

Reading Comprehension: Module 3 Essential Question – How has life in America changed over time?

January 7–11, 2019

Suggested Student Understandings:

- Authors of informational texts teach us information about real life through their books.
- Informational texts have main topics supported by key details that tell readers more about a topic.
- Life at home and life at school in America have changed over time.
- Modes of transportation and communication in America have changed over time.
- Inventions make life easier and help people do things in new ways.

CORE TEXTS

Picture Books (Informational)

- *Communication Then and Now*, Robin Nelson
- *Home Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *School Then and Now*, Robin Nelson
- *Transportation Then and Now*, Robin Nelson
- *When I Was Young in the Mountains*, Cynthia Rylant

Picture Books (Literary)

- *The Little House*, Virginia Lee Burton

SUPPLEMENTARY TEXTS

Painting

- *Washington Crossing the Delaware*, Emanuel Leutze (1851)

Photographs

- "Betsy Ross and the American Flag: Flag Picture Gallery," Independence Hall Association
- *Old Hand Water Pump*, Judson McCranie
- "Then & Now: The Stunning Speed of Urban Development," S.A. Rogers

Poem

- "Now We Are Six," A.A. Milne

Songs

- "Engine on the Track," *Gayle's Preschool Rainbow*
- "This Land Is Your Land," Woody Guthrie
- "You're a Grand Old Flag," George M. Cohan

Video

- "Sounds of a Glass Armonica," *Toronto Star*

Website

- "About Cynthia Rylant," Cynthia Rylant

Wit & Wisdom Curriculum

Knowledge Goals

- Understand the difference between the past and the present.
- Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed.
- Describe key details about how the topics of home, school, transportation, and communication have changed over time.
- Understand how a main topic or topic statement is supported by key details.

Reading Goals

- Identify the main topic of the text, and retell the key details that support that main topic. (RI.K.2)
- Understand and describe the connection between two pieces of information in a text. (RI.K.3)
- Identify the author and illustrator in a text, and describe their roles in communicating information in a text. (RI.K.6)

Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.2)
- Engage in shared research and writing projects by exploring multiple texts on the same topic. (W.K.7)
- Collect evidence from the texts, and use it support responses to a prompt. (W.K.8)

Speaking and Listening Goals

- Ask and answer questions in order to clarify information. (SL.K.3)
- Use drawings to provide additional detail when speaking. (SL.K.5)

Language Goals

- Produce and expand sentences using frequently occurring nouns and verbs, including regular plural nouns. (L.K.1.b, L.K.1.c, L.K.1.d)
- Capitalize the word / in a sentence. (L.K.2.a)
- Spell words phonetically, drawing on sound-letter relationships. (L.K.2.d)

CKLA Curriculum

Foundational Skills:

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. (RF.K.2c; RF.K.3a,b)

Students will recognize and name the lowercase letters of the alphabet. (RF.K.1d)

Students will recognize and produce rhyming words. (RF.K.2a)

Students will read the Tricky Words I, are, and little. (RF.K.3c)

Language (Spelling):

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). (L.K.2d)

Reading:

Students will track print from top to bottom and left to right; identify periods at the end of sentences; identify the contraction can't as a shortened form of can and not; and answer questions about characters, setting, and main events. (RF.K.1a-c; RL.K.1; RL.K.3)

Students will read with purpose and understanding. (RF.K.4)

FQ: How was Cynthia Rylant's life different from your life?	Monday (1.7)	Tuesday (1.8)	Wednesday (1.9)	Thursday (1.10)	Friday (1.11)
Morning Message	Poem by A.A. Milne "Now We Are Six" When I was one, I had just begun.	Poem by A.A. Milne "Now We Are Six" When I was one, I had just begun. When I was two, I was nearly new.	<i>Washington Crossing the Delaware</i> Students discuss the painting without knowing title of artwork.	Poem by A.A. Milne "Now We Are Six" When I was one, I had just begun. When I was two, I was nearly new. When I was three, I was hardly me. When I was four, I was not much more.	Poem by A.A. Milne "Now We Are Six" When I was one, I had just begun. When I was two, I was nearly new. When I was three, I was hardly me. When I was four, I was not much more. When I was five, I was just alive.
Reading Goal	I will observe pictures and words in a book to tell what I notice and wonder about a new text.	I will observe pictures and words in a book to tell what I notice and wonder about a new text.	I will identify the main topic and key details within a nonfiction text.	I will tell how words and pictures work together to help me understand a text.	I will identify words that are opposites.
Reading Lesson	<p>CONTENT FRAMING QUESTION: LESSON 1</p> <ul style="list-style-type: none"> Wonder: <i>What do I notice and wonder about School Then and Now?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Question Cubes Chart paper for Wonder Chart for <i>School Then and Now</i> Repeated Language Chart <p>Teacher begins by showing cover of the book <i>School, Then and Now</i>. Students make predictions to tell what they think the book will be about.</p> <p>As teacher reads book, students discuss what they notice about the book. Be sure to discuss the addition of -ed onto the end of some words, meaning happened in the PAST.</p> <p>After the book is read and discussed, students will work in small groups to ask questions they may have about the book. Questions generated will be added to the anchor chart for further reference throughout the week.</p> <p>Students answer CFQ: What do I notice and wonder about <i>School, Then and Now?</i></p>	<p>CONTENT FRAMING QUESTION: LESSON 2</p> <ul style="list-style-type: none"> Wonder: <i>What do I notice and wonder about When I Was Young in the Mountains?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Handout 2A: Picture Hunt Map of the world Question Cubes Chart paper for Wonder Chart for <i>When I Was Young in the Mountains</i> Repeated Language Chart <p>Class starts by discussing America, or United States of America. Find America on a map and discuss where we live in America.</p> <p>Teacher reads book and students discuss what they notice about the words and pictures.</p> <p>After the book is read and discussed, students will work in small groups to ask questions they may have about the book. Questions generated will be added to the anchor chart for further reference throughout the week.</p> <p>Students engage in the new read assessment </p> <p>Students work in pairs to search through the text for pictures on their worksheet. Students answer questions one-on-one with teacher to tell author/illustrator of text</p>	<p>CONTENT FRAMING QUESTION: LESSON 3</p> <ul style="list-style-type: none"> Organize: <i>What is happening in When I Was Young in the Mountains?</i> <p>CRAFT QUESTION: LESSON 3 Examine: <i>Why do people write about the past?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Chart paper for <i>When I Was Young in the Mountains</i> Key Details Chart Large sticky notes <p>Students review the meaning of the words <i>main topic</i> and <i>key details</i>. Teacher directs students to pay attention to the repeated text to help them determine what the main topic of the text is.</p> <p>Teacher creates an anchor chart (bubble map) with the words "when I was young in the mountains" written in the middle of it. Students will work together to draw pictures of things that happened when the character was young in the mountains. Sticky notes with pictures will be added to the anchor chart.</p>	<p>CONTENT FRAMING QUESTION: LESSON 4</p> <ul style="list-style-type: none"> Reveal: <i>What does a deeper exploration of the illustrations reveal about Cynthia Rylant's past in When I Was Young in the Mountains?</i> <p>CRAFT QUESTION: LESSON 4 Experiment: <i>How do I write about my past?</i></p> <p>MATERIALS</p> <ul style="list-style-type: none"> Repeated Language Chart Large map of the United States Chart paper for Evidence Organizer for <i>When I Was Young in the Mountains</i> <i>When I Was Young in the Mountains</i> Key Details Chart Large sticky notes <p>Students will work in pairs to look through the text at certain pages and explain what they see in the text. They will focus on a discussion that is centered around how the pictures and words work together to help them understand the text better.</p> <p>Teacher will ask many questions about each focus page and students will discuss their answers.</p> <p>Students will use the information collected from the text and compare it to their own lives in the present. The information will be collected on an anchor chart for future reference.</p>	<p>Students work to identify Opposites from the book <i>When I was Young in the Mountains</i>.</p> <p>Students work to create their own opposites book.</p> <p>Words to focus on: Old Clean Dark Light Dirty Young</p> <p>Listen to the opposite song by Miss Molly on YouTube.</p> <p style="text-align: center;">LIBRARY DAY</p>
Writing Goal	I will write to tell what I noticed in a text.	I will write to tell what I noticed in a text.	I will write to tell information from a text.	I will write to tell about past events.	I will write to tell opposites and draw pictures to match.

<p>Writing Lesson</p>	<p>Students will answer the CFQ with a partner.</p> <p>Teacher models example for exemplar writing in journal. Say the sentence. Count the words Write the sentence. Read the sentence to a partner.</p> <p>Students write to tell what they noticed in the book.</p> <p>Pay attention to conventions of print: Capital/lowercase letters used appropriately Punctuation Spaces between words Sentences make sense Students used resources in the room to help them.</p> <p>Choose four students to show work on the board: I glow, I grow – update writing goals.</p>	<p>Students will answer the CFQ with a partner.</p> <p>Teacher models example for exemplar writing in journal. Say the sentence. Count the words Write the sentence. Read the sentence to a partner.</p> <p>Students write to tell what they noticed in the book.</p> <p>Pay attention to conventions of print: Capital/lowercase letters used appropriately Punctuation Spaces between words Sentences make sense Students used resources in the room to help them.</p> <p>Choose four students to show work on the board: I glow, I grow – update writing goals.</p>	<p>Students will discuss why authors write about the past</p> <p>Teacher models example for exemplar writing in journal. Say the sentence. Count the words Write the sentence. Read the sentence to a partner.</p> <p>Students write to tell what they learned about in the text with a partner on a sticky note.</p> <p>Add sticky notes to the anchor chart.</p>	<p>Students will write to tell about the past.</p> <p>Teacher models example for exemplar writing in journal. Say the sentence. Count the words Write the sentence. Read the sentence to a partner.</p> <p>Students write to tell what happened in the past in the book and then tell what they have done in the past. (What did you do last weekend?)</p> <p>Pay attention to conventions of print: Capital/lowercase letters used appropriately Punctuation Spaces between words Sentences make sense Students used resources in the room to help them.</p> <p>Choose four students to show work on the board: I glow, I grow – update writing goals.</p>	<h1 style="text-align: center;">LIBRARY DAY</h1> <p style="text-align: center;">Students write book about opposites.</p>
<p>Phonics Goal</p>	<p>I will blend sounds to make words.</p>	<p>I will blend sounds to make words.</p>	<p>I will blend sounds to make words.</p>	<p>I will blend sounds to make words.</p>	<p>I will blend sounds to make words.</p>
<p>Skills Strand: Phonics Lesson</p>	<p>Unit 6 Lesson 10</p> <p>Students will blend words that have three, four and five sounds.</p> <p>Students will review all letter sounds and names. Jack Hartman ABC song Vowel Bat Song</p> <p>Students will complete 10.1 by stretching out each sound in words and writing them on the lines.</p> <p>Class reads Kit's Pants and answers comprehension questions with partner.</p>	<p>Unit 6 Lesson 11</p> <p>Students will blend words that have three, four and five sounds.</p> <p>Students will review all letter sounds and names. Jack Hartman ABC song Vowel Bat Song</p> <p>Rhyming word game</p> <p>Introduce tricky word: little</p> <p>Students will complete 11.1 and 11.2 with tricky word little</p> <p>Class reads words on board and writes words on paper.</p>	<p>Unit 6 Lesson 12</p> <p>Students will blend words that have three, four and five sounds.</p> <p>Students will review all letter sounds and names. Jack Hartman ABC song Vowel Bat Song</p> <p>Tap and Spell game</p> <p>Class reads Mumps and answers comprehension questions with partner.</p>	<p>Unit 6 Lesson 13</p> <p>Students will blend words that have three, four and five sounds.</p> <p>Students will review all letter sounds and names. Jack Hartman ABC song Vowel Bat Song</p> <p>Rhyming words review</p> <p>Chain and copy – Students will write words on dry erase boards and compare with a partner</p> <p>Class reads Mumps with partner</p>	<p>Unit 6 Lesson 14</p> <p>Students will blend words that have three, four and five sounds.</p> <p>Students will review all letter sounds and names.</p> <p>Rhyming words review</p> <p>Class reads Up and answers comprehension questions with a partner.</p>