

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

November 12–16, 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:**

*we*  
*am*  
*for*

**LETTER SOUNDS:**

*x*  
*k*

**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 (11.12)	Tuesday (11.13)	Wednesday (11.14)	Thursday (11.15)	Friday (11.16)
Morning Message	Morning is Come Poem First three lines	Morning is Come Poem First four lines	Model reading poem fluently, adding in pauses for commas and semicolons. Have students echo read, including pauses.	Make anchor chart for things students are thankful for.	Five fat turkeys are we... <a href="https://www.youtube.com/watch?v=loFx4r6Eme8">https://www.youtube.com/watch?v=loFx4r6Eme8</a>
Reading Goal	I will describe events in a story.	I will identify patterns in a story that help me understand what is happening.	I will sequence events to complete a task.	I will tell what is happening in a story.	
Reading Lesson	<p>Lesson 20 The Little Red Hen</p> <p><a href="https://www.youtube.com/watch?v=XSyrFfz55xo">https://www.youtube.com/watch?v=XSyrFfz55xo</a></p> <p>Students will answer questions about what characters did throughout the text, identifying actions and reasons for actions using words and pictures as text evidence.</p> <p>Students work together to put the story events in order, identifying the problem and solution through conversation as they work.</p>	<p>Lesson 21 The Little Red Hen</p> <p><a href="https://www.youtube.com/watch?v=XSyrFfz55xo">https://www.youtube.com/watch?v=XSyrFfz55xo</a></p> <p>Students will review problem/solution in the story as a whole group.</p> <p>Teacher will ask questions to guide students to understand and identify the repeated language in the text, explaining why it is important in identifying the problem and solution in the story.</p> <p>Students will use puppets with a small group to retell the story, focusing on the repeated language in the text.</p> <p>Students will vote to decide which flavor playdough they will make in the next lesson.</p>	<p>Sequencing events to complete a task:</p> <p>Access and play the "Making Bread" video: (<a href="http://witeng.link/0064">http://witeng.link/0064</a>)</p> <p>Students will work together to tell what they think they need to do to make playdough.</p> <p>Students will write down what they think they should do first, next and last.</p> <p>Following a recipe with multiple steps, students will work in small groups to make playdough, much as the Little Red Hen made her bread.</p>	<p>Thanks for Thanksgiving</p> <p>Students will listen to a story about Thanksgiving and discuss things they are thankful for.</p> <p>Students will make a match with someone in the classroom to tell what they are thankful for and will write about it on a placemat they can take home.</p>	<h2 style="text-align: center;">Library Day</h2> <p style="text-align: center;">Thanksgiving stories and activities</p> <p><a href="https://www.youtube.com/watch?v=EhxVexVWtE-4">https://www.youtube.com/watch?v=EhxVexVWtE-4</a></p> <p><a href="https://www.youtube.com/watch?v=hPG-sVFxKoH">https://www.youtube.com/watch?v=hPG-sVFxKoH</a></p> <p><a href="https://www.youtube.com/watch?v=DpNZvy_ysVQ">https://www.youtube.com/watch?v=DpNZvy_ysVQ</a></p>
Writing Goal	I will write to tell about a character from a story.	I will write to tell about a character from a story.	I will write directions to tell how to complete a task.	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. The ____ is ____, He/She ____ in The Little Red Hen.</p>	Students write about how the little red hen solved her problem in the story.	Students write down what to do first, next, and last to make playdough with a po	<p>Students will make a placemat with their parents that tell what they are thankful for.</p> <h3 style="text-align: center;">Thanksgiving Day Luncheon</h3>	Library Day  Thanksgiving craft
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 blend sounds to read words.	I will blend sounds to make words.	I will blend sounds to make words.	I will blend sounds to make words.

Skills Strand:  
Phonics Lesson

Unit 5 Lesson 9

Students will review all letter sounds.

Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.

Teacher introduces the /x/ sound. Students watch the **Jack Hartman Letter x song** and practice reciting a tongue twister with words that start with /x/. Students will complete a sentence using a word that begins with /x/.

Students practice writing the /x/ sound, turning it correctly and reading words that contain this specific sound. (9.1)

Higher level readers will work to read phrases and illustrate each at their tables.

On level readers practice stretching out sounds in words and building them in their chaining folders.

Unit 5 Lesson 10

Students will review all letter sounds.

Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.

Teacher introduces the /k/ sound. Students watch the **Jack Hartman Letter k song** and practice identifying words that begin with the /k/ sound. Students will listen to a story containing many words beginning with /k/ and will touch their nose each time they hear the /k/ sound.

Students practice writing the /k/ sound, turning it correctly and reading words that contain this specific sound. (10.1)

Higher leveled readers will practice reading phrases, touching each word as they read.

On level readers practice stretching out sounds in words and building them in their chaining folders.

Unit 5 Lesson 11

Students will review all letter sounds.

Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.

Students practice reading/writing words with all letter sounds learned.

Higher leveled readers will practice reading phrases, touching each word as they read.

On level readers practice stretching out sounds in words and building them in their chaining folders.

Sight word: am

Unit 5 Lesson 12

Students will review all letter sounds.

Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.

Students practice reading/writing words with all letter sounds learned.

Higher level readers will work to read phrases and illustrate each at their tables.

On level readers practice stretching out sounds in words and building them in their chaining folders.

Sight word: for

Unit 5 Lesson 13

Students will review all letter sounds.

Students will review short vowel sounds independent from consonant sounds, repeating in a certain order to feel the difference with their mouth placement.

Students practice reading/writing words with all letter sounds learned.

Higher leveled readers will practice reading phrases, touching each word as they read.

On level readers practice stretching out sounds in words and building them in their chaining folders.

Sight word: we

ASSESSMENT:  
Sight words: he, she, look, up