

Reading Comprehension: Essential Question – How does reading help us learn?

August 13–17, 2018

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| <p>Reading <u>Reading Literature:</u> K.RL.1 – With prompting and support, ask and answer questions about key details in a text. K.RL.3 – With prompting and support, identify characters, setting, and major events in a story. <u>Focus Skills</u></p> <ul style="list-style-type: none"> – Students will use picture clues and words to form thoughts about a text. – Students will answer questions about how characters’ actions affect others. <p>Big Vocabulary Terms:</p> <p>TEXT</p> <p>NOTICE</p> <p>WONDER</p> | <p>Reading Foundational Skills and Writing <u>Print Concepts</u> K.RF.1a – Follow words from left to right, top to bottom, and page by page.</p> <p><u>Phonological Awareness</u> RF.K.1b– Demonstrate an understanding that a systematic, predictable relationship exists between written letters and spoken sounds.</p> <p><u>Writing</u> K.W.2 – Use a combination of drawing, dictating, and writing to compose narrative text. L.K.1a– Hold a writing utensil with a tripod grip and make marks on a paper using small crayons, to trace and copy vertical, horizontal, and diagonal lines.</p> <p><u>Focus Skills</u></p> <ul style="list-style-type: none"> – Print concepts – Letter sound recognition. – Identifying words in a phrase or sentence. – Introducing the tripod grip as the standard writing grip. | <p>Speaking & Listening Language <u>Speaking and Listening</u> K.SL.1 – Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Focus Skills</u></p> <ul style="list-style-type: none"> – Use appropriate behavior while listening to and discussing stories. – Participate and ask/answer questions. |
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| | Monday (8.13) | Tuesday (8.14) | Wednesday (8.15) | Thursday (8.16) | Friday (8.17) Library Day |
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| Reading Goal | I will use picture clues and words to help me understand a text. | I will identify key details in a text. | I will identify how words and pictures work together to help me understand a text. | I will discuss a character’s actions in a text. | I will tell how understanding a text helps me be a better reader. |

Wit &
Wisdom
Reading
Lesson

Materials:
Wild About Books text
chart paper
Essential Question on Sentence
Strip
Magnifying glass

Anchor Text: Wild About Books
Focus Question:
*How does the librarian make
reading fun?*
Content Framing Question:
*What do you notice and wonder
about Wild About Books?*

Questions:
What does it mean to be wild
about something?
Where might this bookmobile be
going?
What happened to the animals at
the zoo?

Students act out their favorite
animal and find a partner that is
acting like a different animal. They
sit and share which animal they
chose.

Partner talks:
Teacher models "notice" using
magnifying glass. Using a sentence
frame, "I notice _____" students
talk with one another to answer the
content framing question.
Teacher records answers on chart
paper. T records (on anecdotal
record) whether or not students
use the sentence frame to tell
about what they notice in the text.

Teacher discusses the meaning of "I
wonder _____" and allows for
discussion of questions students
have about the text. Teacher adds
to the anchor chart.

Final questions:
What do you notice/wonder about
Wild About Books? How does
noticing and wondering about a
story help us learn?

Materials:
Wooden Craft Sticks (equity
sticks)
Sticky notes or index cards
Chart paper
Wild About Books

Hook: *What are you WILD
about? What makes you really
excited?*

What do you notice about these
questions?
–essential question and focusing
question

Echo read each question with
students.
Teacher uses equity sticks to call
each child to answer questions from
the text as practice for the next
activity.

Students create a tableau of the
scene at the beginning of the story.
After the tableau students will
discuss how the tableau helped
them understand the story.

Word Wall Word:
stampeding

Discuss the text further by showing
the images on pages 21–22 and
asking
After the animals in Wild About
Books started to read, what else did
they learn how to do?

*Why do people write? Stand up if
you can think of a reason people
write.*

*How might writing about Wild
About Books help you better
understand the story?*

Answer content framing question:
What is happening in Wild About
Books? What is one word that
could describe how the animals felt
about the librarian and the books
at the beginning of the story? At
the end?

Materials:
Device for playing music
Chart paper
Notebooks
Wild About Books

Hook: Introduce RHYME

Students listen for rhyming words in
the story and raise hands as they
hear pairs. *Students find a partner
with "partner high five" and share
words that rhyme with the words
from the story*

Students echo read the content
framing question: How do words
and pictures work together to help
us understand a text?

Students spend time identifying the
difference between the words and
pictures in the book. "What is the
job of the words in the text?"
"What is the job of the illustrations
in a text?"

T introduces "Think/Pair/Share"
strategy with the class. Students
share answers to questions:
How do the animals feel about
reading at this point in the story?
(pp5–6) How do you know?

P 9– How does the illustration help
us understand why a gecko needs a
stick to the wall book?

P 10– How do the words and
illustrations tell us what kind of
books the otters need? Use
examples from the text to support
your answer.

P 11–12 –
How do the words and illustrations
tell us about the different ways the
animals read their books?

What do we learn about the
animals and their books from
looking closely at the words and
illustrations?

Materials:
Sample response journal page from
lesson 3
Evidence organizer
Wild About Books

Hook: *Students silently act out the
animals they wrote about in the
previous lesson*

Students echo read the content
framing question: What is the
essential meaning of the book Wild
About Books?

Read text again to answer the
following questions:
Compare the illustrations on pp 1 –
2 and 7–8. What is different?
How do the animals change?

P 9–16
How are the books different for
different animals? Use examples
from the text to support your
answer.

Pp 17–30
Do the animals still need Molly?
How do you know?

Students are asked: What is the
essential meaning of the story?
What important message does the
author tell us?
*Students "mix and mingle" to share
answers with one another.*

Students collect evidence from the
text through pictures and words and
teacher writes it on an anchor chart
for future reference

P7–8
What do you hear in the words
and see in the pictures that help us
understand how the librarian made
reading fun for the animals?

*Students will write to tell how the
librarian makes reading fun.*

Materials:
Small manipulatives
Evidence organizer chart
paper from lesson 4
Chart paper
Notebooks
Wild About Books

Hook: Discuss unfamiliar
animals: Which animal are
you most curious about from
the story?

Key word: *knowledge*

Students work to answer the
question: How does Wild
About Books build my
knowledge?

*Students participate in a
Socratic seminar to discuss
"How does reading books
change life at the zoo in
Wild About Books?"*

Teacher models a Socratic
seminar for students before
the participate. T records
knowledge on an anchor
chart after the discussions
take place.

*After the seminar, students
will write in their knowledge
journal to show what they
learned about reading and
books from this text.*

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| | | | Students will write using the sentence frame: One type of animal in the story is _____. | | |
| Writing Goal | I will identify my name. | I will build my name. | I will build my name. | I will build my name. | I will write my name. |
| Writing Lesson | Students will circle their names on a dry erase board as many times as they can find it. | Students will use playdough to build their names. | Students will build their names with beans. | Students will build their names by cutting apart the letters for their names and pasting them in the correct order. | Students will rainbow write their name. |
| Phonics Goal | Students will identify sounds as similar or different and count sounds to tell how many. | Students will identify initial sounds in familiar words and listen to environmental sounds. | Students will identify initial sounds in familiar words and words in phrases and sentences. | Students will identify initial sounds in familiar words and words in phrases and sentences. | Students will identify initial sounds in familiar words and words in phrases and sentences. |
| Skills Strand: Phonics Lesson | <p>CKLA Lesson 1</p> <p>Students learn to count fingers from left to right 1-10, with repetition for accuracy.</p> <p>Teacher will knock and count how many knocks. Students will count when teacher knocks again.</p> <p>Teacher will play different instruments or use classroom objects that have distinctive noises. Students will listen to two of the objects and decide if the noises are the same or not the same.</p> <p>Students practice greeting each other, using eye contact and correct voice volume/pitch. Using right hands, they will practice shaking hands.</p> <p>Students use objects to follow simple directions, while teacher uses directional words for where to place the object.</p> <p>Students use tripod grip to draw a line from left to right on a large piece of paper.</p> | <p>CKLA Lesson 2</p> <p>Students learn to count fingers from left to right 1-10, with repetition for accuracy.</p> <p>Teacher will knock and count how many knocks. Students will count when teacher knocks again.</p> <p>Teacher will play different instruments or use classroom objects that have distinctive noises. Students will listen to two of the objects and decide if the noises are the same or not the same.</p> <p>Students practice greeting each other, using eye contact and correct voice volume/pitch. Using right hands, they will practice shaking hands.</p> <p>Students use objects to follow simple directions, while teacher uses directional words for where to place the object.</p> <p>Introduce fingers through song</p> <p>Students use tripod grip to draw a line from top to bottom on a large piece of paper. VERTICAL LINE</p> | <p>CKLA Lesson 3</p> <p>Students learn to count fingers from left to right 1-10, with repetition for accuracy.</p> <p>Students listen to different instruments or classroom objects and determine what it is. Students then count out sounds, moving one cube for each sound they hear.</p> <p>Students practice greeting each other, using eye contact and correct voice volume/pitch. Using right hands, they will practice shaking hands.</p> <p>Students use objects to follow simple directions, while teacher uses directional words for where to place the object.</p> <p>Students use tripod grip to draw a line from top to bottom on a large piece of paper.</p> | <p>CKLA Lesson 4</p> <p>Students learn to count fingers from left to right 1-10, with repetition for accuracy.</p> <p>Students play What Did You Hear? Identifying which instruments they heard being played. Students will then count noises made by the instruments.</p> <p>Students practice greeting each other, using eye contact and correct voice volume/pitch. Using right hands, they will practice shaking hands.</p> <p>Students use tripod grip to draw a line from left to right on a large piece of paper. HORIZONTAL LINE</p> <p>Blending Pre-Test administered</p> | <p>CKLA Lesson 5</p> <p>Students learn to count fingers from left to right 1-10, with repetition for accuracy.</p> <p>Students will count how many noises are made by the instruments.</p> <p>Students will listen to phrases and move a cube for each word they hear in each phrase</p> <p>Students practice greeting each other, using eye contact and correct voice volume/pitch. Using right hands, they will practice shaking hands.</p> <p>Students practice tracking across a page from left to right, reading pictures in the correct order.</p> <p>Students use playdough to make different lines (horizontal, vertical, and circles)</p> |