

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

September 10–14, 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

Words to revisit if necessary:

- Page 2: *freedom*.
- Page 7: *trick*.
- Page 9: *palm*.
- Page 10: *tuning, curlers*.
- Page 12: *curb*.
- Page 18: *rhythm*.
- Page 21: *graffiti*.
- Page 22: *witness*.
- Page 23: *soup kitchen*.
- Page 25: *familiar*.

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.

<p>FQ: <i>How does CJ use his senses to learn about the world in Last Stop on Market Street?</i></p>	<p>Monday (9.10)</p>	<p>Tuesday (9.11)</p>	<p>Wednesday (9.12)</p>	<p>Thursday (9.13)</p>	<p>Friday (9.14) Library Day</p>
<p>Morning Message</p>	<p>Fluency reading (google slide) <i>The Wheels on the Bus.</i></p>	<p>Fluency reading (google slide) <i>The Wheels on the Bus.</i></p>	<p>Fluency reading (google slide) <i>The Wheels on the Bus.</i></p>	<p>Fluency reading (google slide) <i>The Wheels on the Bus.</i></p>	<p>Speaking in complete sentences activity (W&W Lesson 14) abbreviated</p>
<p>Reading Goal</p>	<p>I will ask questions about the illustrations and text in <i>Last Stop on Market Street</i>.</p>	<p>I will discuss events in the story, <i>Last Stop on Market Street</i>.</p>	<p>I will use the pictures and language in <i>Last Stop on Market Street</i> as text evidence to answer questions.</p>	<p>I will use the pictures and language in <i>Last Stop on Market Street</i> as text evidence to answer questions.</p>	<p>I will identify the essential meaning of the text <i>Last Stop on Market Street</i>.</p>
<p>Wit & Wisdom Reading Lesson</p>	<p>L11 <i>Last Stop on Market Street</i> Matt de la Pena <i>What do I notice and wonder about Last Stop on Market Street?</i> MATERIALS</p> <ul style="list-style-type: none"> Wonder Wheel (google slide) Chart paper for Wonder Chart for <i>Last Stop on Market Street</i> Google Slide for "Wheels on the Bus" Chart <p>Teacher will explain using more than one sense to "listen," such as looking and listening at the same time to help one understand what they're hearing better.</p> <p>Teacher directs students to notice and wonder throughout the text. T reads with minimal interruption.</p> <p>T asks students to partner share what they learned from the book. T gives example to show S how to tell in a complete sentence what they learned.</p> <p>T selects two students to share what they notice on important pages throughout the text: pp 1-6, pp 7-14, pp 15-19, pp 20-29.</p> <p>Students take a moment to "wonder" about things they see that they don't know about in small groups. T records 4-5 student generated questions to add to anchor chart.</p>	<p>L12 <i>Last Stop on Market Street</i> Matt de la Pena <i>What is happening in Last Stop on Market Street?</i> MATERIALS</p> <ul style="list-style-type: none"> "Wheels on the Bus" slide Writing Anchor Chart: Add Details Incomplete drawing of a bus (google slide) <p>T will explain how a bus line works and what "last stop" means when riding the bus. Students will pretend to drive a bus around the room, stopping when they hear bus stops called. Students will take a seat on the carpet when they hear "last stop" called.</p> <p>As students sit down, T reminds students to use both eyes and ears to listen to the story. T describes the <i>My 5 Senses</i> books as informational texts and tells S that <i>Last Stop on Market Street</i> is different because it's a story that's made up.</p> <p>T will re-read the story, stopping on certain pages to think aloud what is happening in the text. (ie PPI-2).</p> <p>Students will TPS their thoughts on what is happening as T asks questions about certain pages.</p> <p>"Why did CJ and his Nana get off at the last stop on Market Street?"</p>	<p>L13 <i>Last Stop on Market Street</i> Matt de la Pena <i>What does a deeper exploration of words and pictures reveal in Last Stop on Market Street?</i> MATERIALS</p> <ul style="list-style-type: none"> "Wheels on the Bus" slide Anchor Chart for collecting text evidence Images for evidence organizer Handout 13B <p>T will review <i>reveal</i> and how pictures and text can help <i>reveal</i> more about a book to help with understanding.</p> <p>Students will listen to the story. While T reads Students will hold up a card that shows if CJ is using his sense of hearing or seeing to experience the world around him.</p> <p>Together, S and T will add evidence from the text to an anchor chart using pictures and words.</p>	<p>L14 <i>Last Stop on Market Street</i> Matt de la Pena <i>What does a deeper exploration of words and pictures reveal in Last Stop on Market Street?</i> MATERIALS</p> <ul style="list-style-type: none"> "Wheels on the Bus" slide Anchor Chart for collecting text evidence Images for evidence organizer Handout 14A Class drawing of a bus from lesson 12 <p>T will review <i>reveal</i> and how pictures and text can help <i>reveal</i> more about a book to help with understanding. T will introduce the term <i>daydreaming</i>.</p> <p>T will explain the role of the illustrator. Students will discuss how they think the illustrator came up with the illustrations in the text. T will explain that the illustrator used his real-life experiences to help him with his pictures.</p> <p>T and S revisit the text evidence collected yesterday. S work in small groups to discuss details for each piece of evidence. Details will be added to the anchor chart.</p>	<p>L15 <i>Last Stop on Market Street</i> Matt de la Pena <i>What is the essential meaning of Last Stop on Market Street?</i> MATERIALS</p> <ul style="list-style-type: none"> Anchor Chart for collecting text evidence Assessment document 15 <p>T will explain <i>essential meaning</i> and explain that it can sometimes be difficult to determine what the essential meaning of a text is.</p> <p>T will read the text non-stop and allow students to listen to the sequence of events completely, so they can better understand what is happening.</p> <p>Students TPS what they think the meaning of the story is. They will justify their answers with text evidence.</p> <p>Students will answer questions about the text, trying to focus their efforts on what the essential meaning of the text is.</p>

Writing Goal	I will represent learning through drawing and dictation.	I will add details to my pictures and writing.	I will add details to illustrations to give more information to a reader.	I will add details to illustrations to give more information to a reader.	I will represent learning through drawing and dictation, using text evidence to support my answer.
Writing Lesson	<p>Students will use anchor chart created throughout the lesson to help them answer the prompt verbally to themselves, then to a partner.</p> <p>Teacher reviews with students where their picture and words go on a page in their journals.</p> <p>Students write to answer the prompt. I notice _____.</p> <p>Students begin by drawing picture. T reveals her picture and S check their work to see if they have enough details. Teacher then models writing and S write to tell what they noticed in their journals. Writing must match picture.</p>	<p>Teacher reviews with students where their picture and words go on a page in their journals.</p> <p>T and S create an anchor chart, specifically modeling how to add details to their pictures/writing.</p> <p>Writing details: <i>big bus, city bus, white bus, old bus, etc.</i></p> <p>Students write to answer the prompt. CJ rode a _____ to Market Street.</p> <p>Students begin by drawing picture. T reveals her picture and S check their work to see if they have enough details. Teacher then models writing and S write to tell what they noticed in their journals. Writing must match picture.</p>	<p>Teacher reviews with students where their picture and words go on a page in their journals.</p> <p>T and S refer to anchor chart, specifically reviewing how to add details to their pictures/writing.</p> <p>(Handout 13B) Students use a printout of CJ from the text and discuss how to add details to make him look the way he does in the text.</p> <p>Students practice adding details to CJ to complete the picture. Students glue the picture in their journals.</p>	<p>Teacher reviews with students where their picture and words go on a page in their journals.</p> <p>T and S refer to anchor chart, specifically reviewing how to add details to their pictures/writing.</p> <p>(Handout 14A) Students use a printout of a city from the text and discuss how to add details to make it look the way it does in the text. Students practice adding details to an illustration of a city street based off of what they put on the anchor chart. Students glue the picture in their journals.</p>	<p>Students TPS about what CJ sees or hears in the book, based off of a review of the text evidence anchor chart they created earlier in the week.</p> <p>(Handout 15) Students write to tell what CJ sees or hears using text evidence.</p>
Phonics Goal	I will blend sounds together to make a new word.	I will blend sounds together to make a new word.	I will blend sounds together to make a new word.	I will blend sounds together to make a new word.	I will blend sounds together to make a new word.
Skills Strand: Phonics Lesson	<p>Unit 2 Lesson 7</p> <p>Students will blend sounds together to make new words, using the slinky strategy.</p> <p>Students blend sounds and identify which picture card is being segmented.</p> <p>Students will identify objects by first sound.</p> <p>Students will draw loops on a vertical surface and in their notebooks as practice.</p> <p>Students will use playdough to make their names on a mat.</p>	<p>Unit 2 Lesson 8</p> <p>Students will blend sounds together to make new words, using the slinky strategy.</p> <p>Students blend sounds and identify which picture card is being segmented.</p> <p>Students will identify objects by first sound.</p> <p>Students will draw canes on a vertical surface and in their notebooks as practice.</p> <p>Students will use playdough to make their names on a mat.</p>	<p>Unit 2 Lesson 9</p> <p>Students will blend sounds together to make new words, using the slinky strategy.</p> <p>Students blend sounds and identify which picture card is being segmented.</p> <p>Students will add a sound to a word, creating a new word.</p> <p>Students will draw hooks on a vertical surface and in their notebooks as practice.</p> <p>Students will use playdough to make their names on a mat.</p>	<p>Unit 2 Lesson 10</p> <p>Students will blend sounds together to make new words, using the slinky strategy.</p> <p>Students identify objects in the classroom that the teacher segments.</p> <p>Students will add a sound to a word, creating a new word.</p> <p>Students will practice writing all lines learned.</p> <p>Students will use playdough to make their names on a mat.</p> <p>Begin blending assessment</p>	<p>Unit 2</p> <p>Pausing Points, if necessary</p> <p>Students count words in phrases and sentences by moving cubes in small groups.</p> <p>Students blend sounds together to make new words in small groups.</p> <p>Continue blending assessment</p>