

Reading Comprehension: Module 4 – What makes the world fascinating?

March 11–15, 2019

Texts CORE TEXTS

Picture Books (Informational)

- *Africa*, Rebecca Hirsch
- *Antarctica*, Rebecca Hirsch
- *Asia*, Rebecca Hirsch
- *Australia*, Rebecca Hirsch
- *Europe*, Rebecca Hirsch
- *Introducing North America*, Chris Oxlade
- *South America*, Rebecca Hirsch
- *World Atlas*, Nick Crane; Illustrations, David Dean

Picture Books (Literary)

- *Moon Rape*, Lois Ehlert
- *The Story of Ferdinand*, Munro Leaf; Illustrations, Robert Lawson
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

SUPPLEMENTARY TEXTS

Article

- "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers

Painting

- *Carta Marina*, Olaus Magnus
- *Cornell Farm*, Edward Hicks
- *Washington Crossing the Delaware*, Emanuel Leutze

Photographs

- *Earth from Space*, Stöckli, Reto, et al.
- "Grand Canyon Scenic Splendor," *National Park Service*
- "Patterns of Chinchero," *Descendants of the Incas*

Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

Poem

- "Lions Roar," *Can Teach*

Quotation

- "What is life?" *Crowfoot*

Songs

- "Penguin Song," *Preschool Education*
- "In the World is Carmen Sandiego? from *Smithsonian Folkways*," *Smithsonian Folkways*

Videos

- "Antarctic Sights and Sounds," James Napoli
- "Burkina Faso: Music," *Our Africa*
- "Explore Views of the Burj Khalifa with Google Maps," Google Maps
- "The Seven Continents Song," Silly School Songs
- "Storm-Proofing the World's Biggest Mud Building," BBC Earth
- "Traditional Chinese Dance—'Flowers Contend in Beauty' by Li Qian, Lin Chen..."

Websites

- "Americas—Fact Files," *Go Wild*
- "Moles," *DK Find Out!*

Wit & Wisdom Curriculum

Knowledge Goals

- Identify the seven continents.
- Describe the different natural features, things to do, and animals on each continent.
- Demonstrate understanding of maps and their purpose.
- Understand how illustrations, photographs, and words in a text communicate important information.

Reading Goals

- Ask and answer questions about unknown words in a text. ([RL.K.4](#))
- Recognize and sort common types of text. ([RL.K.5](#))
- Describe the relationship between the words and illustrations in a text. ([RI.K.7](#), [RL.K.7](#))
- Identify the reasons an author gives to support a point in the text. ([RI.K.8](#))
- Identify similarities and differences between two texts on the same topic. ([RI.K.9](#))

Writing Goals

- Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic. ([W.K.1](#))
- Respond to questions and suggestions from a peer and add detail based on feedback. ([W.K.5](#))
- Collect evidence from the texts and use it to support responses to a prompt. ([W.K.8](#))

Speaking and Listening Goals

- Confirm understanding of a text read aloud or information presented orally by giving an example of something heard or understood. ([SL.K.2](#))
- Describe familiar people, places, things, and events to provide additional detail. ([SL.K.4](#))

Language Goals

- Produce and expand complete sentences beginning each sentence with a capital letter. ([L.K.1.f](#), [L.K.2.a](#))
- Recognize and name end punctuation. ([L.K.2.b](#))
- Identify new meanings of familiar words and use them accurately. ([L.K.4.a](#))
- Use the most frequently occurring inflections and affixes to determine the meaning of an unknown word. ([L.K.4.b](#))
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ([L.K.5.b](#))
- Distinguish between shades of meaning of verbs describing the same general action by acting out their meanings. ([L.K.5.d](#))

Major Assessments:

Focusing Question Tasks

1. Write an opinion statement about which continent, Asia or Europe, has the most interesting things to do. [FQT 1](#)
2. Write an opinion paragraph about which continent, Africa or Antarctica, has the most interesting natural features. [FQT 2](#)
3. Part 1: Write a sentence about what moment in the story the illustration on pages 17–18 (*Why Mosquitoes Buzz in People's Ears*) depicts. Part 2: Write an opinion paragraph about a favorite character in *Why Mosquitoes Buzz in People's Ears*. Part 3: In small groups, distinguish shades of meaning among the verbs *tiptoe*, *walk*, *lumber*, and *scurry* by acting them out. [FQT 3](#)
- Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals. [FQT 4](#)
- Part 2: Identify the different forms of end punctuation by circling examples from the text. [FQT 5](#)

New Read Assessments

1. After listening to a read-aloud of "5 Reasons Why Animal Moms Are Awesome," identify two reasons the author gives to support the point, "African Elephant moms are awesome!" [NR 1](#)
2. After listening to a read-aloud of *Moon Rape*, use knowledge of word relationships and the illustrations to define key vocabulary. [NR 2](#)
3. Use the map on pages 38–39 of *World Atlas* to compare and contrast information that appears on the map of North America with information collected from *Introducing North America*. [NR 3](#)

FQ: What interesting things can people do in Europe and Asia?	Monday (3.11)	Tuesday (3.12)	Wednesday (3.13)	Thursday (3.14)	Friday (3.15)
Reading Goal	I will tell what I notice and wonder about in a new text.	I will identify the main topic and details to support the main topic in an informational text.	I will identify the main topic and details to support the main topic in an informational text.	I will use text elements to help me understand what is happening in a non-fiction story.	I will discuss story elements from a fictional story.
Reading Lesson	<p>Students will observe a photo <i>Earth from Space</i> (http://witeng.link/0373) and discuss what they see. Students review how land and water look on a map and discuss how the picture makes them feel when they look at it.</p> <p>Teacher will display a world map for students to reference as needed.</p> <p>Teacher will explain that students will hear two texts today about two different places. Students will identify each text as non-fiction and discuss what they see in each text. Students will ask questions about each text as they find something they need clarification on or do not understand.</p> <p>Together, students and teacher will make an anchor chart to use as a reference for the remainder of the week.</p> <p>Students will review the photograph <i>Earth from Space</i> (http://witeng.link/0373). Students discuss how the photo was made (camera) and what shape the world seems to be.</p>	<p>Teacher will begin lesson by discussing the word <i>fascinating</i> in detail. Students share their understandings of the word and tell how they feel when they see something <i>fascinating</i>.</p> <p>Students will listen to the song <i>Seven Continents Song</i> (http://witeng.link/0374) and sing along with the music. Repeated language will be incorporated into a center for further learning.</p> <p>Teacher will read <i>Asia</i> and students will discuss what is happening in the text. Each detail discussed should support the main topic and be added to a puzzle anchor chart. Students can use their hands to help them remember "main topic" and "details" by putting their hand on their head as they state the main topic and waving a hand out in front for each item they discuss that relates to the main topic.</p>	<p>Students will listen to the song <i>Seven Continents Song</i> (http://witeng.link/0374) and sing along with the music. Repeated language will be incorporated into a center for further learning.</p> <p>Students observe placement of Europe and Asia on a world map and discuss how they differ from other continents.</p> <p>Teacher will read <i>Europe</i> and students will discuss what is happening in the text. Each detail discussed should support the main topic and be added to a puzzle anchor chart. Students can use their hands to help them remember "main topic" and "details" by putting their hand on their head as they state the main topic and waving a hand out in front for each item they discuss that relates to the main topic.</p>	<p>Students will listen to the song <i>Seven Continents Song</i> (http://witeng.link/0374) and sing along with the music. Repeated language will be incorporated into a center for further learning.</p> <p>Students will analyze in detail how the pictures and words go together to help them understand new information. Teacher uses questions to help students analyze photos and words and students discuss their thoughts on each topic.</p> <p>Students will use an evidence organizer to help them collect information about different topics within a text. http://witeng.link/00.04.L04_Display02</p>	<h1>LIBRARY DAY</h1>
Writing Goal	I will write to tell what I notice in an informational text.	I will write to tell my opinion about a specific topic.	I will write to tell my opinion about a specific topic.	I will write to tell my opinion about a specific topic from a text.	I will use a graphic organizer to gather story elements so I can retell a story to a neighbor.
Writing Lesson	<p>Students will write to tell what they saw or heard in the text of their choice. Students must include main topic (Europe OR Asia) in their writing and at least one piece of information they learned from the book read.</p> <p>Students will give feedback to each other based off the exemplary writing rubric they helped to create.</p>	<p>Students practice sharing their opinions on different topics with different partners in the room. Teacher/students discuss why sharing their opinions is so important. Students will write to tell their opinion of a specific topic: recess. Advanced writers may write to tell WHY they think what they do about recess (i.e. using BECAUSE or writing a new sentence).</p> <p>Students will give feedback to each other based off the exemplary writing rubric they helped to create.</p>	<p>Students practice sharing their opinions on different topics with different partners in the room. Teacher/students discuss why sharing their opinions is so important. Students will write to tell their opinion of a specific topic: favorite snack. Advanced writers may write to tell WHY they think what they do about recess (i.e. using BECAUSE or writing a new sentence).</p> <p>Students will give feedback to each other based off the exemplary writing rubric they helped to create.</p>	<p>Students work to identify opinion statements from factual statements. For table work, students will write to tell their opinion of a specific topic: Which animal from Asia is your favorite, the giant panda or the Bengal tiger?</p> <p>Teacher reads pages 18-21 aloud to review descriptions of each animal and allows students time to write: My favorite animal in Asia is _____.</p> <p>Students will check their work on a rubric made by the class to show exemplary writing standards.</p>	<p>Students use a 4 square to gather story elements to help them retell a story.</p>
Phonics Goal	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.	I will blend sounds to read words.

Skills Strand:
Phonics Lesson

Unit 8 Lesson 13

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JIRac

IRac

OR

https://www.youtube.com/watch?v=qwOQv_h_mJ4w

Guess It and Spell It

Students use letter cards to tap out and spell words with double letter spellings to answer riddles

True or False

13.1 in workbook

Introduce the Story Teacher

Demonstration: Read "The Chills"

/k/ > 'ck'	/l/ > 'll'	/m/ > 'mm'
rock	chills	swimming
back		

Vocabulary: chills

Discussion Questions for "The Chills"

- Literal.** Where do Sam and Chad leave their pants?
 - Chad left his pants on the sand; Sam left his pants on a big rock.
- Inferential.** Why do Sam and Chad leave their clothes on the shore?
 - They leave their clothes on the shore to keep them dry while they swim in the pond.
- Inferential.** How does the water feel? What words or illustrations help you know?
 - Accept reasonable answers based on the text and images.

Support: On page 60 it says "the sun was hot but the pond was not"; what is the opposite of hot?

 - The opposite of hot is cold.
- Inferential.** Why do Sam and Chad get the chills?
 - The water is cold.

Support: When someone has the chills, he or she feels cold.
- Literal.** What happens to Chad's pants?
 - Max, the dog, had Chad's pants.
- Literal.** Did Chad get his pants back from Max? What words in the story help you know?
 - Yes; Chad ran and got his pants back from Max.
- Do you have questions you would like to ask to clarify your understanding of the story?

Small group remediation:

Reading these words as practice:

Chill, smell, humming, pluck, clock, stack, strumming, stick, dill, fill, stuck, drumming

Unit 8 Lesson 14

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JIRac

IRac

OR

https://www.youtube.com/watch?v=qwOQv_h_mJ4w

Practice: Connect It

14.1 in workbook

Reread "The Chills"

with a partner and ask questions

Differentiated instruction for small groups:

14.2 for table work

Early finisher work: Read sentences on

board and draw pictures for each

~The black hen has six chicks.

~Ten eggs are in the nest.

~Trish fell off the branch.

~The kid is at the top of the hill.

OR

Students practice reading words on chart for extra practice

/k/ > 'ck'	/l/ > 'll'	/m/ > 'mm'	/n/ > 'nn'	/p/ > 'pp'	/q/ > 'qq'	/r/ > 'rr'
glass	fill	huff	back	egg	add	
grass	pill	puff	back		odd	
kiss	spill	stuff	tick			
hiss	tell	staff	click			
mess	sell	stuff	clock			
less	well	cliff	tock			

Unit 8 Lesson 15

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JIRac

IRac

OR

https://www.youtube.com/watch?v=qwOQv_h_mJ4w

ASSESSMENT

Word Recognition Assessment

Whole group setting

Introduce the Story Teacher

Demonstration: Read "Stop that Bus!"

/k/ > 'ck'	/l/ > 'll'	/l/ > 'll'
pick	huffs	yells
back	puffs	
luck		

Vocabulary word: huffs, puffs

Discussion Questions for "Stop that Bus!"

- Literal.** Why did Sam's mom yell "Sam, get up!"
 - Sam's mom yelled "Sam, get up!" because Sam was asleep.
- Literal.** What does Sam's mom hand him?
 - Sam's mom hands him his pants; Sam's mom hands him his pack; Sam's mom hands him his lunch.
- Inferential.** Why do Sam and his mom run fast?
 - Sam and his mom run fast to catch the bus.
- Literal.** Who gets the bus driver to stop?
 - One of the kids on the bus gets the bus driver to stop.
- Evaluative.** Why did Sam and his mom need to hurry?
 - Accept reasonable answers based on the text and illustrations.

Support: What will happen if Sam doesn't get on the bus?

 - He'll be late for school.

Support: Why can't Sam's mom take him to school?

 - The family van is in the fix-it shop.

Challenge: What street corner does Sam get on the bus? Look at the illustration on page 73 to answer.

 - Sam gets on the bus at Elm/Spring.
- Do you have questions you would like to ask to clarify your understanding of the story?

How Many Sounds?

15.3 in workbook

Differentiated instruction:

Alconian boxes to segment words

Unit 8 Lesson 16

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JIRac

IRac

OR

https://www.youtube.com/watch?v=qwOQv_h_mJ4w

Reread "Stop that Bus!"

Foundational Skills/ASSESSMENT:

Practice: Label the Picture and Rhyming Words

16.4 and 16.5 in workbook

Pseudoword or Real Word Reading Assessment

16.2 or 16.3 in workbook

See teacher guide for scoring

Unit 8 Lesson 17

Review all sounds learned

Vowels:

<https://www.youtube.com/watch?v=dEbaEXf6BqM>

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JIRac

IRac

OR

https://www.youtube.com/watch?v=qwOQv_h_mJ4w

Tricky Word Assessment (if not already completed) 17.1 in workbook

Introduce the Story

Teacher Demonstration: Read "Sam and the Duck"

/k/ > 'ck'	/l/ > 'll'	/l/ > 'll'	/s/ > 'ss'
dock	off	tells	class
black		yells	Miss
duck			
pecks			

Vocabulary words: dock, pecks, glints

Discussion Questions for "Sam and the Duck"

- Literal.** Where is Sam's class on a trip in this story?
 - The class is at the dock.
- Literal.** What does Ken the fish-man say the kids can do? What does he tell the kids not to do?
 - The kids can dig in the sand. The kids must not pet the duck.
- Literal.** Why can't the kids pet the duck?
 - That duck is a bad duck; that duck pecks at kids.
- Literal.** What does Chad dig up in the sand?
 - Chad digs up a ring.
- Literal.** What does the duck do? There are two things in the story.
 - The duck runs up and pecks at Sam's hand. Then it runs off with the ring.
- Do you have questions you would like to ask to clarify your understanding of the story?

Foundational Skills/Assessment

Practice: Draw the Pictures; Mark the Phrase

Code Knowledge Diagnostic Assessment

17.4 in workbook