

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

November 5–9, 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:

he
she

LETTER SOUNDS:

w
j
y

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: How do authors create problems and solutions?	Monday (11.5)	Tuesday (11.6)	Wednesday (11.7)	Thursday (11.8)	Friday (11.9)																	
Morning Message	MOMMY & ME FIELD TRIP	ELECTION DAY NO SCHOOL	Repeated language anchor chart Morning is Coming (poem) "Morning is come..."	Repeated language anchor chart Morning is Coming (poem) "Night is away..."	Repeated language anchor chart Morning is Coming (poem)																	
Reading Goal	I will identify and describe characters in a text.		I will use text and pictures to ask and answer questions about a story.	I will tell what is happening in a story.	I will use words that have different meanings appropriately.																	
Reading Lesson	<p>Teacher begins by playing story elements song on youtube:</p> <p>https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>The True Story of the 3 Little Pigs Teacher will read the story and students will identify the characters in the story. Students will work to find words and clues in the pictures to describe the characters in the story. Students can compare characters with previously read Three Little Pigs story.</p> <p>Students will hear story about Thanksgiving and create displays for Thanksgiving luncheon.</p>		<p>Lesson 18</p> <p>Teacher begins by playing story elements song on youtube:</p> <p>https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher and students review components of a good story they've learned so far (characters, setting). Teacher asks students to think about something that a character did in The Three Pigs that made the story interesting. Students discuss whether the story would have been the same if that part had been different or left out.</p> <p>NEW READ ASSESSMENT: Teacher will do a cold read that is uninterrupted of The Little Red Hen. Students will circle the pictures that show characters and setting from the story. Review answers of assessment as a class.</p> <p>After teacher reads the text, students will discuss with a partner some things they notice in the book. Students will work in small groups with a question cube to generate questions about the text. Students share questions as a whole group and place on an anchor chart. Students work to answer questions using the text and determine whether or not questions can be answered with the text or if they need to look elsewhere. Questions are being assessed by teacher to see if they are relevant and lend to a better understanding of the story. These questions will be collected for the anchor chart.</p> <p>Wonder Chart for The Little Red Hen</p> <table border="1" data-bbox="972 1271 1297 1382"> <thead> <tr> <th colspan="3">Wonders for The Little Red Hen</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"> Why won't the dog help her? Where did she find the seeds? Who takes care of the animals? How long does it take to make the bread? What kind of bread is it? </td> <td></td> <td></td> </tr> </tbody> </table> <p>Throughout the reading of the story, be sure to mention multiple meanings of "circled" and "jam."</p>	Wonders for The Little Red Hen			Questions	Answers in Progress	Complete Answers	<ul style="list-style-type: none"> Why won't the dog help her? Where did she find the seeds? Who takes care of the animals? How long does it take to make the bread? What kind of bread is it? 			<p>Lesson 19</p> <p>Teacher begins by playing story elements song on youtube:</p> <p>https://www.youtube.com/watch?v=XSyrFfz55xo</p> <p>Teacher will remind students that they remember the characters and the setting from the story after yesterday's discussion/assessment.</p> <p>Teacher will display the anchor chart created after the assessment given yesterday that includes characters and setting. This will be used as a talking point for what is happening in the story.</p> <table border="1" data-bbox="1331 740 1661 859"> <thead> <tr> <th>Characters</th> <th>Setting</th> </tr> </thead> <tbody> <tr> <td>hen</td> <td rowspan="5">Farm</td> </tr> <tr> <td>dog</td> </tr> <tr> <td>rat</td> </tr> <tr> <td>goat</td> </tr> <tr> <td>Pig</td> </tr> </tbody> </table> <p>Use pictures to make it more meaningful for students.</p> <p>Teacher re-reads story, asking questions on the following pages: P1-5 How does the author tell us more about the characters? (add descriptive words to the anchor chart) P7 How are some words on this page different than others? P8 Why does the little red hen ask the dog to help her plant the seeds? P13-14 define <i>thresh</i> for students Students TPS How did the author use words in the text to help us understand different characters in this story?</p> <p>As a group, students will act out parts of the story using puppets p 280 in manual describes the process more.</p>	Characters	Setting	hen	Farm	dog	rat	goat	Pig	<p>Lesson 19 (continued)</p> <p>Students and teacher will focus on shades of meaning with specific words.</p> <p>Teacher displays anchor chart with pre-chosen words and pictures included: Cut, snip, chop Jam Circled</p> <p>Students will play a game where they must find a partner to share a sentence using each word correctly as teacher calls it out.</p> <p>i.e. He likes to chop vegetables She snips her hair. I cut out shapes from paper.</p> <p>Pages 286-288 in manual</p> <h1 style="text-align: center;">Library Day</h1>
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Writing Goal	I will write to tell about a character from a story.		I will write to tell what I notice in the story.	I will write to tell what is happening in the story.	Library Day
Writing Lesson	<p>Students will write to tell about their favorite character from the story.</p> <p>i.e. I like the _____. He was _____.</p>		<p>Students write to tell what they notice about the characters and events from the story The Little Red Hen.</p> <p>i.e. I notice _____.</p>	<p>Students will work with teacher to plan out a story to write about a character. Class will create a shared writing story map and students will use the map to help them write a sentence about a character from the text.</p> <p>i.e. The hen ____.</p>	<p>Library Day</p> <p>Students make index cards with one word and a picture to match. They find others in the classroom that have a word that means something similar and make a group.</p>
Phonics Goal	I will tell the sounds letters make. I will blend sounds to read words.		I will tell the sounds letters make.	I will tell the sounds letters make.	I will blend sounds to make words.
Skills Strand: Phonics Lesson	<p>Unit 5 Review Lesson</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Students will practice writing sounds teacher calls out, forming letters properly.</p> <p>Students will practice blending sounds together to read words with previously learned sounds.</p>		<p>Unit 5 Lesson 6</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /w/ sound. Students watch the Jack Hartman Letter W song and practice identifying words that begin with the /w/ sound. Students will listen to a story containing many words beginning with /w/ and will touch their nose each time they hear the /w/ sound.</p> <p>Students practice writing the /w/ sound, turning it correctly and reading words that contain this specific sound. (6.1)</p> <p>Higher leveled readers will practice reading phrases, touching each word as they read.</p> <p>On level readers practice stretching out sounds in words and building them in their chaining folders.</p>	<p>Unit 5 Lesson 7</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /j/ sound. Students watch the Jack Hartman Letter J song and practice reciting a tongue twister with words that start with /j/. Students will complete a sentence using a word that begins with /j/.</p> <p>Students practice writing the /j/ sound, turning it correctly and reading words that contain this specific sound. (7.1)</p> <p>Higher level readers will work to read phrases and illustrate each at their tables.</p> <p>On level readers practice stretching out sounds in words and building them in their chaining folders.</p>	<p>Unit 5 Lesson 8</p> <p>Students will review all letter sounds.</p> <p>Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.</p> <p>Teacher introduces the /y/ sound. Students watch the Jack Hartman Letter Y song and practice reciting a tongue twister with words that start with /y/. Students will answer a riddle with a word that begins with /y/.</p> <p>Students practice writing the /y/ sound, turning it correctly and reading words that contain this specific sound. (8.1)</p> <p>Tricky word: yellow</p> <p>Higher leveled readers will practice reading phrases, touching each word as they read.</p> <p>On level readers practice stretching out sounds in words and building them in their chaining folders.</p> <p>ASSESSMENT: Letter sounds b, l, r, u</p>