

Reading Comprehension: Module 2 Essential Question – What makes a good story?

October 8–12, 2018

**Reading Goals**

- Retell familiar stories, describing major events in the order that they occur. ([RL.K.2](#))
- Describe stories' characters, setting, and major events, including problem, responses to the problem, and resolution. ([RL.K.3](#))
- Compare and contrast the experiences of characters in familiar stories. ([RL.K.9](#))

**CORE TEXTS**

**Picture Books (Informational)**

- *Farm Animals*, Wade Cooper
- *The Year at Maple Hill Farm*, Alice and Martin Provensen

**Picture Books (Literary)**

- *The Little Red Hen*, Jerry Pinkney
- *The Three Billy Goats Gruff*, Paul Galdone
- *Three Little Pigs*, Adaptation, Raina Moore; Illustrations, Thea Kliros

**SUPPLEMENTARY TEXTS**

**Paintings**

- *American Gothic*, Grant Wood
- *The Cornell Farm*, Edward Hicks

**Poem**

- "Morning Is Come"

**Song**

- "Old MacDonald Had a Farm"

**Videos**

- "Making Bread"
- "Seasons Song"

**Writing Goals**

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. ([W.K.2](#))
- Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. ([W.K.3](#))
- Use digital recording to produce and publish writing, including in collaboration with peers. ([W.K.6](#))
- Collect evidence from the texts and use it support responses to a prompt. ([W.K.8](#))

**SIGHT WORDS:**

to  
go  
and

**LETTER SOUNDS:**

n  
h  
s  
f

**Speaking & Listening Goals**

- Speak clearly and audibly with a strong voice. ([SL.K.6](#))
- Demonstrate active listening by engaging in conversations and reacting to the responses of peers. ([SL.K.6](#))

**Language Goals**

- Produce and expand sentences using frequently occurring nouns and verbs as well as prepositions. ([L.K.1.e](#), [L.K.1.f](#))
- Write the letters that represent most phonemes, and apply them to their own writing and drawing. ([L.K.1.a](#), [L.K.2.c](#), [L.K.2.d](#))
- Expand understanding of word meanings through discussion, real-life connections, and sorting common objects into categories. ([L.K.5.a](#), [L.K.5.c](#))

**Focus Skills**

- Authors of informational texts teach us about real life through their books.
- Authors of narrative texts use their imaginations to tell fictional stories that entertain and teach us.
- In real life, farm animals live on farms and help people in different ways.
- Life on a farm and the animals' behavior change with the seasons.
- Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.

FQ: What is true about REAL farm animals?	Monday (10.8)	Tuesday (10.9)	Wednesday (10.10)	Thursday (10.11)	Friday (10.12)									
Morning Message		Students will work together to create a flag that represents our class using a rubric that has been pre-determined.	I will examine the importance of speaking with a strong voice. <i>Read poem from Farm Animals as fluency practice</i>	I will examine the importance of speaking with a strong voice. <i>Read poem from Farm Animals as fluency practice</i>	I will examine the importance of speaking with a strong voice. <i>Read poem from Farm Animals as fluency practice</i>									
Reading Goal		I will ask questions about <i>Three Little Pigs</i> with a variety of question words.	I will ask questions and share observations about key details in <i>Farm Animals</i> .	I will identify the main topic and key details from sections of <i>Farm Animals</i> .	I will identify how illustrations and words reveal factual information about real farm animals.									
Reading Lesson	Fall Holiday	<p>Teacher starts the lesson by asking students to consider stories they have enjoyed reading or listening to. Students will discuss what they love about the stories.</p> <p>Teacher will then display the story <i>The Three Little Pigs</i> and ask if students have ever read or heard this story before. Teacher will explain that it is a familiar story and that there are many versions of this story to enjoy.</p> <p>Teacher reads aloud the illustrator's name, reinforcing her job and explaining that an old story sometimes has been told so often that the author may be unknown, as it is here.</p> <p>T passes out books to the class and <i>pairs look through the book at the pictures, discussing what they see in each picture (I notice...)</i>.</p> <p>Teacher then picks up the texts and reads the story aloud to students. Teacher asks <i>students to share new things they noticed after listening to the words.</i></p> <p><i>Students will use the wonder wheel to help them generate questions. Students will be assigned to specific question words and will discuss their questions in their group before sharing with the class.</i></p> <p>Students who are struggling with coming up with questions should revisit the following pages: 1-2, 5-6, 13-14, 17-18.</p> <p><i>Together, the class will create an anchor chart for their wonders. Students share their thinking for each question and the class moves it across the anchor chart.</i></p> <table border="1" data-bbox="361 1279 680 1382"> <thead> <tr> <th colspan="3">Wonders for Three Little Pigs</th> </tr> <tr> <th>Questions</th> <th>Answers in Progress</th> <th>Complete Answers</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Why did the pigs leave Mother Pig's house?</li> <li>How did the pigs think of making a fire?</li> <li>Where did the first two pigs live after they burned the wolf?</li> </ul> </td> <td></td> <td></td> </tr> </tbody> </table> <p>Students will then take a walk around to each of the books that will be read in Module 2 and discuss whether or not they think they are non-fiction or fiction and discuss what books they are interested in reading the most.</p>	Wonders for Three Little Pigs			Questions	Answers in Progress	Complete Answers	<ul style="list-style-type: none"> <li>Why did the pigs leave Mother Pig's house?</li> <li>How did the pigs think of making a fire?</li> <li>Where did the first two pigs live after they burned the wolf?</li> </ul>			<p>Teacher reminds students that the <i>Three Little Pigs</i> story was a story about some pigs that were trying to get away from a mean wolf who wants to eat them. Today they will read an informational text. Teacher displays both copies of the texts and asks students what differences they notice about the texts. <i>Students pair share answers.</i> Teacher reminds students that an informational text provides facts, or true information that they can learn.</p> <p>Teacher reads the title and author to the class and asks students what they think the book will be about and what they notice about the images in the book. Refer to non-fiction anchor chart created last week.</p> <p>Teacher will read the book, only focusing on the animal name and the noise it makes. T will ask <i>students to share what they noticed about what each page told them</i>, emphasizing that each page told them about a different animal and what sounds they make. T will re-read each page, focusing on the label at the top, but then the information at the bottom of each page.</p> <p>Teacher should read as uninterrupted as possible. See Teacher Note on p 41.</p> <p><i>Students TPS "How did reading through the rest of the text help us learn more about the animals?"</i></p> <p><i>Students will find a group of 5 or 6 to share what they noticed about the book and each will take a turn asking a question from the book using a question cube to help them generate questions. Teacher will write down one question from each group as they discuss at their tables and add them to the previously made anchor chart.</i></p> <p>Students will share their thinking about each question, moving the questions along the anchor chart as time permits.</p>	<p>Teacher will read Essential Question "What makes a good story?" using a nonverbal hand gesture for <i>make</i>.</p> <p>Teacher will ask students what they think it means to "make" something and explain that to <i>make</i> a good story there are many things that have to be thought about.</p> <p>Today students will think about what is happening in the book. Teacher will model putting a puzzle together using the pieces as clues to see the bigger picture. Pieces = key details, whole picture = main topic</p> <p>Remind students that the main topic of a text is like the big picture, what the book is mostly about. Each of the key details tells us something about the main topic (a fact).</p> <p>Looking at the front and back covers and the pages in the book, students determine what they think the book is mostly about (farm animals). Teacher will read pp 6-7 to students, focusing on how it is different from other pages. It is meant to set up the main topic of the book for the reader to understand what he or she will be reading about.</p> <p>Teacher should choose sheep, pigs and chickens to focus on for the lesson, having students practice finding the details (or puzzle pieces) within the text to better help them understand about farm animals.</p> <p><i>Students will help add information about each animal to an anchor chart (text evidence collector).</i></p>	<p>Teacher begins by reading the content framing question and asking "what do we mean by REAL farm animals?" Class discusses how pictures and words can help us better understand information about real farm animals.</p> <p>T will read the book until page 11 without showing the pictures to students. T asks "Who is the 'I' on this page? What in the words makes you think that?"</p> <p>T continues to read and question in this way for each page, asking students to state what they heard in the words to help them understand what animal the book is discussing on each page. Students will also discuss the "Did you know?" boxes and why the author included those boxes on each page.</p> <p>Teacher should choose cows, horses, and goats to focus on for the lesson, having students practice finding the details (or puzzle pieces) within the text to better help them understand about farm animals.</p> <p><i>Students will help add information about each animal to an anchor chart (text evidence collector).</i></p> <p>FQT: Students will create a sentence about one of the animals they have learned about and say it to a classmate to show understanding of using text evidence to answer a question. Pairs will record each other's sentences while <i>the rest of the group draws a picture to show their evidence from the text.</i></p>
Wonders for Three Little Pigs														
Questions	Answers in Progress	Complete Answers												
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Writing Goal	I will describe the importance of planning sentences and practice a planning strategy to tell who did what.	I will identify and act out real-life connections between verbs and their meanings.	I will practice using a strategy to plan for writing.	<i>Library Day</i>		
Writing Lesson	<p>Teacher asks students what they think it means to “plan” something out.</p> <ul style="list-style-type: none"> <li>▪ <i>You think about it.</i></li> <li>▪ <i>You don’t do it yet.</i></li> <li>▪ <i>You can talk about it first.</i></li> <li>▪ <i>It means to think about what you are going to do.</i></li> </ul> <p>Together the class will create an anchor chart that can be used to show WHO and WHAT they are doing in the story.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center; font-size: small;">Writing Anchor Chart: Planning a Sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; text-align: center;">Who?</td> <td style="width: 50%; border-bottom: 1px solid black; text-align: center;">Did what?</td> </tr> </table> </div> <p>Teacher will explain and model how to use this sentence planning tool to plan a sentence by using examples from the book and having students respond. P. 6 – “Built a brick house.” Students respond with thumbs down and T uses the sentence planning frame to fix the sentence from the book.</p> <p>Students will work with teacher to plan a sentence telling what the wolf will do next in the story. Teacher will write the sentence on the board and students will draw a picture in their journals to show what the sentence is saying. Students may copy the sentence if time permits.</p>	Who?	Did what?	<p>T reminds students of the way they used the senses “see” and “hear” in their writing for the past few weeks. <i>Using these words adds detail to our writing.</i></p> <p>T will explain that the author uses words to add detail to his/her writing, too. These words are called VERBS. These words are interesting words that describe actions. Some examples and pictures to give students are:</p> <p><i>run</i> <i>leap</i> <i>dig</i> <i>sleep</i> <i>sneak</i> <i>roll</i> <i>scratch</i></p> <p>Add these words to a VERBS anchor chart Students will act out a motion with each word to show what the animal or character is doing in the text.</p> <p>Students will practice with verbs as they move from place to place and do different things throughout the day.</p> <p>Teacher will write a sentence on the board, using the tool from previous lesson and students will draw a picture of the sentence in their journals, writing the sentence if time permits.</p>	<p>T will review planning out a sentence and why it is important. Teacher will give non-examples of stating what one learns from a text, example: “eat grass” before “horses.” T asks for feedback from students on the way the sentence is worded. Feedback is used to guide students to the understanding that words must go in a certain order for a reader to understand what he/she is reading. Using the chart made Tuesday, students will help the teacher create a sentence that makes sense about horses (Horses eat grass). Students will work in pairs to discuss different sentences they could make about each animal they have read about in the book. Students practice sharing their sentences orally and T gives feedback appropriately.</p> <p>Students write/draw about the sentence the teacher writes on the board, Horses eat grass. Students may copy sentence if time permits.</p>	<p>Table work for centers:</p> <p>Students will draw a picture of an animal doing each of the action words on their handout and speak a sentence to a partner to tell what each animal is doing.</p>
Who?	Did what?					
Phonics Goal	I will tell the sounds in words.	I will tell the sounds in words.	I will tell the sounds in words.	I will tell the sounds in words.		
Skills Strand: Phonics Lesson	<p>Unit 4 Lesson 1</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy.</p> <p>Students will learn the new sound /n/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Sight word to</p>	<p>Unit 4 Lesson 2</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy.</p> <p>Students will learn the new sound /h/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Sight word and</p>	<p>Unit 4 Lesson 3</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy.</p> <p>Students will learn the new sound /s/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Sight word go</p>	<p>Unit 4 Lesson 4</p> <p>Students will segment sounds in two and three sound words, using the slinky strategy.</p> <p>Students will learn the new sound fh/ and will practice writing it.</p> <p>Students will practice reading new words with their new sound.</p> <p>Review all sight words.</p>		