How do good readers compare and contrast information from texts?

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.bbc.co.uk/guides/z3c6tfr
This website teaches kids how to type using the home keys, a very important skill to have! Students will complete 4 steps to learn how to effectively use a keyboard.

www.ixl.com/ela/
This site allows students in grades 1-12 to focus on a specific Common Core skill. Students (or an adult) can choose a skill, and students will then have multiple exposures to examples that will help them master that particular choice. They receive a score upon completion.

www.magickeys.com/books
Magic Keys shares stories with children written by numerous authors. Students can turn the pages when they are ready and can utilize their reading skills in this character rich stories!
CLASSROOM BOOKS IN UNIT 7
Ask your local librarian for books!

Whole Class Read Aloud:
- *Children of Long Ago* by Lessie Jones Little and Eloise Greenfield
- *Sweet Potato Pie* by Kathleen D. Lindsey
- *Young Christopher Columbus* by Eric Carpenter
- *Out of the Ballpark* by Alex Rodriguez
- *Panda Kindergarten* by Joanne Ryder

Whole Class Shared Reading—each student has their own copy of:
- *Fancy Dance* by Leslie Johnson
- *I Make Clay Pots* by Leslie Johnson
- *Block Party* by Gwendolyn Hudson Hooks
- *Then & Now* by Samantha Berger

ESSENTIAL QUESTIONS ADDRESSED IN UNIT:
- What does it mean to compare and contrast?
- How is information connected across texts?
- What is an opinion and why is it important?
- How can I write about my opinion?
- What is research? How can I research a topic?
- How can I use evidence from research to answer a question?

ACTIVITIES FOR HOME:
Words in a sentence
- How many words are in this sentence?
- Take turns telling each other a joke or a silly sentence. Together, count how many words were in your silly sentence. You can keep track on your fingers or use tally marks.

Read Sight Words
- *when, your, about, from, than, away, them, came, big, many, after, who*
- Write all the sight words on index cards, make 2 sets. Turn the cards upside down on a surface. Play memory; each person takes turns picking 2 cards and reading them out loud, if they match, you get to keep them. See who has the most cards at the end of the game!

Digraphs
- *sh/th/wh/kn/ch*  i.e. cheese, chips, thin sherbet
- While eating or cooking, look on food boxes or bags for digraphs. Once you or your child identifies one, read the word or identify the sound the digraph makes.

STUDENTS LEARNING TARGETS
ALIGNED TO THE CONNECTICUT CORE STANDARDS

Your child can…
- compare and contrast things that happen to characters in stories.
- describe how two people, events, and/or ideas are connected.
- share their thoughts and opinions about a book using pictures and words.
- participate in group research projects and group writing projects.
- answer questions about things they’ve done or learned about.