

Reading Comprehension: Module 1 Essential Question – How do our senses help us learn?

August 20–24, 2018

Reading Goals

- Answer questions about key details using details from the text’s words and illustrations. (RL.K.1, RI.K.1, L.K.1.d)
- Ask and answer questions about unknown words in the text. (RI.K.4)
- Identify the front cover, back cover, and cover page and the information contained on each. (RI.K.5)
- Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)

CORE TEXTS

Picture Books (Informational)

- *My Five Senses*, Alike
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo and Diane Dillon

Picture Books (Literary)

- *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert
- *Last Stop on Market Street*, Matt de la Peña; Illustrations, Christian Robinson

SUPPLEMENTARY TEXTS

Paintings

- *Flower Day*, Diego Rivera
- *Le Gourmet*, Pablo Picasso

Videos

- “Bojangles Step Dance”
- “Chicka Chicka Boom Boom”
- “Eight-Year-Old Tap Prodigy Little Luke”

Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2)
- Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)
- Produce and expand sentences using details from the text. (L.K.1.f)

Vocabulary Deep Dive

See
Hear
Smell
Feel/touch
Taste

Notice
Wonder
Think
Reveal

Speaking & Listening Goals

- Follow agreed-upon rules of discussion, such as *one voice speaks at a time* and *listen attentively to the speaker*. (SL.K.1.a)
- Engage in conversations with peers about the text, using text evidence to support a response. (SL.K.1.b)

Language Goals

- Ask questions about key details in texts using the question words *who*, *what*, *where*, *when*, *why*, and *how*. (L.K.1.d)
- Write the letters that represent most phonemes and apply them to their own writing and drawing. (L.K.2.c, L.K.2.d)
- Expand their understanding of word meanings through discussion and real-life connections. (L.K.5.c)
- Use words acquired through reading and apply them to conversations about the text. (L.K.6)

Focus Skills

- We have five senses: smell, taste, touch, hearing, and sight.
- Our senses take in information and make us aware of the world around us.
- People use their senses to learn about the world and to learn from books.
- Details in illustration, speech, and text provide more information for readers.
- Words and illustrations work together to tell a story and present information.

FQ: <i>What are our 5 senses?</i>	Monday (8.20)	Tuesday (8.21)	Wednesday (8.22)	Thursday (8.23)	Friday (8.24) Library Day
Morning Message	Discuss each part of a book: front cover, back cover, title page, and the function of each (partner, pair/share)	<i>Le Gourmet</i> by Picasso Students examine painting, focusing on what they SEE in the painting (5 questions)	<i>Le Gourmet</i> by Picasso Analyze the use of color in the painting.	<i>Le Gourmet</i> by Picasso Explain meaning of <i>gourmet</i> and ask students to tell what they think the essential meaning of the painting is.	Morning center idea: Examine sensory jars and choose a favorite to draw a picture of.
Reading Goal	I will ask questions about the illustrations in <i>My Five Senses</i> .	I will identify key details and discuss the main topic of <i>My Five Senses</i> .	I will identify how words and pictures work together in <i>My Five Senses</i> to communicate key details.	I will use the pictures and language in <i>My Five Senses</i> to determine the text's essential meaning.	I will tell how using a text helps me build knowledge on a topic.
Wit & Wisdom Reading Lesson	<p><i>My Five Senses</i> by Margaret Miller <i>What do I notice about My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Wonder Wheel (see lesson for details; retain for future lessons) Wonder Chart for <i>My Five Senses</i> by Margaret Miller (retain for future lessons) <p>Students act out experiences with their senses.</p> <p>T reads book with minimal interruptions and then asks students to share what they notice in this book.</p> <p>T creates chart with "notice" and adds comments from students.</p> <p>T will display the following sentence frames:</p> <p>I see with my ____.</p> <p>I smell with my ____.</p> <p>I taste with my ____.</p> <p>I hear with my ____.</p> <p>I feel with my ____.</p> <p>Students chorally respond to each sentence frame.</p> <p>Word wall vocabulary: notice, see, hear, smell, taste, feel (with pictures).</p>	<p><i>My Five Senses</i> by Margaret Miller <i>What is happening in My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> World map Sample Response Journal entry (created in Lesson 1) Wonder Chart for <i>My Five Senses</i> by Margaret Miller (created in Lesson 1) Materials and images for Feeling Words Chart <p>Students create a tableau of each page in the book as t reads.</p> <p>Using the WONDER WHEEL, students will discuss things they wonder about the book and T will record them on an anchor chart.</p> <p>TPS strategy: What is this section about? What in the text makes you think that? Pp 3-6 Pp 15-18 Pp 7-10 Pp 19-22 Pp 11-14</p> <p>T explains main topic and S discuss what they learned from the text and what they think the main topic is.</p> <p>Word Wall vocabulary: Wonder/think</p>	<p><i>My Five Senses</i> by Margaret Miller <i>What does a deeper exploration of words and pictures reveal in My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Magician's hat Writing Anchor Chart: Respond to Prompts <p>T uses props to introduce the term <i>reveal</i>. Students TPS the meaning of <i>reveal</i>. Add to word wall.</p> <p>"What do you notice about how the pictures in the book are made?"</p> <p>Discuss photos on specific pages, asking how they add to our understanding of the text.</p> <p>Students answer the question prompt given earlier, telling how the pictures help us understand a text.</p> <p>Word Wall vocabulary: reveal</p>	<p><i>My Five Senses</i> by Margaret Miller <i>What is the essential meaning of My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Handout 4A: Sensory Cards (retain for future use) Music for Sensory Swap Writing Anchor Chart: Respond to Prompts Sentence strips with Focusing Question Task frames Grocery store circulars Materials for Sensory Word Jars <p>T defines <i>essential meaning</i>. Read text on Elmo or online book, pointing to each word.</p> <p>T and S point out instances in pictures that show how the children <i>enjoy</i> their world around them.</p> <p>Students use sensory cards to explain how they use each of their senses with a partner.</p> <p>Students determine essential meaning as the book shows us that we can enjoy our world around us by using our senses to experience different things.</p> <p>Word Wall vocabulary: enjoy</p>	<p><i>My Five Senses</i> by Margaret Miller</p> <p>MATERIALS</p> <ul style="list-style-type: none"> Handout 4A: Sensory Cards Assessment 5: Focusing Question Task 1 Handout 5A: First page of Sensory Book Scissors and glue sticks Construction paper Knowledge Journal (see lesson for details; retain for future lessons) Grocery store circulars Materials for Sensory Word Jars <p>T creates a KNOW anchor chart for students to use as talking points.</p> <p>How does <i>Le Gourmet</i> build my knowledge of the senses? The girl is using her sense of ____.</p> <p>FQT: Students use template to complete a sentence starter that allows them to tell how they use each sense.</p>

Writing Goal	I will represent learning through drawing and dictation.	I will represent learning through drawing and dictation.	I will represent learning through drawing and dictation.	I will verbally respond to a prompt.	I will express understanding of the function and purpose of the five senses.
Writing Lesson	<p>T reintroduces the response journal, putting emphasis on where words and pictures belong. T uses a rubric to encourage students to do their best writing, including pictures and words for each response.</p> <p>T displays sentence starter: I notice _____.</p> <p>S write about something they notice in the book.</p>	<p>Revisit <i>Le Gourmet</i> by Picasso.</p> <p>Students will write about what they think is in the bowl, using the sentence starter: I think _____ is in the bowl.</p> <p>Students will practice checking their work with the rubric introduced yesterday.</p>	<p>T and S generate a chart that shows how to respond to a writing prompt correctly.</p> <p>Example: What did you eat for breakfast?</p> <p>Students answer the prompt "I like to eat ____." In their response journals</p>	<p>Students create a book using sentence frames that tell how they use their 5 senses to enjoy and experience the world around them.</p> <ul style="list-style-type: none"> ▪ With my ____ I see ____. ▪ With my ____ I hear ____. ▪ With my ____ I touch ____. ▪ With my ____ I taste ____. ▪ With my ____ I smell ____. 	<p>FQT:</p> <p>Students complete a template using sentence frames that tell how they use their 5 senses to enjoy and experience the world around them.</p> <ul style="list-style-type: none"> ▪ With my ____ I see ____. ▪ With my ____ I hear ____. ▪ With my ____ I touch ____. ▪ With my ____ I taste ____. ▪ With my ____ I smell ____.
Phonics Goal	I will tell how many words are in a sentence.	I will clap for each word I hear.	I will clap for each word I hear.	I will tell how many words are in a sentence.	I will tell how many words are in a sentence.
Skills Strand: Phonics Lesson	<p>Unit 1 Lesson 6:</p> <ul style="list-style-type: none"> * Warm up: S will count on fingers to ten, starting with left pinky. * S will count words in sentences and show on a mat with cubes. * S will practice making lines and circles with playdoh 	<p>Unit 1 Lesson 7:</p> <ul style="list-style-type: none"> * Warm up: S will count on fingers to ten, starting with left pinky. * S will listen to noises and "step forward" each time a noise is heard. * S will repeat sentences and phrases and clap/count with T to tell how many sounds heard. * tracking practice 	<p>Unit 1 Lesson 8:</p> <ul style="list-style-type: none"> * Warm up: S will count on fingers to ten, starting with left pinky. * S will identify a horizontal, vertical, diagonal line and a circle. * S will listen to noises and "step forward" each time a noise is heard. S will echo T and clap for each word they say (sentences/phrases). * S will write/draw squares. 	<p>Unit 1 Lesson 9:</p> <ul style="list-style-type: none"> * Warm up: S will count on fingers to ten, starting with left pinky. * S will listen to phrases and "step forward" each time a word is heard. * mark the cubes: S will mark a cube to indicate how many words are in the sentence * S will make circles and triangles with playdough 	<p>Unit 1 Lesson 10:</p> <ul style="list-style-type: none"> * Warm up: S will count on fingers to ten, starting with left pinky. -T will draw various lines on the board for S to identify * S will move cubes for each word they hear in a sentence * S will step forward for each word they hear in the sentence. <p>Administer Student Performance Task Assessment 10.1, 10.2</p>