

Reading Comprehension: Module 4 – What makes the world fascinating?

April 15–19, 2019

Texts CORE TEXTS

Picture Books (Informational)

- *Africa*, Rebecca Hirsch
- *Antarctica*, Rebecca Hirsch
- *Asia*, Rebecca Hirsch
- *Australia*, Rebecca Hirsch
- *Europe*, Rebecca Hirsch
- *Introducing North America*, Chris Oxlade
- *South America*, Rebecca Hirsch
- *World Atlas*, Nick Crane; Illustrations, David Dean

Picture Books (Literary)

- *Moon Rape*, Lois Ehlert
- *The Story of Ferdinand*, Munro Leaf; Illustrations, Robert Lawson
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

SUPPLEMENTARY TEXTS

Article

- "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers

Painting

- *Carta Marina*, Olaus Magnus
- *Cornell Farm*, Edward Hicks
- *Washington Crossing the Delaware*, Emanuel Leutze

Photographs

- *Earth from Space*, Stöckli, Reto, et al.
- "Grand Canyon Scenic Splendor," *National Park Service*
- "Patterns of Chinchero," *Descendants of the Incas*

Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

Poem

- "Lions Roar," *Can Teach*

Quotation

- "What is life?" *Crowfoot*

Songs

- "Penguin Song," *Preschool Education*
- "In the World is Carmen Sandiego? from *Smithsonian Folkways*," *Smithsonian Folkways*

Videos

- "Antarctic Sights and Sounds," James Napoli
- "Burkina Faso: Music," *Our Africa*
- "Explore Views of the Burj Khalifa with Google Maps," Google Maps
- "The Seven Continents Song," Silly School Songs
- "Storm-Proofing the World's Biggest Mud Building," BBC Earth
- "Traditional Chinese Dance—'Flowers Contend in Beauty' by Li Qian, Lin Chen..."

Websites

- "Americas—Fact Files," *Go Wild*
- "Moles," *DK Find Out!*

Wit & Wisdom Curriculum

Knowledge Goals

- Identify the seven continents.
- Describe the different natural features, things to do, and animals on each continent.
- Demonstrate understanding of maps and their purpose.
- Understand how illustrations, photographs, and words in a text communicate important information.

Reading Goals

- Ask and answer questions about unknown words in a text. ([RL.K.4](#))
- Recognize and sort common types of text. ([RL.K.5](#))
- Describe the relationship between the words and illustrations in a text. ([RI.K.7](#), [RL.K.7](#))
- Identify the reasons an author gives to support a point in the text. ([RI.K.8](#))
- Identify similarities and differences between two texts on the same topic. ([RI.K.9](#))

Writing Goals

- Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic. ([W.K.1](#))
- Respond to questions and suggestions from a peer and add detail based on feedback. ([W.K.5](#))
- Collect evidence from the texts and use it to support responses to a prompt. ([W.K.8](#))

Speaking and Listening Goals

- Confirm understanding of a text read aloud or information presented orally by giving an example of something heard or understood. ([SL.K.2](#))
- Describe familiar people, places, things, and events to provide additional detail. ([SL.K.4](#))

Language Goals

- Produce and expand complete sentences beginning each sentence with a capital letter. ([L.K.1.f](#), [L.K.2.a](#))
- Recognize and name end punctuation. ([L.K.2.b](#))
- Identify new meanings of familiar words and use them accurately. ([L.K.4.a](#))
- Use the most frequently occurring inflections and affixes to determine the meaning of an unknown word. ([L.K.4.b](#))
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ([L.K.5.b](#))
- Distinguish between shades of meaning of verbs describing the same general action by acting out their meanings. ([L.K.5.d](#))

Major Assessments:

Focusing Question Tasks

Part 3: In small groups, distinguish shades of meaning among the verbs *tiptoe*, *walk*, *lumber*, and *scurry* by acting them out. [FQT 3](#)

Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals. [FQT 4](#)

Part 2: Identify the different forms of end punctuation by circling examples from the text. [FQT 5](#)




New Read Assessments

1. After listening to a read-aloud of "5 Reasons Why Animal Moms Are Awesome," identify two reasons the author gives to support the point, "African Elephant moms are awesome!" [NR 1](#)

2. After listening to a read-aloud of *Moon Rape*, use knowledge of word relationships and the illustrations to define key vocabulary. [NR 2](#)

3. Use the map on pages 38–39 of *World Atlas* to compare and contrast information that appears on the map of North America with information collected from *Introducing North America*. [NR 3](#)

FQ: How can a story transport you to a different place?	Monday (4.15)	Tuesday (4.16)	Wednesday (4.17)	Thursday (4.18)	Friday (4.19)
Reading Goal	I will ask and answer questions from a text.	I will ask and answer questions from a text.			
Reading Lesson	<p>Students will work to tell what they notice and wonder about a new text. Students will ask questions about words they do not know or concepts they do not understand.</p> <p>Teacher will show pictures of eggs that have been painted in the Ukrainian style mentioned in the text: pysanky eggs.</p> <p>https://www.bing.com/images/search?q=pysanky+eggs&FORM=HDRSC2</p> <p>https://www.youtube.com/watch?v=OY6fxZVVmT3s</p> <p>Teacher will explain that the origin of the story is the Ukraine. Students will look on a map to see where the Ukraine is located.</p> <p>Teacher will read "Anna and the Painted Eggs".</p> <p>Teacher will ask questions to further comprehension of concepts in the text:</p> <p>Who are the main characters in the story?</p> <p>What is the setting of the story? How do you know?</p> <p>What is Anna curious about in the story?</p> <p>Why do you think the woman painted the eggs? What did you hear in the story that made you think that? Do you think she enjoyed it? Why?</p> <p>How are any of you similar to the characters in the story? What experiences do you have with painting eggs?</p> <p>Students will answer each question with a partner.</p>	<p>Students will work to tell what they notice and wonder about a new text. Students will ask questions about words they do not know or concepts they do not understand.</p> <p>The Story of the Easter Bunny https://www.youtube.com/watch?v=1RB4DQIMHNQ</p> <p>The teacher will read the story (or students will watch video), asking questions throughout to enhance comprehension of the story for students.</p> <p>Who are the main characters in the story?</p> <p>What is the setting of the story? What do you see or hear in the story to help you know that?</p> <p>What does the round old couple do to get ready for Easter?</p> <p>Why did the rabbit take over making the eggs and baskets? Did he enjoy doing those jobs? How do you know?</p> <p>How did the children feel about the rabbit and what he did for them? How do you know?</p> <p>Would you change the ending of this story? Why or why not? What would your ending be like?</p> <p>How is this story like the story we read yesterday? How is it different?</p> <p>Students will answer each question with a partner.</p>	Field Trip	MOH Picnic 11:30–1:30	Good Friday
Writing Goal	I will write to sequence information.	I will write to tell about an event in a story.	I will write to tell events from an event.		
Writing Lesson	<p>Students will use picture cards to sequence the events a person will go through to dye Easter eggs with a partner. Students will record the events in order on a piece of paper:</p> <p>First, boil the eggs. Next, draw on the eggs with crayon. Then, dye the eggs. Last, let the eggs dry.</p> <p>Students will draw on eggs and dye them.</p>	<p>Students will write to tell what happened in the story.</p> <p>Early finishers will hunt for Easter eggs containing sight words and work to find a partner with the same sight word. CVC or CCVC/CVCC words may also be put into eggs and matched with pictures.</p>	Students will write to tell what they did on their field trip to Barn Hill Preserve.		

Phonics Goal	I will blend sounds to read words. I will answer questions about a text.	I will blend sounds to read words. I will answer questions about a text.																			
Skills Strand: Phonics Lesson	<p>Unit 9 Lesson 19 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=qwOQv_h_mJ4w</p> <p>Language • Review Punctuation Marks</p> <div data-bbox="247 441 571 500" style="border: 1px solid black; padding: 2px;"> <ol style="list-style-type: none"> Dan ran fast. Did Sam bring the book? Help! </div> <div data-bbox="247 506 571 646" style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Start on the bottom line.</p> <ol style="list-style-type: none"> dot </div> <div style="text-align: center;">  <p>Start a little below the top line.</p> <ol style="list-style-type: none"> candy cane (lift) dot </div> <div style="text-align: center;">  <p>Start on the top line.</p> <ol style="list-style-type: none"> short line down (lift) dot </div> </div> <p>• Punctuation Activity Page pg 19.1</p> <p>Reading • Reread "Spot's Bath" • Review "Spot's Bath" pg 19.2</p> <div data-bbox="247 766 571 1003" style="border: 1px solid black; padding: 2px;"> <p>Discussion Questions for "Spot's Bath"</p> <ol style="list-style-type: none"> Literal. Why does Spot need a bath? <ul style="list-style-type: none"> Spot needs a bath because he is muddy. Inferential. Is Spot enjoying his bath? Give an example from the story or illustrations that helps you know. <ul style="list-style-type: none"> No. Spot is one sad dog. Students may also say that he is frowning in the illustration on page 65. Literal. What happens when Zack's hands slip while he is holding Spot? <ul style="list-style-type: none"> Spot runs back to the mud pit. Inferential. Will Spot have to take another bath? Give an example from the story or illustrations that helps you know. <ul style="list-style-type: none"> Yes. Am yells, "Get back in that tub!" Evaluative. Think-Pair-Share. Ask your partner a question about "Spot's Bath." Are there any questions you have to help clarify your understanding of the story? </div>	<p>Unit 9 Lesson 20 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=qwOQv_h_mJ4w</p> <p>Reading • Introduce the Story <i>Vocabulary: snack, band</i> • Read "The Pots and Pans Band"</p> <div data-bbox="604 490 940 669" style="border: 1px solid black; padding: 2px;"> <p>Discussion Questions for "The Pots and Pans Band"</p> <ol style="list-style-type: none"> Literal. What instruments do the kids in the pots and pans band play? <ul style="list-style-type: none"> The kids use pots and pans as instruments. Inferential. Describe what the music this band makes sounds like. <ul style="list-style-type: none"> Accept reasonable answers. Literal. How does Mom get the kids to stop playing? <ul style="list-style-type: none"> Mom makes a snack and the kids go into another room to eat it. Evaluative. Think-Pair-Share. Ask your partner a question about "The Pots and Pans Band." Are there any questions you have to help clarify your understanding of the story? </div> <p>• Wiggle Cards</p> <div data-bbox="604 695 940 808" style="border: 1px solid black; padding: 2px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. stand up</td> <td style="width: 50%;">6. The sun is hot.</td> </tr> <tr> <td>2. jump up</td> <td>7. I can grin.</td> </tr> <tr> <td>3. look up and down</td> <td>8. I can grip.</td> </tr> <tr> <td>4. look left</td> <td>9. go two steps</td> </tr> <tr> <td>5. pick up a pen</td> <td>10. sit down</td> </tr> </table> </div> <p>Student Performance Assessments • Uppercase Letter Writing Assessment pg 20.2 • Punctuation Assessment pg 20.3</p> <div data-bbox="604 993 940 1058" style="border: 1px solid black; padding: 2px;"> <table style="width: 100%;"> <tr> <td style="width: 50%;">1. Which desk is his?</td> <td style="width: 50%;">4. The dress is red.</td> </tr> <tr> <td>2. A dog just bit him!</td> <td>5. I can not stand it!</td> </tr> <tr> <td>3. Why is it so hot?</td> <td>6. His dad has a truck.</td> </tr> </table> </div>	1. stand up	6. The sun is hot.	2. jump up	7. I can grin.	3. look up and down	8. I can grip.	4. look left	9. go two steps	5. pick up a pen	10. sit down	1. Which desk is his?	4. The dress is red.	2. A dog just bit him!	5. I can not stand it!	3. Why is it so hot?	6. His dad has a truck.			
1. stand up	6. The sun is hot.																				
2. jump up	7. I can grin.																				
3. look up and down	8. I can grip.																				
4. look left	9. go two steps																				
5. pick up a pen	10. sit down																				
1. Which desk is his?	4. The dress is red.																				
2. A dog just bit him!	5. I can not stand it!																				
3. Why is it so hot?	6. His dad has a truck.																				