

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

January 14–18, 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 has life in America changed over time?	Monday (1.14)	Tuesday (1.15)	Wednesday (1.16)	Thursday (1.17)	Friday (1.18)										
Morning Message	<p>Poem: "Now We Are Six" by A.A. Milne</p> <p>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. But now I am six, I'm as clever as clever. So I think I'll be six Now and forever.</p>	<p>Rhyming word game:</p> <p>Students are given index card with word family printed on it. Students write in the first sound to make a complete word (consonant). Students find person who has a word that rhymes with their word.</p>	<p>Song: You're a Grand Old Flag</p> <p>You're a grand old flag, You're a high-flying flag.</p>	<p>Song: You're a Grand Old Flag</p> <p>You're a grand old flag, You're a high-flying flag. And forever in peace may you wave.</p>	<p>Rhyming word game:</p> <p>Students are given index card with word family printed on it. Students write in the first sound to make a complete word (consonant). Students find person who has a word that rhymes with their word.</p>										
Reading Goal	I will tell the essential meaning of a text.	I will explain conventions of print to my classmates.	I will tell what I notice and wonder about a new text.	I will identify the main topic and tell details from a text.	I will identify rhyming words within a text.										
Reading Lesson	<p>CONTENT FRAMING QUESTION: LESSON 5</p> <ul style="list-style-type: none"> Wonder: <i>What is the essential meaning of When I was Young in the Mountains?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Evidence Organizer for <i>When I was Young in the Mountains</i> Large sticky notes Repeated Language Chart <p>Teacher begins by asking students why they think CR wanted to write this book. Students partner share.</p> <p>Class reviews comparisons they made during last read of the book and discuss if they would want to live when CR lived and tell why.</p> <p>Students share texts with partners and follow along as T reads story. Students are listening to see if they can determine how CR felt about living in the mountains. Discuss the term <i>enough</i> with students as the text portrays. Students listen for words and pictures that show how CR felt in the story.</p> <p>After the book is read and discussed, students will write to tell what they learned about what CR did in the book when she lived in the mountains.</p>	<p>CONTENT FRAMING QUESTION: LESSON 6</p> <ul style="list-style-type: none"> Wonder: <i>How does When I Was Young in the Mountains build my knowledge of life in the past?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Repeated Language Chart Evidence Organizer for <i>When I Was Young in the Mountains</i> Index cards <p>Students will read Repeated Language Chart Poem and discuss how they have changed since they were one, two, three, etc. Students will review things they have learned to do since the beginning of the school year (i.e. Learning about conventions of print, how to find information in the text, how to use pictures and text to better understand a text, etc.)</p> <p>Class will use previous learning to create an anchor chart to reference for the remainder of the year in reference to writing in their journals. Working with a partner, students will write down on an index card one thing they must do to have their best writing.</p> <div data-bbox="604 1226 940 1469"> <table border="1"> <tr> <td>★</td> <td>Capital letter to start my sentence. I see a dog.</td> </tr> <tr> <td>★</td> <td>Punctuation to end my sentence. Where is the dog?</td> </tr> <tr> <td>★</td> <td>Use finger spaces. The dog is brown.</td> </tr> <tr> <td>★</td> <td>Use neat handwriting. Kk</td> </tr> <tr> <td>★</td> <td>My sentence makes sense. ☺☺</td> </tr> </table> </div>	★	Capital letter to start my sentence. I see a dog.	★	Punctuation to end my sentence. Where is the dog?	★	Use finger spaces. The dog is brown.	★	Use neat handwriting. Kk	★	My sentence makes sense. ☺☺	<p>CONTENT FRAMING QUESTION: LESSON 7</p> <ul style="list-style-type: none"> Organize: <i>What do I wonder and notice about Home, Then and Now?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Chart paper for Wonder Chart for <i>Home Then and Now</i> Repeated Language Chart <p>Students will discuss how school and home are different. Students will share their favorite things to do at home and at school with a partner.</p> <p>Students will make predictions about the content of the new book based off the title and the cover pictures. Teacher will explain that this book is similar to School, Then and Now but on a different topic. Students will listen to the new text and discuss what they see and wonder about the book after it is read.</p> <p>Students will share with a partner what they see in the text and how it relates to their own life. Students ask questions about topics they do not understand or want more information on.</p>	<p>CONTENT FRAMING QUESTION: LESSON 8</p> <ul style="list-style-type: none"> Organize: <i>What is happening in School, Then and Now?</i> <p>MATERIALS</p> <ul style="list-style-type: none"> Handout 8A: <i>Home and School Sort</i> Repeated Language Chart Chart paper for <i>School/Key Details Chart</i> Large sticky notes <p>Students review definition of MAIN TOPIC. Teacher will review main topic of School, Then and Now and ask students to use pictures and text to determine main topic of new text, Home, Then and Now.</p> <p>Teacher rereads Home, Then and Now and students discuss important information from the text. Students draw pictures of something important from the text and add pictures to anchor chart.</p> <p>Students use anchor chart to determine main topic of the text and share their thoughts with a partner.</p> <p>Students will sort pictures to show which items belong at home and which belong at school. Students discuss which items were from long ago and today.</p>	<p>Students work to identify rhyming words within a text.</p> <p>Students will create a rhyming word book with a partner to show words that rhyme.</p> <p>Pictures that rhyme will be put together on each page and students will write the labels for each picture.</p> <p style="text-align: center;">LIBRARY DAY</p>
★	Capital letter to start my sentence. I see a dog.														
★	Punctuation to end my sentence. Where is the dog?														
★	Use finger spaces. The dog is brown.														
★	Use neat handwriting. Kk														
★	My sentence makes sense. ☺☺														

Writing Goal	I will write to tell what happened in a text.	I will write to tell what I did when I was young.	I will write to tell information from a text.	I will sort information from texts.	I will write to tell opposites and draw pictures to match.
Writing Lesson	<p>Students will answer the question: "What did CR do when she lived in the mountains as a young girl?"</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 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 their past as a younger child.</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 did when they were younger.</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 what they noticed in the text and pictures.</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 text.</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 sort pictures to show which items belong at home and which belong at school. Students discuss which items were from long ago and today.</p> <p>Students will write to tell one object from home and one object from school.</p> <p>I.E. A bathtub is at home. A notebook is at school.</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 rhyming words.</p>
Phonics Goal	I will blend sounds to make words.	I will blend sounds to make words.	I will blend sounds to make words.	I will segment sounds in words.	I will segment sounds in words.
Skills Strand: Phonics Lesson	<p>Unit 6 Lesson 15</p> <p>Students blend sounds to make words</p> <p>Review letter names and sounds (ABC Workout Jack Hartman and Vowel Bat)</p> <p>Large card letter chaining.</p> <p>15.1 – students read words and match with pictures</p>	<p>Unit 6 Lesson 16</p> <p>Students blend sounds to make words</p> <p>Review letter names and sounds (ABC Workout Jack Hartman and Vowel Bat)</p> <p>16.1 – students segment and write words</p> <p>Read Fast Fred Answer comprehension questions Vocab: gulp/pal</p> <p>Assess all letter names and letter sounds</p>	<p>Unit 6 Lesson 17</p> <p>Students blend sounds to make words.</p> <p>Review letter names and sounds (ABC Workout Jack Hartman and Vowel Bat)</p> <p>Students work through remaining pages in lesson 17 to practice phonics skills with reading and writing CCVC, CVCC, and CVC words.</p> <p>Assess all letter names and letter sounds</p>	<p>Unit 7 Lesson 1</p> <p>Warm up: Segmentation with four and five sounds, letter sound review</p> <p>Introduce and practice new sound /ch/</p> <p>Minimal Pairs using /j/ and /ch/</p>	<p>Unit 7 Lesson 2</p> <p>Warm up: Segmentation with four and five sounds, letter sound review</p> <p>Introduce and practice new sound /sh/ using sound riddles and worksheet</p> <p>Student Chaining using new sounds –ch and –sh</p>