How do I ask questions about a text?

How do I predict what happens next?

UNIT THEMES: engineering, design, experimentation, problem-solving

If you have any questions, speak to your student’s teacher or email earlylit@hartfordschools.org

For more information, please visit www.hartfordschools.org/literacy

Visit any of the Hartford Public Library branches or your local library! www.hplct.org

For additional resources please visit:

www.kids.nationalgeographic.com
This website supports and encouraging kids to explore the world. It uses online magazines, books, games and videos and empowers young learners to succeed and make the world a better place!

www.seussville.com
Seussville is a place where all children can play and learn with Dr. Seuss’ books and characters. Kids can engage in interactive games and stories to bring reading to life!

www.randomhousekids.com
Random House is the largest English-language trade book publisher. This site allows children to choose from a variety of characters and books to explore. They can participate in activities, read books, and even play a game with their favorite character!
CLASSEBOOKS IN UNIT 4
Ask your local librarian for books!

Whole Class Read Aloud:
• *Dreaming Up* by Christy Hale
• *The Little Yellow Chicken’s House* by Joy Cowley
• *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan Roth

Whole Class Shared Reading- each student has their own copy of:
• *Getting There* by Edwin Johns
• *School Bus* by Donald Crews
• *Tools* by Samantha Berger
• *Truck* by Donald Crews

ESSENTIAL QUESTIONS ADDRESSED IN UNIT:
• How do I learn about key details in a text?
• How do I form the right questions about a text?
• How do I write effective informative/explanatory texts?
• How do I use questions and suggestions to improve my writing?

ACTIVITIES FOR HOME:
Rhyming Words
• Give your student a word and challenge them to think of a word that rhymes. They can be pretend or real words.

Clap your hands together when they find a rhyme!

CVC words (consonant-vowel-consonant)
• Make 3 cubes out of paper or blocks and write consonants on one in a blue marker and vowels on another in a red marker. Have students roll all three dice, put the vowel in the middle, and read the word. Whoever rolls the most real words wins!

Sight Words
• Sight words are words that students should be able to read as soon as they see the word.

• they, will, too, all, be, as, one, by, what, did, has, he, him, with

• You or your reader can write all the words on index cards. Put the cards in a hat and take turns drawing one. If you can read the word, you get one point. If you can put the word in a sentence correctly, you get two points. Whoever wins gets to make up a happy dance!

STUDENTS LEARNING TARGETS
ALIGNED TO THE CONNECTICUT CORE STANDARDS

Your child can…
• ask and answer questions about key details in a narrative and informative text.
• talk about a topic using pictures and words.
• use feedback from peers to make their writing stronger.
• revise their writing by adding details.

KEY DETAILS
They are the important parts in the story.
Think who? what? when?
They help tell the main idea.