

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

March 7–8, 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 (3.4)	Tuesday (3.5)	Wednesday (3.6)	Thursday (3.7)	Friday (3.8)
Reading Goal				I will retell a story to a partner, including the beginning, middle and end.	I will retell a familiar story to a partner, including beginning, middle and end.
Reading Lesson	MARDI	GRAS	BREAK	<p>Students will review the 5 finger retell anchor chart with a partner, telling what they should include in a good retell.</p> <p>Students will hear the song "Parts of a Story" https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will re-read the story, There's an Alligator Under My Bed. Students will use picture cards to put the story in order as the teacher reads the story.</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>	<p>Students will hear the story The Three Billy Goats Gruff and use picture cards to put them in order as they hear the story again.</p> <p>Students will draw a picture (and label) of the beginning, middle and end of the story at their tables in a 4 square (including characters, too).</p> <p>Students will retell the story to a partner, using the 5-finger retell strategy to be sure to tell all parts that happened in the correct order.</p> <p style="text-align: center; font-size: 1.2em;">LIBRARY DAY</p> <p style="text-align: center;">ASSESSMENT</p>
Writing Goal				I will write to tell about my favorite thing that happened in the story.	I will use a graphic organizer to gather story elements so I can retell a story to a neighbor.
Writing Lesson				<p>Students will write to tell their favorite part of a text. Use anchor chart as needed to help.</p> <p>Students check their work on the rubric they created. Students give feedback to each other as they work.</p>	Students use a 4 square to gather story elements to help them retell a story.
Phonics Goal				I will blend sounds to read words.	I will blend sounds to read words.

Skills Strand:
Phonics Lesson

Unit 8 Lesson 11

Review all sounds learned

Vowels:

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

Letter names/sounds:

https://www.youtube.com/watch?v=VFaoB_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=o3INXFPfJm>

Short Vowel Sounds

Teacher Chaining

Review Tricky Words: Tricky Word
Dictation

Reread "On the Bus" with a partner

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Letter names/sounds:

https://www.youtube.com/watch?v=VFaoB_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=o3INXFPfJm>

Introduce Spelling Alternatives: Double-
Letter Spellings for Consonant Sounds

Circle the Sounds

Introduce the Story "Sam in Class"

Read "Sam in Class"