

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

February 25 – March 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 (2.25)	Tuesday (2.26)	Wednesday (2.27)	Thursday (2.28)	Friday (3.1)
Reading Goal	I will identify the character in the story and tell what he did.	I will identify the main topic and key details in a text.	I will use words that add details.	I will retell a story to a partner, including the beginning, middle and end.	
Reading Lesson	<p>Students watch the clip of Kid Friendly Mardi Gras parade: https://www.youtube.com/watch?v=KsGIBnG-6LM</p> <p>Students will discuss the holiday coming up: Mardi Gras! Teacher will ask questions about what students know about the holiday and students will share with a partner what they know about Mardi Gras.</p> <p>Teacher will read <i>Gaston Goes to Mardi Gras</i>. Teacher will explain special holiday words, like fais do do, Courier du Mardi Gras group, den, festivities, etc. Students identify the character in the text by name, tell what kind of character he is (alligator) and what he did in the text.</p> <p>Students discuss their favorite events from Mardi Gras, from the book or personal experiences. Refer to anchor chart and students will write in their journals to tell what their favorite part of Mardi Gras is. Early finishers who have checked their work will create their own Mardi Gras Mask.</p>	<p>Teacher will review MAIN TOPIC and KEY DETAILS with students. Teacher will use COMMUNICATION: THEN AND NOW as example text, identifying information within the text and what all the information is telling about.</p> <p>Teacher will then read Now and Ben for a second time (maybe first half of the book?). Students will identify Now and Ben as an informational text because it is telling information about inventions that were created to really help people and how they are still used today (Also the main topic).</p> <p>Students will share with a partner to tell something Ben created to make life better for everyone in the future. Students will act out how that invention may have been used with their partner. Students will draw pictures of each thing they identify and teacher will add all to an anchor chart for students to reference. With a partner, students will determine the main topic of the text, based off of the key details found. Teacher can reference a puzzle and how all the pieces go together to help us identify the main topic.</p> <p>WRITING ASSESSMENT: See attached rubric. Edit as needed for your students' needs. Student can tell/write main topic and tell/write information from the text that supports the main topic.</p>	<p>Students will review nouns and verbs as a class.</p> <p>Nouns: https://www.youtube.com/watch?v=qcXy6_Mqe54</p> <p>Verbs: https://www.youtube.com/watch?v=j3EYciNco58</p> <p>Students will orally identify nouns and act out verbs in sentences.</p> <p>Teacher will discuss adjectives and how they work to tell us MORE. Students will watch video on adjectives (https://www.youtube.com/watch?v=QxoDGIPUmyU) and play a game where they use adjectives in sentences. Students are given an object and they must describe the object to a peer, using adjectives to tell what it looks like.</p>	<p>Students will review the 5 finger retell anchor chart with a partner, telling what they should include in a good retell. Students will hear the song "Parts of a Story" https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will read the story, There's an Alligator Under My Bed. Students will use picture cards to put the story in order, telling their partner what is happening in the text.</p> <p>Students will work in small groups to act out a scene from the story (choosing one picture to focus on from their retell).</p> <p>Teacher will use picture cards to make an anchor chart to help with writing.</p>	<h1>LIBRARY DAY PARADE DAY</h1>
Writing Goal	I will write to tell about my favorite part of a book.	I will write to tell the main topic and information I learned.	I will write a sentence using an adjective.	I will write to tell about my favorite thing that happened in the story.	
Writing Lesson	Students will write to tell their favorite part of Mardi Gras. Use anchor chart as needed to help. Students check their work on the rubric they created. Students give feedback to each other as they work.	Students will write to tell the main topic from a text and information they learned about that main topic. Students check their work on the rubric they created. Students give feedback to each other as they work.	Students will write a sentence that tells about a picture they see. Students will include an adjective to describe the noun in the picture. Students check their work on the rubric they created. Students give feedback to each other as they work.	Students will write to tell their favorite part of a text. Use anchor chart as needed to help. Students check their work on the rubric they created. Students give feedback to each other as they work.	
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.	

<p>Skills Strand: Phonics Lesson</p>	<p>Unit 8 Lesson 7</p> <p>Review all sounds learned</p> <p>Vowels: https://www.youtube.com/watch?v=dEbaEXf6BqM</p> <p>Letter names/sounds: https://www.youtube.com/watch?v=VFa0b_JlRac OR https://www.youtube.com/watch?v=qwOQvh_mJHw</p> <p>Digraph reviews: Sh - https://www.youtube.com/watch?v=HfMtsRVZVfE Ch - https://www.youtube.com/watch?v=FWg2uzAuSe4 Th - https://www.youtube.com/watch?v=o3INXPrfJM</p> <p>Review vowel sounds</p> <p>Word dictation</p> <p>Label the picture with phrases</p> <p>Read Tasks with a partner and ask questions to partner.</p>	<p>Unit 8 Lesson 8</p> <p>Review all sounds learned</p> <p>Vowels: https://www.youtube.com/watch?v=dEbaEXf6BqM</p> <p>Letter names/sounds: https://www.youtube.com/watch?v=VFa0b_JlRac OR https://www.youtube.com/watch?v=qwOQvh_mJHw</p> <p>Digraph reviews: Sh - https://www.youtube.com/watch?v=HfMtsRVZVfE Ch - https://www.youtube.com/watch?v=FWg2uzAuSe4 Th - https://www.youtube.com/watch?v=o3INXPrfJM</p> <p>Review sight word WAS and all other sight words taught.</p> <p>Tricky word spelling</p> <p>Read The Van and answer comprehension questions.</p>	<p>Unit 8 Lesson 9</p> <p>Review all sounds learned</p> <p>Vowels: https://www.youtube.com/watch?v=dEbaEXf6BqM</p> <p>Letter names/sounds: https://www.youtube.com/watch?v=VFa0b_JlRac OR https://www.youtube.com/watch?v=qwOQvh_mJHw</p> <p>Digraph reviews: Sh - https://www.youtube.com/watch?v=HfMtsRVZVfE Ch - https://www.youtube.com/watch?v=FWg2uzAuSe4 Th - https://www.youtube.com/watch?v=o3INXPrfJM</p> <p>Review tricky words taught</p> <p>Rhyming words</p> <p>Read The Van with a partner and ask questions to partner.</p>	<p>Unit 8 Lesson 10</p> <p>Review all sounds learned</p> <p>Vowels: https://www.youtube.com/watch?v=dEbaEXf6BqM</p> <p>Letter names/sounds: https://www.youtube.com/watch?v=VFa0b_JlRac OR https://www.youtube.com/watch?v=qwOQvh_mJHw</p> <p>Digraph reviews: Sh - https://www.youtube.com/watch?v=HfMtsRVZVfE Ch - https://www.youtube.com/watch?v=FWg2uzAuSe4 Th - https://www.youtube.com/watch?v=o3INXPrfJM</p> <p>SIGHT WORD ASSESSMENT: Read all sight words taught since last assessment given.</p> <p>Jump You With Was They This Out funny From Down</p>	<p>Review all sight words</p>
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