Into Reading Module 7

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

Module Overview

In Module 7:

In this module, children will examine a variety of environments and natural changes in the world. They also will grow to recognize the importance of recycling and protecting the land.

As they read the module's varied texts, children will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle.

Essential Question: How do things in nature change?

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.RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
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.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.

Learning Targets

• Monitor comprehension and use different strategies, such as rereading, to clarify information when something in a text doesn't make sense.

• Build knowledge and language about reusing materials and making nature craft projects by reading and discussing the instructions in Handmade.

• Build knowledge and language about storms and how things change in nature.

• Build knowledge and language about the water cycle

• Build knowledge and language about understanding deserts.

• Build knowledge and language about understanding the Grand Canyon's biodiversity, geological history, and unique natural features.

• Explain how a procedural text is organized and how the chronological structure supports the author's purpose.

• Identify an author's opinion and the reasons given to support it.

• Identify characteristics of informational texts.

• Identify characteristics of opinion writing.

• Identify characteristics of procedural texts.

• Identify characteristics of songs.

• Identify the central, or main, idea of a text and its supporting details.

• Identify the central, or main, idea of a video and its supporting details.

• Summarize a text by telling the main ideas and the most important details.

• Synthesize information to create new understanding

• Understand the meaning of new vocabulary

• Use clues in the text and visuals to determine the meanings of content-area words

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