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| Reading Comprehension: Module 2 Essential Question – What makes a good story? |
| November 26-30, 2018 |
| Reading Goals* Retell familiar stories, describing major events in the order that they occur. ([RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/))
* Describe stories’ characters, setting, and major events, including problem, responses to the problem, and resolution. ([RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/))
* Compare and contrast the experiences of characters in familiar stories. ([RL.K.9](http://www.corestandards.org/ELA-Literacy/RL/K/))

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](http://www.corestandards.org/ELA-Literacy/W/K/))
* Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. ([W.K.3](http://www.corestandards.org/ELA-Literacy/W/K/))
* Use digital recording to produce and publish writing, including in collaboration with peers. ([W.K.6](http://www.corestandards.org/ELA-Literacy/W/K/))
* Collect evidence from the texts and use it support responses to a prompt. ([W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/))

***SIGHT WORDS:******Review all independently and within text******LETTER SOUNDS*:*****Blending all*** | **Speaking & Listening Goals*** Speak clearly and audibly with a strong voice. ([SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/))
* Demonstrate active listening by engaging in conversations and reacting to the responses of peers. ([SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/))

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

***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.
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| *FQ: How do authors sequence events?* | Monday (11.26) | Tuesday (11.27) | Wednesday (11.28) | Thursday (11.29) | Friday (11.30)  |
| Morning Message | **What did you do over the holiday?** | **Repeated language:****TRIP, TRAP, TRIP, TRAP! went the bridge.****Discuss language meanings for trip and trap.** | **Repeated language:****Who is that tripping over my bridge? roared the Troll.** | **Repeated language:****Who is that tripping over my bridge? roared the Troll.** | **Students describe the valley and meadow in the story by using words from the text.** |
| Reading Goal | **I will describe story elements in a fictional book.** | **I will identify solutions to a problem in a story.** | **I will sequence events from a story.** | **I will identify the essential meaning in a story.** | **I will describe characters in a story.** |
| Reading Lesson | **Lesson 24****The Three Billy Goats Gruff**[**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)**Teacher and students will review events from The Little Red Hen that were sequenced in previous lessons.****Students will work to put pictures in order to sequence a life cycle of a plant so that it shows the progression of the seed to plant.****Teacher will read The Three Billy Goats Gruff, asking questions about the cover, author, illustrator and reviewing fiction vs non fiction.****Students will follow along with a partner in the text as it is read.****Students will participate in a new read assessment that will focus on identifying characters, setting and problem/solution from the new story.****Teacher will use this data to drive the week’s instruction.** | Lesson 25The Three Billy Goats Gruff[**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)Students will review problem/solution in the Three Little Pigs as a whole group. Students will work in pairs following along in the text as the teacher reads. Students will be searching for responses to the problem in the story. “How did the characters SOLVE the problem?”Responses are added to anchor chart for further use. | **Lesson 26****The Three Billy Goats Gruff**[**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)**Students will review events and problem/solution from the story previously read. Teacher will give out cards stating the following prompts to 4 students:****Problem, Response to the problem (x2), and Resolution.****Students will take card and stand in the section of the rug indicated by the teacher.****Display anchor chart previously created.****Teacher will orally retell the story out of order to show how events must be told in the correct order to make sense.****Students discuss with a partner how the story elements should be told for the story to make sense and use pictures to help with the retell.** | **Lesson 27****The Three Billy Goats Gruff****Teacher will re-read the story as students follow along with their partner.** **Teacher asks these questions for students to partner share:****-Why didn’t the troll eat the first or second Billy goat?****-What might have happened if the Troll tried to eat the first or second Billy Goat Gruff?****-What do you think the author is trying to teach with this story?****-How do the details in the illustrations help show the essential meaning?****Teacher will define the word: *greedy*****---------------------------------****Students will compare the wolf with the troll:** | **Lesson 26 continued:****Students will add adjectives to an****anchor chart to describe each****character in the story. Students will****use these words to help them****sequence pictures from a text****independently to retell the story.****Library Day** |
| Writing Goal | **I will write to tell about the problem in a fictional story.** | **I will write to tell about a solution in the story.** | I will write to tell about my favorite thing that happened in the story. | I will write to tell what is happening in the story. | Library Day |
| Writing Lesson | **Teacher models identifying the problem to write about. Teacher speaks sentence aloud 3 times and then models how to write the spoken sentence in a journal.****Students will write to tell about the problem in the story.** **i.e. The problem is \_\_\_\_\_.****Four writers will read their work to the class on the ELMO and students will give feedback: one glow, one grow.** | **Teacher models identifying a solution to write about. Teacher speaks sentence aloud 3 times and then models how to write the spoken sentence in a journal.****Students write about a solution to the problem in the story.****i.e. A solution is \_\_\_\_\_.****Four writers will read their work to the class on the ELMO and students will give feedback: one glow, one grow.** | **Teacher models identifying a solution to write about. Teacher speaks sentence aloud 3 times and then models how to write the spoken sentence in a journal.****Students write about their favorite part of the story.****i.e. I like when \_\_\_\_\_.****Four writers will read their work to the class on the ELMO and students will give feedback: one glow, one grow.** | **Teacher models identifying a solution to write about. Teacher speaks sentence aloud 3 times and then models how to write the spoken sentence in a journal.****Students will write about a time when they felt greedy.****i.e. I felt greedy when \_\_\_\_.****Four writers will read their work to the class on the ELMO and students will give feedback: one glow, one grow.** | **Library Day** |
| Phonics Goal | **I will blend sounds to read words.** | **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 14****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 will read Ox and Man, focusing on all text components.** **Students find correct word to match spoken word and circle/write the word on the lines. (14.1)****Students will match the phrase to the picture. (14.2)****Students will sort words by vowel sounds (14.3)****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 15****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 will read Ox and Man, focusing on all text components.** **Students practice reading words and matching them to the correct picture (15.1)****Students read the words and circle the word that matches each picture. (15.2)****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 16****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 will read Ox and Man, focusing on all text components.** **Students practice writing all letter sounds correctly on the lines.****Students mark the phrase and pictures that match (16.1)****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 6 Lesson 1****Students will blend words that have three, four and five sounds.****Students will review all letter sounds.****Teacher will read big book Kit and discuss vocabulary. Students will discuss answers to comprehension questions with a partner.****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 13****Students will blend words that have three, four and five sounds.****Students will review all letter sounds.****Students will practice reading words using letters learned.****Teacher will read big book Kit and Stan and discuss vocabulary. Students will discuss answers to comprehension questions with a partner.****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.** |