

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

March 18–22, 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 (3.18)	Tuesday (3.19)	Wednesday (3.20)	Thursday (3.21)	Friday (3.22)																		
Reading Goal	I will use text and photographs to help me understand a text and gather information.	I will analyze an author's point and discuss how information in a text can support that point.		I will analyze an author's point and discuss how information in a text can support that point.	I will retell a familiar story, including all story elements and using my 5 finger retell strategy.																		
Reading Lesson	<p>Lesson 5 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 work to understand how photographs work with text to help a reader understand the information the book is presenting.</p> <p>Teacher will model working with Asia to understand how pictures and text work together.</p> <p>Students will work in groups of 5-6 to focus on each section of the evidence organizer, using text features (such as titles and picture captions) to help them gather information about each part of the text.</p> <p>Students will use the evidence organizer to document information learned in the text. http://witeng.link/00.04.L04_Display02</p> <table border="1" data-bbox="241 824 575 1003"> <thead> <tr> <th colspan="3">Evidence Organizer for Asia</th> </tr> <tr> <th>Things to Do</th> <th>Natural Features</th> <th>Animals</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Evidence Organizer for Asia			Things to Do	Natural Features	Animals				<p>Lesson 6 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 begins lesson by reviewing the final page in <i>When I was Young in the Mountains</i> by Cynthia Rylant. Students and teacher discuss the term "enough" and how the last page of the text must be used with the entirety of the text to understand it's full meaning: the text must support the author's point.</p> <p>Students and teacher review the Asia text, discussing vocabulary word: unique. Teacher points out words in text that include <i>-est</i> at the end: tallest, biggest, etc. and how that makes the continent of Asia unique.</p> <p>Students use this information to discuss their opinions of certain topics about Asia.</p> <table border="1" data-bbox="604 803 934 857"> <thead> <tr> <th colspan="3">Asia is a unique continent.</th> </tr> </thead> <tbody> <tr> <td>It has the tallest mountain in the world.</td> <td>It is the biggest continent.</td> <td>It has the tallest building in the world.</td> </tr> <tr> <td> </td> <td> </td> <td>It has the biggest lizard in the world.</td> </tr> </tbody> </table>	Asia is a unique continent.			It has the tallest mountain in the world.	It is the biggest continent.	It has the tallest building in the world.			It has the biggest lizard in the world.	<h2 style="text-align: center;">Early Dismissal</h2>	<p>Lesson 7 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 begins lesson by reviewing the author's point in Asia.</p> <p>Students and teacher review the Europe text, discussing vocabulary word: interesting Students work to find information that supports this point in the text:</p> <div data-bbox="1346 570 1661 727" style="border: 1px solid black; padding: 5px;"> <p>Europe has interesting places.</p> <ul style="list-style-type: none"> ▪ beautiful buildings ▪ museums in France ▪ beautiful parks ▪ old castles </div> <p>Students use this information to discuss their opinions of certain topics about Europe.</p>	<p>Read <i>Ferdinand</i> and students will discuss story elements, filling in a story map as they go.</p> <h2 style="text-align: center;">LIBRARY DAY</h2>
Evidence Organizer for Asia																							
Things to Do	Natural Features	Animals																					
Asia is a unique continent.																							
It has the tallest mountain in the world.	It is the biggest continent.	It has the tallest building in the world.																					
		It has the biggest lizard in the world.																					
Writing Goal	I will write my opinion of a specific topic.	I will write my opinion of a specific topic.		I will write my opinion of a specific topic.	I will retell a story, including all important story elements in the correct order.																		
Writing Lesson	<p>Students will work with opinion statements in small groups/partners. They will work to share their opinion of different topics with their small group or partner.</p> <p>Teacher models how to write an exemplary opinion statement, referring to anchor charts, rubrics and texts as references.</p> <p>Students write to tell their opinion of what they like to do best after school.</p> <p>After school I like to _____.</p> <p>Students check their work on the rubric. Students work to share their feedback with others about their work.</p>	<p>Students will review what "opinion" means. Students will work to answer this writing prompt verbally first, then in writing on their paper. Teacher models how best to choose their FAVORITE out of the three choices:</p> <div data-bbox="604 1263 934 1291" style="border: 1px solid black; padding: 2px; font-size: small;"> <p>If you were going to visit Asia, what would you like to see the most: the tallest mountain, the tallest building, or the biggest lizard?</p> </div> <p>Students write to tell their opinion about the best feature to see in Asia.</p> <p>Students check their work on the rubric. Students work to share their feedback with others about their work.</p>	<h2 style="text-align: center;">Early Dismissal</h2>	<p>Assessment document: http://witeng.link/00.04.L07.FQT</p> <p>Students review ALL evidence on both evidence organizers within their small group and write to tell which continent has the most interesting things to do based off of their opinion.</p> <div data-bbox="1331 1291 1661 1414" style="border: 1px solid black; padding: 5px; font-size: x-small;"> <p>Scaffold</p> <p>If students are not using complete sentences to answer the prompts, provide the following sentence frames for them to use during their verbal rehearsal:</p> <ul style="list-style-type: none"> • I would like _____ in Europe. • I would like _____ in Asia. • I think _____ has the most interesting things to do because _____. <p>Write their work into a frame for the Focusing Question Task, using a frame during the verbal rehearsal allows students to practice communicating to complete sentences and form good habits of mind.</p> </div>	<p>Students retell Ferdinand to their classmates if time permits.</p>																		
Phonics Goal	I will blend sounds to read words.	I will read and write tricky words correctly.	I will read and write tricky words correctly.	I will blend sounds to read words.	I will write capital letters correctly and tell the sounds they make.																		

Skills Strand:
Phonics Lesson

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_JlRac

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'	/f/ > 'ff'	/t/ > 'tt'	/s/ > 'ss'
dock	off	tells	class
Mack		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

Send home remainder of workbook for extra practice at home.

Unit 9 Lesson 1

Review all sounds learned

Vowels:

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

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JlRac

IRac

OR

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

Students will practice blending words with multiple sounds.

Review tricky words learned so far.

Introduce Tricky Words: When, Word

NAME: _____ TR 1.1
DATE: _____
Tricky Words (when, word)

when word

when word

when word

1. _____ did Dad call the man?

2. _____ can I get the bag of chips?

3. Jill can spell the big _____.

4. The _____ was funny.

Unit 9 Lesson 2

Review all sounds learned

Vowels:

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

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JlRac

IRac

OR

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

Introduce Tricky Words: Why, To

Practice Tricky Words

NAME: _____ TR 2.1
DATE: _____
Tricky Words (to, why)

to why

to why

1. The frogs hop _____ the mud.

2. _____ is Mom in the fish shop?

3. _____ can't the dog run _____.

4. _____ did Seth run _____ the van?

Introduce the Reader and Story Read "The Bad Crab"

Vocabulary words: spots, snaps

Vocabulary Chart for "The Bad Crab"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			spots snaps
Seamless and Pivotal	pass the word		

Discussion Questions for "The Bad Crab"

- Literal.** Who are the main characters in the story?
 - The main characters are Zack, Ann, Mom, Dad, and the crab.
- Inferential.** What is the setting of the story?
 - The setting of the story is the beach.
- Inferential.** Why is the crab bad? What words in the story help you know?
 - The crab snaps at Zack's leg. The bad crab snaps at Mom; the bad crab snaps at Dad.
- Literal.** Who gets the crab to go away? What words in the story help you know?
 - Mom kicks sand at the crab. The bad crab runs off.
- Inferential.** Why does Ann pass the word that there is a bad crab in the sand to the kids on the next beach?
 - Accept reasonable answers based on the text.

Unit 9 Lesson 3

Review all sounds learned

Vowels:

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

Letter names/sounds:

https://www.youtube.com/watch?v=VFa0b_JlRac

IRac

OR

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

Review tricky words learned

Introduce story Ann's Dress.

Vocabulary words: blocks, rips

Vocabulary Chart for "Ann's Dress"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			rips
Multiple-Meaning Core Vocabulary Words			blocks

Discussion Questions for "Ann's Dress"

- Literal.** Where did Ann go to get a dress?
 - Ann went to Gwen's Dress Shop.
- Literal.** What color dress did Ann get?
 - Ann got a red dress.
- Literal.** Where was Ann's dress when she found it?
 - Ann's dress was in a trash can.
- Literal.** What happened to Ann's dress after it fell from the car? Give examples from the story.
 - A bus had hit it. A dog bit it.
- Literal.** What did the dress look like? Give examples from the story and details from the illustration on page 39.
 - The dress had mud on it. The dress had rips and missing bits. The dress was a mess.
- Evaluative.** Think-Pair-Share. Ask your partner a question about "Ann's Dress."
- Are there any questions you have to help clarify your understanding of the story?

Introduce Uppercase Letters: 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H' Handwriting Practice

Workbook pages 1.1 and 3.1