Into Reading Module 5

Content Area: **Reading**
Course(s): **Reading 1**
Time Period: **January**
Length: **3 weeks**
Status: **Published**

Module Overview

In Module 5:

Think of a time when you were told to "Wake up and get ready for school!" or "Come inside because it's getting dark outside!" Children are becoming very familiar with following structured routines during times of light and dark or day and night. They may wonder why daytime turns to nighttime. In this module, children will discover how sources of light affect people. They will explore the relationship between Earth and the sun. By the end of this module, children will understand that the rotation of Earth causes day and night, and the seasons change as Earth revolves around the sun.

Essential Question: Why does the light and dark come and go?

Standards

ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Learning Targets

- Identity characteristics of informational texts

- Build knowledge and language about how Earth's rotation causes day and night.

- Build knowledge and language about how shadows are formed.

- Build knowledge and language about the sun and the solar system

- Build knowledge and language about what happens during summer and winter.

- Build knowledge and language about what happens when it turns from light to dark

- Connect a text with personal experiences, society, and ideas in other texts.

- Determine the topic, moral, and theme of a story based on key details.

- Identify an author's opinion and the reasons, or facts, given to support it.

- Identify characteristics of opinion writing.

- Identify characteristics of songs.

- Identify features of fantasies.

- Identify the topic, central idea, and relevant details of a video.

- Make inferences using prior knowledge and evidence from the text and illustrations.

- Make, revise, and confirm predictions.

- Understand the meaning of new vocabulary

- Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.

- Use text and graphic features to locate and understand information and note similarities and differences between the information from the text and the visuals.

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Materials

- Anchor Chart
- Big Book
- Bookstix
- Family Letter to Send Home
- Get Curious Video
- Know It, Show It
- Knowledge Maps
- myBook
- Reading Graphic Organizers
- Teacher's Guide
- Teacher's Guide/Teaching Pal
- Vocabulary Cards

Assessments

- KWL Chart

- Response to Text – Accountable Talk
- Summative Assessment: Module Assessment
- Teacher Observation
- Turn and Talks, Think Pair Share
- Weekly Assessment
- Weekly Selection Quiz

Differentiated Instruction

- Choral Reading
- Cloze Reading
- Decodables/Small Groups
- HMH Readers/Small Group
- Reader's Theater
- Reading Corner
- Research/Inquiry Project
- Tabletop Minilessons

Accommodations/Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Clarify test directions, read test questions
- Differentiated center-based small group instruction
- Enrichment projects
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Preferential seating
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor