

Reading Comprehension

April 29– May 3, 2019

Texts

- *Swimmy* by Leo Lionni
- *A House for Hermit Crab* by Eric Carle

Favorite Kindergarten Stories

Knowledge Goals

- Identify characters, setting and main events from a story.
- Sequence events from a story.
- Identify the essential meaning of a fictional text.
- 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 major story elements of a fictional story. (RL.K.3)

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:

Identify characters, setting and major events from a story in a similar format for the ELA Benchmark test.
Compare and contrast characters' experiences in familiar stories.

	Monday (4.29)	Tuesday (4.30)	Wednesday (5.1)	Thursday (5.2)	Friday (5.3)
Reading Goal	I will identify the characters and setting from a new text.	I will retell a familiar story.	I will identify the characters and setting from a new text.	I will retell a familiar story.	I will compare and contrast the main characters from different stories.
Reading Lesson	<p><i>Swimmy</i> by Leo Lionni</p> <p>Students will watch Parts of a story song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will explain that students will identify the characters and setting in the story, based off of text clues and picture details.</p> <p>Teacher reads story, asking comprehension questions throughout the text to further understanding of the story read.</p> <p>Students discuss what they saw and what they wonder about the text.</p> <p>Students will use their bodies to show elements of the setting from the story.</p> <p>New Read Assessment: Students will circle pictures that show the characters and setting in the story.</p> <p>Students can watercolor paint an underwater scene during arts block time, using crayons to draw their picture and water color to paint over it and add details.</p>	<p><i>Swimmy</i> by Leo Lionni</p> <p>Students will watch Parts of a story song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Students will review the anchor chart for 5 finger retell and discuss why it is important to include all elements in their retell with a partner.</p> <p>Students will use picture cards to put in order with a partner as T reads the story to students.</p> <p>After story is read, students will act out one part of the story, talking through the scene with a small group of their peers.</p> <p>Teacher will divide students into 4 groups, giving one group the beginning of the story to act out, two groups different parts of the middle to act out, and one group the end of the story to act out. Students will discuss afterwards which section of the story they had.</p> <p>Students will draw a picture from the beginning and ending of the story.</p>	<p><i>A House for Hermit Crab</i> by Eric Carle</p> <p>Students will watch Parts of a story song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will explain that students will identify the characters and setting in the story, based off of text clues and picture details.</p> <p>Teacher reads story, asking comprehension questions throughout the text to further understanding of the story read.</p> <p>Students discuss what they saw and what they wonder about the text.</p> <p>Students will use their bodies to show elements of the setting from the story.</p> <p>New Read Assessment: Students will circle pictures that show the characters and setting in the story.</p> <p>Students can cut paper to create a hermit crab and it's environment underwater during arts block.</p>	<p><i>A House for Hermit Crab</i> by Eric Carle</p> <p>Students will watch Parts of a story song on youtube: https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Students will review the anchor chart for 5 finger retell and discuss why it is important to include all elements in their retell with a partner.</p> <p>Students will use picture cards to put in order with a partner as T reads the story to students.</p> <p>After story is read, students will act out one part of the story, talking through the scene with a small group of their peers.</p> <p>Teacher will divide students into 4 groups, giving one group the beginning of the story to act out, two groups different parts of the middle to act out, and one group the end of the story to act out. Students will discuss afterwards which section of the story they had.</p> <p>Students will draw a picture from the beginning and ending of the story.</p>	<p><i>A House for Hermit Crab</i> by Eric Carle Vs <i>Swimmy</i> by Leo Lionni</p> <p>Students will compare and contrast the character's experiences in the text to tell how the main characters are similar and different. T will model using the third little pig and the little red hen as an example. Students record their thoughts on a Venn Diagram.</p> <p>Examples of similarities: They both live in the ocean They both have friends that help them</p> <p>Examples of differences: Hermit crab is looking for a house, and Swimmy is trying to get away from predators</p>
Writing Goal	I will write to tell what I noticed in a new text.	I will write to tell events from a familiar text.	I will write to tell what I noticed in a new text.	I will write to tell events from a familiar text.	I will write to tell about how characters are similar and different.
Writing Lesson	<p>Students write to tell what they noticed in the text after conversing with fellow students.</p> <p>Students check their work on pre-determined rubric, giving feedback to peers to improve their writing.</p>	<p>Students will write to tell about either the beginning or ending of the story and will read their work to a partner, checking each other's work and giving feedback as needed.</p>	<p>Students write to tell what they noticed in the text after conversing with fellow students.</p> <p>Students check their work on pre-determined rubric, giving feedback to peers to improve their writing.</p>	<p>Students will write to tell about either the beginning or ending of the story and will read their work to a partner, checking each other's work and giving feedback as needed.</p>	<p>Students create a Venn Diagram to show how two characters are similar and different.</p>

Phonics Goal

I will blend sounds to read words. I will answer questions about a text.

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Skills Strand:
Phonics Lesson

Unit 9 Lesson 21

Reading

• Reread "The Pots and Pans Band"

• Wiggle Cards

1. Lift arms.	5. Jump and clap.
2. Smack the bug.	6. Frog hop.
3. I can spin.	7. I can skip.
4. one leg up	8. a funny pat

Student Performance Assessment

• Practice:

- Circle and Copy
- Uppercase Letters

• Sentence Reading Assessment

Unit 9 Lesson 22

Reading

• Introduce the Story

Vocabulary: golf, casts

• Read "When It's Hot"

• Review "When It's Hot"

Discussion Questions for "When It's Hot"

- Literal.** Where does Dad's golf ball land?
 - Dad's golf ball lands in the grass.
- Inferential.** Do you think Zack and his dad are having any luck catching fish? Why do you think that?
 - Accept reasonable answers.
- Literal.** What do Zack and his dad like to grill?
 - Zack and his dad like to grill hot dogs.
- Evaluative.** Think-Pair-Share. Ask your partner a question about "When It's Hot."
 - Are there any questions you have to help clarify your understanding of the story?

• Wiggle Cards

1. Munch chips.	7. I ran ten blocks.
2. Crush a can.	8. Rats smell bad.
3. Stomp a bug.	9. Nod and shrug.
4. Mop the deck.	10. Sand the ship.
5. Pass the word.	11. Scrub the cups.
6. The cab hit a bump.	12. I felt a drop.

Student Performance Assessment

• Yes/No Questions

• Sentence Reading Assessment

Unit 9 Lesson 23

Reading

• Introduce the Story

Vocabulary: top hat

• Read "Ann's Hat Box"

• Review "Ann's Hat Box"

Discussion Questions for "Ann's Hat Box"

- Literal.** Where does Ann set her hat box?
 - Ann sets her hat box on the bed.
- Literal.** What does Zack think is wrong with the top hat?
 - The top hat has a big dent.
- Literal.** Which hat does Zack like the best?
 - Zack likes the red hat best.
- Evaluative.** Why do you think Ann is trying on hats?
 - Accept reasonable answers.
- Evaluative.** Think-Pair-Share. Ask your partner a question about "Ann's Hat Box."
 - Are there any questions you have to help clarify your understanding of the story?

• Wiggle Cards

1. Brush the dog.	7. Ring a bell.
2. Dig in the sand.	8. Get on the bus.
3. Sip milk.	9. Sing a song.
4. a fast nap	10. a sad kid
5. a funny grin	11. Track the mud.
6. Yell, "Bad duck!"	12. Huff and puff.

Student Performance Assessment

• Mark the Sentence

• Sentence Reading Assessment

Unit 10 Lesson 1

Foundational Skills

• Warm-Up:

- Oral Segmenting

1. classroom (4+3)	/k/ /l/ /r/ /m/ + /s/ /g/ /m/
2. black-bird (4+3)	/b/ /l/ /k/ /b/ + /r/ /d/ /r/
3. dragon (4+2)	/d/ /r/ /d/ /g/ + /n/ /l/
4. oatmeal (2+3)	/o/ /t/ + /m/ /e/ /l/
5. card-board (3+3)	/k/ /a/ /d/ + /b/ /o/ /d/
6. painting (4+2)	/p/ /e/ /n/ + /t/ /i/ /n/ /g/
7. pan-cake (3+3)	/p/ /a/ /k/ + /e/ /k/ /
8. back-pack (3+3)	/b/ /a/ /k/ + /p/ /a/ /k/
9. home-town (3+3)	/h/ /o/ /m/ + /t/ /a/ /n/
10. beavers (2+3)	/b/ /e/ + /v/ /e/ /r/

- Sound/Spelling Review

• Introduce the Sound /ee/

1. seed	5. bed
2. shop	6. team
3. feet	7. ship
4. meat	8. seat

• Introduce the Spelling /ee/ \ 'ee'

• Meet the Spelling Activity Page

Reading

• Introduce the Reader
Vocabulary: sweet, pen

• Introduce the Story

/ee/ > 'ee'	
Green	Lee
keeps	feeds
three	sweet
sheep	

• Read "Scott and Lee"

Discussion Questions for "Scott and Lee"

- Literal.** Which animal is Scott's pet?
 - Scott's pet is Lee the Sheep.
- Literal.** Who keeps a pig?
 - Scott's dad keeps a pig.
- Literal.** What does Scott's mom keep?
 - Scott's mom keeps three hens.
- Inferential.** Describe Lee.
 - Accept reasonable answers based on the text and illustrations.
- Evaluative.** Think-Pair-Share. Ask your partner a question about "Scott and Lee."
 - Are there any questions you have to help clarify your understanding of the story?

Unit 10 Lesson 2

Foundational Skills

• Warm-Up: Tricky Word Review

1. goose	9. I	17. when	25. which
2. two	10. are	18. word	26. goose
3. three	11. little	19. why	27. said
4. the	12. dozen	20. to	28. says
5. a	13. out	21. where	29. were
6. blue	14. from	22. no	30. here
7. yellow	15. all	23. what	31. there
8. look	16. was	24. so	

• Complete the Sentences

Reading

• Reread "Scott and Lee"