

# Module Summary

“All our knowledge begins with the senses.”

—Immanuel Kant, *Critique of Pure Reason*

A child savors the last bit of goodness at the bottom of a bowl. A coconut tree dips and sways. Tap-dancing toes clatter. As students drink in the sensory experiences conveyed by the words and illustrations in these texts, they explore this question: What are our senses, and how do they help us learn—as humans and as readers?

Studying the five senses lays an early foundation for the study of science. Full of rhyme, rhythm, and color, this module introduces children to the joy and rigor of text-based, content-rich learning. Students become aware of how writers and artists leverage these tools to communicate experience. They understand how readers use senses to process information and learn. Students gain transferrable knowledge of how a text’s words and illustrations work together to provide a rich sensory experience.

The module begins with Margaret Miller’s *My Five Senses*, which uses engaging, relatable photographs of children to introduce the five senses and their connection to emotion. To support the work of the first text, students consider Pablo Picasso’s blue-period painting *Le Gourmet*, exploring the senses they use to appreciate and understand a painting. They also examine the senses the subject of the painting uses. Next, students approach the patterned language in Aliko’s accessible *My Five Senses*, with a focus on the relationship between words and illustrations. Students examine the way these elements work together, like our senses, to provide awareness of the world around us. The class then explores *Last Stop on Market Street*, the narrative of a boy’s journey through the city with his wise grandmother, who helps him appreciate the beauty of his surroundings.

Students make inferences based on Lois Ehlert’s vivid illustrations while reading the classic *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault. They examine the rhythm of the book’s repeated refrains. Through a second art study of Diego Rivera’s painting *Flower Day*, they enrich their exploration of repeated elements by examining color and symmetry. Students continue closely listening and reading texts with *Rap a Tap Tap* by Leo and Diane Dillon. They dance to the motion-rich illustrations inspired by Harlem Renaissance painter Aaron Douglas and chant the rhyming poem about the tap-dancing great, Bill “Bojangles” Robinson.

As the culmination of this exploration in the End-of-Module Task, students write and illustrate an original book detailing how their senses help them (as readers) to learn from texts. Their books also explore how a character from a module text uses senses to learn about the world. The books answer the Essential Question that all other module questions have been leading them to explore: How do our senses help us learn?

---

# Module at a Glance

## ESSENTIAL QUESTION

How do our senses help us learn?

## SUGGESTED STUDENT UNDERSTANDINGS

- We have five senses: smell, taste, touch, hearing, and sight.
- Our senses take in information and make us aware of the world around us.
- People use their senses to learn about the world and to learn from books.
- Details in illustration, speech, and text provide more information for readers.
- Words and illustrations work together to tell a story and present information.

---

# Texts

## CORE TEXTS

### Picture Books (Informational)

- *My Five Senses*, Aliko
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo Dillon and Diane Dillon

### Picture Books (Literary)

- *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert
- *Last Stop on Market Street*, Matt de la Peña; Illustrations, Christian Robinson

## SUPPLEMENTARY TEXTS

### Articles

- “Great Depression,” Children’s Encyclopedia (<http://witeng.link/0624>)
- “The Harlem Renaissance,” *Britannica Kids* (<http://witeng.link/0625>)

## Paintings

- *Flower Day*, Diego Rivera (<http://witeng.link/0621>)
- *Le Gourmet*, Pablo Picasso (<http://witeng.link/0620>)

## Videos

- “Bojangles Step Dance” (<http://witeng.link/0626>)
- “Eight-Year-Old Tap Prodigy Little Luke” (<http://witeng.link/0623>)

---

# Module Learning Goals

## KNOWLEDGE GOALS

- Recognize and describe the five senses and related body parts.
- Identify rhyme and repetition within texts.
- Describe the use of color and shape in visual art.

## READING GOALS

- Answer questions about key details using details from the text’s words and illustrations. (RL.K.1, RI.K.1, L.K.1.d)
- Ask and answer questions about unknown words in the text. (RI.K.4)
- Identify the front cover, back cover, and cover page and the information contained on each. (RI.K.5)
- Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)

## WRITING GOALS

- Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2)
- Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)
- Produce and expand sentences using details from the text. (L.K.1.f)

## SPEAKING AND LISTENING GOALS

- Follow agreed-upon rules of discussion, such as *one voice speaks at a time* and *listen attentively to the speaker*. (SL.K.1.a)
- Engage in conversations with peers about the text, using text evidence to support a response. (SL.K.1.b)

## LANGUAGE GOALS

- Ask questions about key details in texts using the question words *who*, *what*, *where*, *when*, *why*, and *how*. (L.K.1.d)
- Write the letters that represent most phonemes and apply them to their own writing and drawing. (L.K.2.c, L.K.2.d)
- Expand their understanding of word meanings through discussion and real-life connections. (L.K.5.c)
- Use words acquired through reading and apply them to conversations about the text. (L.K.6)

---

# Module in Context

**Knowledge:** In this first module of Kindergarten, students identify the senses and understand that the senses are tools to help people learn about the world. Accessing and developing their senses as tools empowers students and encourages curiosity and mindfulness. Students listen and look to gather information from the text and illustrations. As they explore literary and informational texts, they use text elements together to first access a text’s content and later to analyze texts.

**Reading:** Through a rich, question-based approach to reading, students form a strong habit of unlocking meaning from texts. With the first read of each text, students ask questions, which sets an authentic purpose for rereading. In addition, questioning encourages students to see a text through a more critical lens. Questioning also allows students to consider what the text tells them implicitly and explicitly and encourages them to keep asking when there is more knowledge to explore. Students develop basic concepts of print, identifying parts of the book and the roles of authors and illustrators. They apply this knowledge by closely examining the texts’ illustrations and words, differentiating between the two elements, and describing the connections they find. Students identify rhyme and repetition in rhythmic books before considering and finally expressing the impact of these devices. This study of language also launches students’ fluency work for the year, helping them see predictable patterns that, with practice, they become able to recite independently. This suite of skills provides a solid foundation for the year ahead and for a lifetime of close reading.

**Writing:** The primary writing focus of the module is text-based explanatory writing. Students begin by unpacking prompts and learning to respond, orally and in writing. Students use sentence frames to construct a complete sentence, which later serve as a scaffold for their own independent writing.

Students collect evidence to answer a specific question. Then they expand upon their responses by providing additional details from the text in their drawings. In whole-group lessons, students begin by drawing detailed pictures. Drawing is an important part of writing, allowing students to show more of their thinking than they can presently express in writing. Later in the module, students use phonetic spelling to add labels to the pictures and complete simple sentence frames. Since early kindergartners' writing development varies widely, students build from where they are, engaging in productive struggle without frustration. Throughout this module, students write, draw, and dictate frequently, including brief responses in their Response Journals, recording evidence to post on class charts, and building collaborative books. In the EOM Task, students build their own books.

**Speaking and Listening:** Students have frequent opportunities to develop their listening and speaking skills in multiple settings, including whole group, small groups, and pairs. During ongoing discussions about the texts, students explore the beginning concepts of sharing ideas in a group setting. Students learn to speak one at a time and listen with their senses, actions that lend themselves to the reciprocal nature of conversations. Students engage in conversations about the text both in class discussions and in Socratic Seminars. These opportunities give students a chance to build on their knowledge of the content and support their ideas with textual evidence while responding to classmates thoughtfully and respectfully.

# Standards

## FOCUS STANDARDS

Reading Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Reading Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language	
L.K.1.d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.

## CONTINUING STANDARDS

Reading Literature	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational Text	
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Language	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. As a group, write a book that identifies the five senses. Match each sense with its corresponding sensory organ and describe a related sensory experience.	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the connection between the senses and sensory organs.</li> <li>▪ Develop a response by cutting, pasting, and drawing.</li> <li>▪ Organize a response by using a sentence frame.</li> </ul>	W.K.8
2. As a group, write a book that identifies how the boy from Aliko's <i>My Five Senses</i> uses his senses in the story.	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how the boy in the text uses his senses.</li> <li>▪ Develop a response based on text evidence.</li> </ul>	RI.K.1, W.K.2, W.K.8
3. In pairs, write a book that identifies how a character uses his senses of sight and hearing to learn about the world. Add details from the text to provide more information.	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how a character in a story uses his senses to learn about the world.</li> <li>▪ Include details from the text in a response and in an illustration.</li> </ul>	RL.K.1, W.K.2, W.K.8

4. In pairs, write a book that describes how the senses of sight and hearing help readers to learn from the text <i>Chicka Chicka Boom Boom</i> . Label drawings with initial letter sounds.	<ul style="list-style-type: none"> <li>▪ Identify text evidence in storybooks that can be gathered from the senses of sight and hearing.</li> <li>▪ Use initial letter sounds to label drawings.</li> </ul>	RL.K.1, W.K.2, L.K.2.c, L.K.2.d
5. Individually, write a book that describes how the senses of sight and hearing were used to learn from the text <i>Rap a Tap Tap</i> . Label drawings with initial letter sounds.	<ul style="list-style-type: none"> <li>▪ Identify text evidence in informational books that can be gathered from the senses of sight and hearing.</li> <li>▪ Develop writing stamina by independently creating a book with multiple pages.</li> </ul>	RI.K.1, W.K.2, L.K.2.c, L.K.2.d

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher.	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how books are structured.</li> </ul>	RI.K.5
2. Verbally identify the author and illustrator of <i>Last Stop on Market Street</i> . Then point to the part of the book that was created by the author and the part that was created by the illustrator.	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of the identities of the author and illustrator of a text.</li> <li>▪ Demonstrate an understanding of the roles of authors and illustrators.</li> </ul>	RL.K.6
3. Ask and answer questions about the key events, details, and words in <i>Rap a Tap Tap</i> .	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how readers learn from texts.</li> </ul>	RI.K.1, RI.K.4, L.K.1.d

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Discuss how CJ uses his senses in <i>Last Stop on Market Street</i> and reflect on what the text reveals about the senses.	<ul style="list-style-type: none"> <li>▪ Deepen understanding of how a character in a story uses his senses to learn about the world.</li> <li>▪ Share reflections of learning from the text.</li> </ul>	SL.K.1.a, RL.K.1
2. Analyze how people and characters in both versions of <i>My Five Senses</i> use their senses to learn about the world.	<ul style="list-style-type: none"> <li>▪ Deepen understanding of how people and characters in books learn about senses through interactions with the world.</li> <li>▪ Use evidence from the text to support responses.</li> </ul>	SL.K.1.b, RI.K.1

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how characters and people use their senses.</li> <li>▪ Use sentence frames, cutting, pasting, and drawing to organize a response.</li> <li>▪ Include evidence from the text and label with initial letter sounds.</li> </ul>	RI.K.1, R.L.K.1, W.K.2, W.K.8, L.K.2.c, L.K.2.d

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> <li>Acquire and use grade-appropriate academic terms.</li> <li>Acquire and use domain-specific or text-critical words essential for communication about the module's topic.</li> </ul>	L.K.6

## Module Map

Focusing Question 1: What are our five senses?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	<i>My Five Senses</i> , Miller	Wonder: What do I notice and wonder about <i>My Five Senses</i> ?	Examine: Why is organizing your writing important?  Experiment: How does organizing a Response Journal work?	<ul style="list-style-type: none"> <li>Ask questions about the illustrations in <i>My Five Senses</i>. (RI.K.1)</li> <li>Represent learning through drawing and dictation. (W.K.8)</li> <li>Ask and answer questions about key vocabulary in <i>My Five Senses</i>. (L.K.1.d, L.K.6)</li> </ul>
2	<i>My Five Senses</i> , Miller <i>Le Gourmet</i>	Organize: What is happening in <i>My Five Senses</i> ?	Experiment: How does organizing a Response Journal work?	<ul style="list-style-type: none"> <li>Identify key details and discuss the main topic of <i>My Five Senses</i>. (RI.K.2)</li> <li>Interpret expressions from <i>My Five Senses</i> and link them to sensory experiences and feelings. (L.K.4.a)</li> </ul>
3	<i>My Five Senses</i> , Miller <i>Le Gourmet</i>	Reveal: What does a deeper exploration of words and pictures reveal in <i>My Five Senses</i> ?	Examine: Why is responding to the prompt important?  Experiment: How does responding to a prompt work?	<ul style="list-style-type: none"> <li>Identify how words and pictures work together in <i>My Five Senses</i> to communicate key details. (RI.K.7)</li> <li>Identify whether information responds to a prompt. (SL.K.1.a)</li> <li>Experiment with answering a prompt by completing a sentence frame. (L.K.1.f)</li> </ul>

\*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Focusing Question 1: What are our five senses?				
4	<i>My Five Senses</i> , Miller <i>Le Gourmet</i>	Distill: What is the essential meaning of <i>My Five Senses</i> ?	Execute: How do I respond to the prompt in my Focusing Question Task?	<ul style="list-style-type: none"> <li>Use the pictures and language in <i>My Five Senses</i> to determine the text's essential meaning. (RI.K.2)</li> <li>Execute verbally responding to a prompt. (W.K.8)</li> <li>Generate and apply sensory adjectives for taste to real-life situations. (L.K.1.f, L.K.5.c)</li> </ul>
5 ✓FQT	<i>My Five Senses</i> , Miller <i>Le Gourmet</i>	Know: How does <i>My Five Senses</i> build my knowledge of the senses?	Execute: How do I respond to the prompt in my Focusing Question Task?	<ul style="list-style-type: none"> <li>Verbalize understanding of <i>My Five Senses</i>. (SL.K.1.a, W.K.8)</li> <li>Express understanding of the function and purpose of the five senses. (W.K.8)</li> <li>Generate and apply sensory adjectives for smell to real-life situations. (L.K.1.f, L.K.5.c)</li> </ul>

Focusing Question 2: How do people use their senses to learn about the world?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
6	<i>My Five Senses</i> , Aliki	Wonder: What do I notice and wonder about <i>My Five Senses</i> ?	Examine: Why is it important for just one speaker at a time to speak?	<ul style="list-style-type: none"> <li>Ask questions about <i>My Five Senses</i>. (RI.K.1)</li> <li>Explain the importance of taking turns in conversation. (SL.K.1.a)</li> <li>Ask and answer questions about key vocabulary in <i>My Five Senses</i>. (L.K.1.d, L.K.6)</li> </ul>

Focusing Question 2: How do people use their senses to learn about the world?				
7	<i>My Five Senses</i> , Alik	Organize: What is happening in <i>My Five Senses</i> ?	Experiment: How does speaking one voice at a time work?  Examine: Why is text evidence important?  Experiment: How does using text evidence work?	<ul style="list-style-type: none"> <li>▪ Identify key details and discuss the main topic of <i>My Five Senses</i>. (RI.K.2)</li> <li>▪ Use text evidence to answer student-generated questions. (RI.K.1, SL.K.3)</li> <li>▪ Experiment with using text evidence to identify which sense the boy is using in <i>My Five Senses</i>. (L.K.1.f, RI.K.1, W.K.8)</li> </ul>
8	<i>My Five Senses</i> , Alik	Reveal: What does a deeper exploration of words and illustrations reveal in <i>My Five Senses</i> ?	Execute: How do I use text evidence in my Focusing Question Task?	<ul style="list-style-type: none"> <li>▪ Identify how words and illustrations work together to communicate key details in <i>My Five Senses</i>. (RI.K.7)</li> <li>▪ Use text evidence to verbally complete sentence frames. (RI.K.7, W.K.8)</li> <li>▪ Generate and apply sensory adjectives for touch to real-life situations. (L.K.1.f, L.K.5.c)</li> </ul>
9	<i>My Five Senses</i> , Alik	Distill: What is the essential meaning of <i>My Five Senses</i> ?	Execute: How do I use text evidence in my Focusing Question Task?	<ul style="list-style-type: none"> <li>▪ Identify the essential meaning in <i>My Five Senses</i> using illustrations and words from the text. (RI.K.1, RI.K.2, RI.K.4)</li> <li>▪ Use evidence from the Evidence Organizer Chart to complete sentence frames. (W.K.2, W.K.8)</li> <li>▪ Generate and apply sensory adjectives for sight to real-life situations. (L.K.1.f, L.K.5.c)</li> </ul>

Focusing Question 2: How do people use their senses to learn about the world?				
10 ✓FQT ✓NR	<i>My Five Senses</i> , Aliki	Know: How does <i>My Five Senses</i> build our knowledge about the senses?	Execute: How do I use text evidence in my Focusing Question Task?	<ul style="list-style-type: none"> <li>Provide examples of how the five senses help us learn about the world. (RI.K.2, W.K.2, W.K.8, W.4*)</li> <li>Annotate the parts of a book. (RI.K.5)</li> <li>Generate and apply sensory adjectives for hearing to real-life situations. (L.K.1.f, L.K.5.c)</li> </ul>

Focusing Question 3: How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i> ?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
11 ✓NR	<i>Last Stop on Market Street</i>	Wonder: What do I notice and wonder about <i>Last Stop on Market Street</i> ?	Examine: Why is it important to use all your senses to listen?	<ul style="list-style-type: none"> <li>Ask questions about <i>Last Stop on Market Street</i>. (RI.K.1)</li> <li>Examine the importance of listening with your senses. (SL.K.1.a)</li> <li>Ask and answer questions about key vocabulary in <i>Last Stop on Market Street</i>. (L.K.1.d, L.K.6)</li> </ul>
12	<i>Last Stop on Market Street</i>	Organize: What's happening in <i>Last Stop on Market Street</i> ?	Experiment: How does listening with your senses work?  Examine: Why is adding details important?	<ul style="list-style-type: none"> <li>Identify key events in <i>Last Stop on Market Street</i>. (RL.K.2)</li> <li>Experiment with listening with your senses. (SL.K.1.a)</li> <li>Determine new meanings for familiar words from <i>Last Stop on Market Street</i> and act out their different meanings. (L.K.4.a)</li> </ul>

Focusing Question 3: How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i> ?				
13	<i>Last Stop on Market Street</i>	Reveal: What does a deeper exploration of words and pictures reveal in <i>Last Stop on Market Street</i> ?	Experiment: How does adding details work?	<ul style="list-style-type: none"> <li>▪ Answer questions about the illustrations and words in the text to identify which senses CJ uses to engage with his surroundings. (RL.K.1, W.K.8)</li> <li>▪ Experiment with adding details to a drawing. (RL.K.1)</li> <li>▪ Identify sensory adjectives from <i>Last Stop on Market Street</i> and use them in sentences to describe real-life experiences. (L.K.1.f, L.K.5.c)</li> </ul>
14	<i>Last Stop on Market Street</i>	Reveal: What does a deeper exploration of words and pictures reveal in <i>Last Stop on Market Street</i> ?	Experiment: How does adding details work?	<ul style="list-style-type: none"> <li>▪ Analyze descriptive words in the text to gather more details about text evidence in preparation for the Focusing Question Task. (RL.K.1, W.K.8)</li> <li>▪ Experiment with adding details from the text to a drawing. (W.K.8)</li> <li>▪ Identify the parts of a complete sentence. (L.K.1.f)</li> </ul>
15 ✓FQT	<i>Last Stop on Market Street</i>	Distill: What is the essential meaning of <i>Last Stop on Market Street</i> ?	Execute: How do I add details in my Focusing Question Task?	<ul style="list-style-type: none"> <li>▪ Use the illustrations and the words to identify the essential meaning of <i>Last Stop on Market Street</i>. (RL.K.1)</li> <li>▪ Express understanding of how CJ's senses help him learn about the world. (RI.K.1, W.K.2, W.K.8, W.K.4*)</li> <li>▪ Produce complete sentences about the illustrations in <i>Last Stop on Market Street</i>. (L.K.1.f)</li> </ul>

Focusing Question 3: How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i> ?				
16 ✓SS ✓NR ✓VOC	<i>Last Stop on Market Street</i>	Know: How does <i>Last Stop on Market Street</i> build our knowledge about the senses?	Execute: How do we use one voice at a time in a Socratic Seminar?  Execute: How do I use adding details in my Focusing Question Task?	<ul style="list-style-type: none"> <li>Practice speaking one voice at a time. (RL.K.1, SL.K.1.a)</li> <li>Express understanding of how CJ's senses help him learn about the world. (RI.K.1, W.K.2, W.K.8, W.4*)</li> <li>Identify the author and illustrator in <i>Last Stop on Market Street</i> and define their role in telling the story. (RL.K.6)</li> <li>Demonstrate understanding of grade-level vocabulary. (L.1.6)</li> </ul>

Focusing Question 4: How do our senses help us learn from <i>Chicka Chicka Boom Boom</i> ?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
17	<i>Chicka Chicka Boom Boom</i>	Wonder: What do I notice and wonder about <i>Chicka Chicka Boom Boom</i> ?	Examine: Why is labeling with letters important?	<ul style="list-style-type: none"> <li>Ask questions about the events in <i>Chicka Chicka Boom Boom</i>. (RI.K.1)</li> <li>Participate in shared writing to label details in <i>Flower Day</i>. (L.K.2.d)</li> </ul>
18	<i>Chicka Chicka Boom Boom Flower Day</i>	Organize: What is happening in <i>Chicka Chicka Boom Boom</i> ?	Experiment: How does labeling with letters work?	<ul style="list-style-type: none"> <li>Identify key events and details in <i>Chicka Chicka Boom Boom</i>. (RL.K.2)</li> <li>Label main figures and objects in <i>Flower Day</i> using initial letter sounds. (L.K.2.c, L.K.2.d, L.K.6)</li> <li>Define descriptive words and phrases from <i>Chicka Chicka Boom Boom</i> and use them to describe real-life experiences. (L.K.5.c)</li> </ul>

Focusing Question 4: How do our senses help us learn from <i>Chicka Chicka Boom Boom</i> ?				
19	<i>Chicka Chicka Boom Boom</i> <i>Flower Day</i> <i>Le Gourmet</i>	Reveal: What does a deeper exploration of the illustrations and words reveal in <i>Chicka Chicka Boom Boom</i> ?	Execute: How do I label with letters in my illustration of <i>Chicka Chicka Boom Boom</i> ?  Execute: How do I use complete sentences to describe the letters in <i>Chicka Chicka Boom Boom</i> ?	<ul style="list-style-type: none"> <li>▪ Identify how words and illustrations work together to communicate key details in <i>Chicka Chicka Boom Boom</i>. (RL.K.1, RL.K.6, RL.K.7)</li> <li>▪ Label details in a drawing about <i>Chicka Chicka Boom Boom</i> using initial sounds. (W.K.2, L.K.2.c, L.K.2.d, L.K.6)</li> <li>▪ Speak in complete sentences while describing the events in <i>Chicka Chicka Boom Boom</i>. (L.K.1.f)</li> </ul>
20	<i>Chicka Chicka Boom Boom</i> <i>Flower Day</i>	Reveal: What does a deep exploration of the words reveal in <i>Chicka Chicka Boom Boom</i> ?		<ul style="list-style-type: none"> <li>▪ Identify and interpret repetitions and emphasis of words in <i>Chicka Chicka Boom Boom</i>. (RL.K.1, RL.K.3, RL.K.6)</li> <li>▪ Use illustrations and words from the text to collect evidence for Focusing Question Task 4. (W.K.8)</li> <li>▪ Define and use words with the morpheme <i>re-</i>. (L.K.4.b)</li> </ul>
21 ✓VOC ✓FQT	<i>Chicka Chicka Boom Boom</i> <i>Flower Day</i>	Distill: What is the essential meaning in <i>Chicka Chicka Boom Boom</i> ?	Execute: How do I use labeling with letters in my Focusing Question Task?	<ul style="list-style-type: none"> <li>▪ Use the words and illustrations to interpret the essential meaning in <i>Chicka Chicka Boom Boom</i>. (RL.K.1, RL.K.7)</li> <li>▪ Express understanding of how the five senses help readers learn from <i>Chicka Chicka Boom Boom</i>. (RL.K.1, W.K.2, L.K.2.c, L.K.2.d, W.K.4*)</li> <li>▪ Demonstrate understanding of grade-level vocabulary. (L.1.6)</li> </ul>

Focusing Question 4: How do our senses help us learn from <i>Chicka Chicka Boom Boom</i> ?				
22	<i>Chicka Chicka Boom Boom</i> <i>Flower Day</i>	Know: How does <i>Chicka Chicka Boom Boom</i> build my knowledge of the five senses?	Execute: How do I label with letters in my Focusing Question Task?  Excel: How do I excel at labeling with letters in my Focusing Question Task?	<ul style="list-style-type: none"> <li>Express understanding of how the five senses help readers learn from <i>Chicka Chicka Boom Boom</i>. (RL.K.1, W.K.2, L.K.2.c, L.K.2.d, W.4*)</li> <li>Use phonetic spelling to label a drawing to add detail to the Focusing Question Task. (W.K.2, L.K.2.d)</li> </ul>

Focusing Question 5: How do our senses help us learn from <i>Rap a Tap Tap</i> ?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
23 ✓NR	<i>Rap a Tap Tap</i>	Wonder: What do I notice and wonder about <i>Rap a Tap Tap</i> ?	Examine: Why is labeling with letters important?	<ul style="list-style-type: none"> <li>Ask questions about the key events, details, and words in <i>Rap a Tap Tap</i>. (RI.K.1, RI.K.4)</li> <li>Using labeling with letters, label a drawing from the text as a class. (L.K.2.c, L.K.2.d)</li> <li>Ask and answer questions about key vocabulary in <i>Rap a Tap Tap</i>. (L.K.1.d, L.K.6)</li> </ul>
24	<i>Rap a Tap Tap</i>	Organize: What is happening in <i>Rap a Tap Tap</i> ?	Experiment: How does labeling with letters work?  Examine: Why are prepositions important?	<ul style="list-style-type: none"> <li>Identify key details in <i>Rap a Tap Tap</i>. (RI.K.2)</li> <li>Using labeling with letters, label a drawing from the text. (L.K.2.c, L.K.2.d)</li> <li>With support, identify and explain the purpose of prepositions. (L.K.1.e)</li> </ul>

Focusing Question 5: How do our senses help us learn from <i>Rap a Tap Tap</i> ?				
25	<i>Rap a Tap Tap</i>	Reveal: What does a deeper exploration of the illustrations reveal in <i>Rap a Tap Tap</i> ?	Examine: Why are conversations important?  Experiment: How does labeling with letters work?	<ul style="list-style-type: none"> <li>▪ Identify how illustrations reveal deeper meaning in <i>Rap a Tap Tap</i>. (RI.K.7)</li> <li>▪ Examine the importance of collaborative conversations. (SL.K.1.b)</li> <li>▪ Draw and label one thing you learned from the illustrations. (W.K.2, L.K.2.c, L.K.2.d)</li> </ul>
26 ✓FQT	<i>Rap a Tap Tap</i>	Reveal: What does a deeper exploration of the words reveal in <i>Rap a Tap Tap</i> ?	Execute: How do I use labeling with letters in my Focusing Question Task?  Experiment: How do prepositions work?	<ul style="list-style-type: none"> <li>▪ Describe words and sounds in <i>Rap a Tap Tap</i>, including how they reveal deeper meaning in the text. (RI.K.1)</li> <li>▪ Using the Evidence Organizer Chart, construct sentences to begin Focusing Question Task 5. (W.K.2, L.K.1.f, L.K.2.c, L.K.2.d)</li> <li>▪ With support, use prepositions to complete a sentence frame. (L.K.1.e)</li> </ul>
27	<i>Rap a Tap Tap</i>	Distill: What is the essential meaning of <i>Rap a Tap Tap</i> ?	Experiment: How do conversations work?  Execute: How do I use labeling with letters in my Focusing Question Task?  Experiment: How do prepositions work?	<ul style="list-style-type: none"> <li>▪ Use illustrations and words to identify the essential meaning of <i>Rap a Tap Tap</i>. (RI.K.1)</li> <li>▪ Experiment with having collaborative conversations. (SL.K.1.b)</li> <li>▪ Use labeling with letters to add detail to the Focusing Question Task. (W.K.2, L.K.2.c, L.K.2.d)</li> <li>▪ With support, verbally create a sentence with a preposition. (L.K.1.e, L.K.1.f)</li> </ul>

Focusing Question 5: How do our senses help us learn from <i>Rap a Tap Tap</i> ?				
28 ✓FQT	<i>Rap a Tap Tap</i>	Know: How does <i>Rap a Tap Tap</i> build my knowledge of the senses?	Execute: How do I use labeling with letters in my Focusing Question Task?  Execute: How do I use prepositions to describe Bojangles?	<ul style="list-style-type: none"> <li>Express understanding of how the senses help readers learn from <i>Rap a Tap Tap</i>. (RI.K.1, W.K.2, L.K.2.c, L.K.2.d, W.K.4*)</li> <li>With support, verbally create a sentence with a preposition. (L.K.1.e, L.K.1.f)</li> </ul>

EOM Task: How do our senses help us learn?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
29 ✓SS ✓VOC	<i>My Five Senses</i> , Miller <i>My Five Senses</i> , Alik	Know: How do both versions of <i>My Five Senses</i> build our knowledge of how our senses help us learn?	Execute: How do I have conversations in a Socratic Seminar?	<ul style="list-style-type: none"> <li>Engage in a collaborative conversation to synthesize information from Module 1 texts. (RL.K.1, SL.K.1.b)</li> <li>Demonstrate understanding of grade-level vocabulary. (L.K.6)</li> </ul>
30 ✓EOM	<i>My Five Senses</i> , Miller <i>My Five Senses</i> , Alik <i>Last Stop on Market Street</i> <i>Chicka Chicka Boom Boom</i> <i>Rap a Tap Tap</i>	Know: How do the Module 1 texts build my knowledge of the senses?	Execute: How do I execute my End-of-Module Task?  Excel: How do I improve my ability to respond to a prompt?	<ul style="list-style-type: none"> <li>Express understanding of how the senses help us learn. (RI.K.1, W.K.2, W.K.8, L.K.2.c, L.K.2.d, W.K.4*)</li> <li>With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)</li> </ul>
31 ✓EOM	<i>My Five Senses</i> , Miller <i>My Five Senses</i> , Alik <i>Last Stop on Market Street</i> <i>Chicka Chicka Boom Boom</i> <i>Rap a Tap Tap</i>	Know: How do the Module 1 texts build my knowledge of the senses?	Execute: How do I execute my End-of-Module Task?  Excel: How do I improve my ability to respond to a prompt?	<ul style="list-style-type: none"> <li>Express understanding of how the senses help us learn. (RI.K.1, W.K.2, W.K.8, L.K.2.c, L.K.2.d, W.K.4*)</li> <li>With support, evaluate writing, and use complete sentences to share reflections. (L.K.1.f)</li> </ul>

\* In alignment with the CCSS, formal instruction and assessment of W.4 begins in Grade 3. However, attention to task, purpose, and audience are essential to student writing as early as Grade K. As a result, these lessons contain instruction and/or references to those components in an effort to familiarize students and afford them opportunities for practice.