

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

September 17–21, 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)

SIGHT WORDS INTRODUCED:

the
of
I

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 do our senses help us learn from Chicka Chicka Boom Boom?</i></p> | <p>Monday (9.17)</p> | <p>Tuesday (9.18)</p> | <p>Wednesday (9.19)</p> | <p>Thursday (9.20)</p> | <p>Friday (9.21) Library Day</p> |
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| <p>Morning Message</p> | <p>Observe <i>Flower Day</i> by Diego Rivera – what do you notice and wonder?</p> | <p>Observe <i>Flower Day</i> by Diego Rivera – what is happening? Make a tableau of what you see.</p> | <p>Observe <i>Flower Day</i> by Diego Rivera – examine color and compare to <i>Le Gourmet</i></p> | <p>Observe <i>Flower Day</i> by Diego Rivera – examine symmetry.</p> | <p>Observe <i>Flower Day</i> by Diego Rivera – what is the essential meaning? How is the title important?</p> |
| <p>Reading Goal</p> | <p>I will ask questions about the illustrations and text in <i>Chicka Chicka Boom Boom!</i></p> | <p>I will discuss events in the story, <i>Chicka Chicka Boom Boom!</i></p> | <p>I will use the pictures and language in <i>Chicka Chicka Boom Boom!</i> as text evidence to answer questions.</p> | <p>I will use the pictures and language in <i>Chicka Chicka Boom Boom!</i> as text evidence to answer questions.</p> | <p>I will identify the essential meaning of the text <i>Chicka Chicka Boom Boom!</i></p> |
| <p>Wit & Wisdom Reading Lesson</p> | <p>L17 <i>Chicka Chicka Boom Boom!</i> by Bill Martin, Jr. and John Archambault, Illustrated by Lois Elhert <i>What do I notice and wonder about Chicka Chicka Boom Boom!?</i> MATERIALS</p> <ul style="list-style-type: none"> ▪ Wonder Wheel (google slide) ▪ Chart paper for Wonder Chart for <i>Chicka Chicka Boom Boom!</i> <p>Teacher will revisit 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 noticed in the book. T gives example to show S how to tell in a complete sentence what they learned.</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>L18 <i>Chicka Chicka Boom Boom!</i> by Bill Martin, Jr. and John Archambault, Illustrated by Lois Elhert <i>What is happening in Chicka Chicka Boom Boom!?</i> MATERIALS</p> <ul style="list-style-type: none"> ▪ Powerpoint presentation with guided fluency reading <p>Students will read fluency reading prompt and discuss punctuation at the end of each line.</p> <p>Review previously read texts as fiction/non-fiction.</p> <p>T will read book again. T will stop on certain pages (Pp: 1–9, 10–12, 13–14, 15–26, 27–30) for students to answer questions about what is happening on each page. Students will act out what happens at the end of the story.</p> <p>Students will TPS their thoughts on what is happening as T asks questions about certain pages.</p> | <p>L19 <i>Chicka Chicka Boom Boom!</i> by Bill Martin, Jr. and John Archambault, Illustrated by Lois Elhert <i>What does a deeper exploration of words and pictures reveal in Chicka Chicka Boom Boom!?</i> MATERIALS</p> <ul style="list-style-type: none"> ▪ PowerPoint presentation with guided fluency reading <p>T and S will discuss how pictures and text have worked together in previous stories to help reveal more about what is happening in the story.</p> <p>As T re-reads story, students will draw and discuss what they think is happening in the story on a folded sheet of paper. T stops on pp. 9–10, 19–20.</p> | <p>L20 <i>Chicka Chicka Boom Boom!</i> by Bill Martin, Jr. and John Archambault, Illustrated by Lois Elhert <i>What does a deeper exploration of words reveal in Chicka Chicka Boom Boom!?</i> MATERIALS</p> <ul style="list-style-type: none"> ▪ PowerPoint presentation with guided fluency reading <p>T reviews jobs of author and illustrator. T reads story once more, students identify repetitive text within the story. T labels with a sticky note.</p> <p>Students create a movement for the repetitive text: Chicka, Chicka, boom, boom!</p> <p>Students discuss how similar words sound in different parts of the text and what impact that has on the events in the story.</p> <p>Students talk about their favorite part of the story and what they heard or saw that made it their favorite part (text evidence) in a complete sentence.</p> | <p>L21 <i>Chicka Chicka Boom Boom!</i> by Bill Martin, Jr. and John Archambault, Illustrated by Lois Elhert <i>What is the essential meaning of Chicka Chicka Boom Boom!?</i> MATERIALS</p> <ul style="list-style-type: none"> ▪ PowerPoint for guided reading fluency ▪ FQT template <p>T will review <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> |

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| Writing Goal | I will represent learning through drawing and dictation. | I will add a label to my picture. | I will add a label to my picture. | I will represent learning through drawing and dictation. | 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 the page.</p> <p>T models how to label a picture, by writing one letter (first sound) next to the object in the picture. Students get a paper with a picture of a random object. Students listen for the first sound in the picture, then attempt to write the first sound (or whole word, if they're able) next to the picture. **no anchor chart provided** Students should rely on knowledge of letter sounds and resources in the classroom for guidance.</p> <p>Students begin by coloring a picture and adding details. T reveals her picture and S check their work to see if they have enough details. Teacher then models writing for labels. Writing must match picture.</p> | <p>Teacher reviews with students where their picture and words go on the page.</p> <p>As T re-reads story, students will draw what they think is happening in the story on a folded sheet of paper. T stops on pp. 9-10, 19-20.</p> <p>T will model how to label a picture from the story with a first sound, or complete label.</p> <p>Students will then label their own pictures from the story and glue into their journals.</p> | <p>Students will discuss their favorite part of the story and what they saw or heard that made it their favorite part.</p> <p>T will model where to put their drawing/writing in their journals. Students will write/draw to tell their favorite part of the story.</p> | <p>ASSESSMENT: Students will complete the FQT to tell what they saw or heard in the text.</p> |
| Phonics Goal | I will identify the phoneme /m/. | I will identify the phoneme /a/. | | I will identify the phoneme /t/ | I will identify the phoneme /d/ |
| Skills Strand: Phonics Lesson | <p>Unit 3 Lesson 1:</p> <ul style="list-style-type: none"> -S will orally blend sounds to form words by using large motor gestures. -S will indicate whether the phoneme /m/ is present in the initial position of a spoken word. -S will observe the shape of the mouth while pronouncing the sound /m/ -S will demonstrate that relationships exist between written letters and spoken sounds by drawing a picture of 'm' for /m/ in the air and on paper. - S will copy and trace the lowercase letter 'm' | <p>Unit 3 Lesson 2:</p> <ul style="list-style-type: none"> -S will orally blend sounds to form words by using large motor gestures. -S will indicate whether the phoneme /a/ is present in the initial position of a spoken word. -S will observe the shape of the mouth while pronouncing the sound /a/ -S will demonstrate that relationships exist between written letters and spoken sounds by drawing a picture of 'a' for /a/ in the air and on paper. - S will copy and trace the lowercase letter 'a' | EARLY DISMISSAL | <p>Unit 2 Lesson 3:</p> <ul style="list-style-type: none"> - S will blend sounds to form words using hand gestures and by playing a game involving large motor skills and identify what the list of words has in common (body parts) -S will answer riddles to words that begin with /t/ - S will arrange letter cards to make words ('m', 'a', 't' cards) - S will practice drawing pictures of the /t/ sound (worksheet 3.1) | <p>Unit 2 Lesson 4:</p> <ul style="list-style-type: none"> - S will blend sounds to form words using hand gestures and by playing a game involving large motor skills and identify what the list of words has in common (clothing) -S will complete sentences with words that begin with /d/. -S will arrange letter cards to make words, using letter sound cards ('m', 't', 'd', 'a') - S will practice drawing pictures of the /d/ sound (worksheet 4.1) <p>ASSESSMENT: Students tell sounds of all letters learned, write all letters learned, and identify pictures that begin with each letter sound.</p> |