

Into Reading Module 9

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

Module Overview

In Module 9:

In this module, children will discover many details about a variety of plants as they read informational texts, fiction, and poetry. These texts encourage readers to be curious as they investigate plants and watch them “grow.”

Children will learn about the life cycles and characteristics of plant life. They will also explore the diversity that exists in the plant world and how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants. After reading the module’s texts, children should have a greater understanding and appreciation for plant life.

Essential Question: Why do plants need to live and grow?

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.RI.CR.1.1	Ask and answer questions about key details in an informational text (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.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.
2-LS2-2.LS2.A.1	Plants depend on animals for pollination or to move their seeds around.
2-LS2-1.LS2.A.1	Plants depend on water and light to grow.

Learning Targets

- Monitor comprehension and use different strategies to clarify information.
- Recognize and discuss describing words, rhythm, and alliteration in poetry.
- Retell story events in sequence and in a way that shows understanding.
- Ask and answer questions about a text before, during, and after reading, using text evidence to support responses.
- Build knowledge and language about creating an edible garden, understanding how seedlings for fruits and vegetables grow over time, when reading and discussing the events in A Year in the Garden.
- Build knowledge and language about different foods that originated in the Americas, understanding why these foods are important, when reading and discussing the poems in the text
- Build knowledge and language about planting seeds to grow vegetables and folktales, understanding features of the genre, when reading and discussing the events in The Talking Vegetables.
- Build knowledge and language about plants, understanding the parts that are edible, when reading and discussing the garden plants in Which Part Do We Eat?
- Build knowledge and language about storms and how things change in nature
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- Identify an author’s opinion and the reasons given to support it.
- Identify an author’s opinion and the reasons given to support it.
- Identify characteristics of opinion writing.
- Identify characteristics of opinion writing.
- Identify characteristics of poetry.
- Identify features of folktales.
- Identify features of videos.
- Recognize and describe the chronological order of events in a video, and explain how this structure supports the author’s purpose
- Recognize and discuss lines, stanzas, rhythm, repetition, and rhyme in poetry.
- Understand the meaning of new vocabulary
- Using details in the text and illustrations, describe the problem, main events, and resolution in a story.

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