

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

January 21–25, 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 (1.21)	Tuesday (1.22)	Wednesday (1.23)	Thursday (1.24)	Friday (1.25)
Morning Message	<p>MLK, Jr Day</p> <p><i>No School</i></p>	<p>Perspective boxes discussion</p> <p>Use pictures from long ago OR animals as objects on boxes</p>	<p>Personification discussion</p> <p>Three Little Pigs as example text for anchor</p>	<p>Students practice with personification of an object in the room and tell a story about that object to a classmate.</p>	<p>Students discuss why it is so important to help others and be empathetic (MOH term).</p>
Reading Goal		<p>I will tell the main topic of a text and important information about it.</p>	<p>I will tell how words and pictures work together to help me understand an informational text better.</p>	<p>I will compare and contrast information from two texts on different topics.</p>	<p>I will tell how people from the past have changed our community.</p>
Reading Lesson		<p>LESSON 9</p> <ul style="list-style-type: none"> Organize: <i>What is happening in Home Then and Now?</i> <p>SUMMARY</p> <p>In this lesson, students revisit <i>Home Then and Now</i> and build on previous work identifying main topic and key details. Small groups annotate key details, moving students toward independence in this skill. The class continues their study of informative writing, writing an informative paragraph using the TopIC writing model and <i>Home Then and Now</i> as guides.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> Repeated Language Chart Chart paper for <i>Home Key Details Chart</i> Large sticky notes Index cards 	<p>LESSON 10</p> <ul style="list-style-type: none"> Reveal: <i>What does a deeper exploration of text features reveal in Home Then and Now and School Then and Now?</i> <p>SUMMARY</p> <p>In this lesson, students explore informational text features included in <i>Home Then and Now</i> and <i>School Then and Now</i>. They examine how photographs, bold print, and glossaries can help readers better understand a text. Students select information and verbally practice detail sentences for their informative paragraphs about <i>School Then and Now</i>.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> Assessment 10A: Focusing Question Task 2 Repeated Language Chart School Key Details Chart Sticky notes Sentence strips 	<p>LESSON 11</p> <ul style="list-style-type: none"> Know: <i>How do School Then and Now and Home Then and Now build my knowledge of change in America?</i> <p>SUMMARY</p> <p>In this lesson, students express their understanding of how life at home and at school have changed over time. Students use both words and illustrations from texts they have read to reflect upon how these changes have affected life in America. In addition, students complete their Focusing Question Task, writing an informative paragraph to detail the changes in schools over time.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> Assessment 10A: Focusing Question Task 2 Repeated Language Chart School Key Details Chart Home Key Details Chart 	<p>Students will discuss how African Americans have changed our country and how they can work to help change things in their own communities.</p> <p>Library Day</p>
Writing Goal		<p>I will write to tell information from a text.</p>	<p>I will write to tell information from a text.</p>	<p>I will write to tell information from a text.</p>	<p>I will write to tell how I can make a difference in my community.</p>
Writing Lesson		<ul style="list-style-type: none"> CRAFT QUESTION: LESSON 9 <p>Experiment: <i>How do I create a piece of informative writing?</i></p> <p>Students will write to tell what they learned from a text. Focus on informational writing. Students will use class made rubric to check their work. Three students will present their writing to the class and receive feedback to improve writing next time.</p>	<ul style="list-style-type: none"> CRAFT QUESTION: LESSON 10 <p>Execute: <i>How do I use informative writing in my Focusing Question Task?</i></p> <p>Students will write to tell what they learned from a text. Focus on informational writing. Students will use class made rubric to check their work. Three students will present their writing to the class and receive feedback to improve writing next time.</p>	<ul style="list-style-type: none"> CRAFT QUESTION: LESSON 11 <p>Execute: <i>How do I use informative writing in my Focusing Question Task?</i></p> <p>Students will write to tell what they learned from a text. Focus on informational writing. Students will use class made rubric to check their work. Three students will present their writing to the class and receive feedback to improve writing next time.</p>	<p>Students will write to tell how they can make a change in their community for the better.</p>

Phonics Goal		I will tell all the sounds in words.	I will tell all the sounds in words.	I will tell all the sounds in words.	I will tell all the sounds in words.
Skills Strand: Phonics Lesson		Unit 7 Lesson 3 Students will segment all sounds in words. Tricky word: Down Song and text on board Activity page 3.1 – practice reading text with the word <i>down</i> <i>Wiggle cards</i> Activity page 3.2 table work in centers Begin assessing reading CVC words	Unit 7 Lesson 4 Students will segment all sounds in words. Diagraph sound: /th/ Song and text on board Activity page 4.1 – practice writing /th/ and reading words with the new sound Student chaining on white boards Continue assessing CVC words	Unit 7 Lesson 5 Students will segment all sounds in words. Diagraph sound: /th/ (buzzy sound) Song and text on board Activity page 5.1 – practice writing /th/ and reading words with the new sound Student chaining on white boards Begin assessing rhyming words	Unit 7 Lesson 6 Students will segment all sounds in words. Diagraph sounds: /ch/, /sh/, /th/ songs on board Student spelling hopscotch Student chaining on white boards New sight word: jump Continue assessing rhyming words