

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

September 3–7, 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)
- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
- 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

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>How do people use their senses to learn about the world?</i> | Monday (9.3) | Tuesday (9.4) | Wednesday (9.5) | Thursday (9.6) | Friday (9.7) Library Day |
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| Morning Message | <h1>Labor Day</h1> | Tell a neighbor what you did during your long weekend. | Morning center idea: Use home store circulars to pick things that would <i>feel</i> a certain way and discuss what they would feel like. The ___ feels ____. | Morning center idea: Use home store circulars to pick things that would <i>feel</i> a certain way and discuss what they would feel like. The ___ feels ____. | Tell a neighbor how you used your 5 senses this week to experience something you enjoyed. |
| Reading Goal | | 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> as text evidence to answer questions. | I will tell the essential meaning of <i>My Five Senses</i> . | I will tell an important detail from the text. |
| Wit & Wisdom Reading Lesson | | <p>L8a <i>My Five Senses</i> by Aliki <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"> Handout 4A: Sensory Word Cards Evidence Organizer for <i>My Five Senses</i> Blue and pink sticky notes <p>Students begin by practicing fluency reading, with longer sentences.</p> <p>Teacher and students review <i>reveal</i>. Students choose two senses to explore how illustrations and text work together to help with understanding a text.</p> <p>Teacher models annotation in a text, using sticky notes to mark details in the text and pictures</p> <p>T re-reads text, asking students to pay close attention to the words and pictures to see how they work together. Annotations will be done as a class with sticky notes.</p> <p>After annotating, T reads certain parts of the story and students discuss answers to questions about the text and pictures.</p> <p>T reviews the main topic of the text with students and asks them to show if they think one sense is being used for certain examples or if all senses are being used.</p> | <p>L8b <i>My Five Senses</i> by Aliki <i>How do I use text evidence in my response to My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Evidence Organizer for <i>My Five Senses</i> Sentence Frames for FQT2 <p>T will discuss the importance of using evidence from a text in order to answer a prompt correctly.</p> <p>Students will use the text that was annotated to help make an anchor chart, showing text evidence for how each sense is used.</p> <ul style="list-style-type: none"> The boy [sees] ____. The boy [hears] ____. The boy [smells] ____. The boy [tastes] ____. The boy [touches] ____. <p>Students will orally answer each question and prepare a rough draft of their page in the book to be used to complete the FQT tomorrow.</p> | <p>L9 <i>My Five Senses</i> by Aliki <i>What is the essential meaning of My Five Senses?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Evidence Organizer for <i>My Five Senses</i> Sentence Frames for FQT2 FQT2 Template <p>T defines <i>aware</i>. Read text on Elmo or online book, pointing to each word, with students helping read familiar language. T asks on pp. 12, 18, 25 "How is the boy <i>aware</i> here?"</p> <p>Students use sensory cards to explain how they need to be aware to use each of their 5 senses.</p> <p>Students determine essential meaning as the book shows us that we must be aware of our world around us to use our senses to experience different things.</p> <p>Word Wall vocabulary: aware</p> | <p>Alternate lesson (not W&W) Our Five Senses https://www.getepic.com/app/read/12927</p> <p>Reviewing main topic and key details from other texts, have students listen to the book with minimal interruptions, pointing out key vocabulary as you read.</p> <p>Partner share something they learned about their 5 senses from the text. Assign each student a sense to discuss with their partner.</p> <p>Divide students into groups of 5, based off the sense they discussed with their partners. Students will create a bubble map in a small group to capture important information about the book: Examples: pupil lets in light, we use sight to stay safe, etc.</p> |
| Writing Goal | | I will represent learning through drawing and dictation. | I will represent learning through drawing and dictation. | I will express understanding of using text evidence to answer a question. | I will represent learning through drawing and dictation. |

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| <p>Writing Lesson</p> | | <p>Why is text evidence so important?</p> <p>T explains that text evidence helps us answer questions we may have. T models the process of using a text to answer questions.</p> <p>Students verbally answer prompt: What did the boy see with his eyes?</p> <p>Students write to answer the prompt. The boy can see _____.</p> | <p>Students will orally answer each sentence starter and prepare a rough draft of their page for the book they will complete tomorrow.</p> <ul style="list-style-type: none"> ▪ The boy [sees] _____. ▪ The boy [hears] _____. ▪ The boy [smells] _____. ▪ The boy [tastes] _____. ▪ The boy [touches] _____. <p>Students draw and write to tell what they learned from the text.</p> | <p>FQT: Students and teacher review the anchor chart where text evidence was gathered.</p> <p>Students use rough draft from previous day to create a book about what the boy did in the text.</p> <p>Students share their text with a small group while working.</p> | <p>Students will use their bubble maps (evidence from the text) to help them write. Students write to tell what they learned about their 5 senses.</p> |
| <p>Phonics Goal</p> | | <p>I will tell how many words I hear in a sentence or phrase.</p> | <p>I will tell how many words I hear in a sentence or phrase.</p> | <p>I will tell how many words I hear in a sentence or phrase.</p> | <p>I will tell how many sounds I hear.</p> |
| <p>Skills Strand: Phonics Lesson</p> | | <p>Unit 2 Lesson 3:</p> <ul style="list-style-type: none"> - S will blend syllables to form words using hand gestures and by playing a game involving large motor skills. -S will clap hands to identify syllables as teacher says words. - S will use the Blending picture Cards make the sounds that form words. - S will use right hand to greet others. - S will use tripod grip to draw zig-zag lines on a vertical surface (Worksheet 3.1) <p>-S will discriminate shapes using worksheet 3.2</p> | <p>Unit 2 Lesson 4:</p> <ul style="list-style-type: none"> -S will count to 10 using fingers. - S will step forward from left to right. One student steps forward for each word in the sentence. - S will use tripod grip to circle cubes on worksheet 9.1 for each word in the sentence. -S will make circles and triangles with playdoh. -S will practice writing triangles on a vertical surface, reviewing position words (top, bottom, left, right, and middle). Using worksheet 9.2, S will draw circular driveways for 6 cars to enter 6 garages. On the back, students will draw a line from each animal to its home. <p>Assessment Begins: Students count words in a sentence by moving cubes to show they can identify each word said.</p> | <p>Unit 2 Lesson 5:</p> <ul style="list-style-type: none"> - S will count from 1 - 10, lifting one finger for each number as they count. -S will identify vertical, horizontal, lines and circles drawn on chart paper. -S will listen to the sentences and phrases and move cubes for each word in the sentence or phrase and count the words. -S will use a small crayon to write shapes. -S will make circles and triangles with playdoh. <p>Assessment Continues: Students count words in a sentence by moving cubes to show they can identify each word said.</p> | <p>Unit 2 Lesson 6:</p> <ul style="list-style-type: none"> -S will blend syllables to form words using hand gestures and by playing a game involving large motor skills. Students will play a version of Duck, Duck, Goose to strengthen syllable-blending skills. -S will clap hands to identify syllables as teacher says words. - S will use play dough to make "cups". - S will practice tracking from left to right and top to bottom by completing worksheet 1.2 |