


## Take a Peek into Unit 2

### Journeys Lessons 6-10

\*This is a glance into the reading unit we are beginning in the classroom. The purpose of this form is to introduce our new unit of study and provide a brief preview.

<p style="text-align: center;"><b><u>Unit 2 Theme:</u></b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Look and Listen</b></p> <p><b><u>Lesson Topics:</u></b> Mammals, Visual Arts, Traditions, Performance Arts, Inventions</p>	<p style="text-align: center;"><b><u>Comprehension Skills::</u></b></p> <p style="text-align: center;">Text and Graphic Features Analyze Illustrations Conclusions Cause and Effect Literal and Nonliteral Meanings Sequence of Events Domain-Specific Vocabulary Main Idea and Details</p>
<p><b><u>Helpful Comprehension Prompts :</u></b> To help support your child at home, we have provided question prompts that could be asked to your child to assist them with the comprehension skills. These questions could be used with a book, article, or story of your choice.</p> <p><b>Text and Graphic Features:</b> (informational text)</p> <ul style="list-style-type: none"> <li>● How do the images help the reader understand _____ (topic)?</li> <li>● Why did the author use the image on page ____ ?</li> <li>● Which section (subheading) would a reader use to learn more about _____ (topic)?</li> </ul> <p><b>Analyze Illustrations:</b></p> <ul style="list-style-type: none"> <li>● Illustrations help create the mood, or feeling, of the story. How do the words and the illustration work together and set the mood?</li> <li>● Which word best describes the feeling of the illustration?</li> </ul> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>● Why did _____ (character) _____ (main event from the story)? Find a sentence in the story that best supports your answer.</li> </ul> <p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>● What happens when _____ (event in the story)?</li> <li>● What was the effect or result of _____ (event in the story)?</li> </ul> <p><b>Literal and Nonliteral Meanings:</b></p> <ul style="list-style-type: none"> <li>● What does the phrase _____ most likely mean?</li> <li>● What words does the author use to make _____ seem like a person?</li> </ul> <p><b>Sequence of Events:</b></p> <ul style="list-style-type: none"> <li>● Talk about the most important events. Write a brief summary.</li> </ul>	

- Label the order of the story. The first event will be labeled 1 , and the last event will be labeled 4.
- According to the story, what happened first?
- What sequence of events does this selection tell about?

**Domain-Specific Vocabulary:**

- What is the meaning of the word \_\_\_\_\_ ?
- What word on page \_ are you likely to find in a \_\_\_\_\_ (resource; ex.:science textbook, medical document, brochure, etc.) What does the word mean?

**Main Idea and Details:**

- Which sentence in the paragraph best states the main idea? Name two details in the paragraph that supports your response.
- What is the main idea of the passage? Find a detail that best supports your answer.

**Vocabulary Strategies:**

⇒ Suffixes, -able, -ible

⇒ Synonyms

⇒ Context Clues

⇒ Dictionary/Glossary

⇒ Shades of Meaning

**Authors Area:**

\*Below are other books written by some of the authors in this unit.

➤ **Nicola Davies (Lesson 6):** One Tiny Turtle & Surprising Sharks

➤ **Eileen Christelow (Lesson 7):** What Do Authors Do?

➤ **Michael Dooling (Lesson 10):** George Washington

**Reminder:**

At the start of every "lesson" a parent letter will be sent home with your child. This letter will name the specific skills of practice for the lesson (Target Vocabulary, Phonics Skill, Vocabulary Strategy, Comprehension Skill, Comprehension Strategy, and Grammar Skill)