p> <p>Students analyze their work using the criteria they created for exceptional writing. Two students show work on the ELMO and students give glow and grow for each.</p>	<p>Students will write to tell about information from a text. Students must create a topic sentence and then write to tell one detail from the text that supports the main topic.</p> <p>Students analyze their work using the criteria they created for exceptional writing. Two students show work on the ELMO and students give glow and grow for each.</p>	<p>Students will write to tell about information from a text. Students must create a topic sentence and then write to tell one detail from the text that supports the main topic.</p> <p>Students analyze their work using the criteria they created for exceptional writing. Two students show work on the ELMO and students give glow and grow for each.</p>	<p>Students will write to tell about information from a text. Students must create a topic sentence and then write to tell one detail from the text that supports the main topic.</p> <p>Students analyze their work using the criteria they created for exceptional writing. Two students show work on the ELMO and students give glow and grow for each.</p>	Students use a class-made template to write a silly story, inserting nouns and verbs into the correct places.
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.

Skills Strand:
Phonics Lesson

Unit 7 Lesson 12

Review all sounds learned
Vowels:
<https://www.youtube.com/watch?v=dEbaEXf6BqM>
Letter names/sounds:
https://www.youtube.com/watch?v=VFa0b_JlRac
OR
https://www.youtube.com/watch?v=qwOQvh_mJHw
Digraph reviews:
Sh -
<https://www.youtube.com/watch?v=HfMtsRVZVWfE>
Ch -
<https://www.youtube.com/watch?v=FWg2uzAuSe4>
Th -
<https://www.youtube.com/watch?v=o3INXFPrfJM>

Students segment sounds in words

Teacher/student chaining with all letters learned

Students work on 12.1, writing words under pictures that match

Students read Seth's Dad and answer comprehension questions

Unit 7 Lesson 13

Review all sounds learned
Vowels:
<https://www.youtube.com/watch?v=dEbaEXf6BqM>
Letter names/sounds:
https://www.youtube.com/watch?v=VFa0b_JlRac
OR
https://www.youtube.com/watch?v=qwOQvh_mJHw
Digraph reviews:
Sh -
<https://www.youtube.com/watch?v=HfMtsRVZVWfE>
Ch -
<https://www.youtube.com/watch?v=FWg2uzAuSe4>
Th -
<https://www.youtube.com/watch?v=o3INXFPrfJM>

Students segment sounds in words

Large card chaining to read words

Students read Sal's Fish Shop and answer comprehension questions

Unit 7 Lesson 14

Review all sounds learned
Vowels:
<https://www.youtube.com/watch?v=dEbaEXf6BqM>
Letter names/sounds:
https://www.youtube.com/watch?v=VFa0b_JlRac
OR
https://www.youtube.com/watch?v=qwOQvh_mJHw
Digraph reviews:
Sh -
<https://www.youtube.com/watch?v=HfMtsRVZVWfE>
Ch -
<https://www.youtube.com/watch?v=FWg2uzAuSe4>
Th -
<https://www.youtube.com/watch?v=o3INXFPrfJM>

Students segment sounds in words

Students practice writing labels to match pictures 14.1

Students read Lunch and answer comprehension questions

Unit 7 Lesson 15

Review all sounds learned
Vowels:
<https://www.youtube.com/watch?v=dEbaEXf6BqM>
Letter names/sounds:
https://www.youtube.com/watch?v=VFa0b_JlRac
OR
https://www.youtube.com/watch?v=qwOQvh_mJHw
Digraph reviews:
Sh -
<https://www.youtube.com/watch?v=HfMtsRVZVWfE>
Ch -
<https://www.youtube.com/watch?v=FWg2uzAuSe4>
Th -
<https://www.youtube.com/watch?v=o3INXFPrfJM>

Students segment sounds in words

Tap and Spell words

Students complete 15.1, circling sounds in words

Students re-read Lunch with a partner

Unit 7 Lesson 16

Review all sounds learned
Vowels:
<https://www.youtube.com/watch?v=dEbaEXf6BqM>
Letter names/sounds:
https://www.youtube.com/watch?v=VFa0b_JlRac
OR
https://www.youtube.com/watch?v=qwOQvh_mJHw
Digraph reviews:
Sh -
<https://www.youtube.com/watch?v=HfMtsRVZVWfE>
Ch -
<https://www.youtube.com/watch?v=FWg2uzAuSe4>
Th -
<https://www.youtube.com/watch?v=o3INXFPrfJM>

Students segment sounds in words

Wiggle cards

Students complete 16.1, circling words that match pictures

Students read Seth's Finch and answer comprehension questions