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| Reading Comprehension: Module 2 Essential Question – What makes a good story? | | |
| December 3-7, 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/" \t "_blank)) * 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/" \t "_blank)) * Compare and contrast the experiences of characters in familiar stories. ([RL.K.9](http://www.corestandards.org/ELA-Literacy/RL/K/" \t "_blank))   **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. | **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/" \t "_blank)) * 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/" \t "_blank)) * Use digital recording to produce and publish writing, including in collaboration with peers. ([W.K.6](http://www.corestandards.org/ELA-Literacy/W/K/" \t "_blank)) * Collect evidence from the texts and use it support responses to a prompt. ([W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/" \t "_blank))   **SIGHT WORDS:**  **so, are, want**  **LETTER SOUNDS:**  **s as /z/** | **Speaking & Listening Goals**   * Speak clearly and audibly with a strong voice. ([SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/" \t "_blank)) * 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/" \t "_blank))   **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/" \t "_blank), [L.K.1.f](http://www.corestandards.org/ELA-Literacy/L/K/" \t "_blank)) * 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/" \t "_blank), [L.K.2.c](http://www.corestandards.org/ELA-Literacy/L/K/" \t "_blank), [L.K.2.d](http://www.corestandards.org/ELA-Literacy/L/K/" \t "_blank)) * 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/" \t "_blank), [L.K.5.c](http://www.corestandards.org/ELA-Literacy/L/K/" \t "_blank)) |

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| FQ: How do authors sequence events? | Monday (12.3) | Tuesday (12.4) | Wednesday (12.5) | Thursday (12.6) | Friday (12.7) |
| Morning Message | **Find sight words in the morning message** | **NO ARTS BLOCK**  **Students paint with recyclable items to make Christmas cards.** | **Fill in missing letters from words (/z/)** | **How do you celebrate Christmas?** | **NO ARTS BLOCK**  **Students paint with recyclable items to make Christmas cards.** |
| Reading Goal | **I will identify the characters and setting in a story.** | **I will identify the problem in the story.** | **I will identify responses to the problem.** | **I will identify the solution to the problem.** | **I will retell a story.** |
| Reading Lesson | **The Biggest Christmas Tree Ever**  [**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)  **Teacher will read the story.**  **Teacher will ask questions throughout the text to ensure understanding. Students will discuss the characters and setting with a partner, then they will draw a picture of each in their “Story Elements” book.**  **Teacher will add pictures to anchor chart for recording.** | **The Biggest Christmas Tree Ever**  [**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)  **Teacher will read the story.**  **Students will discuss the problem in the story with a partner, then they will draw a picture in their “Story Elements” book.**  Teacher will add pictures to anchor chart for recording. | **The Biggest Christmas Tree Ever**  [**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)  **Teacher will read the story.**  **Students will discuss the responses to the problem with a partner, then they will draw a picture of each in their “Story Elements” book.**  **Teacher will add pictures to anchor chart for recording.** | **The Biggest Christmas Tree Ever**  [**https://www.youtube.com/watch?v=XSyrFfz55xo**](https://www.youtube.com/watch?v=XSyrFfz55xo)  **Teacher will read the story.**  **Students will discuss the solution to the problem with a partner, then they will draw a picture of each in their “Story Elements” book.**  **Teacher will add pictures to anchor chart for recording.** | **The Biggest Christmas Tree Ever**  **Students will take turns retelling the story**  **to each other, using the 5 finger retell**  **strategy.**  **Students will act out the story in small**  **groups**  **Library Day** |
| Writing Goal | **I will write to tell about a character from the story.** | **I will write to tell about the problem in the story.** | I will write to tell what happened in the story. | I will write to tell about my favorite character from the story and why. | Library Day |
| Writing Lesson | **Teacher models identifying the characters 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 characters in the story and where he/she is.**  **i.e. The \_\_\_\_ 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 problem 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 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 what happened in the story.**  **i.e. The \_\_\_ did \_\_\_\_.**  **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 their favorite character from the story.**  **i.e. I like the \_\_\_\_\_\_ because \_\_\_\_\_\_.**  **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 6 Lesson 3**  **Students will blend words that have three, four and five sounds.**  **Students will review all letter sounds.**  **Teacher introduces a new sound for s 🡪 /z/**  **Students complete sentences with missing words (3.1)**  **Students blend sounds to read words.**  **Teacher will read Kit’s Hats and students will answer comprehension questions** | **Unit 6 Lesson 4**  **Students will blend words that have three, four and five sounds.**  **Students will review all letter sounds.**  **Review s as /z/**  **Blend 3+ sound words**  **Read next story in Kit Big Book**  **Sight word so** | **Unit 6 Lesson 5**  **Students will blend words that have three, four and five sounds.**  **Students will review all letter sounds.**  **Review s as /z/**  **Blend 3+ sound words**  **Read next story in Kit Big Book**  **Sight word are** | **Unit 6 Lesson 6**  **Students will blend words that have three, four and five sounds.**  **Students will review all letter sounds.**  **Review s as /z/**  **Blend 3+ sound words**  **Read next story in Kit Big Book**  **Sight word want** | **Unit 6 Lesson 7**  **Students will blend words that have three, four and five sounds.**  **Students will review all letter sounds.**  **Review s as /z/**  **Blend 3+ sound words**  **Read next story in Kit Big Book**  **ASSESSMENT: How many CVC words read correctly?** |