

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

September 24–28, 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:

a  
like  
me

### LETTER SOUNDS INTRODUCED:

o  
c  
g  
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.

FQ: <i>How do our senses help us learn from Rap Tap Tap?</i>	Monday (9.24)	Tuesday (9.25)	Wednesday (9.26)	Thursday (9.27)	Friday (9.28) Library Day
Morning Message	Sensory Experience: Mix and Mingle What do you think you'd see, hear, smell, taste, touch here?	Fluency reading for Rap a Tap Tap.	Fluency reading for Rap a Tap Tap.	Fluency reading for Rap a Tap Tap. Compare to Chicka Chicka Boom Boom fluency.	Review sight words/songs.
Reading Goal	I will ask questions about the illustrations and text in <i>Rap Tap Tap!</i>	I will discuss events in the story, <i>Rap Tap Tap!</i>	I will use the pictures and language in <i>Rap Tap Tap</i> as text evidence to answer questions.	I will use the pictures and language in <i>Rap Tap Tap</i> as text evidence to answer questions.	I will share information I learned from <i>Rap Tap Tap</i> .
Wit & Wisdom Reading Lesson	<p>L23 <i>Rap Tap Tap</i> by Leo and Diane Dillon <i>What do I notice and wonder about Rap Tap Tap?</i></p> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Wonder Wheel (google slide)</li> <li>Tap dancing video</li> <li>Chart paper for Wonder Chart for <i>Rap Tap Tap!</i></li> <li>Printout of figure from story</li> </ul> <p>T asks students to look at cover of text and listen to title. What do they notice about picture and wonder about the title?</p> <p>Teacher will read the story, explaining vocabulary words that are not known by students to build background knowledge.</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>Students discuss repeated text within the story and practice reading for fluency.</p>	<p>L24 <i>Rap Tap Tap</i> by Leo and Diane Dillon <i>What is happening in Rap Tap Tap?</i></p> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Powerpoint presentation with guided fluency reading</li> <li>Great depression picture</li> <li>Printed picture</li> </ul> <p>Students will create a tableau of the front cover of the book in groups of 3.</p> <p>Review previously read texts as fiction/non-fiction.</p> <p>T will read book again. T will stop on certain pages (Pp: 1-6, 7-12, 13-14, 19-20, 21-26) for students to answer questions about what is happening on each page. Students will act out what happens throughout the story.</p> <p>To help build understanding of the text, teacher will revisit pp 11-12 and explain about the <i>skids</i>. Students will view and discuss a portrait of the Great Depression.</p> <p>Students will TPS their thoughts on what is happening as T asks questions about certain pages.</p>	<p>L25 <i>Rap Tap Tap</i> by Leo and Diane Dillon <i>What does a deeper exploration of words and pictures reveal in Rap Tap Tap?</i></p> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>PowerPoint presentation with guided fluency reading</li> <li>Index cards and prepared anchor chart with I see...</li> </ul> <p>T puts on a puppet show for students to witness what it looks like for on task conversations between partners.</p> <p>As T re-reads story, students will discuss picture and text relationships on certain pages: 1-4, 5-8, 9-28. Students will pretend to dance like Bojangles did in the story.</p> <p>Students will have a partner sharing session to tell what they learned from the book... see writing plans.</p>	<p>L26 <i>Rap Tap Tap</i> by Leo and Diane Dillon <i>What does a deeper exploration of words reveal in Rap Tap Tap?</i></p> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>PowerPoint presentation with guided fluency reading</li> <li>Bojangles tap dancing video</li> <li>Printout of FQT</li> </ul> <p>T writes certain words from the story down (p 1 and 3) and discusses the rhyming patterns with students. Students will discover how rhyming words help them understand what is happening in the story.</p> <p>Students will discuss how the words in the text helped them understand what Bojangles was doing in the story and what his dancing sounded like.</p> <p>Students will partner share the words they heard in the story that rhymed and will work to draw pictures of the rhyming words.</p> <p>Students will echo read all the rhyming words with teacher.</p>	<p>L27 <i>Rap Tap Tap</i> by Leo and Diane Dillon</p> <p>Students read/present their FQTs in small groups and tell what makes them feel better if they're having a hard time as an early finisher activity.</p>

Writing Goal	I will write to tell about a picture from the book.	I will write to tell about a picture from the book.	I will write to tell what I learned from the book.	I will write to tell what I learned from the book.	
Writing Lesson	<p>Main focus is LABELING:</p> <p>Students will discuss objects they see in printed picture.</p> <p>Teacher will model labeling ONE of the objects in the picture. Students will talk with a partner about other things they can label.</p> <p>Students use the picture print outs to label the things they discussed with a partner, using letter sounds they know to help them.</p>	<p>Main focus is LABELING:</p> <p>Students will discuss objects they see in printed picture.</p> <p>Teacher will model labeling ONE of the objects in the picture. Students will talk with a partner about other things they can label.</p> <p>Students use the picture print outs to label the things they discussed with a partner, using letter sounds they know to help them.</p>	<p>Students will talk with a partner and draw one thing they learned from the story on an index card. T will put them on an anchor chart with a label for each under a column titles "I see..."</p> <p>Students assist with the labeling by stretching out sounds they hear. Those who can label on their own may do so while others finish their pictures.</p>	<p>ASSESSMENT:</p> <p>Students will cut and paste their sentence into the proper sequence and will draw a picture using text evidence to show something they saw or heard from the text. Students must include a label to show what they saw or heard in the text.</p>	<h1>Library</h1>
Phonics Goal	I will identify the phoneme /o/.	I will identify the phoneme /c/.	I will identify the phoneme /g/	I will identify the phoneme /i/	I will blend words with sounds I've learned.
Skills Strand: Phonics Lesson	<p>Unit 3 Lesson 6:</p> <ul style="list-style-type: none"> <li>- 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 (number words)</li> <li>-S will use mirrors to watch the shape of their mouth as they make the /o/ sound, as well as the other vowel sounds.</li> <li>-S will arrange letter cards to make words, using letter sound cards ('m', 't', 'd', 'a', 'o')</li> <li>- S will practice drawing pictures of the /o/ sound (worksheet 6.1)</li> </ul>	<p>Unit 3 Lesson 7:</p> <ul style="list-style-type: none"> <li>- 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 (names of girls)</li> <li>-S will answer riddles with words that begin with /c/.</li> <li>-S will use mirrors to understand that vowel sounds are made with your mouth open, and consonant sounds are formed with your mouth closed.</li> <li>-S will arrange letter cards to make words, using letter sound cards ('m', 't', 'd', 'a', 'o', 'c')</li> <li>- S will practice drawing pictures of the /c/ sound (worksheet 7.1)</li> </ul>	<p>Unit 2 Lesson 8:</p> <ul style="list-style-type: none"> <li>- 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 (boys names)</li> <li>-S will answer riddles to words that begin with /g/</li> <li>- S will arrange letter cards to make words ('m', 'a', 't', 'o', 'd', 'c', 'g' cards)</li> <li>- S will practice drawing pictures of the /g/ sound (worksheet 8.1)</li> </ul>	<p>Unit 2 Lesson 9:</p> <ul style="list-style-type: none"> <li>- 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 (tools for eating and drinking)</li> <li>-S will place their hands on their jaws to feel how their mouth moves when saying /i/.</li> <li>-S will listen to words with /i/ in the middle of the word and compare the sounds with words with /a/ in the middle</li> <li>-S will arrange letter cards to make words, using letter sound cards ('m', 't', 'd', 'a', 'i', 'o', 'g', 'c')</li> <li>- S will practice drawing pictures of the /i/ sound (worksheet 9.1)</li> </ul>	<p>Unit 2 Lesson 10:</p> <ul style="list-style-type: none"> <li>- 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 (words associated with the ocean)</li> <li>-S will arrange letter cards to make words, using letter sound cards ('m', 't', 'd', 'a', 'o', 'i', 'g', 'c')</li> <li>- S will match sounds /a/ and /i/ with pictures (worksheets 10.1, 10.2)</li> <li>_S will practice tracing the letter 'm', using different colors to trace the letter (Worksheet 10.3)</li> </ul> <p style="text-align: right;"><i>ASSESSMENT:</i> <i>Sounds: o, c, g, i</i></p>