

Words (he, for)
(look)A House for
Pip

Lesson: 6	Anchor Text: Farming Then and Now
Unit: 2 Module: B	Objective: Identify reasons an author gives to support points in a text. RL.K.8 Engage in-group reading activities. RL.K.10

Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?

READING 30 -40 Minutes

(Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)

Build Understanding	Set the Purpose:	Exploring Poetry:	Engage Children:
First Read	Focus the instruction for the unit by sharing the following Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.	Display and read aloud the poem "Children of Long Ago" on p.63 of the Text Collection. Ask the children how they know this is a poem. Point out that this is a poem that does not have rhyming words. Discuss what was different in the past from today.	Review pp. 12-13 for Farming Then and Now. Ask children what is different today from one hundred years ago. Tell children: We are going to identify a point the author makes in the book and the reasons that support the point.
pp. 14-16			

Read: As you read pp. 14-15 of Farming Then and Now, use the appropriate reading routine from pp. TR12-TR23. Have children read along with you. Display p.16 and explain that a Glossary lists the words from the book and their definitions. In this first reading, children should focus on how the book ends.

Turn and Talk: What do the girl and boy think about farms then and now?

Close Read	Cite Text Evidence:
Second Read	<ul style="list-style-type: none"> Who likes living on a farm now? (The girl) Let's look for a sentence that tells why. On p.14 the girl says, "Life on a farm was hard before there were machines." That tells us why. DOK L3 What does the boy mean when he says, "Not me!" (He is not glad that he lives on a farm now.) Why? (Their wool keeps sheep warm.) Have your "reading sleuths" figure out why wool is often used to make coats and blankets. (If wool keeps sheep warm, then wool coats and blankets will keep people warm.) DOK L2 Which do you predict will shear a sheep faster: the two-person team from the past or the one person today? Why? (Because a farm in the past would have had more people for him to talk to.) Show me the sentence that tells us that. DOK L2 How does the photograph at the top of p.15 support the boy's opinion? (It shows a farm in the past with many people together.) Find and describe a photograph that supports the girl's opinion. (The photograph on p.10 shows how hard it was for people to harvest a field without machines.) DOK L2 <p>Why do informational texts, such as Farming Then and Now, often have a glossary? (To help readers by giving definitions for difficult or unusual words used in the text.) DOK L3</p>
pp. 14-16	

Scaffolding Instruction

English Language Learners: Explain to children that the word hard has more than one meaning. Hard can mean 'not soft.' Hard can also mean not easy. Guide children to understand that the second meaning - "not easy" - is the one the author is using in the first sentence on p.14. Substitute this meaning for the word.	Strategic Support: Point out the incomplete sentence on p.15. Explain to children that the author did that on purpose. He wanted to tie the end of the book back to the beginning and emphasize his concluding point. Note that in their own writing, children should use complete sentences.
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Benchmark Vocabulary

Objectives:

- Ask and answer questions about unknown words in a text. RL.K.4
- Identify how an author supports a point in a text. RI.K.8
- Use words acquired from texts. L.K.6
- Ask questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

Text-Based Vocabulary:

- Glad, p.14
- Think, p.14
- Drive, p.12

Practice:

Have children use p.102 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.

Text Analysis

SUPPORT A POINT

Read the point or idea the author states on p.15: Some things on the farm never change. Explain that authors give reasons and facts to support their points. Display the Web B graphic organizer on p. TR49

MODEL

I will look for reasons and facts that support this point: Some things on the farm never change. The author gives one reason on p.15.... getting up at daybreak and working until the sun goes down. Working long hours is one thing that never changes for farmers. This reason supports the author's point, so I'll write it on the web. Let's look through the book to find other reasons or facts that support his point.

PRACTICE/APPLY

To help children find more support, have them look at the headings on the Contents page. What did farmers do then that they also do now and will probably do in the future? Record children's ideas on the web. Use the Small Group Discussion Routine on pp. TR10-TR11 to have children discuss how their answers support the author's point.

SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

Focused Independent Reading

Today's Process Focus:

Independence

Have children choose a book that they know well or have read aloud several times before. Encourage them to read the book on their own today. Afterwards, have children explain why they chose that book.

Today's Strategy Focus:

Critical Thinking

Guide children in using the content of today's Reading Analysis Lesson to analyze their self-selected texts. We learned that authors often want to make their points in their writing. What point do you think the author is making in your book? Look at the words and pictures to help you identify this point.

Small Group Options

- ☐ PHONICS
- ☐ UNLOCK THE TEXT
- ☐ CONFERENCE
- ☐ CLOSE READING SUPPORT
- ☐ READING ANALYSIS EXTENSION
- ☐ FLUENCY

Reading Analysis Extension

SUPPORT A POINT

Provide pairs of children with a copy of the web the class filled out earlier. Review the reasons on the web. Have partners find other reasons and facts in Farming Then and Now that support the author's point. Ask them to add this information to the web by drawing or writing above or below the ovals. Have partners use the web and these questions to guide their discussion.

What other reasons or facts did you find that support the author's point that some things on the farm never change? (Farmers shear sheep, raise cows and sheep, and grow crops. Farmers have lots of work to do.)

Do you think there are enough reasons and facts in the text to support the author's point?

(Yes, although the author focuses on what has changed, readers can figure out what has not.)

Do you agree with the author's point? Why or why not? (Yes, much of what happens on a farm is the same now as it was then even if the ways of doing some jobs have changed.)

Identify how an author supports a point in a text. RL.K.1

WRITING 30 -40 Minutes

(Opinion Writing, Independent Writing Practice)

Writing Focus:

Tell a Reason to Support an Opinion

Writing Objectives:

- Identify reasons that support opinions about books or stories. W.K.1
- Participate in a shared opinion-writing task. W.K.7

Set the Purpose:

Tell children that in opinion writing, writers may tell an opinion about a topic, or they may tell an opinion about a book. But in both cases, they also tell reasons that support their opinion. A reason is a fact or a detail that writers think will get readers to agree with their opinion. Tell children that today they will examine the reasons writers give to support their opinions. Then they will tell a reason that supports their own opinion.

Teach and Model:

Remind children that in opinion writing, writer's first name the topic or book they are writing about. Next they tell an opinion about that topic or book. Then they tell a reason or reasons that support that opinion. Explain that after we tell whether we like or do not like a book we have read, we tell why we like or do not like the book.

Read aloud the student models. Have children identify the reasons Ella and Kurt give to support their opinions.

I have heard many stories about Anansi. He is a spider in African folktales. I like Anansi stories. Anansi is clever. He always figures out a way to get what he wants.

I have listened to stories about Coyote many times. He is an animal character in Native American folktales. I think Coyote stories are great. Coyote is kind. He helps people with their problems.

Make sure children understand the difference between opinions and reasons. Remind them that reasons answer the question why. Ask children whether Ella or Kurt's reason convinces them to accept that opinion.

PREPARE TO WRITE

Review the parts of Ella and Kurt's opinion writing with children. Ella is writing about Anansi stories. She says, "I like Anansi stories." That is her opinion. She says, "Anansi is clever. He always figures out a way to get what he wants." That is her reason. She likes Anansi stories because Anansi is clever and determined. Kurt is writing about Coyote stories. He says, "I think Coyote stories are great." That is his opinion. He says, "Coyote is kind. He helps people with their problems." That is his reason. He thinks Coyote stories are great because Coyote is kind and helpful. You may wish to also review the opinion and reasons you offered about the book a House for Hermit Crab. Demonstrate how your reasons answer the question why about your opinion.

TELL REASONS

Display the piece of opinion writing that the class composed in Lesson 5 about a familiar story. Read the piece, and ask children to point out the name of the story and their opinion about the story.

Have children offer reasons and then together choose one or two that the class agrees are the best. Add the reasons to the piece of opinion writing. Read aloud the piece of opinion writing. Post it for the children to refer to when they are doing their own opinion writing.

INDEPENDENT WRITING PRACTICE

Writing: Have children review the sentences they dictated or wrote in Lesson 5 in which they named a book and told their opinion about the book. On the same sheet of paper, have them dictate or write a reason that supports their opinion. Have them write their reason on p.103 of the Readers' and Writer's Journal. When children add their reason to their other sentences, remind them to use letter formation, lines, and spaces to create a readable document.

Conventions:

If you wish to teach children about spelling simple words, use Conventions Mini-Lesson on p.221. Encourage them to use what they know about letters and sounds to help them spell words in their sentences.

Digital Options:

Have children use computers or tablets, if available; to type their reason, or dictate for you to type, adding it to their documents from Lesson 5. Print out their opinion writing.

Share Writing:

Ask for volunteers to share their opinion writing with the class. Ask the class to evaluate how well the reasons support the opinions.

Lesson: 7 Unit: 2 Module: B	Anchor Text: The Old Things Objective: Describe the relationship between illustrations and the text in which they appear. RL.K.7 Engage in-group reading activities. RL.K.10
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Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?

READING 30 -40 Minutes

(Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)

Build Understanding <i>The Whole Story</i>	Set the Purpose: Focus the instruction for the unit by sharing the following Enduring Understanding: Readers understand that asking questions helps them understand a text.	Engage Children: Introduce the book The Old Things. Display the front and back covers and have children identify them and tell what they see. Point to the title and the author's name as you read it aloud.	Read: Have children look at the illustrations and follow along as you read. Encourage children to read along silently, following the words from left to right and top to bottom. Remind them that after reading the last word on each page, they should go on to the next page. In this first reading, children should focus on what the topic of the text is and what information the author tells about the topic.
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Turn and Talk: Who is the text about? What happens in the text?

Close Read	Cite Text Evidence: <ul style="list-style-type: none"> • Look at the front cover of the book. How do the title and photograph help readers know what the text is about? (The title mentions old things. The picture shows a boy holding a typewriter. Readers can use these clues to figure out that the text tells about things people used to use that they don't use anymore.) DOK L2 • Why does Gran want to give Tom her old things? (She is moving to a small house and cannot take all her old things.) Have children read chorally with you the sentences on p.2. DOK L3 • What does Gran want to give Tom that plays music? (A record player) What does Tom need to play music on it? (Records) Let's read the last sentence on p.5. It answers this question. DOK L2 • Have children work with a partner to answer the following question: In what ways is Gran's camera different from Tom's camera? (Tom's camera does not need film but Gran's does. You can see a photo as soon as you take it on Tom's camera.) DOK L3 • Why does Tom take Gran's typewriter but not her telephone? (He can use the typewriter and it will be fun to type on. He cannot use the telephone at all) DOK L3 • What old thing in the book has not changed since Gran was a girl? (The mail) In what way is it the same? (You can still put things in a box and send them to someone.) DOK L3
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Scaffolding Instruction

English Language Learners: Help children understand the meanings of the words typewriter and typed on p.8. Discuss the photo on p.8, pointing out that the typewriter keys are similar to the keys on a computer keyboard. A person types by pressing the keys, which cause letters to be printed on the sheet of paper.	Strategic Support: <i>On the board.</i> Make sure children recognize the compare/contrast structure of the text. Draw a Venn Diagram. Have children identify the similarities and differences of a record player and an MP3 player. Record their ideas in the Venn Diagram. For example, they should recognize that both play music. However, the record player is much larger, has more moving parts, and requires records.
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Benchmark Vocabulary

Objectives:

- Ask and answer questions about unknown words in a text. RL.K.4
- Use words acquired from texts. L.K.6
- Identify parts of a book (front cover, back cover, title page) RI.K.5

Text-Based Vocabulary:

10min
e-mail, p.3 — Friday — email

Practice:

teacher center
Have children use p.104 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.

Text Analysis

PARTS OF A BOOK

Explain to children that readers get key information from other parts of a text besides the inside pages. Display the Three-Column Chart of p. TR44 with the headings Front Cover, Back Cover, and Title Page.

MODEL

A text has parts that I look at before I read. First I look at the front cover. The front cover tells me the title and the author of the book. The picture also gives information. It gives clues about the text's topic. I'll write this information on the chart. Then we'll see what information is on the text's back cover and title page and add that to the chart.

PRACTICE/APPLY

Show Farming Then + Now and Levelled Reader Then + Now
Display the cover of another classroom book. Have children identify the information on the cover. Continue with the back cover and the title page. Use the Small Group Discussion Routine on pp. TR10-TR11 to have children discuss parts of a book can help readers.

SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

Focused Independent Reading

Today's Process Focus:

Independence

Encourage children to focus on reading independently by examining illustrations and finding words they know in their chose text. Following independent reading time, have children explain their purpose for reading.

Today's Strategy Focus:

Comprehension

Guide children in using the content of today's Reading Analysis Lesson to analyze their self-selected texts. We learned about identifying the front cover, back cover, and title page of a text. As you go through your book, mark these pages with sticky notes. Think about how they help you understand the text.

5min
Center
for
Friday
5min
CVC

Small Group Options

- ☐ PHONICS
- ☐ UNLOCK THE TEXT
- ☐ CONFERENCE
- ☐ CLOSE READING SUPPORT
- ☐ READING ANALYSIS EXTENSION
- ☐ FLUENCY

Reading Analysis Extension

PARTS OF A BOOK

Ask children to choose another book form the classroom library. Have them look at the front cover, back cover, and title page and point out the title and author's names. Then have them point out the pictures and describe what they find out about the text by looking at these. Have children take turns sharing their books and information with the class.

What information does the front cover give? (The title, author, and if there are pictures, clues to the text's content.)

What information does the back cover give? (Title, summary and pictures with clues to the text's content)

What do you learn about the text from the front cover, back cover and title page of the book? (Responses will vary.)

Identify parts of a book (front, back and title page) RL.K.5

WRITING 30 -40 Minutes

(Opinion Writing, Independent Writing Practice)

Writing Focus:

Tell an Opinion

Writing Objectives:

- Draw, dictate, or write to compose opinion texts. W.K.1
- Participate in a shared opinion-writing task. W.K.7

Set the Purpose:

Tell children that in opinion writing, writers tell what they think or feel about a topic. This is called an opinion. Then they give reasons for their opinion. Tell children that today they will form an opinion about an old thing in the text and write a sentence about that thing.

Teach and Model:

Remind children that a fact is a statement that can be proven to be true. For example, Years ago, people used typewriters for writing is a fact. On the other hand, an opinion cannot be proven true. It is one person's feelings or thoughts. It is easy to use a typewriter is an opinion. The word easy is a clue that it is an opinion and not a fact. Another person might have the opinion it is hard to use a typewriter.

Help children recognize opinions by pointing out an opinion in the text. Display p.9 and read aloud the following text. What opinion does Tom state about Gran's typewriter?

Review the text and photograph on p.8. What is your opinion about using a typewriter? (It would be hard to use a typewriter)

Have several children state opinions about using a typewriter. Then ask them to name the words that show their statement is an opinion. Point out that words such as fun, easy, hard, exciting, pretty and interesting are used to state opinions.

PREPARE TO WRITE

Explain to children that certain words show that a writer is stating an opinion and not a fact. In the text, the word fun shows that Tom is giving his opinion, or what he thinks, about Gran's typewriter. Explain to children that they will write a sentence that tells what they think about an old thing in the text. Now they will think about some words they could use to tell what they think.

FORM AN OPINION

Demonstrate how to examine a thing or an idea and form an opinion about it. Remind children to look at words and pictures carefully as they decide what they think about something.

ROLE PLAY

Have children role play Tom talking to Gran about her dad's telephone. Encourage them to use words they could use to tell what they think about the old telephone. Examples are awesome, ugly, inconvenient, weird, and interesting. Explain that the words are examples of words that are used to state opinions and post them in a list for children to refer to as they write. Model writing sentences about the telephone using opinion words. Write your sentence for children to use as models.

INDEPENDENT WRITING PRACTICE

Writing:

Ask children to draw, dictate, or write one sentence about an old object in the text. The sentence should state their opinion about the object. Remind them to use one or more opinion words in the sentences. Have them write their opinion on p.105 of the Readers' and Writer's Journal.

Conventions: If you wish to teach children about using prepositions, use Conventions Mini-Lesson on p.231. Encourage them to check their opinion sentences to see if they have used prepositions.

Digital Options: Have children use computers or tablets, if available; to draft their opinion writing. Show children how to capitalize the first letter of their sentence. If they have access to a printer, have them print out their writing, add illustrations, and share it with family and friends.

Share Writing:

Ask for volunteers to share their writing with the class. Ask the class to identify the opinion words the writer uses.

Lesson: 8 Unit: 2 Module: B		Anchor Text: The Old Things Objective: Ask and answer questions about key details in a text. RL.K.1 Identify the main topic and key details of a text. RI.K.2 Engage in-group reading activities. RL.K.10	
Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?			
READING 30 -40 Minutes (Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)			
Build Understanding First Read pp. 2-7	Set the Purpose: Focus the instruction for the unit by sharing the following Enduring Understanding: Learners understand that people's lives "then" were far to and different from lives today	Engage Children: Display the front cover of The Old Things. Have children use the title and illustration to recall details about the book.	Read: Have children follow along as you read. In this first reading, children should focus on what Gran is sending Tom an e-mail about and why.
Turn and Close	Does Gran like the house she is moving to? What does she think of Tom?		
Second Read pp. 2-7	Text Evidence Gran can't find the things with her? (Her new house is small. She doesn't use the things we read that Gran is moving to a small house. She must not have them. She describes her music player and camera as 'old.' Sometimes people have old things, but other people may want them. DOK L2 * Lacey's Record player - look for mp3 player How do you know how to play records from the photograph on p.4? (The record player has a record, a large flat disk, is put onto a stick on the record player. A record player to play the music.) DOK L3 Tom wants Gran's record player even though he has an MP3 player? It is very different. It might be fun. He might be able to hear different music. Read the sentences on this page. Encourage children to read p.5 with you. DOK L3 with expression.		
Scaffolding Instruction			
English Language Learners: Help children understand the meanings of the phrase as soon as on p.7. Explain that the phrase means, "right away." Say, "I will give you the book as soon as you come to my desk." Then demonstrate the action.		Strategic Support: Children might have difficulty with the vocabulary on these pages. Have them ask questions about words and phrase they do not understand. Help them find details about the words or phrases in the text or look up the definitions in a classroom dictionary.	

Benchmark Vocabulary

Objectives:

- Ask and answer questions about unknown words in a text. RL.K.4
- Use words acquired from texts. L.K.6
- Ask and answer questions about key details in a text. RI.K.1

Text-Based Vocabulary:

- Moving, p.2
- Played, p.4

Practice:

Have children use p.106 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.

Text Analysis

ASK AND ANSWER QUESTIONS

Explain that in informational texts, writers provide facts and details about a topic. Readers ask questions and look for the answers as they read the text. Display the T-Chart on p. TR43 with the headings Questions and Answers. Read the headings. Reread pp. 2-3

MODEL

As I read the pages, I ask What old things does Gran have? I write it under Questions. Gran's email on p.4 is about a record player. Her e-mail on p.6 describes a camera. I write these under Answers. What are some other questions and answers? Let's write them on the chart too.

PRACTICE/APPLY

Display each remaining spread. Have pairs of children ask and answer questions about the pages. Use the Small Group Discussion Routine on pp. TR10-TR11 to have children discuss parts of a book can help readers.

SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

Focused Independent Reading

Today's Process Focus:

Independence

Encourage children to focus on reading independently by choosing a text themselves. Then encourage them to read alone by relating illustrations to words they know in their chosen text. Following independent reading time, have children explain their reading choice.

Today's Strategy Focus:

Critical Thinking

Guide children in using the content of today's Reading Analysis Lesson to analyze their self-selected texts. We learned about asking and answering questions about a text. As you go through your book, ask questions about the text and pictures.

Small Group Options

- ☐ PHONICS
- ☐ UNLOCK THE TEXT
- ☐ CONFERENCE
- ☐ CLOSE READING SUPPORT
- ☐ READING ANALYSIS EXTENSION
- ☐ FLUENCY

Reading Analysis Extension

SLEUTH WORK Read aloud "When the lights Went Out" on p. TR5 in the Teacher's Guide. Discuss following questions with the group. Encourage children to include text evidence to support answers.

LOOK FOR CLUES How do things change for the family when the lights go out? (They use a flashlight and candles instead of electric lights)

MAKE YOUR CASE Do you think the family is glad the lights went out? Why or why not? (Yes, they got to spend time together. They learned they can have fun without TV and computer)

ASK QUESTIONS What else would you like to know about the family? (Responses will vary.)

PROVE IT! Have children draw a picture of the family playing a board game by candlelight. Ask children to label the picture using one or two key details from the text.

Ask and answer questions about key details RL.K.1

WRITING 30 -40 Minutes

(Opinion Writing, Independent Writing Practice)

Writing Focus:

Tell Which You Like Better

Writing Objectives:

- Draw, dictate, or write to compose opinion texts. W.K.1
- Participate in a shared opinion-writing task. W.K.7

Set the Purpose: Remind children that writers sometimes tell an opinion, or what they think or feel about a topic. Opinions can also tell the writer's preference, or choice. Tell children that today they will choose a pair of things in The Old Things and tell with they like better.

Teach and Model:

Tell children that when writing a preference, they should: Name a topic, Think about possible choices, Write to state which choice they like better.

Help children understand how Tom states a preference in The Old Things. Display pp. 10-11 and read aloud the text. What is the topic? What are the possible choices?

Make sure children understand that the topic is telephones and the choice is between Gran's old phone and Dad's cell phone. Have children reread p.11 with you. Point out that Tom does not directly say, I like the cell phone better. But his words show that he prefers the cell phone to Gran's old phone. What reason does Tom give for liking the cell phone better? (He says, "Dad's cell phone is so small!")

Explain to children that when they state a preference, they can use the pronoun I or my to tell which choice they like best. For example, I like the typewriter best or My favorite old thing is the typewriter.

PREPARE TO WRITE

Remind children that forming a preference usually involves comparing two or more things. Tell children that to prefer something is to make what you like best known or give an opinion.

MAKE A CHOICE

Give children an example of making a choice based on preference such as the following:

When I go shopping and want to buy a sweater, I look at many different options. There are so many choices in the store. When I went shopping two weeks ago, I found two sweaters I liked. The first one was soft. It was green. It had buttons down the front. The second one was thick and heavy. It did not have buttons. It was a beautiful color of blue. I decided I preferred the second sweater because I loved its color. My opinion was that the second sweater was my favorite. It was the one I chose.

LIST AND DISCUSS OPTIONS

Remind children that the text of The Old Things compares some old things that people use to use and some new things that people use now. Have children work with a partner or small group and write, dictate, or draw each pair of old things and new things in the book. Then have them discuss their experiences with both things in each pair. Encourage children to continue conversations through multiple exchanges as they describe and compare the object in the book.

EXPRESS A PREFERENCE

Explain that after children have considered the things they like and don't like about two choices, they can choose one as their favorite or preference. After thinking about both choices, I can say that I like the MP3 player better than the record player because it is easier an more convenient to use.

INDEPENDENT WRITING PRACTICE

Writing: Have children think about what they learned from The Old Things about pairs of things form long ago and form now. Have children choose one pair. Have them write, dictate or draw, which things from the pair they like better. Display the list of paired things form the book. Have it available for children to use as they write their preferences. Have them write their sentences on p.107 of the Readers' and Writer's Journal. *Give picture of a record player and an MP3 player.*

Conventions: If you wish to teach children about using prepositions, use Conventions Mini-Lesson on p.241. Ask children to circle any prepositions they use in their opinion writing.

Digital Options: Have children use computers or tablets, if available; to draft their opinion writing. If they have access to a printer, have them print out their writing, add *write* illustrations. Post the writing on a bulletin board with the heading What We Like.

Share Writing: Ask for volunteers to share their writing with the class and orally give reasons for their preferences.

Lesson: 9		Anchor Text: The Old Things	
Unit: 2 Module: B		Objective: Ask and answer questions about unknown words in a text. RL.K.4 Engage in-group reading activities. RL.K.10	
Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?			
READING 30 -40 Minutes (Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)			
Build Understanding First Read pp. 8-11	Set the Purpose: Focus the instruction for the unit by sharing the following Enduring Understanding: Writers understand that they can state an opinion through the words and illustrations.	Engage Children: Display the front cover of The Old Things. Have children use the title and illustration to recall details about the book.	Read: As you read pp. 8-11 of The Old Things with children, use the appropriate reading routine from pp. TR12-TR23. Have children follow along as you read. In this first reading, children should focus on the things Gran offers to Tom.
Turn and Talk: What does Gran ask Tom if he wants?			
Close Read Second Read	Cite Text Evidence: Have your “reading sleuths” figure out what the photograph on p.8 shows about how a typewriter works. (The writer puts a sheet of paper around a rod on the typewriter. When the writer hits the keys, letters print on the paper.) DOK L2 (Bring in a typewriter) ask L. • What does Tom plan to do with Gran’s old typewriter? (He will try it out for fun.) . How do you know? (He says, “It would be fun to type on your typewriter.”) Let’s read the sentence that says this. Encourage children to read the second sentence on p.9 with expression. DOK L2 Think about how telephones have changed since Gran’s father used a phone. How do you think phones will change in the future? (The will get easier to use and do more things.) DOK L3 Bring in Q's phone . How are all the things Gran offers to Tom alike? (They are all old. They are things people used to use for specific purposes. They have been replaced by different things used for the same purposes.) DOK L3		
Scaffolding Instruction			
English Language Learners: Help children understand the meanings of letters on p.8. Write some letters of the alphabet and explain that these are one type of letters. Then point out the e-mail with Dear Tom and Love, Gran and explain that the message with this greeting and closing is another type of letter.		Strategic Support: To emphasize the differences between the old things and the new things in the text, encourage children to make generalizations about how the new things featured in the text differ from the old things. Help them recognize that the new things are smaller, more compact, and more portable than the old things.	

Benchmark Vocabulary

Objectives: <ul style="list-style-type: none"> Ask and answer questions about unknown words in a text. RL.K.4 Use words acquired from texts. L.K.6 Express thoughts and ideas clearly in a discussion SL.K.6 	Text-Based Vocabulary: <ul style="list-style-type: none"> Typed, p.8 Call, p.11 Practice: Have children use p.108 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.
Text Analysis	
UNKNOWN WORDS Explain that when readers find an unknown word in a text, they ask, "What does this word mean?" They look at the other words and pictures in the text to help them answer. Display the Four-Column Chart on p. TR38 with the headings Word, Picture Clues, Text Clues and Meaning. Read aloud the headings.	MODEL When I look at the word typed on p.8, I see that the picture shows words on paper. I'll write that clue in the second column. The words say that Gran typed letters. I'll write letters in the third column. What shall I write under the other column?
PRACTICE/APPLY Have children work together to identify the picture and text clues for the word call on p.11. Then have them use the clues to figure out the meaning of the word. Write these on the chart. Use the Small Group Discussion Routine on pp. TR10-TR11 to discuss why it is key to ask questions about words in a text.	

SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

Focused Independent Reading	Reading Analysis Extension
Today's Process Focus: Engagement and Identify Display a variety of storybooks and informational texts and ask children to choose one. Ask them to explain their general purpose for reading the storybook or informational text, such as for enjoyment or to learn about a specific topic. Today's Strategy Focus: Comprehension Guide children in using the content of today's Reading Analysis Lesson to analyze their self-selected texts. We learned about asking questions about unknown words in a text. As you go through your book, mark my words you don't know with colored tabs. Ask questions about the words and try to find the answers.	UNKNOWN WORDS Have pairs of children locate an unknown word in the text The Old Things. Partners can ask and answer questions about the word. Encourage children to think of questions you have not used earlier, such as the following: Does the word have more than one meaning? If so, what are they? Are there word parts that give clues to the word's meaning? Why is the word important in the text? Have the pairs share their questions and answers with the class. Ask and answer questions about unknown words in a text RL.K.4
Small Group Options <ul style="list-style-type: none"> <input type="checkbox"/> PHONICS <input type="checkbox"/> UNLOCK THE TEXT <input type="checkbox"/> CONFERENCE <input type="checkbox"/> CLOSE READING SUPPORT <input type="checkbox"/> READING ANALYSIS EXTENSION <input type="checkbox"/> FLUENCY 	

WRITING 30 -40 Minutes

(Opinion Writing, Independent Writing Practice)

Writing Focus:

State an Opinion About Photographs

Writing Objectives:

- Draw, dictate, or write to compose opinion texts. W.K.1
- Participate in a shared opinion-writing task. W.K.7

Set the Purpose: Explain to children that photographs can show information about a topic. When writing a text, writers can use photographs to give information about the topic of the text. Writers can also use this information to state a preference, or choice, about the topic. Tell children that today they will form and write about an opinion based on photographs in The Old Things.

Teach and Model:

Display the photograph on p.8. Model how to identify information in the photograph about an old thing. I see a big machine. It has many moving parts. A writer must put a sheet of paper into the machine to type. Write the facts shown in the photograph.

Display the photograph on p.9. Model how to identify information in the photograph about a new thing. I see a machine that fits on a person's lap. It is all one piece. A writer can easily type on the keyboard and sees writing on the screen. Write this information.

Explain to children that they can study photographs in the text to find the information about old things and new things. Then they can use that information to state a preference about a topic.

As a class, discuss the information that you have written. Have children decide whether they would like using the old thing or the new thing – the typewriter or the laptop – better. Model writing a sentence that states a preference base on the photographs. A laptop is easier to use than a typewriter.

PREPARE TO WRITE

Remind children that readers get much important information from photographs and illustrations in a text. Sometimes a picture gives information that is not found in the words of a text.

REVIEW TEXT AND PHOTOS

Remind children that in the text, Gran asks Tom if he would like her old typewriter. She says it is very old and that she typed letters on it. She does not tell the size or shape of the typewriter. She does not explain how to use a typewriter. Model finding information in a photograph.

FORM AN OPINION

Explain that after looking at the photograph of the typewriter, you can form an opinion. After looking at the photograph of the typewriter, I think that typing on a typewriter would be hard and slow. This is my opinion. Remind children you're your opinion, or how you think or feel, is based on details that you studied in the photograph.

GET INFORMATION FROM A PHOTO

Display a photograph of a machine from long ago, such as a very old car. Have children point out the details about the car based on the photograph. Then model stating an opinion on the details in the picture: It would have been cold and uncomfortable to ride in an old car with no roof. Then encourage children to state their own opinions about the photograph.

INDEPENDENT WRITING PRACTICE

No

Writing: Have children choose a photograph of one old thing or one new thing in the text. Instruct them to study the details in the photograph and to form an opinion about using the thing. Remind them to use one or more words that show they are stating an opinion and not a fact. After formulating an opinion, children can write, dictate, or draw it. Have them write their opinion on p.109 of the Readers' and Writer's Journal.

Conventions: If you wish to teach children about prepositions, use Conventions Mini-Lesson on p.251. Encourage children to use one or more prepositions they have studied in their opinion sentences.

Digital Options: Help children to use computers or tablets to draft their opinion, using capital and lowercase letters correctly. If they have access to a printer, have them print out their writing and draw a picture of the thing they wrote about.

Share Writing: Have pairs of children exchange papers and restate the opinion on their partner's paper. Then instruct children to ask their partner a question about the opinion.

