

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

April 1–5, 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 (4.1)	Tuesday (4.2)	Wednesday (4.3)	Thursday (4.4)	Friday (4.5)
Reading Goal	I will identify reasons to support the author's point within a text.		I will tell what I notice and wonder about a new text.	I will work with a partner to discuss how the illustrations and words in the text go together to help the audience understand what is happening.	
Reading Lesson	<p>Lesson 13</p> <p><b>The Penguin Song Reading Fluency</b></p> <p>Teacher review Author's Point, using examples from Asia and Europe to show how an author states a point and then includes reasons to support that point. The point is similar to the author's opinion and the reasons he or she gives helps us know WHY they think that.</p> <p>Students discuss the meaning of <i>amazing</i> within the text and discuss what the author includes in the text to help us understand what <i>amazing</i> means.</p> <p>Teacher tells students the point of the author in the text is that "Africa has many amazing people, places and animals."</p> <p>Students will work in pairs to determine ideas in the text that support this opinion of the author.</p> <p>Information found will be added to an <b>anchor chart</b></p>	<h1>Cajun Pride Swamp Field Trip</h1>	<p>Lesson 16</p> <p><i>Why Mosquitoes Buzz in People's Ears</i></p> <p>Students listen to the new story and discuss new information they see and hear, what they see in pictures and ask questions about things they need to understand better.</p> <p>Students will work with a partner to draw a picture of something they see in the text and work to find someone in the classroom that has the same thing drawn that they do. Students will act out the picture they drew and other students must guess what they put on the paper. Teacher will guide students to choose something from a few pages in the text instead of focusing on the entire book.</p> <p>Vocabulary to focus on: Transport, question, lumbered, bobbing, badamin, terrified, burrow</p>	<p>Lesson 17</p> <p>Review Characters and Setting from the story. Add to Anchor Chart for future reference. Students pantomime <i>soar</i> and <i>prowl</i>.</p> <p><b>The Lion's Roar reading fluency.</b> <a href="http://witeng.link/0410">http://witeng.link/0410</a></p> <p>Students think about the text and the picture on the front cover. "How does this picture help us understand what the story will be about?"</p> <p>Teacher will question students about certain pictures in the story as she reads the text that accompanies the pictures. Students will use the illustrations to help them understand what the text is saying.</p>	<h1>LIBRARY DAY</h1>
Writing Goal	I will write to tell my opinion about the natural features in Africa and Antarctica.	I will write to tell what I experienced.	I will write to tell something I noticed in a new text.	I will share something I wrote about this week and provide feedback to my peers.	I will write to tell about my weekend.
Writing Lesson	<p><b>ASSESSMENT</b></p> <p>Students will write to tell what their opinion is about a specific topic.</p> <p>Students may choose which natural feature to write about, making sure to include the name of the continent they have chosen to write about. Students must include supporting reasons to support their topic. Use Opinion Sandwich anchor chart to help with structure of writing.</p> <p>i.e. I like the icy oceans in Antarctica. The oceans have icebergs. Ice bergs look like they would be fun to climb.</p> <p>Students check their work on the rubric they created.</p>	<p>Students will create a narrative writing piece to tell about what they did at the Cajun Pride Swamp Tour. Students will use a rubric to check their work and include at least one event from the trip.</p>	<p>Students will write to tell what they noticed in a new text. They will use an anchor chart created to help them with their writing.</p> <p>I notice _____.</p> <p>Students will check their work on a rubric they helped to create and share their work with peers for feedback.</p>	<p>Students will share a piece of writing they did in a small group. Students will work toward offering each other feedback about their writing and students will be tasked with coming up with a goal for their next writing. Teacher will help write this goal down so students can reference their goal and be sure to work towards making that a priority in their writing.</p>	<p>Students will create a narrative writing piece to tell about what they hope to do or will do over the weekend. Students will use a rubric to check their work and include at least one event. Students may share their writing with the class if time permits.</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.

<p>Skills Strand: Phonics Lesson</p>	<p>Unit 9 Lesson 10  <b>Review all sounds learned</b>  Vowels:  <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a>  Letter names/sounds:  <a href="https://www.youtube.com/watch?v=VFaoB_JlRac">https://www.youtube.com/watch?v=VFaoB_JlRac</a>  OR  <a href="https://www.youtube.com/watch?v=qwOQvh_mJ4w">https://www.youtube.com/watch?v=qwOQvh_mJ4w</a></p> <p>Foundational Skills (40 min.)  • Tricky Word Recognition Assessment Pg 10.1  • Introduce Tricky Word: Which</p> <p>Reading (20 min.)  • Introduce the Story • Read "Fix that Ship"</p>		<p>Unit 9 Lesson 11  <b>Review all sounds learned</b>  Vowels:  <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a>  Letter names/sounds:  <a href="https://www.youtube.com/watch?v=VFaoB_JlRac">https://www.youtube.com/watch?v=VFaoB_JlRac</a>  OR  <a href="https://www.youtube.com/watch?v=qwOQvh_mJ4w">https://www.youtube.com/watch?v=qwOQvh_mJ4w</a></p> <p>Foundational Skills (25 min.)  • Warm-Up: -Oral Blending - Sound/Spelling Review  • Review Uppercase Letters  • Introduce Tricky Word: Once</p> <p>Reading (35 min.)  • Reread "Fix that Ship"  • Review "Fix that Ship" Pg. 11.1</p>	<p>Unit 9 Lesson 12  <b>Review all sounds learned</b>  Vowels:  <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a>  Letter names/sounds:  <a href="https://www.youtube.com/watch?v=VFaoB_JlRac">https://www.youtube.com/watch?v=VFaoB_JlRac</a>  OR  <a href="https://www.youtube.com/watch?v=qwOQvh_mJ4w">https://www.youtube.com/watch?v=qwOQvh_mJ4w</a></p> <p>Foundational Skills (40 min.)  • Introduce Tricky Words: Said, Says  • Practice Tricky Words Pg 13.1</p> <p>Reading (35 min.)  • Introduce the Story  • Read "The Tent"  • Review "The Tent" Pg 12.2</p>	<p>Unit 9 Lesson 13  <b>Review all sounds learned</b>  Vowels:  <a href="https://www.youtube.com/watch?v=dEbaEXf6BqM">https://www.youtube.com/watch?v=dEbaEXf6BqM</a>  Letter names/sounds:  <a href="https://www.youtube.com/watch?v=VFaoB_JlRac">https://www.youtube.com/watch?v=VFaoB_JlRac</a>  OR  <a href="https://www.youtube.com/watch?v=qwOQvh_mJ4w">https://www.youtube.com/watch?v=qwOQvh_mJ4w</a></p> <p>• Introduce Uppercase Letters: 'S', 'T', 'U,' 'V', 'W' Lesson 10.2  • Handwriting Practice  • Introduce Uppercase Letters: 'X', 'Y', 'Z' Lesson 12.1  • Handwriting Practice</p> <p>Reading (20 min.)  • Introduce the Story  • Read "A Gift from Mom"</p>
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