

Reading Comprehension: Creating Community in Kindergarten

February 11–15, 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.

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 (2.11)	Tuesday (2.12)	Wednesday (2.13)	Thursday (2.14)	Friday (2.15)
Reading Goal	I will ask and answer questions from a text.	I will ask and answer questions from a text.	I will ask and answer questions from a text.	I will ask and answer questions from a text.	I will ask and answer questions from a text.
Reading Lesson	<p>Students play "That's Me" – sitting in a circle, students share a fact about themselves. When someone shares the same fact, they stand up and say "ME TOO!"</p> <p>Students have an open conversation about what it means to be a good listener in class.</p> <p>Teacher reads <i>My Mouth is a Volcano</i>. Students listen to story and discuss events throughout (What they see/wonder) in the text. Students practice taking turns talking and practicing the listening skills they've learned about in the story.</p>	<p>Students play "Telephone" to see how a message can change as it's passed along.</p> <p>Students have an open conversation about sharing and what it should look like or when one should share.</p> <p>Teacher reads <i>Rainbow Fish</i>. Students listen to discuss how the fish shared his scales. Students discuss a time they shared something that they didn't really want to and how it made them feel afterwards.</p> <p>Students pantomime how they felt about sharing.</p>	<p>Students play a game to match different objects and discuss things they may have in common.</p> <p>Teacher reads <i>How to Lose all your Friends</i> and discuss the things that one should not do when they're trying to make friends.</p> <p>Students work in small groups to sort cards telling how to be good friends and bad friends. Each person draws a picture of one thing they can do to be a good friend (see I am a friend template).</p>	<p>Students play the compliment game. Students go around a circle and pay compliments to the person next to them (say something nice about their neighbor).</p> <p>Teacher reads <i>How to be Kind</i>. Students discuss different ways they can be kind to each other. Students add words of kindness to an anchor chart.</p>	<p>New Friend Scavenger Hunt</p> <p>Students fill in a board that tells about them. Students then go around the room to share ideas about themselves with others and find friends who have something in common with them.</p> <p style="text-align: center; font-size: 24px;">LIBRARY DAY</p>
Writing Goal	I will write to tell about an event in a story.	I will write to tell about a time I shared.	I will write to tell about how to be a good friend.	I will write to tell something nice about a classmate.	I will write to tell about myself
Writing Lesson	<p>Students write to tell what a good listener can do.</p> <p>Students check their work on the rubric they created. Students give feedback to three students who show their work on the board.</p>	<p>Students write to tell about a time they shared something and how it made them feel.</p> <p>Students check their work on the rubric they created. Students give feedback to three students who show their work on the board.</p>	<p>Students write to tell about how to be a good friend. Students check their work on the rubric they created. Students give feedback to three students who show their work on the board.</p>	<p>Students write to tell someone something nice about themselves. Valentine's Day compliments.</p>	<p>Students write to tell what a good listener can do. Students check their work on the rubric they created. Students give feedback to three students who show their work on the board.</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.

Skills Strand:
Phonics Lesson

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=VFo0b_JlRac

OR

https://www.youtube.com/watch?v=qwOQvh_mJhw

Digraph reviews:

Sh -

<https://www.youtube.com/watch?v=HfMtsRVZWfE>

Ch -

<https://www.youtube.com/watch?v=FWg2uzAuSe4>

Th -

<https://www.youtube.com/watch?v=o3INXPrfJM>

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

Unit 7 Lesson 17

Review all sounds learned

Vowels:

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Letter names/sounds:

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Th -

<https://www.youtube.com/watch?v=o3INXPrfJM>

Students segment sounds in words

Tricky words review
Down, out, of, in, up

Word sprints

Read Seth's Finch with a partner and ask each other a question about the story.

Unit 8 Lesson 1

Review all sounds learned

Vowels:

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Letter names/sounds:

https://www.youtube.com/watch?v=VFo0b_JlRac

OR

https://www.youtube.com/watch?v=qwOQvh_mJhw

Digraph reviews:

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Ch -

<https://www.youtube.com/watch?v=FWg2uzAuSe4>

Th -

<https://www.youtube.com/watch?v=o3INXPrfJM>

Students segment sounds in words

Review tricky words and introduce tricky word Funny

Students practice reading/writing with the word funny

Students read new story Sam and the Fish and answer comprehension questions about the text.

Unit 8 Lesson 2

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFo0b_JlRac

OR

https://www.youtube.com/watch?v=qwOQvh_mJhw

Digraph reviews:

Sh -

<https://www.youtube.com/watch?v=HfMtsRVZWfE>

Ch -

<https://www.youtube.com/watch?v=FWg2uzAuSe4>

Th -

<https://www.youtube.com/watch?v=o3INXPrfJM>

Students segment sounds in words

Review tricky words and introduce tricky word all

Students practice reading/writing with the word all

Read Sam and the Fish with a partner

Unit 8 Lesson 3

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFo0b_JlRac

OR

https://www.youtube.com/watch?v=qwOQvh_mJhw

Digraph reviews:

Sh -

<https://www.youtube.com/watch?v=HfMtsRVZWfE>

Ch -

<https://www.youtube.com/watch?v=FWg2uzAuSe4>

Th -

<https://www.youtube.com/watch?v=o3INXPrfJM>

Students segment sounds in words

Students review all tricky words and read/write with each.

Read Fun at the Pond and answer comprehension questions about the story.