

Into Reading Module 10

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

Module Overview

In Module 10:

In this module, children will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things.

Children will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world.

Essential Question: How can thinking in new ways help solve problems?

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.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.

Learning Targets

- Build knowledge and language about building confidence and following dreams when reading and discussing the events in *We Are the Future*.
- Build knowledge and language about creative, problem-solving when reading and discussing Joaquín's Zoo.
- Build knowledge and language about how thinking creatively can lead to new and unique inventions when reading and discussing the events in *Young Frank Architect*.
- Build knowledge and language about identifying and solving a problem when reading and discussing *Kids Are Inventors, Too!*.
- Build knowledge and language about solving world problems by working hard to follow our dreams when viewing and, discussing the events in *Marconi and the Radio*.
- Build knowledge and language about thinking in new ways about everyday things when reading and discussing *Sky Color*.
- Connect a text with personal experiences, society, and other texts, including comparing and contrasting two stories with the same topic.
- Identify characteristics of informational texts.
- Identify characteristics of poetry.
- Identify characteristics of videos.
- Identify features of fantasies.
- Identify features of realistic fiction.
- Identify the central idea, topic, and relevant details of a video
- Identify the topic and theme of a story, based on key details, and identify and explain its moral.
- Identify the topic, central idea, and relevant details of a text.
- Make inferences, using prior knowledge along with evidence from the text and illustrations.
- Recognize lines, stanzas, repetition, rhyme, and alliteration in poetry.
- Retell story events in sequence and in a way that, demonstrates understanding.
- Use details and describing words and phrases in poems to create mental images of the characters, setting, and events
- Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.
- Understand the meaning of new vocabulary
- Use details in the text and illustrations to identify and describe a story's setting.

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